**ACPA 2014 SESSION “SYLLABUS”**

**Qualitative Methods as Pedagogy in Student Affairs Preparation Graduate Courses**

**Monday, March 31, 10:30 to 11:30 am**

**Indianapolis Downtown Marriott, Marriott Ballroom 7**

**Dr. Amanda O. Latz (Mandy), Ball State University (****aolatz@bsu.edu****)**

**Dr. Bridget Turner Kelly, Loyola University Chicago (****Bkelly4@luc.edu****)**

**Dr. Carrie Kortegast, Vanderbilt University (****carrie.kortegast@vanderbilt.edu****)**

**Dr. Christina Linder, University of Georgia (****linder@uga.edu****)**

**Kristin McCann, Loyola University Chicago (****kmccann2@luc.edu****)**

**Dr. Amanda O. Latz—Persistence Autoethnography (excerpts below from course syllabus)**

* **STEP 1:** Students will create **FIVE** vignettes (i.e., self-narratives) based on provided prompts—see below (or a prompt created by the student). While the prompts may not address persistence directly, students ought to have their persistence decisions in mind throughout the writing process. Your undergraduate experiences will be the focus of this assignment. Within your writing, be descriptive, detailed, colorful, and robust. This initial writing process is informal; however, error-free writing at this stage will eliminate the need for multiple revisions later. Remain mindful of your ultimate goal (Step 3). **(50 points total, 10 points each)**
* **STEP 2:** Students will create an annotated list of references containing **10** sources related to their persistence vignettes. Refer back to your vignettes. As you identify persistence-related themes (e.g., positive relationships with faculty/staff members, familial support, involvement in a campus organization), look for resources/references (e.g., journal articles, book chapters) on that particular theme you might want to incorporate into the final paper to complement/substantiate **OR** contrast your theme(s). Where do your persistence themes converge with and diverge from the literature base? The purpose of the annotated references is to urge you to identify viable resources early.

**IMPORTANT:** Each source should include (a) the full citation per APA (for help visit <http://owl.english.purdue.edu/owl/resource/560/01/>), (b) an overview of the resource, **AND** (c) an explanation of how the source relates to a particular aspect (theme) of your persistence story (i.e., How will you “use” the resource in your final persistence autoethnography? What is the resource’s relevance?). **(50 points total)**

* **STEP 3:** Students will create an autoethnography about their persistence decision(s). This piece will blend salient aspects of the vignettes with the related literature (annotated references). **In addition,** you will include recommendations for **institutional actions** based on your persistence story and as informed by the literature. Based on ***your*** experiences, what should your (undergraduate) institution do to retain students? What suggestions within the literature might “hold water” at your institution based on your experiences?

The purpose of this paper is to give you the opportunity to express why you remained in college as well as what can be gleaned from your educational journey—how can your story inform institutional action? Think of this piece of writing as **YOUR** telling of why you stayed in college and what can be learned from your telling. Papers will be **12 pages** in length, at minimum. At least **10 sources** will be referenced. **(150 points)**

**Vignette Prompts – Persistence Autoethnography**

***This is simply a list of options—you are free to respond to your own prompts. Just remember to think about and compose your response in terms of persistence. Place the prompt at the top of your response. You will compose a total of five vignettes.***

* What were some of the most significant highs and lows of your college experience?
* Who were you before college, and how did who you were influence your college experience?
* Who was/were your mentor/s during college? Give a description of the experience of being mentored.
* Describe your college friends. Why were/are they important to you? How did you become friends?
* Who was closest to you during college? Why?
* Think about your overall college experience. Of what are you most proud?
* What is the most important thing you learned during college?
* Describe your freshmen year.
* Did you belong to any campus organizations, clubs, teams, or other groups? Why/why not? If yes, what was it like?
* Locate an appliance or cooking tool in your kitchen. Describe how your college experience was like or unlike this appliance or tool.
* Describe your relationships with faculty members.
* Describe your relationships with college personnel (not faculty members).
* What was financing college like for you?
* Did you have a job while in college? What was that like?
* What did your family (family defined in any way you like) think of you being in college?
* What made you select the college you selected?
* Describe your institution. Was it a good match for you? Why/why not?
* If your institution were an animal, which would it be? If you were an animal, which would you be? Describe. Were/are these two animals compatible? Why/why not?
* Did you ever transfer? If yes, describe that experience.
* What was graduation like? How did you feel before, during, and after the graduation experience?
* Were you mostly like or unlike the other students who attended your institution? Describe.
* For you, was attending college a “stretch” or a given or something else? Describe.
* Why did you attend college? What were you hoping to gain? Did you gain it?
* How far from home were you during college? Did you go home often? What was it like to go home?
* Where did you live during college? What was it like?
* Describe your favorite class.
* You must create a “time capsule” from your college experience with only **FIVE** items. You will have access to these items in 25 years and be able to share them with those closest to you. What five items would you place in the box and why?
* Did you ever call college “home”? Why/why not?
* Imagine you are mentoring some high school students. Would you recommend they attend your institution? Why or why not? If yes, how would you describe the institution to the students?
* If your college experience were a playlist, which songs would be included? Why?
* If your college experience had a Facebook page, what would the profile picture be? Why?
* What was the most surprising thing about college? What thing were you worried about before college that turned out to be “nothing”?
* Imagine you had the same shoes on during your whole college experience. What sorts of conversations would you have with those shoes today?
* Are you happy to have attended college? Why/why not?
* Was college worth it?

**Dr. Bridget Turner Kelly—Movie Review Assignment** (excerpts below from Student Development in Higher Education course syllabus)

Movie Review (30 points): There are many movies about college students, but you are going to assess one for its ability to illustrate college student development. This assignment requires you choose a movie from the selected list or one you have approved by me and identify developmental characteristics of the main student characters as they journey throughout the movie.

*Selected Movies:*

Blue Like Jazz (2012) From Nada to Prada (2011)

Drumline (2002) Rules of Attraction (2002)

Higher Learning (1995) School Daze (1988)

Good Will Hunting (1998) The Skulls (2000)

Legally Blonde (2001) St. Elmo’s Fire (1985)

Mona Lisa Smile (2003) 21 (2008)

Paper Chase (2003 With Honors (1999)

Rudy (1993) The Great Debaters

Stomp the Yard (2007) Wonder Boys (2000)

Love & Basketball (2000)

Based on the identified developmental characteristics of the student main character’s, identify two theories we have covered in class that would assist educators in working with these characters. Provide specific definitions and examples of practical application of each theory for these main characters. Use time stamp from movie to document specific points in the movie and direct quotes from characters. Your movie review should be 12 pages maximum, not including cover page or references. I will evaluate the review based on the Movie Review rubric on Sakai. No more than three students will be able to do any one movie so email me your preferences as early as you can.

You may structure your paper in many ways, such as…

a: brief synopsis & critical (media literacy) review of movie (1 page)

b: outline of 2 theories you use in review with critical lens (2 pages)

c: describe main characters’ developmental characteristics (3 pages)

d: connect main characters to specific stages/statuses in theories (4 pages)

e: outline specific ways you could work with these characters utilizing these theories in a particular practice area of student development (1 page)

f: summarize how your lens (positionality) shaped your review of movie and theories (1 page)

**Dr. Carrie Kortegast—(excerpts below from College Student Development Theory course syllabus)**

**Digital Story and Analytic Reflection (20%)—**Stories and storytelling play an important part in our lives. Lived-stories are catalysts for conversations, new understandings, and change. Stories “prompt us to reflect and understand different standpoints in the contexts of life…Thus, in telling and listening to stories, we find meaning in our lives and invent our lives” (Fu & Stremmel, p. 5). Issues of purpose, meaning, and development are central to many of the theories we have studied this semester. This assignment will afford students the opportunity to create and share their own story. Students will create a 3(ish) minute digital story (see examples at the youtube station Center for Digital Storytelling) that will be shared in class on **April 21** and write a 5-7 page analytic reflection due on **April 30**. The analytic reflection should attend to issues of self-reflexivity, connecting theory to practice, and analyzing your digital story as it relates to theories used in the course. This assignment will be evaluated based on the **depth** of reflection and **application** of theory. We will discuss digital storytelling further in class on February 17.

**Dr. Chris Linder—Photo-Elicitation Campus Ecology Assignment**

**Photo-Elicitation Project (pairs or triads)**

The purpose of this project is to engage in a research project assessing the campus environment. Through this project, you will learn more about a specific campus population, practice engaging in research, and further refine your analysis and writing skills. You will work in pairs or triads for this project consisting of several steps:

1. First, you will **select a campus population** you’re interested in learning more about/better understanding their experiences with the campus environment. Please keep in mind that you will need to identify at least five students in this campus population, so plan accordingly. I will assign pairs or triads based on common interests. We will discuss this more in class.
2. Next, conduct a brief **literature review** about this population and relationship to campus environments. You will turn in a 5-7 page synthesis of the literature about this campus population. The literature review should include at least 7 scholarly sources (journal articles or book chapters). Please do not summarize individual articles. Synthesize the information. *Draft due: September 17*
3. The third step is to write a **research proposal** for this project. Your proposal does not need to be formally written – it will be a collection of information you will share with the instructor for feedback and approval. The proposal should include the following:
	1. Plan for recruiting participants, including example recruitment materials (i.e. emails, etc)
	2. Instructions for your participants including prompts for taking the pictures; where to submit the pictures; date, time and place of focus group, etc.
	3. Sample focus group questions
	4. Your plan for transcribing and analyzing the data

*DUE: September 24*

1. Fourth, **collect data**. Recruit participants, ask them to take pictures, conduct the focus group, and transcribe the recording of the focus group. Be sure to get consent forms signed by each participant! Transcription due: *November 5*
2. Fifth, **write and interpret your findings**. Review the transcript for common themes among the participants, highlighting salient ideas throughout the transcript. Identify three to five themes. In about 5-7 pages, summarize the themes, supporting them with pictures and quotes from your participants. Next, **interpret** these findings. In about 4-5 additional pages, discuss: What do these findings mean for student affairs professionals? How are they consistent with or different from the theories and the research we read this semester? Integrate some of the theoretical frameworks and literature from class and from your literature review in this section. Draft findings, discussion, and analysis due: *November 19*
3. Finally, **provide recommendations** for student affairs professionals based on your research. In about 2-4 pages, provide specific recommendations. This will be due with the final paper.
4. The final paper should be no more than 20 pages and should include the following revised sections:
* Introduction/Overview of the Paper (do not put this as a heading – just start the paper here)
* Review of the literature about the campus population (~5 pages)
* Methodology (~2-3 pages)
	+ This is a description of what you did to collect data – be specific, describe demographics of participants, etc. You can use your research proposal as a guide for this section.
* Findings (~5-7 pages)
* Discussion & Analysis (~4-5 pages)
* Recommendations (~2-4 pages)
* Conclusion

**Point allocation:**

|  |  |
| --- | --- |
| **Section** | **Points** |
| Introduction | 1 |
| Review of Literature | 3 |
| Methodology | 3 |
| Findings | 5 |
| Discussion & Analysis | 5 |
| Recommendations  | 5 |
| Overall coherence, flow, and technical writing | 3 |
| **TOTAL** | **25** |

**Presentation**

The purpose of this assignment is to allow you to educate your peers about the experiences of the campus population you selected and to continue to refine your presentation skills. Each pair or triad will have 20 minutes to share the results of your photo-elicitation study with the class. I would recommend you spend the majority of the allotted time on the findings, discussion, and recommendations. Limit the time you spend on the literature review and methodology – if people want more information about those sections, they can read your paper!

**Point allocation:**

|  |  |
| --- | --- |
| **Section** | **Points** |
| Clarity of presentation – brief overview of study, summary of findings, and discussion and recommendations for practice  | 5 |
| Creativity of presentation (visual aids, etc)  | 2 |
| Appropriate integration of course materials | 3 |
| Professionalism (i.e. transitions are smooth, no technical glitches, each group member contributes, etc)  | 2 |
| **TOTAL** | **12** |

**Kristin McCann, M.A., Ph.D. Candidate—(Assignment can be embedded in a semester-long ethnographic research project wherein students explore a student group of their choice; or, as a stand-alone assignment that focuses on a topic of the instructor’s choice—such as race, gender, sexual orientation, international students, commercialism, other.)**

**Ethnographic inquiry: Campus artifacts**



**First Draft Due: <DATE> before class [via e-mail]**

**Final Draft Due: <DATE> before class [via e-mail]**

The purpose of this assignment is to have you (a) perform a **rhetorical analysis** of **visual rhetoric**; (b) to gain additional experience in academic writing; (c) consider questions of **voice, audience, and purpose**; and (d) interrogate the spaces you occupy as a participant in campus culture with regard to *<instructor inserts topic of choice>*.

For this assignment, you will **actively analyze visual rhetoric** based on an exigent, university-related topic as grounded by class discussion about ethnographic research methods. After choosing two visual artifacts, write a 4-5 page essay that analyzes the **rhetorical strategies and appeals** used to create persuasive meaning. Be sure that you move your paper beyond being a mechanical exercise that simply points out *ethos*, *pathos*, and *logos* in your text -- these concepts should *inform* your analysis, though look to your thesis statement in particular for guiding your paper toward a sophisticated discussion of how rhetorical appeals function in your texts.

To facilitate this process, here is one way you might go about this inquiry:

1. **Select your texts.** Choose two visual rhetoric texts related to a similar topic—ex: two texts related ‘difference’ and the university; two texts related to student political campaigns; two texts related to the same type of social cause, etc. If you are having difficulty deciding on a topic for this paper, you might consider writing on the following:
* *Advertisements, flyers as cultural artifacts*. Many digital and paper-based ads exist relative to several universities and highlight issues of *<instructor inserts topic of choice, e.g., diversity, class, sexual orientation, gender, identity, other ideologies, &tc.>*
* *University publications* as cultural artifacts (student newspaper; alumni magazine; other). Take a pivotal event and look at what argument specific cover designs make to their audience.
* *Websites as cultural artifacts*. Look at websites -- for instance, different university pages, or different sites focused on the stem cell debate -- and discuss how visual rhetoric is used online.

***Other notes on this assignment:***

**Draft:** Your draft should be 4-5 pages in length, typed, double-spaced with page numbers. This should be a first draft, not a ‘rough’ draft. In other words, although it is a preliminary version of your paper, it should be as complete and polished as you can make it at this time. Please reproduce your piece of visual rhetoric within your draft. You will receive evaluative peer feedback on your draft and credit or no credit for submitting your draft on time and fulfilling the draft criteria. **Re-vision:** After peer review, the revision of your rhetorical analysis also should be 4 to 5 pages in length, typed, double-spaced with 1” margins. In addition, include page numbers and a title page. Please reproduce your piece of visual rhetoric, or relevant parts of it, in your paper - the image should be in color if the color scheme is a relevant part of your analysis. You will be graded on the quality of your argument, your style, the consistency and appropriateness of your authorial voice, and how effectively you utilize strategies of development to create a persuasive, interesting paper. *<Instructor can devise a relevant rubric.>*

Select related course materials:

Hesford, W.S., & Brueggemann, B. (2006). *Rhetorical visions: Reading and writing in a visual*

*culture*. New York, NY: Longman.

Small, C. (2005). *My freshman year: What a professor learned by becoming a student*.

 New York, NY: Penguin.

Sunstein, B. S., & Chiseri-Strater, E. (2011). *Fieldworking: Reading and writing research* (4th

ed.). Boston, MA: Bedford/St. Martin’s.