

Special Topics in College Student Affairs: Latinos in Higher Education

15:245:540:01

Rutgers University — Spring 2012

Thursdays 4:50 – 7:30 PM

“On one side there are those who view American education as an agent to conserve and socialize, an instrument of social control to perpetuate the culture and produce the next generation of citizens and workers. The outcome of this approach, however is usually to maintain an existing social and economic order. On the other side are people who view American education as a liberating agent, as an instrument of social change whereby the historically disadvantaged and the newcomer can obtain some measure of quality” (Hume, 1995, p. 325).

“At this moment, we do not come to work for the university, but to demand that the university work for our people” (Chicano Coordinating Council on Higher Education, 1969, p. 11).

Instructor

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Course description

We will examine current research in a variety of areas to create a complex understanding of the interplay between society and higher education, where we narrow our focus on the Latino experience. The Latino college experience will serve as a lens to examine theories in student persistence (Tinto's theory of college student departure, Nora's student persistence model), how students have been affected by higher education as well as how they have strived to change society through education (history, student activism, developmental theory), ways of engagement (Latino Greeks, cultural centers) and how national policy and political sentiment affect Latino identity (critical race theory, LatCrit). This course will challenge us to consider how society affects the institution of higher education, and also how individuals seek to change society through their engagement in higher education.

Learning objectives

In this course students will:

- Learn about theories regarding college student persistence and development and apply it to understand factors contributing to/challenging Latino college student experience.
- Gain a historical and contemporary understanding of Latino college students.

- Investigate how issues--such as educational historical legacy, immigration, and language--influences this population's educational experience.

Course expectations

Partnership in our learning environment

This course is an opportunity for us to co-create a learning environment. This pedagogical approach is based on the Learning Partnerships model (Baxter Magolda & King, 2004), which is grounded on self-authorship theory. Essentially, in order for the partnership to be effective, we all have to take on personal responsibility to make this class to be the best learning opportunity. This includes being fully present during class and ready to engage. We will all play a role in directing the class, constructing lesson plans, and providing consistent feedback in the direction of the class and course assignments.

Attendance

Because this class meets only once a week and much of the learning takes place in class discussion, your attendance is crucial. If you will not be able to come to class, you need to notify me either through email or a text message. You are responsible to obtain any missed information and class notes from your classmates.

Coming to class is a choice that includes you making the decision to come prepared and ready to participate. This also means that you will be committing your attention to the class by refraining from using cell phones.

Use of online resources and other media

In order to provide an array of resources for your success in this course, Sakai will be used extensively. You will be held responsible to check regularly the class page for announcements, to access class materials, and to submit assignments.

Class format

The course is formatted as a graduate seminar. The class is discussion based where students will facilitate and participate in discussions as well as provide supplemental activities/media to enhance our learning. In order to prepare for each week, students will do the following:

1. Complete assigned readings. Carefully read with the goal of understanding the material, being able to summarize each of the readings and consider how each reading adds to your understanding of Latinos in higher education. You will seek out support to understand the readings by forming a study group and/or meeting with the instructor when needed.
2. Submit thoughtful questions in a timely manner to the Weekly Question Board.
3. Contribute to class discussion. You will be ready to engage and be respectful of your classmates by being attentive to their comments.
4. Bring materials to class. This includes readings of the week and other notes that will be helpful to the day's topic.

Assignments

All assignments are due the day and time as stated on the syllabus. Any changes to these dates will be posted on Sakai in the “Announcements” section and assignment information. Carefully review the deadlines and mode of submission on the Assignments Guidelines section of this syllabus. Please keep in mind the following:

- Written papers
 - You may ask for feedback on a draft. You must submit your paper to me no later than a week before the assignment is due via email. Generally, I prefer to give feedback on a one-on-one meeting, so submit your availability for a meeting with me along with your draft. My feedback will be on the paper’s content, organization, flow, and appropriateness of writing style, not editing for grammar, spelling, etc.
 - All papers need to be written in APA format. Refer to the APA 6th edition manual and the very good online resource, *APA Formatting and Style Guide* from the OWL at Purdue: <http://owl.english.purdue.edu/owl/resource/560/01/>. Adherence to APA is critical in ensuring appropriate citation of references you are using in all of your work.
- Late assignments
 - Late assignments will not be accepted without a written explanation that provides reasons to justify the tardiness of the paper, and proposed penalty (if applicable). I reserve the right to accept the paper or not and the grade penalty.
- Extensions
 - Extensions can be negotiated for legitimate reasons, not for poor time management. You should request in email no later than a week prior to the deadline, specifying the date you wish to submit the assignment and your reasons for your request. Requests submitted less than a week will not be considered unless there is a major, unexpected situation (e.g., debilitating accident).
- Incomplete grade
 - An incomplete grade must be negotiated prior to the end of the semester. An INC may only be considered if you have attended the minimum number of classes and have completed a substantial portion of the course during the semester.
- Accommodations
 - If you are registered with Disability Support Services and require accommodations, please make an appointment with me to go over your needs no later than the end of the first week of class. You will need to have your Letter of Accommodation. For more information, go to <http://disabilityservices.rutgers.edu/request.html>.
- Academic integrity
 - Appropriate citation is needed to avoid any issues of plagiarism and to ensure that you give credit where credit is due. As noted above, you should cite all sources using APA format. This citing is required in your papers, handouts, Powerpoints... basically anything you write for this class.
 - My personal code of ethics and university policy require me to report all violations of the Academic Integrity Policy. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for the policy.

Grading

Assignment 1: Weekly submission of questions.....	10 points
Assignment 2: Book report	10 points
Assignment 3: Discussion Facilitation.....	25 points
Assignment 4: Article critique	10 points
Assignment 5: Research paper proposal	10 points
Assignment 6: Research paper	35 points
Total	100 points

Rutgers Graduate School of Education grading scale

A = 90 - 100 points	C+ = 75 – 79
B+ = 85 – 89	C = 70 – 74
B = 80 – 84	F = below 70

Required Readings

Book (available at the Rutgers Bookstore or purchase via an online book seller)

Navarette, R. (1993). *A darker shade of crimson: Odyssey of a Harvard Chicano*. New York, NY: Bantam.

Journal articles and other readings (available via the Rutgers Library or Sakai if bolded)

Alvarez, C. L. (2010). Familial negotiation of the Latina college choice process: An exploration of how parents and their daughters obtain and utilize information to navigate the process. *Enrollment Management Journal*, 4(4), 57-78.

Dayton, B., Gonzalez-Vasquez, N., Martinez, C. R., & Plum, C. (2004). Hispanic-Serving institutions through the eyes of students and administrators. In A. M. Ortiz (Ed.), *New directions for student services* (Vol. 105). San Francisco: Jossey-Bass.

Diaz-Strong, D., Gómez, C., Luna-Duarte, M. E., & Meiners, E. R. (2011). Purged: Undocumented students, financial aid policies, and access to higher education. *Journal of Hispanic Higher Education*, 10(2), 107-119.

Freire, P. (2005). *Pedagogy of the oppressed* (M. B. Ramos, Trans. 30th anniversary ed.). New York: Continuum.

Garcia, A. M. (2004). *Narratives of Mexican American women: Emergent identities of the second generation*. Walnut Creek, CA: Altamira Press.

Hernandez, E., & Allen, D. (2011). *Exploring the meaning of religion, spirituality, and faith with self-authorship for Latina first-years*. Paper presented at the Association for the Study of Higher Education National Conference, Charlotte, NC.

- Hernandez, E. (2007). Demanding social change at Indiana University: Latino student activism in the mid-1970s. *Indiana University Student Personnel Association Journal*, 9-21.
- Herrera, R. (2003). Notes from a Latino graduate student at a predominantly White university. In J. Castellanos & L. Jones (Eds.), *The majority in the minority: Expanding the representation of Latina/o faculty, administrators and students in higher education* (pp. 111-125). Sterling, VA: Stylus.
- Ladson-Billings, G. (1999). Just what is critical race theory, and what's it doing in a nice field like education? In L. Parker, D. Deyhle & S. Villenas (Eds.), *Race is . . . Race isn't: Critical race theory and qualitative studies in education* (pp. 7-30). Boulder, CO: Westview Press.
- MacDonald, V. -M., & García, T. (2003). Historical perspectives on Latino access to higher education, 1848-1990. In J. Castellanos & L. Jones (Eds.), *The majority in the minority: Expanding the representation of Latina/o faculty, administrators and students in higher education* (pp. 15-43). Sterling, VA: Stylus.
- Martinez, M., & Fernández, E. (2004). Latinos at community colleges. In A. M. Ortiz (Ed.), *New directions for student services* (Vol. 105, pp. 51-62). San Francisco: Jossey-Bass.
- Morales, A., Herrera, S., & Murry, K. (2011). Navigating the waves of social and political capriciousness: Inspiring perspectives from DREAM-eligible immigrant students. *Journal of Hispanic Higher Education*, 10(3), 266-283.
- Muñoz, S. M., & Guardia, J. M. (2009). Nuestra historia y futuro (Our history and future): Latino/a fraternities and sororities. In C. L. Torbenson & G. S. Parks (Eds.), *Brothers and sisters: Diversity in college fraternities and sororities* (pp. 104-132). Madison, NJ: Fairleigh Dickinson University Press.
- Nora, A. (2003). Access to higher education for Hispanic students: Real or illusionary? From J. Castellanos & L. Jones (Eds.), *The majority in the minority: Expanding the representation of Latina/o faculty, administrators and students in higher education* (pp. 47-68). Sterling, VA: Stylus.
- Nuñez, A.-M. (2011). Counterspaces and connections in college transitions: First-generation Latino students' perspectives on Chicano Studies. *Journal of College Student Development*, 52(6), 639-655.
- Osegura, L., & Malagon, M. C. (2011). For-profit colleges and universities and the Latino students who enroll in them. *Journal of Hispanic Higher Education*, 10(1), 66-91.
- Rankin, S. R., & Reason, R. D. (2005). Differing perceptions: How students of color and white students perceive campus climate for underrepresented groups. *Journal of College Student Development*, 46(1), 43-61.

Rendón, L. (1992). From the barrio to the academy: Revelations of a Mexican American "scholarship girl". *New Directions for Community Colleges*, 80, 55-64.

Rendón, L. I., Jalomo, R. E., & Nora, A. (2000). Theoretical considerations in the study of minority student retention in higher education. In J. M. Braxton (Ed.), *Reworking the student departure puzzle* (pp. 127-156). Nashville, TN: Vanderbilt University Press.

Reynolds, A. L., Sneva, J. N., & Beehler, G. P. (2010). The influence of racism-related stress on the academic motivation of Black and Latino/a students. *Journal of College Student Development*, 51(2), 135-149.

Rutgers Latino History. (a collection of documents compiled by Rocio Castro, CLAC Associate Director)

Saenz, V. B., & Ponjuan, L. (2008). The vanishing Latino male in higher education. *Journal of Hispanic Higher Education*, 8(1), 54-89.

Solórzano, D. G. (1998). Critical race theory, race and gender microaggressions, and the experience of Chicana and Chicano scholars. *Qualitative Studies in Education*, 11(1), 121-136.

Solórzano, D. G., Villalpando, O., & Oseguera, L. (2005). Educational inequities and Latina/o undergraduate students in the United States: A critical race theory analysis of their educational progress. *Journal of Hispanic Higher Education*, 4(3), 272-294.

Tienda, M. (2009). Hispanicity and educational inequality: Risks, opportunities and the nation's future *American Association of Hispanics in Higher Education*. Princeton, NJ: Educational Testing Service.

Torres, V. (2004). Familial influences on the identity development of Latino first-year students. *Journal of College Student Development*, 45(4), 457-469.

Torres, V. (2004). The diversity among us: Puerto Ricans, Cuban Americans, Caribbean Americans, and Central and South American students. In A. M. Ortiz (Ed.), *New directions for student services* (Vol. 105, pp. 5-16). San Francisco: Jossey Bass.

Torres, V. (2003). Mi casa is not exactly like your house: A window onto the experience of Latino students. *About Campus*, 8(2), 2-7.

Torres, V.; & Hernandez, E. (2009). Influence of an identified advisor/mentor on urban Latino students' college experience. *Journal of College Student Retention*, (11)1, 141-160.

Torres, V., & Hernandez, E. (2007). The influence on ethnic identity on self-authorship: A longitudinal study of Latino/a college students. *Journal of College Student Development*, 48(5), 558-573.

Villalpando, O. (2004). Practical considerations of critical race theory and Latino critical race theory for Latino college students. In A. M. Ortiz (Ed.), *New Directions for Student Services* (Vol. 105, pp. 41-50). San Francisco: Jossey-Bass.

Wolf-Wendel, L., Ward, K., & Kinzie, J. (2009). A tangled web of terms: The overlap and unique contribution of involvement, engagement, and integration to understanding college student success. *Journal of College Student Development*, 50(4), 407-428.

Overview and Theoretical Frameworks

<p>Week 1 January 19</p>	<p>Introduction We will spend our first session reviewing the purpose and goals of this class, as well as the structure of this learning environment.</p> <p>Overview of Educational Statistics To set the stage, we'll start with an overview of the educational achievement of Latinos, drawing from US Census data and other sources. This review of data will help us investigate:</p> <ul style="list-style-type: none"> • How does this group compare to other racial/ethnic groups? • Are there differences by gender, or between particular ethnic groups (e.g., Puerto Rican, Mexican, Cuban) 	<p><u>Read:</u> * Torres - <i>The diversity among us</i> * Tienda – <i>Hispanicity and educational inequality</i></p>
<p>Week 2 January 26</p>	<p>The History of Latinos in Higher Education There isn't much written about the history of Latinos in higher education, but that doesn't mean that there isn't one. We will begin with an overview of Latino history, and then narrow the scope down to a few cases to illustrate history and to begin the conversation about the purpose of higher education (see quotes at the top of the syllabus).</p>	<p><u>Read:</u> * MacDonald and García - <i>Historical perspectives on Latino access to higher education, 1848-1990.</i> * Hernandez - <i>Demanding social change at Indiana University.</i> * Rutgers Latino History</p> <p><u>Submit questions</u></p>
<p>Week 3 February 2</p>	<p>Theoretical Frameworks Part I: Critical Race Theory Critical race theory provides a lens to critically investigate how inequities are perpetuated at the institutional and individual levels, and how these inequities affect the college experiences.</p>	<p><u>Read:</u> * Ladson-Billings - <i>Just what is critical race theory, and what is it doing in a nice field like education?</i> * Solórzano, Villalpando, and Osegura - <i>Educational inequities and Latina/o undergraduate students in the United States.</i> * Villalpando - <i>Practical considerations of critical race theory</i></p> <p><u>Submit questions</u></p>
<p>Week 4 February 9</p>	<p>Theoretical Frameworks Part II: Persistence Theories The theory discussed this week sets a framework to make sense of the following questions:</p> <ul style="list-style-type: none"> • Why do some Latino students succeed in achieving academically, and others drop out of college? • What are the factors that influence students' decision to persist in college? • To what extent is this decision based on their family background, their academic preparation, institutional levers, or how they are supported in college programs? • What is engagement? Integration? Involvement? 	<p><u>Read:</u> * Rendón, Jalomo, and Nora - <i>Theoretical considerations in the study of minority student retention in higher education</i> * Wolf-Wendell, Ward, and Kinzie - <i>A tangled web of terms</i> * Nora - <i>Access to higher education for Hispanic students: Real or illusionary?</i></p> <p><u>Submit questions</u></p>

Nora's (2003) Student/Institution Engagement Theoretical Framework

Week 5 February 16	<p>Pre-college Factors and Pull-factors – Psychosocial Factors and Precollege Ability</p> <p>Looking at the first column in Nora's model, we can note pre-college factors may affect students' achievement before they even attend their first class</p> <p>this model challenges us to ask what role family plays in the college experience—how does it pull us away from focusing on college? How does family support our college goals? How does family affect our sense of self?</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> * Freire – <i>Pedagogy of the oppressed (selection)</i> * Torres's <i>Familial influences on the identity development of Latino first-year students</i> * Alvarez – <i>Familial negotiations of the Latina college choice process</i> * Rendón – <i>From the barrio to the academy</i> <p><u>Submit questions</u></p> <p>“Precious Knowledge” film screening, Livingston Hall</p>
Week 6 February 23	<p>Pre-college factors and pull-factors – Environmental Pull Factors</p> <p>Nora identified family, work, and distance from college as factors that may pull one away from college. I would also include residency status, such as being an undocumented student or being the child of undocumented parents.</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> * Diaz-Strong, et al. – <i>Purged: Undocumented students, financial aid policies, and access to higher education</i> * Morales – <i>Navigating the waves of social and political capriciousness</i> * <i>Student selection:</i> _____ <p><u>Submit questions</u></p>
Week 7 March 1	<p>Sense of Purpose and Institutional Allegiance</p> <p>College choice is a major factor that can influence the outcome of college persistence and degree attainment.</p> <ul style="list-style-type: none"> • What are the potential outcomes for students who attend different institutions, such as community colleges or an HSI? • What is the cost (emotional, familial, financial) for students? 	<p><u>Read:</u></p> <ul style="list-style-type: none"> * Dayton, et al. – <i>Hispanic Serving Institutions through the eyes of students and administrators</i> * Martinez and Fernández - <i>Latinos at community colleges.</i> * Oseguera and Malagon – <i>For-profit colleges and universities and the Latino/a students who enroll in them.</i> * <i>Student selection:</i> _____ <p><u>Submit questions</u></p>

<p>Week 8 March 8</p>	<p>Academic and Social Experiences – Involvement in Learning Communities and Mentoring Experiences Following Navarette’s college journey, we find him adjusting to college life far away from the familiar. He experiences culture shock and a challenge to his confidence as an able student. From this narrative, we can consider how cultural background may affect help-seeking behaviors that contribute towards academic integration. What ways does our practice promote/inhibit Latino students seeking out our assistance?</p>	<p><u>Read:</u> * Torres - <i>Mi casa is not exactly like your house: A window into the experience of Latino students.</i> * Torres and Hernandez - <i>Influence of an identified advisor/mentor.</i> * Nuñez – <i>Counterspaces and connections in college transitions: First generation Latino students’ perspectives on Chicano Studies.</i> * Student selection: _____</p> <p><u>Submit questions</u></p>
<p>Week 9 March 22</p>	<p>Academic and Social Experiences – Campus Climates</p>	<p><u>Read:</u> * Reynolds, et al. – <i>The influence of racism-related stress on the academic motivation of Black and Latino/a students</i> * Rankin and Reason – <i>Differing perceptions: How students of color and white students perceive campus climate for underrepresented groups</i> * Student selection: _____</p> <p><u>Submit questions</u></p> <p><u>Proposal due</u></p>
<p>Week 10 March 29</p>	<p>Independent Study Work on your final paper this week. No class held this week</p>	<p><u>Book report due</u></p>
<p>Week 11 April 5</p>	<p>Academic and Social Experiences - Social Experiences Rutgers has a very large Greek community, and it is worth noting that this is where many organizations were founded. This week, we will consider Latino Greeks’ experience, both at the local and national levels. And, to provide context, we will juxtapose this to other Greek organizations.</p>	<p><u>Read</u> * Muñoz and Guardia - <i>Nuestra Historia y Futuro</i> * Hernandez and Allen – <i>Exploring the meaning of religion, spirituality, and faith</i> * Student selection: _____</p> <p><u>Submit questions</u></p>
<p>Week 12 April 12</p>	<p>Academic performance and Academic and intellectual development This week, we will examine how the college experience may influence Latino development using theory we have used before. Does development have any influence on college outcomes, such as academic achievement?</p>	<p><u>Read:</u> * Torres and Hernandez - <i>The influence of ethnic identity on self-authorship</i> * Student selection: _____</p> <p><u>Submit questions</u></p> <p><u>Article critique due</u></p>

<p>Week 13 April 19</p>	<p>Non-cognitive gains Nora lists “valuing diversity” and “acceptance of others” as non-cognitive gains, but could we raise an argument that these outcomes may promote one’s cognitive development? And, that under these factors, could we include “understanding the influence of gender on one’s own ethnic identity and educational experience”? This week, we look at the impact of gender on the educational experience, which is critical considering the gap between male and female enrollment and persistence in higher education.</p>	<p><u>Read:</u> * Garcia’s <i>Confronting and contesting patriarchal constraints</i> *Saenz and Ponjuan’s <i>The vanishing Latino male in higher education</i> * <i>Student selection:</i> _____</p> <p><u>Submit questions</u></p>
<p>Week 14 April 26</p>	<p>Persistence The outcome of persistence is generally a college degree. This week, we transition from focusing on the undergraduate experience to what happens after college, namely grad school.</p>	<p><u>Read:</u> * Solórzano - <i>CRT, race, and gender microagresssions and the experience of Chicana and Chicano scholars.</i> * Herrera - <i>Notes from a Latino graduate student</i></p> <p><u>Submit questions</u></p>
<p>Finals Week</p>		<p><u>Assignment 6: Lit review paper (5/3 at noon)</u></p>

Guide for Assignment 1: Weekly Submission of Questions (10 points)

Learning goals:

- Develop critical analysis of scholarly writing, which includes the ability to make meaning of the content as it relates to your growing understanding of student development theory and your own experiences and knowledge.
- Develop your voice in our learning community that brings your perspectives and your experiences.

Assignment:

The intention behind this assignment is for you to engage in the analysis of the readings and your own development as a scholar of research before coming to class each week. This is also an opportunity to share with your classmates your analysis, questions, and commentary that may spurn a rich discussion. These postings will generate the beginnings of our weekly classroom discussion of the readings, which is the main component of this graduate seminar course. To that end, you will post a question on the discussion board about a concept you are unclear about or to create dialogue.

Due date:

These weekly questions should be posted on the Discussion Board on Sakai **each Wednesday by 5:00 PM** for the weeks specified in the syllabus.

Guide for Assignment 2: “Darker Shade of Crimson” Book report (10 points)

Learning goals:

- Make meaning of topics covered in class with the author’s narrative of his own college experiences
- Examine history, policy, racial identity, etc., utilizing the book as a case study.

Assignment:

You will read Navarrette’s *A Darker Shade of Crimson* as a first-hand account of the Latino college student experience. Navarrette touches upon several issues in higher education, including many that we cover in class. Your task is to focus on an issue that you find to be most compelling, and to utilize Navarrette’s narrative as a case study to illustrate your issue. This assignment requires your application of other readings (either from this course or other courses) to your analysis. Page length: 5 pp.

Criteria for evaluation:

- Clear, grammatically correct writing formatted according the APA 6th ed. publication manual guidelines.
- Compelling, complex investigation of your issue.

Due date:

Submit via Sakai before class on 3/29.

Guide for Assignment 3: Discussion Facilitation (25 points)

Learning goals:

- To gain a more in-depth understanding of a particular area of scholarship through the process of further study and then sharing your knowledge with others in a class facilitation.

Assignment:

You will select a week for your facilitation, and you will select a scholarly article that falls under the week's topic. You will send this article to the class a week prior, and will run a class discussion covering your chosen article.

Your discussion facilitation will be about 30 minutes. Here are some suggestions for you:

- Provide background information about the authors, including professional experiences and other scholarship
- Finding the difficult concepts in the readings and provide a mini lesson that would help the class understand them.
- Sharing related articles in *The Chronicle*, *Daily Targum*, YouTube clips, etc. to provide current status update on issues discussed.

Criteria for evaluation:

- Following guidelines as specified above

Guide for Assignment 4: Article critique (10 points)

Learning Goals

- Develop critical analysis of scholarly writing, which includes the ability to identify salient points, summarize, and develop thoughtful critiques of research.

Assignment

You will write a critique for a scholarly, peer-reviewed article about Latinos in higher education of your choice. The critique should be about 3 pages (excluding title page and references), APA formatted, and should contain the following:

1. Title- descriptive of the content
2. A strong thesis at the beginning of the paper that grabs the reader's attention and tells him/her why this critique is important to read.
3. Your analysis of the article, not just a summary.

The critique should include a thoughtful critique of the research as well as how you made meaning of it. To inspire you, here are a couple of ways of formulating your critique:

- Were the author(s) study and analyses well grounded?
- What did you find to be on target? What didn't make sense to you? Does this work confirm prior research, or do you find it conflicting with other research?

Criteria for evaluation

- Inclusion of all components as outlined above.
- Quality writing--well-organized written text that is clear, concise, and free of grammatical and spelling errors.

Due date

The critique must be posted via Sakai by before class on Thursday 4/12.

Assignment 5: Research Paper Proposal (10 points)

Learning goals:

- To examine a particular area of interest in depth regarding Latinos in higher education.
- To develop skills in conducting a research paper: using library resources to find articles that inform your question/issue and writing a paper that comprehensively addresses a particular issue in higher education.

Assignment

In about a single-spaced page, you will address each of the following:

1. Thesis/research question: What are you interested in knowing more about?
2. Purpose: Why is your research question important? What issues in higher education does it address? Who would need to know this information?
3. Definition of key terms, if needed: e.g., first-generation college student, engagement
4. Preliminary list of references: Using primary, scholarly sources, create a starter list to begin your literature review.
 - a. Write up a paragraph (about 100 words) summarizing the content of the article/book chapter.

Note: the more thorough you are, the easier it will be to write up your lit review later.

Criteria for evaluation:

- Following guidelines as specified above
- Writing: APA formatting is not necessary for the proposal. Writing should be well-organized, grammatically correct, to the point, and demonstrate your skills in conducting a lit search and critiquing research.

Due date:

Submit via Sakai before class, 3/22.

Guide for Assignment 6: Research Paper (35 points)

Learning goals:

- To examine a particular area of interest in depth regarding Latinos in higher education.
- To develop skills in writing a research paper that goes beyond a literature review to be more of an analysis of the educational system, American society, and purpose of higher education.

Assignment:

In no more than 15 pages, you will write a literature review. This review takes a step further from providing a summary of the scholarship on a topic of your choosing by:

- Providing a critique of the research. Were the studies well done? How did these studies challenge or concur with previous work? In what ways did certain scholarship shape our understanding of Latino college students by offering new perspectives, or did they add to a certain line of thought?).
- You will take a broader look at your topic that gets to the “big questions”, such as
 - In what ways do institutions of higher education perpetuate or challenge social inequities?
 - How does the research support/challenge the ideas of meritocracy, equal opportunity?
 - What messages does this work say about the purpose of higher education? assumptions about underrepresented students?

Criteria for Evaluation:

- Following the guidelines for the assignment as specified here and in the Rubric (to be posted on Sakai).

Due date:

Submit your paper via Sakai by Finals Week, Thursday, May 3rd by noon.