

EDUC-U450: Foundations of Residential Leadership

Course Syllabus – Spring 2024

Instructors:

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Class Time & Location:

Thursday 6:00 PM – 8:30 PM

Read Hall C110

Office Hours:

Unless otherwise stated by your facilitators, individual meetings with a facilitator should be scheduled in advance.

Course Goals:

The Office of Residence Life student staff are involved on a daily basis in working with residents on their personal development and the development of a supportive, educationally engaging, and rewarding multicultural community. This course is the first part of an ongoing educational and developmental program intended to help you be successful. Its major objective is the introduction and exploration of the foundations of residential leadership and student development that will help you in working with a diverse population of residents. The information and skills you gain from this course will be meaningful and applicable regardless of where your career takes you. This course will provide you with multiple frameworks to assist you in working with students. This class is not about day-to-day related activities, processes, or policy application. If hired, you will learn about all these aspects as they pertain to your center and leadership position during summer training.

Educational Outcomes:

Students will be able to:

1. understand the fundamentals of diversity and inclusion and apply it to their work with a diverse population of students in a residence hall.
2. define leadership and adapt it to their personal leadership style.
3. articulate the impact of their behavior and attitude on a community and develop skills needed to foster a positive community.
4. develop effective communication skills needed to successfully facilitate discussions, educate peers and lead others in resolving conflict.
5. identify their values and beliefs and how that impacts their work as a student leader.
6. explore and comprehend the roles and responsibilities of residential life staff
7. gain insight into the concept of intersectionality and its relevance to personal identity and roles in residential life.
8. foster the ability to recognize and address deficit mindsets while actively contributing to the creation of a sense of belonging within a community.

Course Requirements:

This is a 400-level course and the goal is not focused on task orientation or memorization, but rather on examination of material, critical thinking, reflection, and knowledge development. At the same time, it serves as a requirement for those pursuing the CommUNITY Educator or Resident Assistant position. Active engagement in all assignments and discussions is expected. Please come to class prepared by: (1) completing the assigned readings and having the ability to reference readings; (2) coming with questions; and (3) coming with a willingness to learn.

Engagement:

Every person brings experience and knowledge to this learning process. The class will be most successful if everyone offers their full engagement. As facilitators, we know this looks different for every student. If you find that you cannot attend class, please communicate this to your facilitator as soon as possible.

In addition to being engaged in class, students are expected to come to class having done the readings and should fully participate in the Student-Led Activities & Debriefs, in addition to completing all assignments. Participation points = 40 (5 points per week).

Reading:

Each week you will have assigned readings to complete before the next class. The readings are located on Canvas under Files. You should be reading the folder labeled with the upcoming week (example: read Week 2 folder *before* Week 2 class).

Late Assignments:

Readings, projects, and papers are due on the date listed on the syllabus and should be turned in before class via Canvas. If you anticipate being absent on the date an assignment is due, submit your assignment early via Canvas.

Keys to Success:

It is expected that you complete assigned items prior to the beginning of every class period. All of the assignments are listed in the “Assignments” tab on Canvas, and all course work should be submitted via Canvas. All assigned readings will be listed in the “Files” section by the week they are due. Please be prepared to discuss the readings in class.

Percentage Earned:

A+ 98-100	B+ 87-89	C+ 77-79	D+ 67-69
A 93-97	B 83-86	C 73-76	D 63-66
A- 90-92	B- 80-82	C- 70-72	D- 60-62
			F 59 or below

Assignments and Grading:

Assignment	Week Due	Points
Personal Timeline	4	9
Resource Handout Description	5	11
Resource Handout Presentation	6	13
Expanding Understanding of Identities	7	10
End of Course Reflection Paper	8	8
Student-Led Activity & Debrief	Assigned Week	6
In-class case study	8; In-class	9
Engagement/ Self-Reflections	Each week	40 (5 per week)
	Total	106 points

Accommodations:

Every attempt will be made to accommodate qualified students with disabilities (e.g., mental health, learning, chronic health, physical hearing, vision neurological, etc.). To request accommodation, you must establish your eligibility by working with Disability Services for Students (iubdss@indiana.edu or 812-855-7578). Note that services are confidential, may take time to put into place and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced.

Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office of Accessible Educational Services (AES) is located at Eigenmann Hall 001, 1900 E. Tenth Street, Bloomington, IN 47406.

Your facilitators can also work with you to provide accommodations that you may need; please let them know if you have any needs. If you are seeking an accommodation for a required religious observance, you need to submit the necessary form by Week 2, which can be found here: <https://vpfaa.indiana.edu/faculty-resources/teaching-resources/religious-observances-information.html>. For more information about accommodations, see the IUB website or speak with your facilitator.

Academic Misconduct:

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. The university may discipline a student for academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources.

Student academic dishonesty includes:

- Cheating
- Fabrication
- Plagiarism
- Interference
- Violation of Course Rules
- Facilitating Academic Dishonesty

If a student is found to have been academically dishonest, they will be assigned an academic sanction. These may include the following:

- Lower grade for the assignment
- Failing grade for the assignment
- Repeat or resubmit the assignment
- Complete an additional assignment to substitute for the work in question
- Withdraw from the class with a “W” or “F” at the instructor’s discretion
- Lower grade for the course, including a “F”
- Referral to Student Ethics

- ✓ **A serious act of academic dishonesty will involve failing the course.**
- ✓ **A grade of “Incomplete” can be given if the matter is not resolved by the close of the course.**
- ✓ **If a failing grade, “F,” is administered, the Registrar is notified. This will not permit a student to “F/X” the course in the future.**

For a more thorough explanation of academic misconduct, students are encouraged to visit: <https://studentcode.iu.edu/procedures/bloomington/discipline/academic-misconduct/index.html>

Counseling and Psychological Services (CAPS): Support for students who are looking for an opportunity to discuss problems with someone they can trust, including, but not limited to, serious mental health crises. IU Health Center, 4th floor, 812-855-5711

Writing Tutorial Services (WTS): Offers free help at any phase of the writing process, from brainstorming to polishing the final draft. When you visit WTS, you’ll find a tutor who is a sympathetic and helpful reader of your prose. Herman B. Wells Library, 1st floor (West Tower), Learning Commons Area, 812-855-6738.

Class Schedule & Required Readings

Week 1: Introductions & Foundations

Due:

- *Nothing*

Read:

- *Class Syllabus -> Canvas*
- *Look at Week 2 readings to find out what to read before week 2's class*

Week 2: Residential Life Roles & Goals

Due:

- *Signed up for Student-Led Activity Groups*
- *Signed up for Resource Handout Groups*
- *Choose two activities for "Expanding Understanding of Identities" Assignment due week 7.*
 - (Throughout the course, students are required to engage in a variety of activities that expose them to different social identities. You will choose two of the activities by the end of second week of U450. Please review the "Expanding Understanding of Identities" Assignment in the Assignments tab to learn about approved activities, the assignment description, and more!)

Read:

- <https://erezlife.com/model-ra/>
- *Cycle of Socialization Handout*

Week 3: Intersection of Identities

Due:

- *Social Identities Handout*
- *By the end of the day after Week 3's class, one member of each group should post about the student population their group is covering. You will accomplish this by going to the "Discussion" tab and commenting under the Discussion labeled "Resource Handout Student Groups". Include the group you are in and your group members' names in your post.*
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Read:

- <https://www.youtube.com/watch?v=akOe5-UsQ2o&t=294s> STOP at 11:35
 - *The timestamp you need to start at is already ingrained into the link.*
 - *Trigger warning for misogynoir* and black trauma*
 - **Learn more about Misogynoir-*
<https://www.theguardian.com/lifeandstyle/2015/oct/05/what-is-misogynoir> (Not mandatory, but encouraged if unfamiliar with the term)
 - *11:45 Trigger Warning for violence against black women, death, and graphic images. You may stop the video here.*
- [Lesson 4: Micro-messaging | UW-Madison Libraries \(wisc.edu\)](#)
- *Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Student development in college: Theory, research, and practice. John Wiley & Sons, Incorporated, Chapter 4 Social Identity: Concepts and Overview*

Week 4: Deficit mindsets & Sense of Belonging

Due:

- *Personal Timeline* (Presenting in class)

Read:

- [Yao, C. W. \(2015\). *Sense of belonging in international students: Making the case against integration to US institutions of higher education. Faculty Publications in Educational Administration*, 7\(45\).
\[https://digitalcommons\\[SEP\\].unl.edu/cehsedadfacpub/45\]\(https://digitalcommons\[SEP\].unl.edu/cehsedadfacpub/45\).](https://digitalcommons[SEP].unl.edu/cehsedadfacpub/45)
- [*Belongingness in Residence Halls: Examining Spaces and Contexts for First-Year Students Across Race and Gender*](#)

Week 5: Building and Maintaining Community

Due:

- *Resource Handout Description*

Read:

- *Charkoudian, L., & Kabcenell Wayne, E. (2010). Fairness, understanding, and satisfaction: Impact of mediator and participant race and gender on participants' perception of mediation. Conflict Resolution Quarterly*, 28(1), 63-84.
<https://doi.org/10.1002/crq.20011>
- https://www.americanbar.org/groups/gpsolo/publications/gpsolo_ereport/2022/december-2022/is-racism-embedded-mediation/

Week 6: Practicing Discomfort

Due:

- *Resource Handout Presentation*

Read:

- *Dissonance* by Kari B. Taylor and Danyelle J. Reynolds

Week 7: Assisting Students

Due:

- *Expanding Understanding of Identities*

Read:

- https://www.nasfaa.org/resources_for_counseling_diverse_student_populations
 - Explore the available resources; keep a tab on the website for potential future use.
- <https://online.maryville.edu/blog/multicultural-counseling/>

Week 8: Practicing Knowledge

Due:

- *End of Course Reflection Paper*
- *In-class case study*

Read:

- *None*
- *Review Content* from previous weeks to prepare for the In-class case study

Assignment Descriptions

Assignment #1: Student-Led Activity & Debrief

Purpose: The purpose of the "Student-Led Activity & Debrief" assignment is to empower students with the responsibility of enhancing group engagement and fostering a sense of community through dynamic, thought-provoking activities directly linked to weekly readings.

Directions: Throughout the semester, there will be five weeks in which a group of 3-5 students will lead an activity (game, case study, discussion, etc.) to build community that is linked to the reading(s) from that week. The group will debrief the activity and reading(s) for that week with the class. This collaborative effort involves an activity that creatively explores and applies themes from the assigned readings. Following the activity, a debrief (class discussion) will provide an opportunity for the group to facilitate discussion and reflection on the connections between the activity and the readings.

Guidelines: The activity should last no longer than 10-15 minutes, and the class discussion to follow should last no longer than 10 minutes. This will be a total of 20-25 minutes at the beginning of class. Students will be timed. **DO NOT** simply summarize the readings that were due for that week. Instead, come up with an activity that relates to one or more of the themes from the reading(s).

Students in the past have fulfilled the activity by:

- Simulating Jeopardy
- Creating a game with props
- Role Playing Scenarios
- Using Interactive Polling & Quizzes (Kahoot)
- Escape Room with Puzzles related to the readings

The debrief that follows the activity can include a brief PowerPoint or a simple dialogue among classmates. These activities and debriefs need to be well-prepared and engaging for your classmates. Please upload an outline of your activity plan to Canvas no later than 24 hours before your scheduled class time. You can find a rubric for this assignment in Canvas.

Assignment #2: Personal Timeline (Due Week 4)

Purpose: Self-reflection and examining who you are is a critical first step to understanding how you interact with others and the environment around you. This assignment aims to help you analyze significant life events as they have shaped your beliefs, values, behaviors, attitudes, and dispositions.

Directions: Create a timeline via PowerPoint of 4-6 of the most significant events that have impacted you in your life. These should not include things such as being born, but should instead focus on experiences, relationships, and environments that have made you who you are today. Include text in your slides that identify the specific significance of each event you decide to include and precisely how you were impacted. Be sure to include at least 2 class readings that help depict why these events were so impactful. This assignment should be submitted via Canvas as a PowerPoint slideshow.

A PDF example of this assignment is located in Canvas under Files → Student Resources → Assignments → Personal Timeline.

Assignment #3: Resource Handout Presentation (Due Weeks 5/6)

Purpose: Being able to effectively engage an audience through a passive medium is an important communication skill. This group assignment enables you to practice identifying student needs, presenting information in an educational and engaging way, and building positive working relationships with others. Through this process, you will be able to articulate how student needs can be addressed through The Office of Residence Life resources using passive programming.

Directions: In groups of 3-5, create a Resource Handout, contextual to IU, that could be displayed, handout resource in your residence hall, or to individual students. Your group will choose a campus community to work with a need in higher education. The campus community should be social identity-focused (ie. Black students, Queer students, International students). One representative from the group should send their facilitators a message stating the student population their group is covering by the start of class Week 3. Include the group you are in in your message. You are creating this Resource Handout to offer guidance and direction to your students as a CUE or RA. This assignment is practice for the passive programming you may be assigned as a Residence Life staff member or a student leader.

Assignment Timeline:

Week 2: Resource Handout groups designated.

Week 5: Resource Handout Description (including Student Engagement Plan) due on Canvas.

Week 6: Present the completed Resource Handout in class for about 10 minutes, including 2 minutes for questions. Bring printed copies to class for each group member and facilitator(s).

PART 1: Resource Handout Description (Due Week 5)

Reviewing the community given to you and using current IU resources, write a brief description of your Resource Handout that addresses the following components:

- Explain which class topics (intersection of identities, assimilation, deficit mindsets, any lessons from the readings) are addressed through the resources provided in your Resource Handout.
 - Identify student needs and explain how your Resource Handout attempts to address these needs by including at least 4 campus resources.
 - Answer: What do you hope students will gain from this Resource Handout?
 - Answer: Who do you think you will reach with this board? What students will you miss?
- Answer basic questions about the student population:

- Student Population
- Relevant Terms/ Definitions
- Historical Backgrounds, current issues, concerns/ challenges
- The collegiate experience of this demographic of students (based on current literature from the past 6 years).

Please submit your Resource Handout Description to Canvas by class time of Week 5.

PART 2: Resource Handout Presentation (Due Week 6)

Please upload a copy of your handout (latest) the night before class.

Your group will present your Resource Handout for 8 minutes to your class during Week 6. Make sure your Handout's design has something that draws in your audience and includes aspects that are enticing and thought-provoking. During the presentation, you will explain the

student needs addressed by your Handout and how the Handout addresses these needs. Be sure to highlight at least 4 campus resources in your presentation.

Remember that this is a group project with 3-5 individuals. As such, all members of the team should be contributing equally to produce the final product.

Resources: You can find examples of a Resource Handout in Canvas under Files → Student Resources → Assignments → Resource Handout

Assignment #4: Expanding Understanding of Identities

Purpose: To encourage students to explore and expand their understanding of social identities that they do not personally hold, promoting cultural competence and fostering an inclusive community. This reflective paper provides students with an opportunity to synthesize their experiences from two chosen activities, promoting deeper understanding and critical reflection on social identities.

Directions: Throughout the course, students are required to engage in a variety of activities that expose them to different social identities. You will choose two *different* activities by the end of second week of U450. Below are the approved activities.

- Educational Seminars/Workshops:
 - Attend an IU seminar or workshop on topics related to social identities (e.g., race, gender, sexual orientation, ability, religion) that you do not hold. You may review the BeInvolved page (<https://beinvolved.indiana.edu/>), enlist in Culture Center newsletters, school newsletters, [the IU Calendar](#) etc. to find suitable events.
- Documentary Film Festival:
 - Watch a documentary that focuses on different social identities. There are documentaries available via personal streaming services, and some available via IU's free film services (https://fod-infobase-com.proxyiub.uits.iu.edu/nd_Home.aspx), (<https://digitalcampus-swankmp-net.proxyiub.uits.iu.edu/indianau314393/>). Check out our residential libraries via <https://housing.indiana.edu/services/Libraries/index.html> for more resources!
- Literature Exploration:
 - Read two articles that explore social identities not personally familiar to you.
- Podcast Exploration:
 - Listen to a series of podcasts that discuss various social identity issues you do not hold.
- Analyze the portrayal of a specific social identity in mainstream media (TV shows, movies, advertisements).
 - Pay attention to the potential impact of these portrayals on stereotypes and biases and/or be ready to discuss how the piece of media subverts biases.

Guidelines: Submit a four page, double spaced, Times New Roman, 12-point font, 1-inch margins. Submit your completed paper to Canvas by class time of Week 7. Include a picture of the event, link to the event page, link to the documentary, piece of media, etc. between your written paper and the references.

Address the following:

- **Activity Selection:** Clearly state which two activities you chose from the approved list (e.g., Educational Seminars/Workshops, Documentary Film Festival, Literature Exploration, Podcast Exploration, Media Analysis). Provide Background Information, including a concise summary of activities, detailing the events attended, documentaries watched, articles read, podcasts listened to, or media analyzed.
- **Learning Experience:** Discuss what you learned from each activity. How did it challenge your existing beliefs? How did it broaden your perspective on social identities?
- **Connection to Course Themes:** Relate your experiences to course themes and concepts discussed in class. How do the activities connect to the broader discussions on social identities?
- **Implications for the Future:** Consider how the knowledge gained from these activities can be applied in your role as a potential CUE or RA.

Assignment #5: End of Course Reflection Paper (Due Week 8)

Purpose: Students will be able to analyze their experiences from U450 through a careful two-paged, double spaced reflection of coursework, readings, and class discussions. This assignment is an opportunity to articulate how class experiences have shaped you personally and professionally.

Directions:

Submit a one-page, single spaced reflection that addresses the following questions about what you've learned and how you've grown as a person in your U450 class:

- What was the most challenging part of your U450 experience? How does this inform your areas of growth as a student leader?
- Reflect upon at least one discussion or concept talked about in class that was particularly impactful in shaping how you view working with others. Explain how this discussion or concept changed your perspective on being a student leader.

Paper Guidelines: Two pages, double-spaced, Times New Roman, 12-point font, 1-inch margins. Submit your completed paper to Canvas by class time of Week 8.

Assignment #6: In-Class Case Study

Purpose: Being a student leader requires thought and practice. This group assignment is an opportunity for you to practice working collaboratively to identify and solve a problem as you would as a student staff member.

Description:

In four groups, analyze a selected case study using the "Analyzing a Case" document. Create and present your process and plan of action as a student staff member to the class. Your group will present in class for **no longer than 7 minutes** explaining your case,

thought process, and solution. There will also be an opportunity for your classmates to ask questions about your case study. You may use class notes, resources from Canvas, readings, classroom knowledge, and informed knowledge you've gained outside of class to explain how you navigate your situation.

Your presentation should include the following:

- Brief introduction of case study scenario
- Identification of primary needs, both short- and long-term
- Key facts that are essential to understanding and navigating the situation
- Identification of additional important information
- 1-3 topics from the semester that can be used to better understand the issue or context
- A list of possible solutions to the issue
- Identification and explanation of the chosen intervention or response, including rationale
- Well-balanced participation from all group members
- Duration of presentation should be no longer than ten minutes