EDG 310: RESIDENTIAL EDUCATION AND THE COLLEGE STUDENT

Instructor: Victoria Adler  
Curriculum Coord: Shawn A. McQuillan  
CRN: 44406  
Office Location: Crandall 101

Office Hours: Mon. – Fri. by Appointment  
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E-mail: vadler@hartford.edu  
Class Time: Tuesdays, 5:00pm-7:20pm  
Class Location: Dana Hall 421

COURSE DESCRIPTION:

This course focuses on student development theory, leadership skills, and topical problems facing college students in relation to the residential college experience.

Enrollment in this course is required for any newly hired Resident Assistant who has not taken and passed this course previously (Note: RAs who are taken this course are required to pass it with a C-average or better in order to remain in their Resident Assistant position for the Spring 2016 semester).

This is a 2 credit course through the College of Education, Nursing, and Health Professions.

REQUIRED MATERIALS:


*Additional readings as assigned by instructors (Reading materials will be available by Blackboard)

LEARNING OBJECTIVES:

This course will encourage students to examine, discuss, and reflect on topical issues that they and their fellow peers face as student leaders within a collegiate context. The learning objectives for this course are as follows:

- Identify student development theories and leadership practices.
- Assess current trends and pertinent issues that student leaders encounter.
- Participate in a service learning based activity and assess your experiences on a global and personal perspective.
- Analyze what it means to be a student leader.

FORMAT:

This course will utilize a combination of lecture, discussion, small group and individual activities, service based activities, group work, and out of class assignments and activities.
ATTENDANCE:

All students are expected to attend every class, arrive on time, and remain for the entire duration of the class. Students will be responsible for all material and information given out during class time. This will be applicable whether a student attends a particular class or not. Similarly, there will be no make-up for any missed in-class activities or assignments due to the absence of the student.

Students will be excused from class in the event of a family death, documented medical issue (doctors note will be required), and for religious observances. It is expected that students will communicate this information with their instructor. Students will be responsible for making up any missed work or will be required to submit work prior to their absence. While an absence may be excused, this doesn’t exempt a student from completing the requirements of the course.

All class assignments are due the day of the class and no late assignments will be accepted. Missing a class will impact the grade you receive in the course, as participation is a large component of the course grading scale.

Students are permitted only one unexcused absence, more than one unexcused absence will result in a final grade of an F for the course.

SEXUAL VIOLENCE OR HARASSMENT:

Sexual harassment, sexual violence and other sexual misconduct – including stalking and intimate partner violence – is prohibited under Title IX and other federal and state law and University of Hartford policy. The University of Hartford strives to provide an environment free from sexual violence and other sexual misconduct and harassment. Information on the University’s policies against sexual violence, and on resources for victims of sexual violence, can be found at the following website: http://www.hartford.edu/student_affairs/title_IX/

If you or someone you know has been harassed or assaulted, you can receive confidential advice and counseling at:

- Student Health Services (SHS – On Campus) at 860.768.6601
- Counseling and Psychological Services (CAPS – On Campus) at 860.768.4482
- Sexual Assault Crisis Services (SACS – Off Campus) at 1.888.999.5545

Incidents of sexual violence or harassment can be reported on-campus to:

- Kenna Grant, Campus Advocate, at 860.768.4077
- Sue Fitzgerald, Title IX Coordinator, at 860.768.4011
- Department of Public Safety at 860.768.7985

For further information on the University’s policies and resources, please contact Kenna Grant or Sue Fitzgerald.

ACADEMIC HONESTY:

A university is a community of learners. Learners at the University of Hartford consist of students, faculty and staff, seeking academic and personal advancement. Academic and personal advancement is based on honest intellectual endeavors and the resulting creative achievement. Integrity in those endeavors is the foundation upon which that advancement is built. While inspiration and insight spring forth from the work of others, the work product must always be one’s own. One’s sense of integrity requires that proper credit be given where credit is due.

The purpose of the academic honesty policy is to provide a clear statement to students and faculty of the University’s expectations regarding academic honesty and to set forth procedures for the enforcement of
that policy. The procedures in this Academic Honesty Policy are administrative functions and are not subject to the same rules as in criminal or civil proceedings.

Throughout the following policy, the term “college” refers to any one of the schools or colleges of the University. The term “University-wide program” refers to programs such as Multi Media Web Design and Development or the Bachelor of University Studies that do not reside in a college. The term “department chair” refers to a department chair or, in the case of colleges that do not have departments, the equivalent to a department chair.

POLICY

A. All students are expected to observe generally accepted principles of scholarly writing in all examinations, compositions, papers, essays, tests, quizzes, reports, and dissertations whether written in the classroom or outside. Sources of information used by a student in the preparation of work submitted as a basis for credit, or for a grade, or to satisfy graduate or undergraduate thesis requirements shall be clearly indicated in some conventional manner, such as by the use of quotation marks, footnotes, and bibliography.

B. Students are forbidden to submit as their own any project, paper, or creative work that is in whole or part the work of another.

C. The use of a term-paper writing service is prohibited. Also prohibited is the use of term papers obtained from the Internet, in whole or in part.

D. All examinations and quizzes are to be completed without reference to books or notes except when the instructor of a course shall have given explicit authorization for an "open-book examination" or some other specified sort of assistance. Except as authorized by the instructor, no student is to give or receive assistance in the completion of an examination or a quiz.

E. Other examples of academic dishonesty include, but are not limited to, the falsification of academic documents, such as transcripts, registration materials, withdrawal forms, or grade reports, as well as the unauthorized reading, removing, or copying of any academic document or record maintained by any member of the faculty or administration.

STUDENT RESOURCES:

The following learning resources are available to students:

Center for Reading and Writing (located in the Mortensen library, as of fall 2014): For students needing one-on-one assistance with writing skills, either via a professional tutor or a peer tutor. More information is available at: http://www.hartford.edu/academics/tutoring_assist/center_reading_writing/.

Learning Plus (located in A 209): For students who need accommodations due to a specific learning disability, attention disability, autism spectrum disability, and/or acquired brain injury. Students must submit documentation to L+ and provide a letter of disclosure to instructors about accommodations.

IMPORTANT: Federal law prohibits instructors from inquiring directly about a student's learning status. We can only provide accommodations if (1) the student discloses to us and (2) provides the required letter from Learning Plus.

For more information, go to: http://www.hartford.edu/academics/tutoring_assist/learning_plus/
Students who need accommodations due to mobility, vision, or hearing issues are served through the Office of the Assistant VP for Student Health and Wellness. For more information, go to: http://www.hartford.edu/academics/disability_services.aspx

Student Success Center (located on the ground floor of B-complex building, next to the Commons Building on the residential side of campus). SSC provides a variety of services, including helping students find peer tutors in most subjects. For more information, go to: http://www.hartford.edu/student_affairs/departments/ssc/

**COURSE STRUCTURE AND GRADING:**

This is a 2 credit course. You must earn a minimum of a “C-” average to pass this course. Your grade is based on several components:

- Class Participation, Exercises/Activities, Assignments/Homework, & Pop Quizzes (45%)
- Service Learning Experience & Reflection (35%)
- Final Project (20%)

**GRADING SYSTEM:**

Students will be graded for their work in this course based on their class participation, service learning experience/reflection, and the final project. Students will either be awarded a numerical grade or a check mark. The numerical grade will be issued for the final grade for the course, as well as any assignment where a numerical value can be assessed.

The check mark grading system will be used when assessing personal reflections and journal entries. The following factors will be taken into account when determining a check mark grade:

- Assignment completion/followed instructions
- Grammar, spelling, and content
- Depth of reflection

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<thead>
<tr>
<th>LETTER GRADES</th>
<th>CHECK MARK GRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 94 or higher</td>
<td>✓ + = Exceptional</td>
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<tr>
<td>A- = 90 to 93</td>
<td>✓ = Satisfactory</td>
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<tr>
<td>B+ = 87 to 89</td>
<td>✓ - = Unsatisfactory</td>
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<tr>
<td>B = 84 to 86</td>
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<tr>
<td>B- = 80 to 83</td>
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<td>C+ = 77 to 79</td>
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<td>C = 74 to 76</td>
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<td>C- = 70 to 73</td>
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<td>D+ = 67 to 69</td>
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<td>D = 64 to 66</td>
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<tr>
<td>D - = 60 to 63</td>
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<td>F = 0 to 59</td>
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Any assignments not submitted by the due date will receive a numerical grade of zero and will impact the final grade you receive for this course.

**CLASS DISCUSSIONS, ACTIVITIES, AND QUIZZES:**

Participating in class discussions and exercises is a requirement of the course; a factor of your course grade will be based upon class participation and performance. Realize it is impossible to earn a high grade for class discussions without attending class, but attending class alone will not result in a strong class discussion grade either. You must come to class prepared to discuss the assigned material and ready to engage in active discussions and activities.
Throughout the semester, you will be asked to participate in classroom exercises and to complete specific assignments while in class. Pop quizzes may occur at random times throughout the course of the semester based on your weekly reading assignments. These quizzes will test your understanding and application of the material covered in the weekly reading assignments.

**ASSIGNMENTS/HOMEWORK:**
Students will be expected to complete all out of class assignments and homework as indicated in the course syllabus and by the instructors. The out of class assignments may consist of requiring students to attend special events and programs, writing reflection essays, posting to discussion threads on Blackboard, taking assessment tools, and more.

Any written assignments must be typed with your name, due date, and assignment title in the upper left hand corner of the page. Students are expected to hand in all written assignments stapled and double spaced in times new roman (size 12) font. Appropriate grammar and citation will be required.

All assignments will serve to enhance and compliment the current curriculum of the course as outlined in this syllabus. Failure to complete assignments will impact your final grade. If you cannot complete an assignment for a legitimate academic reason it is your responsibility to speak to your instructor to make other arrangements.

**LEADERSHIP QUEST:**
Leadership Quest is a one day conference that is comprised of a series of session that are primarily based on the subject of leadership, with specific focus on student leadership. Presenters include fellow students, faculty, staff, and outside community members. Each student in this course is required to attend Leadership Quest. Leadership Quest is scheduled for Saturday, October 3rd from 9am to 3pm in the Gengras Student Union.

Registration for Leadership Quest MUST be completed online through CareerBridge: [https://www.myinterfase.com/hartford/Account/LogOn](https://www.myinterfase.com/hartford/Account/LogOn)

Students who have an academic conflict with attending Leadership Quest will be required to complete a research paper on the topic of leadership. If you have a conflict please speak with your instructor immediately to receive further instructions.

**SERVICE LEARNING EXPERIENCE:**
A portion of this course will focus on service learning and what it means to be an engaged member within our local and global community. This component will provide students with an immersion opportunity that will not only be service based, but will also integrate this service with meaningful instruction and reflection.

Your service learning project will be supervised by Shawn McQuillan and the Center for Community Service. Each student will be required to complete a service learning experience at the soup kitchen coordinated by Hands On Hartford during the Fall semester. Students will sign-up with the Center for Community Service and participate as a group of 5 to 7 classmates. In this experience you will cook/prep the food, serve it, and then afterwards sit down for a meal to discuss your experience with the service team. After you have completed your service learning experience you will submit a reflection essay to Shawn McQuillan by emailing it to mcquillan@hartford.edu.

Below are the dates of each soup kitchen. If these dates do not work with your academic calendar please contact Torshia Maxwell or Matthew Blocker-Glynn and they will arrange something individually with you.

**SEPTEMBER:**
Lunch: Tuesday, September 22\textsuperscript{nd}, 2015
OCTOBER:
Lunch: Wednesday, October 7th, 2015
Dinner: Monday, October 26th, 2015

NOVEMBER:
Lunch: Monday, November 9th, 2015
Dinner: Monday, November 16th, 2015

DECEMBER:
Lunch: Wednesday, December 2nd, 2015

Further details about the service learning requirement and our expectations related to this component of the course will be reviewed during the course.

FINAL PROJECT:

In lieu of a final exam students will complete a final project for this course. Students will be divided into groups and will be required to work together. Details about the final project will be released in October.

The instructor reserves the right to edit and adapt this document as needed throughout the course of the semester. Students who require consideration due to religious observation or different learning styles should see the instructor.

EDG 310 – RESIDENTIAL EDUCATION AND THE COLLEGE STUDENT
FALL 2015 COURSE SCHEDULE:

NOTE: The instructor reserves the right to add, edit and adapt this document as needed throughout the course of the semester.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Weekly Course Topic and Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Discussion Topics:</td>
</tr>
<tr>
<td>September 1st</td>
<td>□ Class Introduction</td>
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<td>□ Classroom Etiquette &amp; Expectations</td>
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<td>□ Course Syllabus Review</td>
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<td>□ Textbook Overview</td>
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<td>□ Class Blackboard Site</td>
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<td>□ Service Learning Experience</td>
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<td></td>
<td>Out of Class Assignments (Complete by next class unless otherwise instructed):</td>
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<tr>
<td></td>
<td>□ Review contents of Student Development Theories folder (Blackboard)</td>
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<tr>
<td></td>
<td>□ Review contents of the History of Higher Education and The Residential College folders (Blackboard)</td>
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<td></td>
<td>□ Sign-up for LeadershipQuest on CareerBridge</td>
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<tr>
<td>Week 2</td>
<td>Discussion Topics:</td>
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<tr>
<td>September 8th</td>
<td>□ History of Higher Education</td>
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<td></td>
<td>□ The Story of the Residential College</td>
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<tr>
<td></td>
<td>□ Student Development Theories – Part 1</td>
</tr>
<tr>
<td></td>
<td>Out of Class Assignments (Complete by next class unless otherwise indicated):</td>
</tr>
<tr>
<td></td>
<td>□ Review contents of Trends in Higher Education folder (Blackboard)</td>
</tr>
<tr>
<td></td>
<td>□ Review contents Generation Z handout folder (Blackboard)</td>
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<tr>
<td></td>
<td>□ Register for Leadership Quest (scheduled for Saturday, October 3rd)</td>
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<tr>
<td>Week 3</td>
<td>Discussion Topics:</td>
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<tr>
<td>September 15th</td>
<td>□ Student Development Theories – Part 2</td>
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<td></td>
<td>□ Implementation of Theory to Practice</td>
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<td></td>
<td>□ Generation Z Student Population</td>
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<tr>
<td></td>
<td>□ Trends in Higher Education</td>
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</tbody>
</table>
### Out of Class Assignments

*Complete by next class unless otherwise indicated:*

- The Student Leadership Challenge: Read Preface to Chapter 5
- Written Reflection – Prompt distributed by instructor at start of class.

#### Week 4
**September 22nd**

**Discussion Topics:**
- Leadership Theories and Practices – Part 1
- The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader

**Out of Class Assignments:**
- The Student Leadership Challenge: Read Chapters 6 to 12
- Learning to Lead: Read and complete exercises in preface and Chapter 1

#### Week 5
**September 29th**

**Discussion Topics:**
- Leadership Theories and Practices – Part 2
- The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader

**Out of Class Assignments:**
- Learning to Lead Workbook: Read and complete exercises in Chapter 2
- Attend Leadership Quest on Saturday, October 3rd

#### Week 6
**October 6th**

**Guest Lecturer:** Hunger 101

**HUNGER 101**

**Discussion Topics:**
- Hunger 101

**Out of Class Assignments:**
- Read The Other Wes Moore: One Name, Two Fates
- Written Reflection: Write a review of *The Other Wes Moore: One Name, Two Fates* that needs to include at least one secondary source (further instructions will be provided by your instructor) – *This assignment will be due at the start of class on November 3rd.*

#### Week 7
**October 13th**

**Discussion Topics:**
- The Other Wes Moore: One Name, Two Fates

**Out of Class Assignments:**
- Learning to Lead Workbook: Read and complete exercises in Chapter 3
- Work paper for *The Other Wes Moore: One Name, Two Fates* - *This assignment will be due at the start of class on November 3rd.*

#### Week 8
**October 20th**

**Discussion Topics:**
- Social Justice

**Out of Class Assignments:**
- Learning to Lead Workbook: Read and complete exercises in Chapter 5
- Work paper for *The Other Wes Moore: One Name, Two Fates* - *This assignment will be due at the start of class on November 3rd.*

#### Week 9
**October 27th**

**Guest Lecturer:** Lee Peters

**Discussion Topics:**
- Multiculturalism
- Inclusivity
- Diversity

**Out of Class Assignments:**
- Learning to Lead Workbook: Read and complete exercises in Chapter 4
- Written Reflection – Prompt distributed by instructor at start of class.
- Work paper for *The Other Wes Moore: One Name, Two Fates* - *This assignment will be due at the start of class on November 3rd.*

#### Week 10
**November 3rd**

**Discussion Topics:**
- The Law of Higher Education
- Federal and State Compliance (Clery Act, Title XI, FERPA, etc.)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Discussion Topics</th>
<th>Out of Class Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>November 10th</td>
<td>Higher Education in the United States, The International Comparative, The College Student</td>
<td>Learning to Lead Workbook: Read and complete exercises in Chapter 8</td>
</tr>
<tr>
<td>12</td>
<td>November 17th</td>
<td>Special Topic (to be announced at a later date)</td>
<td>Learning to Lead Workbook: Read and complete exercises in Chapter 7</td>
</tr>
<tr>
<td>13</td>
<td>November 24th</td>
<td>NO CLASS – Thanksgiving Break</td>
<td>Learning to Lead Workbook: Read and complete exercises in Chapter 4</td>
</tr>
<tr>
<td>14</td>
<td>December 1st</td>
<td>Trends and Patterns in Higher Education, Topical Issues</td>
<td>Prepare for your final presentation.</td>
</tr>
<tr>
<td>15</td>
<td>December 8th</td>
<td>Final Project Presentations</td>
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</tr>
</tbody>
</table>

**FINAL EXAM PERIOD**: NO FINAL EXAM