TEXT: Academically Adrift: Limited Learning on College Campuses Arum & Roksa
link to Amazon http://www.amazon.com/Academically-Adrift-Limited-Learning-Campuses/dp/0226028569/ref=sr_1_1?ie=UTF8&s=books&qid=1298831311&sr=1-1

Note: Critique materials will be distributed in class

Why this Text?
Released January 18th 2011, Academically Adrift has, in a very short time, generated intense controversy and interest within government, communities and higher education. Here is the publisher’s description of the book.

In spite of soaring tuition costs, more and more students go to college every year... Almost everyone strives to go, but almost no one asks the fundamental question posed by Academically Adrift: are undergraduates really learning anything once they get there?

For a large proportion of students, Richard Arum and Josipa Roksa’s answer to that question is a definitive no. Their extensive research draws on survey responses, transcript data, and, for the first time, the state-of-the-art Collegiate Learning Assessment, a standardized test administered to students in their first semester and then again at the end of their second year. According to their analysis of more than 2,300 undergraduates at twenty-four institutions, 45 percent of these students demonstrate no significant improvement in a range of skills—including critical thinking, complex reasoning, and writing—during their first two years of college. As troubling as their findings are, Arum and Roksa argue that for many faculty and administrators they will come as no surprise—instead, they are the expected result of a student body distracted by socializing or working and an institutional culture that puts undergraduate learning close to the bottom of the priority list.

Academically Adrift holds sobering lessons for students, faculty, administrators, policy makers, and parents—all of whom are implicated in promoting or at least ignoring contemporary campus culture. Higher education faces crises on a number of fronts, but Arum and Roksa’s report
that colleges are failing at their most basic mission will demand the attention
of us all.

GRADUATE STUDENT ASSIGNMENTS:
In this bi-weekly seminar, we will discuss the assigned readings from Academically
Adrift and connect those readings with other materials from the course. I expect grad
students to come to the seminar having read the assigned material and prepared to
participate in the discussion.

In addition to the assignments detailed on the 450 syllabus, there is an additional
assignment for those students taking this class for graduate credit.

**reading summaries: 20% of total grade**
An approximately 3 page summary (note: typed, hard copy) of each seminar’s
assigned readings along with relevant critique materials will be due at the beginning of
each graduate seminar. The student leading the chapter/material discussion for that
week will be responsible for providing each other member of the seminar with a copy of
the her/his summary.

Writing summaries will be graded based on the following scale:
- Summaries turned in on time: 0 – 5 pts
- Summaries not turned in: -- 3

There will be 7 graduate readings summaries. Total possible points: **35 points**

**Seminar participation**
Students are expected to show up for the graduate seminar having already read the
assigned readings and completed the corresponding reading summaries. In addition,
over the course of the term, each student is expect to find and provide me with three
articles from a journal or academic news publication (e.g. The Chronicle of Higher
Education) on topics that are relevant to our discussion of the issues raised in and
critiques of Academically Adrift. Please send me the articles (as pdfs or Word files) you
find BEFORE the corresponding seminar so I can distribute them to the entire group.

**450 in-class writing**
I expect graduate students to do the weekly in-class writing with the other students as
this is good preparation for the exams. I will provide feedback on the completeness of
your answers but not award points for graduate student in-class writing. I will, however,
penalize you -3 points for each in-class writing you miss unless you have made
arrangements with me before hand.

**Note: re. Group Presentation 20% of total grade**
Graduate students will prepare and make a one hour presentation (approximately 40
minute presentation plus structured Q & A discussion with class) to the entire 450/550
class on the important material from Academically Adrift along with the critiques we
explored in our seminar. Tentatively scheduled for Wednesday June 4th.
**REQUIRED WORK:**

Graduate Students:
- exams (2) 50%
- Group presentation 15%
- class & seminar participation 10%
- reading summaries 20%

**total** 100%

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**Seminar Schedule and Class Readings**

**Seminar 1 April 2**

**Introduction to Academically Adrift**

Reading: seminar 1 *(no reading summary)*

- From “Society Pages” *Sociological Compass* Mary Austin Smith “What Makes the College Classroom Relevant?”
  <http://thesocietypages.org/sociologylens/2011/02/26/8032/>

- *Inside Higher Ed* January 2011 “What degrees should mean” Lederman
  <http://www.insidehighered.com/news/2011/01/25/defining_what_a_college_degree_recipient_should_know_and_be_able_to_do>

**Seminar 2 April 16**

**Setting the Context**

Readings: seminar 2 *(2 reading summaries + incorporate critiques)*

- Chapter #1: *College Cultures and Student Learning* pp. 1-32
- Chapter #2: *Origins and Trajectories* pp. 33-58

- *Chronicle of Higher Education* May 20, 2013
  “Students Might Not Be ‘Academically Adrift’ After All, Study Finds”
  http://chronicle.com/article/Students-Might-Not-Be/139395/

- *Chronicle of Higher Education* February 13, 2011
  “Scholars Question New Book’s Gloom on Education Doubts are raised about study behind 'Academically Adrift”"
  http://people.bu.edu/blues/documents/highereducation_000.pdf

**Seminar 3 April 30**

**Problem and Data**

Readings: seminar 3 *(2 reading summaries + incorporate critiques)*

- *Methodological Appendix* pp. 145-212
- Chapter #3: *Pathways through Colleges Adrift* pp. 59-90
• *Chronicle of Higher Education* February 2011 Alexander Astin “Academically Adrift: A closer look at the numbers” *methods* 
<http://chronicle.com/article/Academically-Adrift-a/126371/> 


• Gunner, 2012 “Everything That Rises . . . : a review of *Academically Adrift,*” *College Composition and Communication* 63:3 pp. 490-494 

**Seminar 4 May 14 Recommendations for Change**

Readings: seminar 4 (2 reading summaries + incorporate critiques)

• Chapter #4: *Channeling Students’ Energies toward Learning* pp. 91-120 


**Seminar 5 May 28 Critiques and “Critiques of critiques”**

Readings: seminar 5 (1 reading summary + incorporate critique)

• Chapter #5: *A Mandate for Reform* pp. 122-144 

• *Inside Higher Education* February 27, 2011 Robert Sternberg “Who is Actually Adrift?” 
<http://www.insidehighered.com/views/2011/02/08/a_critique_of_academically_adrift_and_the_test_behind_many_of_the_findings>