EDUC 708:
Advanced Student Development Theory
University of Southern California

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Section #:   26545

Syllabus adapted from Darnell Cole, Ph.D.

Course Descriptions and Goals

This course is designed to build upon materials covered in an introductory student development course and enhance students' understanding of processes of student learning, growth, and development during the college years. Special focus will be directed toward 1) recent theories, including holistic models of development and greater attention to issues of diversity in development; and 2) the extent to which these models are used to guide empirical research.

Students who participate fully in the course should:
1. Gain an explicit understanding of theories and models that describe the development of college students and the conditions and mechanisms that facilitate such development;
2. Develop an in depth understanding of a select theory, model, or related group of theories or models that describe the development of college students and the conditions and mechanisms that facilitate such development;
3. Understand theories of psychosocial and epistemological development that have been developed in the last few decades;
4. Analyze and critique theory, make connections across models, and apply theory to diverse constituencies appropriately;
5. Utilize theory to inform policy and practice in student and academic affairs;
6. Explain theory to diverse audiences and use it effectively to justify the work of student and academic affairs;
7. Demonstrate the skills of analysis, synthesis, and oral and written communication.

Texts

Evans, N.J., Forney, D.S., Guido, F.M., Patton, L.D. & Renn, K.A. (2010). *Student development in college: Theory research and practice.* (2nd Ed.) San Francisco, CA: Jossey-Bass.

Wilson, M. E., & Wolf-Wendel, L.E. (2005). *ASHE reader on college student development theory.* Boston, MA: Pearson Custom Publishing.

Galvan, J.L. (2009). *Writing literature reviews: A guide for students of the behavioral sciences* (4th Ed.). Glendale, CA: Pyrczak Publishing.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

Expectations and Assignments
Active participation is expected. This is a seminar in the truest sense of the word. What we accomplish this semester depends on the contributions that each of us makes to our enterprise. Your attendance for the full class period is expected. If you are absent, please arrange with a classmate to receive handouts and announcements. **Students with three or more absences are unlikely to earn a grade higher than B.**

Assignments are due by the beginning of class on the dates indicated below. Please upload assignments in the form of an MS Word document to Blackboard. I will be using Word's "track changes" function to record comments in the text and will either send documents back via blackboard or e-mail attachment. **APA style** formatting is required, which includes a complete **reference** of all works cited. PLEASE CITE ALL IDEAS OR PHRASES OF 4 or MORE WORDS (in quotes) THAT ARE NOT YOUR OWN.

Papers will be graded on organization, quality and logic of expression, depth and sophistication of analysis, and the substantive nature of the connection between theory and empirical research. Technical or formatting errors will negatively impact grades.

You are strongly encouraged to work with a classmate to critique and proofread one another's assignments. Each of you is likely to submit better papers and projects as a result of that process. Excessive typographical and grammatical errors detract from your work and will be reflected in your grade.

• **Class Participation and Contribution to Peer Learning**
Effective participation in and contribution to class requires that you do all assigned readings *prior* to our meetings. Readings offer us a common language with which to explore our thinking. The reading materials themselves do not determine or create our thinking; that is your job as a learner. Good thinking comes from a critical eye willing to look beyond what is claimed to pursue a number of very important questions. Do I understand what is being explained? Do these ideas fit my experience of the world? Do they change how I think about the world? What are the implications of these ideas? How do they encourage me to act? What are the issues that emerge from these concepts and ideas? What questions remain for me?

Class participation and contribution to peer learning also includes being respectful of your peers during class. I ask that you reduce other distractions (i.e., texting, facebook, shopping on Amazon, etc.) during class.

In addition to effective participation during class, a self-assessment assignment will contribute to your class participation grade:

1. **Self Assessment**- This assessment is due **the last day of class** and asks you to assess your own grade for "Class Participation and Contribution to Peer Learning." Not to exceed one page in length, please assess your own grade for participation. The hallmarks of an effective graduate

class involve 1) thorough preparation, 2) engaged participation during class, 3) contribution to the learning of peers and instructor. Please consider the following rubric when assessing your grade:

    a. "A" 1) The student read and critically reflected on all of the required material prior to class and made frequent references to this material in her/his other assignments. 2) The student was present for all class time and was actively involved in course discussions and activities. 3) Student was an active participant in group assignments often taking the lead on segments of the tasks at hand. 4) Student shared resources with others in class.

    b. "B" 1) the student read or skimmed most of the required reading material but made minimal references to this material in her/his other assignments. 2) The student was present for most class time and was generally involved in course discussions and activities. 3) Student kept all deadlines in groups projects and activities and produced work of acceptable quality.

    c. "C" 1) The student failed to read or use a significant portion of the assigned readings. 2) The student missed two or more class periods and was not involved in course discussions and activities. 3) Student seldom kept deadlines in group work and produced work requiring significant revision by other group members.

    "F" 1) The student made minimal attempts to participate in class and/or violated academic integrity guidelines related to course participation.

• **Research Panel**

For one class period, you and a peer will serve on a panel discussing recent research in the area of student development theory we are discussing that week. You must find a recent research article from a peer-reviewed journal which uses (or refutes) a theory we are studying or addresses an area of student development theory we are studying. You will present the research to the class as though you are the researchers who conducted the study and wrote the article, what questions new research is answering, how it is impacting practice, and what additional research is needed. You will have 25-30 minutes to make your presentation, with an additional 5 minutes for questions from the audience.

Please prepare a one page hand out which includes the citation for the article. **The goal of these presentations is for us to get a sense of what is current in the field of student development theory**. Be prepared to address the following:

- Describe the theory—how does the theory work? What are its assumptions?
- What are the common critiques of the theory?
- Describe the research study that you chose to highlight for your presentation. What is the goal of the research? What are the research questions? How is the theory used? What are the major findings? What questions remain unanswered? How does this impact practice? What additional research is needed?
- What are ideas for using this research or the theory in general to help understand and help today's college student?
- Who is the target group the theory seeks to describe? Who does the theory leave out?
- What is your panel's evaluation (strengths & weaknesses) of the theory?

At the completion of the class period in which you present please turn in a one-paragraph length assessment of your group's effectiveness in working together and meeting the goals of the research

panel assignment/presentation.

• **Assignments—Written**
You have enrolled in this concentration course because you have a particular interest in student development theory and/or wish to learn more about it. You may wish to examine in greater depth a type of theory or theories that intrigue, confuse, or engage you. You might want to know more about topics not covered in depth in a previous class, particularly some of the college impact, identity development, spiritual development, or holistic development theories. In addition to the role as a discussion leader on a research article, you must write a paper in each area below: A & B.
Due Dates: October 15th, and December 3rd

A) Theory Critique Due Date: October 15th
Select a major work (book) not assigned in this course that addresses a student/ adult development theory or research study. Carefully read and critique the selected work, not simply its contributions to our understanding of college impact or human development, its theoretical strengths and weaknesses, and its implications for student affairs. See the attached reference list and p. 8 of the ASHE reader for possible theories to critique.

In at least 8-10 pages:
1.   Discuss the research or theory presented in the book (e.g., population studied, methodology, timeframe, etc. of the research; or how the theory was derived if not based on a study [e.g., clinical impressions, literature review, etc.]).

2.   Review the major components of the theory or the findings of the study.

3.   Critique the theory or the results of the research study (e.g., how does this work build on other theories, how does it extend our knowledge of human development, what are its strengths and weaknesses, etc.?).

4.   Implications for student or academic affairs (e.g., how could you use this theory, or these research findings in working with individual students, in working with student groups, in developing programming, in developing policy, in teaching, professional development for faculty, etc?).

5.   Prepare a handout for your classmates on your paper, and prepare to discuss it in class.

B) Literature Review Due Date: December 3rd
The paper should be 10-12 pages:
This assignment is intended to provide you with an opportunity to develop a review of literature related to:
1.   A topic of your interest
2.   Students' growth, learning, and development
3.   The impact of college on those processes and/ or outcomes.

A thorough analysis of appropriate theories discussed in class and its relevance in understanding your topic of interest should be the heart of your literature review. This means that you must examine past

literature for the use of these theories, which should include an analysis and critique of how they are used in the literature examined. You may also want to consider how researchers have omitted and/ or interpreted these theories within these studies and the recommendations discussed as a result. Reviews should be comprehensive and thematic, which must include seminal contributions to the area of literature reviewed.

The best reviews are those that critically analyze conceptual and empirical data, which provides the frame for your topic or area reviewed. You must also prepare a handout for your classmates on your paper, and prepare to discuss it in class.

Grading:
Clarity of expression in class discussions and in written work is highly valued, as are assignments turned in on time. Assignments turned in after the due date will be penalized by one letter grade. Assignments will not be accepted if more than one week late.

Assignment	Percentage of Grade
Class Participation	10%
Research Panel	25%
Theory Critique	30%
Literature Review	35%
Total	100%

Explanation of Letter Grades:
A   Outstanding achievement. Unusually profound command of the course content; exceptionally high level of scholarship and excellence.
A-   Excellent achievement. Very thorough command of course content; very high level of scholarship.
B+   Very good achievement. Thorough command of course material.
B   Good achievement. Solid, acceptable performance.
B-   Fair achievement. Acceptable performance.
C+   Not wholly satisfactory achievement. Marginal performance on some aspects of the course requirements.
C   Marginal achievement. Minimally acceptable performance on course assignments.
C-   Unsatisfactory achievement. Inadequate knowledge of course content.

Simply meeting the instructors' expectations constitutes "B" work; going above and beyond is "A" work; and failing to meet the minimum expectations will result in a grade of "C" or lower.

        Grading Scale:

A+ = 99-100	B+ = 90-91	C+ = 82-83	D = 68-75
A = 94-98	B = 86-89	C = 78-81	F = 0-67
A- = 92-93	B- = 84-85	C- = 76-77	

Incompletes Incompletes (INs) are highly discouraged and will be considered only in the most extreme and unforeseen circumstances. The University policy on incompletes is as follows (from the USC Catalogue):

        Incomplete: work not completed because of documented illness or some other

emergency occurring after the twelfth week of the semester. Arrangements for the incomplete and its removal must be initiated by the student and agreed to by the instructor prior to the final examination. Student requests for the mark of IN before the twelfth week of the semester will be denied. If an incomplete is assigned as the student's grade, the instructor will specify to the student and the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN only by completing the work not finished *as a result of illness or emergency* (emphasis added). One calendar year is allowed to remove the mark of IN in courses numbered 500 and higher. If the IN is not removed within the designated time limit, the course is considered "lapsed" and the grade is changed to an IX. Lapsed incompletes count as "F" grades at USC. In the event the instructors approve an incomplete, a written contract will be completed which details what is required for course completion and a projected schedule of completion.

Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester.

A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructors as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-7766.

Academic Integrity

Graduate students and professionals ought not cheat or steal ideas from other authors or sources without giving appropriate credit and recognition to the originators of the work. Thus, any student found in violation of cheating or plagiarism will automatically receive a grade of 'F' in the course—no exceptions.

Sentences, paragraphs, or any other portions of another person's work are not to be inserted into your papers without quotation marks and proper citations. Your APA manual is a great resource for determining how to properly cite the work of others. For a comprehensive overview of the actions that constitute plagiarism and academic dishonesty, see pages 122-123 in the 2004-05 edition of *SCampus*.

Writing Style

All assignments must be typed and should conform to the style and reference notation format outlined in the *Publication Manual of the American Psychological Association, Sixth Edition* (2009). The APA manual is a required text for this course, and an essential tool for survival in graduate school. Please study it carefully and refer to it often. If you are unsure about certain APA formatting and citation rules, refer to the manual. Even if you think you are sure, still double-check the manual. Points will be deducted from your papers if they are formatted incorrectly. See the reference lists in this syllabus for models of appropriate APA style. Please double-space all assignments. Use Times New Roman, 12-point font with one-inch margins on all sides of the paper. Please do not use alternative fonts or sizes or alter the margins.

Tentative Course Schedule

Session 1   August 27   Course Overview and Review
In Evans, et al. : Definitions and Historical Roots of Student Development (Chapter 1)

Session 2   September 3   In ASHE Reader: An Overview (Chapters 1-3)
In Evans, et al. : Psychosocial Identity Development (Chapter 3)
In Evans, et al. : Chickering's Theory of Identity Development (Chapter 4)
In Galvan: Writing Literature Reviews (Chapters 1-3)

Session 3   September 10   In Evans, et al. : Perry's Theory of Intellectual and Ethical Development (Chapter 5)
In Evans, et al. : Later Cognitive Structural Theories (Chapter 7)
In ASHE Reader: Intellectual Development (Chapters 37-39)
In Galvan: Writing Literature Reviews (Chapters 4-6)
Due Date-Submit the title of the work that you will use for the Theory Critique

Session 4   September 17   In Evans, et al. : Moral Development Theory (Chapter 6)
In ASHE Reader: Moral Development (Chapter 40-42)
In Galvan: Writing Literature Reviews (Chapters 7-10)
Due Date-Submit topic for literature review

Session 5   September 24   In Evans, et al. : Ecological Approaches to College Student Development (Chapter 9)
In Evans, et al. : Development of Self-Authorship (Chapter 10)
In Evans, et al. : Schlossberg's Transition Theory (Chapter 12)
In ASHE Reader: Learning Partnerships Model (Chapter 44)
In Galvan: Writing Literature Reviews (Chapters 11-13, Review A)
Due Date-Bring in a reference list of at least 7 articles pertaining to your literature review topic. Print one article to be used in class

Session 6   October 1   In Evans, et al. : Development of Faith and Spirituality (Chapter 11)
In ASHE Reader: Spiritual Development (Chapter 10 & 11)
In Galvan: Writing Literature Reviews (Reviews C, D & E)

Session 7   October 8   In ASHE Reader: Psychosocial Development (Chapters 12-16)
In Galvan: Writing Literature Reviews (Reviews F & G)

Session 8   October 15   In Evans, et al. : Social Identity: Concepts and Overview (Chapter 13)
In Evans, et al. : Racial Identity Development (Chapter 14)
In ASHE Reader: Identity Development (Chapters 17-19)
Due Date for Theory Critique
Guest Presenter-Dr. Thomas Parham

Session 9   October 22   In Evans, et al. : Ethnic Identity Development and Acculturation
                               (Chapter 15)
                               In Evans, et al. : Multiracial Identity Development (Chapter 16)
                               In ASHE Reader: Identity Development (Chapters 21 & 23)

Session 10   October 29   In Evans, et al. : Gender and Gender Identity Development (Chapter 18)
                               In ASHE Reader: Gender in Development (Chapters 25, 26 & 28)

                               No Class November 5th

Session 11   November 12   In ASHE Reader: Sexual Orientation in Development (Chapters 29-31)
                               In Evans, et al. : Sexual Identity Development (Chapter 17)
                               Guest Presenter-Dr. Vincent Vigil

Session 12   November 19   In ASHE Reader: Multiple Dimensions of Development (Chapters 32-34)

Session 13   November 26   In ASHE Reader: Utilizing Theory (Chapters 45-49)

Session 14   December 3   LAST CLASS
                               Course Review
                               Presentations on literature reviews by students
                               Due Date for Literature Review

Additional References

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