FOUNDATIONS OF THE RESIDENT ASSISTANT EXPERIENCE II
Rutgers, The State University of New Jersey – New Brunswick
Fall 2016

Course #: 05:300:372:02   Index#: 09200
Wednesdays 11:30am-2:30pm
Location: CAC, Clothier Hall Classroom

INSTRUCTOR INFORMATION

Name: **Misty Denham-Barrett**
Office Location and Hours: **By Appt**
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Teaching Assistant: **Sweta Patel   sweta328@scarletmail.rutgers.edu**

COURSE DESCRIPTION
This course is designed to assist in the development of a more comprehensive understanding of the theoretical and practical knowledge needed for the Resident Assistant and Apartment Assistant (RA/AA) positions at Rutgers University. This learning experience provides an understanding of the Social Change Model of Leadership Development and allows students to analyze leadership from individual, group, and societal standpoints. Through theories, experiential learning, and current experiences in the RA/AA position, participants will integrate their new knowledge and skills in order to advance their personal and professional development, as well as the development of their residents and the Rutgers community.

PREREQUISITE
Resident/Apartment Assistant appointment by Rutgers Residence Life.

COURSE GOALS
The goals of this course are for students to:

1. Gain an understanding of the Social Change Model of Leadership Development and apply it to one's role as an RA/AA

2. Interpret Residence Life values and mission statement

3. Identify ideals for different levels of community and how RA/AAs can play a role in shaping common purpose

4. Develop a deeper understanding of group dynamics, and gain and practice meaningful skills for collaborating with others and navigating through conflict

5. Developing a deeper understanding of oneself by engaging in meaningful reflection, discussion, and interaction with peers and instructors.

6. Engage with the course content and acquire tools to become a better leader and congruent individual

COURSE REQUIREMENTS/POLICIES

Academic integrity
Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at Rutgers University. For full details, visit: http://academicintegrity.rutgers.edu/integrity.shtml

Accommodating students with disabilities
Rutgers University is committed to providing an equitable environment where all students can participate in the academic experience. If you require special assistance or accommodations, please contact the instructor(s) as soon as possible. For more details, visit:
http://disabilityservices.rutgers.edu/http://disabilityservices.rutgers.edu/
http://disabilityservices.rutgers.edu/

Attendance
This class meets once a week for 7 weeks of the semester and attendance is mandatory. An excused absence (illness, death in the family, religious observance, etc.) can be granted by the instructor(s) but you must inform the instructor(s) before the class you will miss as soon as possible and provide documentation in the next class you can attend. Arrangements will be made for you to attend another section with prior approval of instructors.

Lateness
This course is built on active participation. Being late to class is not permissible. If you are more than ten minutes late to the class, you will not receive an attendance point for the day.

Participation
The course is designed to build a community of learners. In order to do this, you are required to actively participate in all group discussions, activities, and assignments. Be prepared to discuss all assigned readings, homework assignments, and other class projects. Course participation is essential to your learning and is incorporated into your grade for the semester.

Late assignments
Late assignments will not be accepted unless you are given permission by the instructor(s) prior to the due date. Any late assignments will receive zero points.

Cell phone/laptop usage
Any use of a mobile phone is prohibited. Laptop usage is permitted for note taking purposes only and when directed by instructors. Points can be deducted from class participation for inappropriate use of electronic devices during the class.

COURSE CRITERIA

Grades will be based upon class participation, attendance, and timely completion of assignments and projects. The grading scale for the course is:

A = 90–100; **B+** = 88–89; **B** = 80–87; **C+** = 78–79; **C** = 70–77; **D** = 61–69; **F** = 0–60

A total of 100 points will be distributed for the following assignments. Each assignment has a supplemental handout with detailed instructions.

Team-Building Exercise (10 points)
Each student will be responsible for identifying and facilitating a meaningful team-building exercise within a small group for the class. Each class after the first week will begin with a teambuilder, and groups will be assigned in the first class.

Attendance, Participation, and Pre-/Post-Assessments (15 points)
You will participate by sharing your thoughts and reactions to readings, speakers, and general class discussions. Therefore, active and thoughtful participation is necessary. Your attendance for the full class period is expected, and you are responsible for everything that is covered, distributed, or announced during class. The course also has a brief pre-assessment that should be completed.

Response Papers (15 points)
There will be a total of three papers due throughout the semester to your Sakai drop box. One reflection each will be due by week 2, week 4, and week 6. Each entry should be approximately 1 page in length and answer the appropriate prompt. Entries will be graded on the level and length of content.

Community Mapping and Summary (30 points)
All RA/AAs are expected to build a relationship with each resident in their respective communities. For this activity, you will create a map of your community that includes the names and information for each resident using the provided framework. You will then summarize your findings and analyze your map in a 2-page reflection.

Community Assessment Paper (30 points)
The first six weeks in community development is crucial to the success of the community in addition to reflection on the development as it's occurring. In this 4-5 page paper, you will analyze the development of your residence hall community utilizing the Social Change Model for Leadership Development .

WRITING CRITERIA

All written assignments should have the following format:
- Times New Roman, double-spaced, 12-point font
- 1-inch margins on all sides
- Page numbers
- Cover page that includes title, name, date, and course (except Response Papers)

COURSE OVERVIEW

DATE	TOPICS AND ACTIVITIES	ASSIGNMENTS DUE FOR THIS WEEK:
Week 1 9/6 – 9/12	**Introduction and Citizenship** 1. Introductions 2. Review syllabus, expectations, and ground rules 3. Social Change Model of Leadership Development 4. Citizenship, values, and campus climate	• Course Pre-Assessment • Social Change Model Overview • Cheng (2004)
Week 2 9/13 – 9/19	**Common Purpose** 1. Mission Statement Review 2. Salient Identities 3. Connecting individuals to common purpose	• Response Paper #1 • Blimling, Chapter 7
Week 3 9/20 – 9/26	**Collaboration and Community Development** 1. Community Map Recap 2. Tuckman's Model of Group Development 3. CARES model	• Community Map Assignment • Tuckman's Group Development • Bonebright (2010)
Week 4 9/27 – 10/3	**Controversy with Civility** 1. Encountering conflict 2. Conflict mediation strategies 3. Restorative Justice and rebuilding relationships	• Response Paper #2 • Blimling, Chapter 13 We encourage individual laptops to be brought to class during week 4.
Week 5 10/4 – 10/10	**Congruence and CAPS** 1. CAPS Visits 2. Revisiting Salient Identities 3. Perceptions	
Week 6 10/11-10/17	**Commitment** 1. Personal Time Commitments 2. Burnout 3. Prioritizing and Strategizing	• Response Paper #3
Week 7 10/18 – 10/24	**Consciousness of Self** 1. Community Assessment Recap 2. Understanding oneself 3. Accomplishments and goal setting	• Community Assessment Paper

COURSE BIBLIOGRAPHY

Basic group theory: Tuckman's five stages of group development. Retrieved from
http://cs.iupui.edu/~mroberts/n361/HRUnit/BasicGroupTheory.doc

Blimling, G. (2010). *The resident assistant: Applications and strategies for working with college students in residence halls.* Dubuque, IA: Kendall Hunt Publishing Company.

Bonebright, D. A. (2010). 40 years of storming: A historical review of Tuckman's model of small group development. *Human Resource Development International, 13*(1), 111-120.

Cheng, D. X. (2004). Students' sense of campus community: What it means, and what to do about it. *NASPA Journal, 41*(2), 216-234.

Paladino, D. A., Murray, Jr., T. L., Newgent, R. A., & Gohn, L. A. (2005). Resident assistant burnout: Factors impacting depersonalization, emotional exhaustion, and personal accomplishment. *Journal of College and University Student Housing, 33*(2), 18-27.

Wagner, W. (2006). The social change model of leadership development: A brief overview. *Concepts & Connections, 15*(1), 8-10.