

EDL 301: Student Development in the Residence Halls Spring 2004

Instructor:

Paul G. Brown
128 Tappan Hall (Office), 133 Tappan Hall (Home)
529-7903 (Both office and home line)
BrownPG@muohio.edu

Please Note: Please feel free to stop by anytime with questions or feedback about the course or any other matter you wish to discuss. I am usually up until midnight, so feel free to call or stop by anytime before then.

Undergraduate Associates:

Ben Conley
331 Tappan Hall
529-1016, ConleyBJ@muohio.edu

Jill Okamoto
233 Tappan Hall
529-7959, OkamotJM@muohio.edu

2 Credit Class (Standard Letter Grading)

A BlackBoard (Bb) site is used for this course: <http://Blackboard.muohio.edu>

All Student Staff Members must take and complete this course as part of their employment.

Course Description and Objectives

“So many people walk around with a meaningless life. They seem half-asleep, even when they’re busy doing things they think are important. This is because they’re chasing the wrong things. The way you get meaning into your life is to devote yourself to loving others, devote yourself to your community around you, and devote yourself to creating something that gives you purpose and meaning.”

—Morrie Schwartz, 1997

As a community of learners we will examine, leadership, diversity, community building, environmental factors, and self-identity through practical and theoretical lenses within the context of residence halls.

This class is very different from many you have encountered. It is specifically designed to be intellectually stimulating, non-threatening, and interactive. We will work to gain valuable and practical skills. In addition, we will also explore ourselves. We will help one another accomplish this aim. With that said, please note we consider this to be **our class**. Our class will be a **community** of valued members.

Our purpose for this class is to prepare you to be better student staff members. It is meant to give you a solid foundation in “why we do what we do” before you receive the more specific procedural training in the fall.

Course Expectations

The following tips might be useful as you consider how to approach this course. You should take risks, attend class and be prepared, ask questions, and be a helpful critic. You must be an active participant in everyone's learning experiences. If there is a topic you would like to discuss, let an instructor know and we will decide as a class whether to incorporate it. So, if the syllabus is modified, it will be because we have mutually agreed that the changes are beneficial. That is, help identify what you want to learn and decide on ways to learn it. The most powerful learning comes from the questions you ask rather than the answers you hear. Learning in a class setting is a collective responsibility, which requires you to read, think, listen, question, reformulate and critiques. You are expected to assume your share of it.

Course Requirements

Attendance

Part of your responsibility is to arrive for class prepared and ready for discussion. Another expectation is for all students to arrive for class on time. Please be respectful of your peers (and us) and arrive for class on time. This course will meet seven times. Attendance will be taken every class period. You are expected to attend each and every class session. For excused absences, the instructor (s) must be notified within 24 hours of the absence. Any unexcused absence will result in forfeiture of your participation points. After that forfeiture, any future absences will result in your final grade being lowered one letter grade. For example, if you are earning an "A" and miss one class unexcused, your grade will be dropped to a "B". Absences will be excused at the instructor's discretion.

Assignments

All papers and projects must be submitted on time and at the beginning of the class period. **Late Assignments will have 1/3 points deducted.** Assignments should be typed, doubled spaced, printed on white paper and with 12-point font. Please use one-inch margins. Your course work should be appropriately edited and proofread.

Journals

The journal entries should demonstrate that you have completed the readings/assignments and worked with the material to make it your own. Your journals should include a reaction to the class session for that day in which it was assigned and reflect on any class assignments that you are responsible for. The first 5 journals are worth 3 points, the last is worth 5 points.

Participation

It is essential to your learning that you come prepared and ready to participate. It is through the class discussions that we will learn the most from the material we cover as well as from each other. Your participation will be graded also. Your participation will be worth 10 points.

Academic Dishonesty

Scholastic dishonesty is a serious matter. Miami University will not tolerate any form of academic dishonesty. You should know the particulars of what constitutes scholastic dishonesty. You can find them in The Student Handbook, misconduct policy (Part V, section 501-507).

Evaluation of Work

Grades, in part, gauge how well you have learned and applied course material. Although a grade will be assigned for all work, you should track your learning and set a high quality standard for yourself. In assessing your work, we are interested in your grasp of the readings; your skill as a critical thinker; and your ability to communicate – listen, write and speak in informed and persuasive ways.

Your grade will be based on the following:

Corridor Diagram	10 points
Counseling Issues Fact Sheet & Presentation.....	5 points
Develop A Program Plan	15 points
Horizons Project.....	20 points
Journals	20 points
Participation	10 points
PRIme For Life Lab & Reaction Paper.....	10 points
SSM Shadowing Exercise & Reaction Paper	10 points

Course Assignments

Community/Corridor Diagram

The purpose of this activity is to visualize what it will be like living in a corridor for which you are responsible. You will design your Community/Corridor Diagram to reflect different relationships, interests, people, and the general feel of the corridor you live.

The basic guidelines for your community are:

- The diagram should be an actual corridor plan.
- Color code the diagram according to the role(s) resident's play.
- Indicate the communication and friendship patterns by drawing lines/arrows from one room to another.
- Be creative

Other things to think about putting together in your Community/Corridor Diagram are:

- Those who are active members of the community and how they are active.
- Those who exhibit dysfunctional behavior.
- How and why people group together, IE, interest patterns
- Age groups
- People who travel home together
- How physical structure of the building affects interaction and community
- The atmosphere in different parts of community
- Anything else your imagination can think of

Please include a brief typed description explaining why you created the diagram the way you did. It should also include a key of symbols you used throughout your diagram (names not to be included).

Counseling Issues Fact Sheet and Presentation

Students will work in groups to research and produce a one-page fact sheet for other SSM's on a personal issue (assigned by the instructor). Issues may include eating disorders, cutting/self-

mutilation, and homesickness etc. Students will then take five minutes to briefly present the information to the class.

Develop A Program Plan

This assignment will assist you in taking the planning sheet provided by your instructor and put together a viable program plan that you could use next fall. The Plan should be a paper, not just the planning sheet. The Plan should be a coherent document that explains in depth what the program would be and should address the following:

- Program Title
- Give a brief description of the program you are planning.
- The type of program (Cultural, educational, academic, social, or recreational).
- Is the program diversity, human issue or multi-Cultural related?
- Who is the target audience? (Corridor, floor, hall, or quad).
- When will this program occur?
- Are there other people collaborating with you on this program? If so, who?
- Will faculty or other university staff be included in the program?
- How much will the program cost? Itemized expenses need to be included (approximate if necessary). You will need to do some investigation on the supplies you will need.
- What businesses, offices or sources will you utilize on campus or off campus in obtaining any needed supplies or services?
- What is the timeline (by date) involved in creating this program? (From the time you begin the planning, ordering supplies, making contacts, from the date the program occurs, to the submission of the program evaluation).
- What is your publicity plan? How will you communicate to targeted about the plan?
- What are the program outcomes? (What do you hope the people attending the program will learn or take away after they attend)?

Horizons Project

Select an organizational meeting or event to attend that will, in some way, expand your horizons. It is recommended that students explore various aspects of human difference and diversity, particularly aspects with which students have had little or no experience.

Horizons Project Proposals:

The meeting or event you plan to attend will need approved by an instructor before you attend it. A short description (one paragraph) that includes your rationale for wanting to attend this particular organization meeting and the date of the meeting/event will be necessary. The description should also include an explanation of how this experience will help you expand your horizons. (It is HIGHLY recommended that each student attend a different organizational meeting.)

Horizons Project Reflection Paper:

You will need to write a 1-2 page paper describing your experience and reaction to the meeting or event. The following questions should be used as a guide to writing the paper. You need to honestly answer the questions. The purpose of this paper is to have you expand your horizons and learn more about persons different from yourself.

- How did you feel about your experience at this organizational event or meeting?
- Did you feel that this event expanded your horizons? How and why?

- What information did you learn that you could apply to your position as a student staff member?
- How could you use this experience to satisfy a programming requirement?

You will be graded on the following:

Proposals	5 points	Proof of Attendance	required
Presentation.....	5 points	Reflection Paper.....	10 points

SSM Shadowing Exercise

The purpose of this assignment is for you to learn more about the role of a SSM by following a current SSM (one not within your current hall of residence) on rounds and talking with them about their experience and the responsibilities of being a SSM.

PRIme For Life:

The Health Education Office will be holding PRIme for Life Lab session during a class session.

Objective:

New Residence Life Student Staff will learn and apply the concepts in the PRIme for Life Alcohol Education curriculum as they relate to themselves and residential communities.

Description:

The session is intended to provide student staff with information regarding the use of alcohol and other drugs and the impact on individuals and communities. The focus of the programs is risk reduction. Goals of the class are: 1) participants will be able to identify individual level of risk; 2) provide information about alcohol and its use; 3) and determine what is low risk for each individual. Topics included in the curriculum are a self-assessment; phases of alcohol and drug use; issues of illegal drug use; impairment issues; and five steps to risk reduction.

CRUCIAL DATES FOR EDL 301

March 8 "Purposeful"	First Class – Introduction and the role of the SSM Assignments Due: None
March 14-20	Spring Break
March 22 "Open"	Second Class – Identity Assignments Due: <ul style="list-style-type: none"> ▪ Corridor Diagram ▪ Journal
March 29 "Disciplined"	Third Class – Prime For Life Lab Assignments Due: <ul style="list-style-type: none"> ▪ SSM Shadowing Exercise Reaction ▪ Horizons Project Proposal ▪ Journal
April 5	Fourth Class – Programming Skills Assignments Due: <ul style="list-style-type: none"> ▪ PRIme for Life Lab Reaction Paper ▪ Journal
April 12 "Celebrative"	Fifth Class – Communication and Confrontation Assignments Due: <ul style="list-style-type: none"> ▪ Develop a Program Plan ▪ Journal
April 19 "Caring"	Sixth Class – Counseling Issues and Skills Assignments Due: <ul style="list-style-type: none"> ▪ Counseling Issues Fact Sheet and Presentation ▪ Journal
April 26 "Just"	Seventh – Differences and Building Community Assignments Due: <ul style="list-style-type: none"> ▪ Horizons Project Summary Paper and Presentation ▪ Journal/Course Evaluation