



## MASTER OF ARTS IN HIGHER EDUCATION PROGRAM

**Course Assignments**

*Personal Narrative of Higher Education.* (Course Learning Objective 4). This assignment requires you to compose a narrative essay that describes and analyzes your personal history in higher education. The main question you should answer is this: “How is your higher education experience unique, particularly in light of the social context that provided a backdrop to your college experience as well as your personal history?”. Consider what significant historical events occurred during your college years. Consider what people, events, and places were influential as you considered and completed college. Your essay should analyze how these matters influenced your experience in higher education. You should analyze how you are different as a result of your educational history (intellectually, ethically, socially, spiritually). Your personal narrative essay should document how your higher education experience influenced your sense of identity and the unfolding of your vocation.

One way to frame this assignment is to think about *when* and *where* you went to college. What socio-historical events (global, national, regional) happened during those years? What happened in your own life during the college years? How did the socio-historical events intersect with your personal experiences? How might your college experience have been different had you attended in a different era? The point of these questions is not for you to address each one but rather to spark your reflective thought. You must include some personal history, some societal history, and some educational history in your essay; the point is not to outline a comprehensive description of world events but rather to consider your own college experience within a broader social context.

You will complete a rough draft prior to the start of the course and submit electronically through the Canvas Learning Management course site no later than Friday, July 25<sup>th</sup>. The final draft must be no more than 5 pages (1250 words), and requires you to reference three or more scholarly texts.

During the summer intensive course, you will share elements of your personal narrative with your classmates. This is intended to be a brief (7 to 10 minute) and informal oral presentation of your educational story. Sharing personal narratives is an opportunity to get to know each other, to make meaning of your own journeys, and to push continued thinking on your narrative essays. While we don't have time to read our narratives in their entirety, it will be wonderful if each of you shared the narrative thread/thesis and key turning points in your journey to this graduate program. As part of that sharing, plan to read a pivotal paragraph or two directly from your draft. Think carefully in advance about the experiences/events/people that you want to share and the paragraphs you intend to read. It will be important that everyone stays within the 10 minute maximum timeframe. There is no need for handouts or visuals.

Dates: Rough Written Draft – Friday, July 25<sup>th</sup>; 7 to 10 minute oral presentation – Monday, July 28<sup>th</sup>; Final Draft – Saturday, August 9<sup>th</sup>.

*Cohen & Kiskar Analytic Summary.* (Course Learning Objective 1). Each student will individually be assigned a chapter in the Cohen and Kiskar text and will be required to compose an analytical summary of the chapter. This summary serves as a starting point for comprehension and critique of historical interpretation as well as for engagement in substantive conversation regarding the current status of higher education. This should be a succinct, scholarly summary of the chapter with no personal reflection; it should be organized in outline form using the headings provided in the Cohen & Kiskar text. The purpose of this assignment is to acquaint you with the broad contours of the history of higher education in the United States. Toward this end, a compilation of the individual summaries will be shared with all class participants by the instructor following the course so that all students have access to a summary and analysis of the full range of the text, and thus of the history of

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American higher education. This assignment must be no more than 4 pages (1000 words) and is due no later than Friday, July 25<sup>th</sup>.

Cohen & Kiskar Class Presentation. (Course Learning Objective 1). The individual analytic summaries will become the basis of a formal, small group presentation. Each group should create a brief powerpoint/prezi presentation of between 25-30 minutes that presents a clear, coherent chapter summary. You will have some time Tuesday during the intensive to collaborate on your presentation. Individuals should electronically share with fellow group members the individual summaries you e-submitted to your instructor and begin to think through how best to share the crucial points of your chapter. Remember that your fellow graduate students were not assigned to read your chapter, so your job is to communicate the content of the chapter you know well to your peers through a clear, concise, and engaging presentation. Class Presentations Due: July 30<sup>th</sup> and 31<sup>st</sup>.

*Philosophy of Higher Education Academic Essay.* (Course Learning Objectives 2 and 3). This essay will give you the opportunity to grapple with (and tentatively answer) the question, “What is a crucial purpose of higher education?” Based on course readings and discussion, prepare a thesis-driven paper that clearly articulates the purpose of higher education in the United States. This is your opportunity to develop an informed, historically grounded, philosophy of higher education. This assignment must be between 6 and 8 pages and requires the use of eight or more academic sources. Note that American higher education has multiple purposes and your aim is to identify and argue for one purpose with which you resonate. Evaluation of the paper will be based on clarity and soundness of argumentation, synthesis of scholarly resources, quality of composition, and accuracy of A.P.A. format. Due Saturday, August 16<sup>th</sup>

*Class Engagement/Attendance.* Class participation and attendance are expected. Students are expected to have completed the personal narrative assignment rough draft and read the pre-course assigned texts. The effectiveness of graduate coursework depends upon each individual being fully prepared to participate in course dialogue.

### Writing Assignment Expectations

- a. Criteria: All assignments will be graded on creativity and clarity of ideas, coherence and organization, and mechanics (spelling, syntax, format, documentation).
  - A/A-: Assignment is well-written with no errors. Analysis is excellent and conclusions are well-supported. Paper demonstrates comprehensive understanding of the topic and familiarity with supporting sources (readings, discussion). Questions are fully and clearly addressed.
  - B/B- Assignment is moderately well-written with few errors. Analysis is good and conclusions are supported. Paper demonstrates an accurate understanding of topic and basic familiarity with most supporting sources (readings, discussion).
  - C Content shows either less than adequate familiarity with the topic or supporting sources, is not fully responsive to the question(s) asked, or is poorly written (major mistakes made). C- Any combination below the levels described above.
- b. Formats: All papers must be submitted typed; format should be double-spaced using a 12-point font with one-inch margins on each side.

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- c. Citation Guidelines: Your assignments should conform to citation guidelines of the American Psychological Association (APA).
- d. Late Assignments: All assignments are due at intentional times. If you cannot complete an assignment on time, please contact me in advance. If you do not complete an assignment on time and do not contact me, you will receive a zero for the assignment. Except in unique circumstances, all late assignments will receive an appropriate point deduction.
- e. Returned Assignments – All assignments will be returned to the student within one week of submission for review of the assigned grade. A grade and professor comments will be included with each assignment. If students have questions about the grade assigned it is up to the student to contact the professor and set up a time to discuss the grade. Students may also ask for clarification about a grade through email to the professor within three days of receiving the grade for any assignment.

### Course Grade Determination

Method	% of Total Grade
Intensive Week Class Participation	20%
Personal Narrative of Higher Education	25%
Cohen & Kiskar Analytic Summary	15%
Cohen & Kiskar, Group Presentation	15%
Philosophy of Higher Education Academic Essay	25%
<b>TOTAL</b>	<b>100%</b>

At the completion of the course, students will receive a letter grade reflecting their overall performance. Letter grades will be awarded according to the existing policies of the Graduate School at Messiah College. The final course grade will be computed according to the total number of points earned for all assignments as shown by percentage of points earned:

A	93-100%	B-	80-82%	A-	90-92%	C+	77-79%
A-	90-92%	C+	77-79%	B+	87-89%	C	73-76%
B+	87-89%	C	73-76%	B	83-86%	F	
B	83-86%	F	>76%				

### Course Expectations: Integrity, Engagement, and Preparation

**Academic Integrity.** Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

Plagiarism. Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

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Cheating. Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam, having someone else take the exam for you, using any kind of electronic mobile or storage devices (such as cell phones, PDAs, Blackberry, iPods, iPhones, Flashdrives, DVDs, CDs), communicating via email, IM, or text messaging during an exam, using the internet, sniffers, spyware or other software to retrieve information or other students' answers, purposely disconnecting from the internet to cause a lock on an online exam, etc.

Fabrication. Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

Misrepresentation of Academic Records. Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means.

Facilitating Academic Dishonesty. Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.

Computer Offenses. Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

Unfair Advantage. Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc.

The academic integrity policy in its entirety can be found in the graduate student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

### Course Support Resources

#### **Americans with Disabilities Act**

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact [DisabilityServices@messiah.edu](mailto:DisabilityServices@messiah.edu), (717) 796-5382.

#### **Library and Librarian Assistance**

The Library is an obvious source of information for research, presentations and projects. Beth Mark is the library liaison assigned to the education disciplines. Although any librarian is trained and prepared to assist you, Beth works specifically with education and is most familiar with the resources

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and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you. For her specific work schedule, contact her directly at [bmark@messiah.edu](mailto:bmark@messiah.edu) or by calling ext. (717) 796-1800, ext. 3590.

### Minimum Technology Requirements

#### Hardware and Software

- Internet Connection: High speed or Broadband required; Satellite Broadband not recommended due to conflicts with synchronous software; Air cards may not be used
- Browser:
  - Mozilla Firefox 3.0 or higher (required)
- Operating System Version:
  - Windows® XP (recommended), or
  - Windows® Vista, or
  - Windows® 7, or
  - MAC OS 10.4 or higher
- Processor (CPU):
  - Desktop Processor (CPU): Pentium 4 at 3.0 GHz or faster or
  - Laptop Processor (CPU): Centrino (or Centrino Duo) 1.5 GHz or faster
- Memory (RAM):
  - Windows® XP: 512 MB or more; or
  - Windows® Vista: 1024 MB or more; or
  - MAC OS: 1024 MB or more
- Hard Disk Space: 40 GB or more of free space
- CD-ROM CD-RW drive (DVD or combo drive helpful)
- Any Office Suite:
  - MS Office 2007 or newer, or
  - OpenOffice 3.1, or
  - Google Docs

#### Computer Support:

For your convenience, “real person” assistance will be available in "real time" if a technological problem arises. Help is available 8:00 a.m. to 11:00 p.m., Eastern Standard Time, seven days a week, by the College's Information and Technology Services staff.

Weekdays – 8:00 am to 5:00 pm Mon. to Fri.

- Via instant messaging (IM) @ SCS5901
- By phone at (717) 796-1800, ext 5901
- Or via email at [bthomps@messiah.edu](mailto:bthomps@messiah.edu) or [ResNet@Messiah.edu](mailto:ResNet@Messiah.edu)

Evenings and Weekends – 5 pm to 11 pm Mon. to Fri. and 8 am to 11 pm Sat. and Sun.

- By phone at (717) 796-1800, ext 3333

You will also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and also through the College's Learning Management System, CANVAS.

#### Statement of Copyright Protection

The materials on this course web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.



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### **Statement of Confidentiality**

Students in Online Courses will be asked to post written work and to engage in written dialog with other class members. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.