HESA 695: *Current Issues in Higher Education and Student Affairs Leadership*
Fall 2015

**Instructor:**
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**HESAL Vision Statement:** To improve society through the transformation of higher education into an enlivening, human-centered enterprise open to all students, faculty and staff.

**HESAL Mission Statement:** To prepare leaders of excellence in higher education and student affairs who transcend expectations, have a vision of a greater ethical society, value social justice, practice exceptional administration and integrity, and are scholar-leaders who integrate theory and research into their daily lives.

**HESAL Values:** The following values are woven into the fabric of the HESAL program and curriculum:

- Culture of inquiry
- Philosophy, theory, inquiry, and practice as knowledge values
- Learning is situated in a pluralistic, democratic society
- Collaboration takes place among a community of scholars
- There is a richness of multiple perspectives, values, beliefs, assumptions and ways of knowing that are sampled and understood
- Social justice, freedom, civility, harmony, and respectful controversy are supported within and without the classroom
- Active, creative, and critical thinking is encouraged in all program venues
- Intersections of bodies of knowledge are amplified
- Reflective and ethical scholarship and practice are essential
- Personal experience as a part of the learning and growth process is emphasized

**UNC Inclusivity Statement**
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

**UNC Accommodations Statement**
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.
UNC Sexual Misconduct/Title IX Statement
The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator.

“Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct

HESAL Ethical Practice Statement:
This course will involve numerous discussions related to personal and professional experiences. We are all somehow connected to professional colleagues around the university and beyond. The discussions in this course should be considered within a professional context. You are expected to maintain the confidence of the learning community by not disclosing any personally identifiable information or discussions that take place in the course. (See ACPA, NASPA and CAS statements for further explanation.)

Course Policies/ Ethical Standards:

Student Code of Conduct: You are held accountable to the UNC Student Code of Conduct: http://www.unco.edu/dos/communityStandards/student_code_conduct/

Academic Integrity: You are responsible for understanding and abiding by University of Northern Colorado’s policies regarding academic integrity and student conduct. Academic dishonesty, including obtaining unauthorized information, tendering of information, misrepresentation, bribery, and plagiarism, is strictly prohibited. You should be familiar with the definitions and policies related to academic dishonesty found in the UNC General Catalog, Graduate Catalog, and Graduate College Manual. The APA Publication Manual also contains useful information.

Specifically Section III-D details “Academic Integrity.” “The University does not tolerate any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals” (p. 8).
For definitions and a discussion of what all counts as plagiarism and how to avoid it, see *APA Manual* Chapter 6 and UNC’s resources: http://www.unco.edu/dos/academicIntegrity/students/index.html

*Plagiarized papers result in an F for the course. As the instructor, I take this seriously.*

If you are unsure of how to properly paraphrase or cite a source in APA style, I encourage you to seek assistance IMMEDIATELY. Problems, concerns or complaints should be discussed with Flo at a mutually convenient time.

**Language:**

This class -- on-line and face-to-face --must be a comfortable place for everyone. To that end, you are asked to pay attention to both the effect and the intentions of your words (in writing and verbally), and avoid (deliberately or not) using language that is demeaning to others. When listening to other students, assess both the intent and the effect of their words before assuming offensive intent. Also be aware of nonverbal messages you may be conveying when communicating in person. Any papers or discussions using sexist, racist, classist, homophobic or otherwise inappropriate language will not be tolerated and returned. Resubmission for a grade cannot occur without a meeting with flo. The *American Psychological Association Manual* is a good source of information regarding the appropriate use of language. I encourage you to ask someone with knowledge of, and skill in, graduate level English writing to proofread your papers to help you identify issues prior to submission for feedback and a grade.

**Course Purpose**

The purpose of this course is to assist you to think and act critically about the vast range of current issues in higher education and student affairs. Students are exposed to the broad range of constituents and environments surrounding these issues and encouraged to seek numerous solutions to problems identified. In keeping with the mission of the HESAL program, these trends and issues are examined through multiple lenses (e.g., social, cultural, historical, philosophical, financial, legal and so on) with an eye toward social justice in problem solving. In short, this course will help you analyze and synthesize issues in higher education and student affairs leadership and help you think about them from multiple perspectives so you can make the best decision possible for the issue.

**Course Objectives**

To examine some of the varied issues in HESAL and to learn multiple ways to approach their resolution;

To *dissect trends and issues* (analyze, synthesize, and critique) and how to think holistically and deeply about effective outcomes to current issues in HESAL; and
To acquire **professional and scholarly skills** necessary to be a competent professional in student affairs through the application of written, oral, analytic and critical thinking skills. In-class discussion, on-line class discussions and PowerPoint presentations, expert panels, letters to the editor, and memos to your boss, will add to your professional development and communication skills.

**Learning Outcomes**

The course is designed to address the following learner outcomes. Specific course objectives are listed below each outcome.

**Students will become:**

**Knowledgeable scholars in student affairs and higher education.**
As a result of class reading and discussion, and completion of three assignments (opinion rebuttal, letter to the editor and memo to boss/faculty member), you will be able to dissect current issues in HESAL and be able to better explain the role played by higher education and student affairs professionals and other educators in identifying and resolving issues.

As a result of reading, class discussion, discussions on BB, and completion of assignments during this course, you will be familiar with how to gather, synthesize, analyze, and critique information around higher education and student affairs issues for which you feel passion.

**Reflective and critical thinkers.**
As a result of reading, class discussion, and completion of assignments for this course, you will be able to develop alternate perspectives to the ones you hold.

**Students will be able to:**

**Apply theory to practice.**
As a result of the three course assignments, you will be able to examine the literature and identify what theories and intersecting ideas and bodies of knowledge apply to a scenario in which you have interest.

**Demonstrate effective oral communication.**
As a result of two class PowerPoint or Prezi presentations, and participating in class discussion, you will be able to demonstrate effective informal communication skills in group settings.

**Effectively communicate in writing.**
As a result of preparing several papers for this class (Opinion Rebuttal, Empathy paper, Letter to the Editor and Memo to your Boss or a Faculty member), you will be able to write persuasively and clearly on current topics in HESAL. You will also be able to give appropriate feedback to colleagues on their ideas and writing.
Students will know:

How to examine current issues in Higher Education and Student Affairs.

As a result of reading and class discussion, you will be familiar with a process or method for identifying, analyzing, synthesizing, and critiquing current issues and challenges in HESAL.

As a result of class assignments, you will have an in-depth knowledge of at least six issues in HESAL and after class presentations will have substantive exposure to a dozen or so more.

Course Expectations

It is important that students attend and prepare substantively for each class. I expect that students come to class prepared to contribute from an informed, thoughtful perspective based on having completed the readings and engaged with the literature.

Active reading: Active reading requires that you identify the following for each reading: important points; questions that you have; inconsistencies; areas of interest; and connections to other readings. I suggest that all students employ note-taking skills that assist in the reading and retaining of materials. Graduate education requires a deeper reading and understanding of materials and requires more out of classroom time be committed to this if students expect to earn an A or B.

Active participation: Active participation means you engage with your peers on line and in class by listening carefully and responding openly in a respectful manner. Active participation requires you offer your perspective and thoughts grounded in your active reading of the books and articles and not just your opinion! Class attendance and on-line engagement is essential for active participation. Active participation will also require in-class and on-line group discussion.

The purpose of active participation is to develop skills that will assist you as a colleague in your professional career. These skills are: “negotiation, compromise, a willingness to agree to disagree, and an ability to present to a larger group the main points of and most compelling reasoning behind group opinion” (Hall, 2007, p. 72). Always keep these in mind before you speak.

Learning Community Participation

You will be expected to contribute actively and positively to the class discussion. Actively engaging in discussion about ideas and concepts is one means of learning new material and considering your position with regard to those ideas and concepts. Participation in the class is designed to help you develop your verbal and listening skills by encouraging active involvement in the learning process. Participation does not necessarily equal talking a lot (in fact, talking for the sake of talking often detracts from
one's participation). The following are examples of factors considered when evaluating participation:

- contributing interesting, insightful comments
- presenting good examples of concepts being discussed
- building on the comments of others
- raising good questions
- being sensitive to your level of participation and making attempts to increase or decrease it if necessary
- being sensitive to the emotional impact of your statements
- listening and responding appropriately to others' comments
- being sensitive to the nonverbal messages you may be conveying
- attending all class meetings
- being on time

For the four in-class sessions, flo and students in this course will gain the most by immersing themselves in the readings and come to class prepared to discuss and interact with others about what you are learning. For each assigned reading, we all have the responsibility to outline and/or take notes which will help us better understand the topic, prepare for class discussion, debate or role play. Underlining as you read can be helpful, but probably will not be enough to prepare you for class discussion.

Four times during the semester, this course requires active and relevant participation in large and small group discussions, activities and simulations. I request that in addition to other protocol discussed by the group, we include:

- Providing informed opinions and relevant commentary;
- Raising insightful and thought provoking questions;
- Listen actively to other experts and other learning community members’ ideas;
- Clarifying other learning community members’ ideas;
- Challenging other learning community members’ ideas constructively;
- Providing appropriate leadership and followership in group work;
- Displaying a professional demeanor;
- Accepting responsibility for class work missed; and
- Willingness to stay engaged, even when you disagree with others.

Language (worth repeating here): This class must be a comfortable place for everyone. To that end, you are asked to pay attention to both the effect and the intentions of your words, and to avoid deliberately using language that is demeaning to others. When listening to other students, assess both the intent and the effect of their words before assuming offensive intent. Also be aware of nonverbal messages you may be conveying. Any papers using sexist, racist or otherwise inappropriate language will be returned without a grade. The APA Manual is a good source of information regarding the appropriate use of language.
Remember that in order to get full credit for class participation, you must attend class. Note: Thoughtful, personal reflection and reaction, as well as material from other sources is necessary and will add richness to on-line and in-class discussion.

**Course Policies**

**Flo’s Policy:** *Plagiarized papers result in an F for the course.* If you do not know how to cite correctly get help from a knowledgeable source.

**Email and Internet Requirements:** During this course you will need to utilize the UNC Library and Blackboard. These sites require a valid UNC URSA account. We will email you at the address you have on file with UNC, so be sure to check it regularly.

All written assignments must be uploaded to Blackboard as a .doc file prior to the beginning of class in order to be considered as submitted on time. Please put your last name and the name of the assignment as the file name. Final assignments are also emailed to flo.

**In-class Electronic Communication and Technology Policy:** During class time, all students are required to focus on discussions and other activities related to the material deemed important for the course. *As such, students cannot use cell phones or electronic communication devices of any kind during class,* including calls, text messaging, Internet usage (other than instructor required or requested) or other electronic communications during class meetings. If you elect to bring your cell phone to class, it should be off or in silent mode and stored in your bag rather than on your desktop. *Any violation of this policy will result in your phone/computer being confiscated for the duration of the class.* If you are on duty and cannot get anyone to cover, please let the class know at the beginning of class. *Due to the discussion based nature of the course, I prefer you limit use of technology, including computers, during class time.*

**Absences, Late Work, and Incompletes:** I expect you to attend all class sessions. It is your responsibility to stay current with the readings, notes, and assignments if you are absent. Late work will result in a dropped letter grade(s). Flo *does not assign incomplete grades* unless under the most extreme circumstances. You are responsible for your schedule and participation points can only be earned by your attendance in class. This class only meets for *12 hours this semester* so it is imperative you attend.

**Late to Class:** Class will start promptly at the scheduled time. You are expected to be in your seat and ready to begin class at this time. Arriving late to class is disruptive and disrespectful of your classmates and instructor. If a prior commitment will affect your ability to arrive on time, please notify flo *PRIOR TO CLASS.* Unexcused tardiness will result in your participation grade being lowered.
Writing and Writing Format

Papers and citations for this course should be submitted in APA style, 6th edition. We encourage you to proofread and, if possible, to have another classmate edit and critique your papers to ensure the highest level of work possible. Follow formal rules of writing, i.e., avoid contractions, slang, and clichés. All papers and work should be double-spaced and in size 12 font. 6th edition requires the DOI in reference lists for journal articles; here is a good resource for looking those up: http://www.crossref.org/guestquery/

APA Assistance
The following links to materials about APA on the internet may also be helpful:

APA Style (General)  http://search.apastyle.org/
Citing Material from the Internet  http://blog.apastyle.org/apastyle/social-media/

Resources for Good Writing


Required Reading:

The Chronicle of Higher Education (available free on-line through Michener Library)
APA Manual
HESA 695 student papers and supporting materials (opinion rebuttal and empathy letter, letter to editor and memo to supervisor)

You are expected to take responsibility for obtaining copies of all required reading in time to prepare for assignments, and on line and in class sessions.
Schedule at a Glance

Week 1
Thursday, August 27 (Denver-Lowry campus)

Personal info sheet/ get acquainted/ flo’s teaching philosophy (constructivist), protocol (assumptions/expectations), syllabus/grading, trends/ topics of interest to students

Week 2
Monday, August 31 (Week #1 of Rebuttal/Empathy Assignment)

Review most recent Chronicle of Higher Education. Find Opinion article for your approved Rebuttal topic and email it to flo. Post on BB on Forum set up for your posts.

Week 3
Monday, September 7 (Week #2 of Rebuttal/Empathy Assignment)

Gather and post resources and write your rebuttal paper with your partner. Send a draft of your rebuttal paper to your Empathy team for their feedback by Saturday, September 12 at 5 p.m.

Week 4
Monday, September 14 (Week #3 of Rebuttal/Empathy Assignment)

Make final changes, edits, and last proofread of Opinion Rebuttal. Submit to flo for feedback no later than Monday, September 14 at 10 am. Flo will get you feedback by the end of the day. Not mandatory.

Final Opinion Rebuttal paper posted to BB on Thursday, September 17 at 5 pm. PowerPoint or Prezi presentation in class on Thursday, September 17 at 5:30 pm. Choose partner (and corresponding team) in class for assignments #2 and #3. With your partner, choose your newspaper or other publication for your Letter to the Editor.

Week 5
Monday, September 21 (Week #1 of Letter to Editor Assignment)

Read the newspaper or other publication for your Letter to the Editor in order to be clear about your target audience. Get approval from flo for publication and topic by Wednesday, September 23 at 5 pm. Begin collecting materials to examine your position. Post on BB.
Week 6
*Monday, September 28 (Week #2 of Letter to Editor Assignment)*

Opinion Rebuttal **Empathy Paper** from Assignment #1 due on *Monday, September 28 at midnight.*
Continue to collect materials for your Letter. Write a 4-page single-spaced letter with your partner. Exchange on email with Letter Reviewers by *Tuesday, September 29.*

Week 7
*Monday, October 5 (Week #3 of Letter to Editor Assignment)*

Obtain feedback from all reviewers by *Monday, October 5 at 5 pm. Reviewers offer feedback no later than Saturday, October 10 at 6 pm.*

Week 8
*Monday, October 12 (Week #4 of Letter to the Editor Assignment)*

Post edited Letter and all materials on BB for the class to offer feedback to you and your partner. Feedback to original authors no later than *Thursday, October 15 at 5 pm.*

Week 9
*Monday, October 19 (Week #4 of Letter to the Editor Assignment)*

Final 4-page and 1 ½-page letter submitted on BB and email to flo no later than *Wednesday, October 21 at 5 pm.*

*Thursday, October 22 (Meet in Denver @ Lowry campus)*

**Panel of Experts** (HESAL graduates) **Discuss Current Issues of Importance**
Josh Cohen, Interim Faculty, University of Wyoming
Dan Fox, VP for Student Affairs, Mines
Fabiola Mora, Assistant Director, Learning Communities and First Year Success, Metropolitan State University of Denver
Samantha Moreno, Director Facilities, University of Colorado-Denver (Southside Campus)
Jana Schwartz, Dean of Students, Front Range Community College

Week 10
*Monday, October 26 (Week #1 of Memo assignment)*

You and your partner choose a topic and get approval from flo no later than *Tuesday, October 27.* Begin gathering materials for the social change you want to address at work in the classroom where you learn.
Week 11
*Monday, November 2 (Week #2 of Memo assignment)*

Continue collecting materials and writing abstracts.

Week 12
*Monday, November 9 (Week #3 of Memo assignment)*

Begin writing first draft of Memo.

Week 13
*Monday, November 16 (Week #4 of Memo assignment)*

Send to 1st draft to your partner for feedback by *Thursday, November 19 at 5 pm.*

Week 14
*Monday, November 23 (Week #5 of Memo assignment)*

November 26
Happy Thanksgiving

Final Memo posted on BB and emailed to flo by *Friday, November 28 at 5 pm.*

Week 15
*Monday, November 30*

*Thursday, December 3 (Meet in Denver @ Lowry campus)*

20 minute presentation
Summary of Learning/ Wrap Up/Evaluation/Course celebration

Week 16
*Monday, December 7 (Begins Exam Week)*

*Tuesday, December 8*
CEBS Research Night/ HESAL Celebration (More info to come)
Graded Activities Summary

___15___ %  In-Class Participation/Discussion Board participation
___15___ %  Chronicle “Hot Topic” Opinion Rebuttal-Issue #1
             10 Paper
             5 In-class presentation
___ 5 ___   %  Empathy Paper-Issue #1
___25____   %  Letter to the Editor – Issue #2 (Submit to paper 1 extra)
___35____   %  Memo to Supervisor/Faculty – Issue #3 (Submit, 1 extra)
             30 paper
             5 In-class presentation

_________ 100  %

Grading Scale

100-92 A  Superior
91-82 B  Excellent to good
81-72 C  Average to below average
Below 72  F

Assignments earning an “A” grade will be of excellent quality, reflecting critical thinking, creativity, and mastery of course material. They will be well organized and clear. They will be free of errors in syntax, grammar, and APA format.

Assignments earning a “B” grade will be of good quality, reflecting a solid grasp of the course material and clear, well-organized writing style. They might contain some errors in syntax, grammar, or APA format, but will not be seriously flawed.

Assignments earning a “C” grade will be of acceptable quality, reflecting familiarity with course material. They might contain weaknesses in organization and errors in syntax, grammar, or APA format.

Assignments earning below a “C” are unacceptable and will receive no credit.

Each written assignment will receive separate grades in the following two areas:

1. **content** – accuracy, depth of analysis, support for arguments, effectiveness of arguments (75% of total grade)
2. **technical skills** – grammar, punctuation, sentence structure, APA format (25% of total grade)
Assignments and Grading

All assignments should be posted on line on the day they are due as noted in the syllabus. All written assignments are expected to conform to the guidelines and reference formats specified in the *Publication Manual of the American Psychological Association, or what is often called, The APA Manual* (6th ed.). All work must be word processed, double-spaced, using 12-point font in Times Roman, unless otherwise noted.

Because student affairs and higher education professionals are expected to possess good writing skills, written assignments will be graded on their technical quality as well as content. All written assignments should be carefully proofread for spelling, grammar, and syntax. **If your writing skills are not strong, seek outside help to improve them.**

Assignment #1- Opinion Rebuttal, Presentation & Empathy Paper-
Current Issue #1

**Rationale**

Now is your chance to make your perspective public on a current issue of intense interest to you and a peer in higher education and student affairs practice. (You choose your partner ----hopefully based on your interests in the same issue and not for convenience or friendship!) In addition to identifying and posting materials to reflect many different views (i.e., you have a wide berth here-----film, photography, magazines (Chronicle of Higher Education, Time, Newsweek, Rolling Stone and on and on), newspapers (New York Times, Los Angeles Times, Christian Science Monitor, Washington Post and on and on), websites, blogs, journal articles (Journal of Student Affairs Research and Practice, Journal of College Student Development, The Review of Higher Education and on and on). Twitter, Facebook, and other social media sites may not offer the most reliable information/data to demonstrate your perspectives. It is important to be able to think critically about what you have read, analyze it, and extend the analysis through clear writing in developing defendable arguments for your position. In fact, you may be called to do so in a mid-level or upper level student affairs and higher education administrative role, so this will be good practice.

**Assignment Details:**

**Part I- Preparing your Opinion Rebuttal**

In groups of two (flo assigns partners), you are asked to choose a topic (with approval from flo) from the Opinion articles in the *Chronicle of Higher Education* in the past month. (Extra point: Choosing topics such as Sexual Violence on Campus, Underrepresented Students on Campus, Cultural Centers on Campus, Student Athletes or Veteran Students can earn you an extra point).
In Week #1 of this assignment (Week of August 31) each student finds as many sources as you can (no less than 20 for each student) and develop 1 paragraph abstracts for each source on your Opinion Rebuttal. Post abstracts in threads on BB. Spend time working with your partner to determine as many perspectives as possible for your topic. Together, write clearly and succinctly 4-6 page double spaced first draft paper about the position you and your partner take on your Opinion Rebuttal.

**Part II- On-line Discussion**

In Week #2 of this assignment (Week of September 7), identify if your opinion rebuttal takes the perspective of a student, faculty, or administrator. Feel free to attach U-tube videos, connections to different websites and appropriately reference all journal articles and academic materials so others can easily access material you identify. Send a draft to your partnered team (Empathy team) by Saturday, September 12 at 5 pm. and a copy to flo on email.

In Week #2 of this assignment or sooner, group the materials for each topic by perspective and post on line. (You will be reading your partnered groups research and they will be reading yours.) The goal of your initial Blackboard discussion groups is to discuss, with your duo’s partnered group, as many perspectives as possible on the topics the two groups have chosen. Determine your perspective and encourage active dialogue among all class members in the next face-to-face class during your presentation.

**Part III- In-Class Presentation and Discussion (20 minutes)**

In Week #3 of this assignment (Week of September 14), you and your partner will present your PowerPoint or Prezi presentation, outlining as many views as possible on Thursday, September 17 in class. Incorporate interactive learning strategies and activities to enhance student engagement and learning throughout your 20 minute presentation. Next, present an analysis of the data/information you found and defend the position you and your partner take. Finally, state why you and your partner chose the perspective you defend in the Opinion Rebuttal and leave a few minutes for your Empathy paper partners to present their perspective too!

***************Remember: Flo is your consultant. Please provide me with a final copy of your presentation outline prior to Monday, September 14, if you want me to review and offer some quick feedback before your presentation on September 17. Be sure to include citations for any references you use. This is not a requirement.

**Part IV – Opinion Rebuttal Submission**

In Week #3 of this assignment (Week of September 14), the final copy of your paper is due to flo on Thursday, September, 17 at 5 pm., just before our second class. Follow APA Format. Include a cover page with the following information: Student Names, Date, Course Name and Number, Title of Opinion Rebuttal Paper. Make sure the original Chronicle article is posted on the Discussion Board. Post paper on Blackboard. (Extra points: Choosing topics such as Sexual Violence on Campus, Underrepresented Students
on Campus, Cultural Centers on Campus, Student Athletes or Veteran Students can earn you an extra point). Embed links to other “data” you identify.

**Part IV- Empathy Paper**

The Empathy Paper represents a different perspective (whether you agree or not is immaterial) from that presented in the Opinion Rebuttal Paper. (Choose one of the two the Opinion Rebuttal team did not pick: student, faculty, or administrator position presented in the Opinion Rebuttal). Write in response to your partnered team’s Opinion Rebuttal. Empathy papers are 3-4 (double spaced) pages in length. Write succinctly and concisely. The final copy of your paper is due to flo on **Monday, September 28**. Email flo and post on BB. Follow APA Format. Include a cover page (not included in page numbers) with the following information: Names, Date, Course Name and Number, Title of Opinion Rebuttal Paper and Empathy Paper. Post on Blackboard for all students to read.

**Assignment #2- Letter to the Editor**

**Current Issue #2**

**Rationale**

Now is your chance to make your perspective public on a current issue of intense interest to you and a peer in higher education and student affairs practice. (You choose your partner ----hopefully based on your interests in the same issue and not for convenience or friendship!) In addition to identifying and posting materials to reflect many different views, you can include a wide range of resources-----film, photography, magazines (*Chronicle of Higher Education, Time, Newsweek, Rolling Stone and on and on*), newspapers (*New York Times, Los Angeles Times, Christian Science Monitor, Washington Post* and on and on), websites, blogs, journal articles (*Journal of Student Affairs Research and Practice, Journal of College Student Development, The Review of Higher Education* and on and on). Twitter, Facebook, and other social media sites may not offer the most reliable information/data to demonstrate your perspectives. It is important to be able to think critically about what you have read, analyze it, and extend the analysis through clear writing in developing defendable argument for your position. This kind of writing shows you can persuade others by defending your perspective.

**Assignment Details:**

**Part I- Preparing your Letter to the Editor**

In groups of two (you choose partners), you are asked to choose a topic (with approval from flo) from something you have been following in the last year. (Extra point: Choosing topics such as Sexual Violence on Campus, Underrepresented Students on Campus, Cultural Centers on Campus, Student Athletes or Veteran Students can earn you an extra point).
In **Week #1** of this assignment (*Week of September 21*), *determine the newspaper* which will ultimately receive your Letter to the Editor, consider the reader, and scan editorials printed there. Then, each student in the group finds as many sources as possible (*no less than 20* for each student) and develop *one paragraph* abstracts for each source for your Letter to the Editor.

In **Week #2** of this assignment (*Week of September 28*), spend time developing your perspective on an approved topic of importance to the readers of your letter. Together with your partner, clearly and succinctly write a 4 page (single spaced) letter about the position the two of you take.

In this paper, identify if you have taken the perspective of a *student, faculty, or administrator* in writing the Letter to the Editor. Feel free to attach U-tube videos, connections to different websites and appropriately reference all journal articles and academic materials so others can easily access material you identify.

In **Week #3** of this assignment (*Week of October 5*), send a draft of your Letter to the Editor to your partnered team by *Monday, October 5 at 5 pm*. Your reviewing team will return your paper and offer feedback no later than *Saturday, October 10 at 6 pm*.

**Part II- On-line Discussion**

In **Week #4** of this assignment (*Week of October 12*), group the materials for each topic by perspective and **post on line** for the class to read and absorb. (You will be reading their research and Letter to the Editor and they will be reading yours.) The goal of your Blackboard discussion group is to discuss, with the class, as many perspectives as possible on the topic your group has chosen. This discussion and feedback will let you know if you have anticipated all of the barriers to your position and can still defend it. It will allow you to make revisions one last time before you submit to flo. At that time, your letter will need to be reduced to only 1 ½ pages.

**Part III- Writing and Submission of Letter to the Editor**

In **Week #4** of this assignment (*Week of October 12*) you will submit a 4 page single spaced Letter and the edited 1 ½ page single spaced letter on BB and to flo on email no later than *Thursday October 15 at 5 pm*. Include a cover page with the following information: Student *Names*, Date, Course Name and Number, Title of Letter to the Editor, and a copy of the supporting materials. Post on Blackboard. Embed links to other “data” you identify. Once you have received feedback from me, I encourage you to revise one last time and submit. Proof of doing so will earn you and your partner an extra point. If your letter is published before *December 10*, you and your partner receive an additional extra point.
Assignment #3 – Memo to Supervisor or Graduate Faculty
   Current Issue #3

Rationale

Now is your chance to encourage your supervisor in your work or graduate assistantship setting, or a faculty member in a course you are taking, to take action on a social justice issue in your work or in the course. Higher education and student affairs practice will require you to do this as a committed, competent HESAL professional. Every word you choose in this memo will be deliberate. You want to convince your boss or instructor through your writing to begin at least one substantial change resulting in inclusive and equitable social justice outcomes. Your memo will begin at 10 pages (double spaced) and end at 1 ½ - 2 single spaced pages maximum. For this assignment, you will identify and post materials for your partner to review which reflect many different views (i.e., you have a wide berth here-----film, photography, magazines (Chronicle of Higher Education, Time, Newsweek, Rolling Stone and on and on), newspapers (New York Times, Los Angeles Times, Christian Science Monitor, Washington Post and on and on), websites, blogs, journal articles (Journal of Student Affairs Research and Practice, Journal of College Student Development, The Review of Higher Education and on and on). Twitter, Facebook, and other social media sites may not offer the most reliable information/data to demonstrate your perspectives. It is important to be able to think critically about what you have read, analyze it, and extend the analysis through clear writing in developing a clearly defendable social justice argument for your position to your boss or instructor. In fact, you will be asked to do so in a mid-level or upper level student affairs and higher education administrative role, so this will be good practice.

Assignment Details:

Part I- Preparing Memo to your Boss or a Faculty Member

In groups of two (your partner is the individual you coupled with for the Letter to the Editor), you are asked to choose a topic (with approval from flo) which directly affects you. Begin to collect materials which support the numerous positions you could present to increase inclusion and equality where you work or learn. (You likely know the perspective you want to take but this should help solidify, frame, and bring many perspectives to light to confirm your view). You need to do so in order to clearly understand and rationally defend your social justice position.

In Week #1 and #2 of this assignment (Week of October 26 and November 2), in pairs find as many sources as you can (no less than 30 for each student) and develop 1 paragraph abstracts for each source for the memo to your boss or a faculty member. (Thus in this assignment you will take the role of administrator (memo to your boss) or student (memo to a faculty member). Spend time developing your inclusionary/equitable perspective on your approved topic. If desired, attach U-tube videos, connections to different websites and appropriately reference all journal articles and academic materials.
so others can easily access material you identify. Send a draft of your 5 page single spaced Memo to Supervisor or Faculty member to your partner by Monday, **November 16 at 5 pm.**

*Part II- On-line Discussion with partner/class*

In **Week #3** of this assignment (**Week of November 16**), group the materials for your memo and post on line for your partner. (You will be reading your partner’s research and Memo and they will be reading yours.) The goal of your Blackboard discussion group is to discuss, *with your partner and the class*, as many perspectives as possible on the topic you have chosen to address. This discussion and feedback will let you know if you have anticipated all of the barriers to your social justice position and can still defend it. It will allow you to make revisions one last time before you submit to flo. Feedback to your partner is due no later than **Thursday, November 19 at 5 pm.** After feedback from your partner and the class, your memo will need to be reduced to no more than 2 ½ single spaced pages.

*Part III- Writing and Submitting your Memo*

In **Week #4** (**Week of November 23**) you will submit no more than 2 ½ page single spaced memo to flo. The final copy of your paper is due to me no later than **Friday, November 28 at 5 pm. Please post on a BB thread.** Include a cover page with the following information: Student Name, Date, Course Name and Number, Title of your memo (and attach a copy of the supporting materials which will also be submitted with your memo). Embed links to other “data” you identify. Once you have received feedback from me by **December 2 at 5 pm,** I encourage you to revise one last time and submit. Proof of submission to your boss or a faculty member (copy me on your email) before **December 9 at 5 pm** will earn you and your partner an extra point.

*Part IV- Final PowerPoint or Prezi Presentation*

In class on **Thursday, December 3** in Denver @ Lowry.