USC Rossier
School of Education

Professor: Mary Gallagher, PhD	**Section :** 27083D **Time:** 7:00pm-9:40pm
Email: marygall@usc.edu	**From:** August 21 - December 4
Office Location: To Be Determined	**Class Location:** WPH 203
Office Hours: By Appointment	**Blackboard site: http://blackboard.usc.edu/**

COURSE OVERVIEW

This course is designed as an introductory student development course. The goals of the course are to 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; 2) the extent to which these models are used to guide practice; 3) a critique of these models within the field of student affairs.

The USC Rossier Mission

The mission of the USC Rossier School of Education is to prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

COURSE OBJECTIVES

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 theories, models, and related groups of theories or models that describe the development of college students and the conditions and mechanisms that facilitate such development;
3. Analyze and critique theory, make connections across models, and apply theory to diverse constituencies appropriately;
4. Utilize theory to inform policy and practice in student and academic affairs;
5. Explain theory to diverse audiences and use it effectively to justify the work of student and academic affairs, specifically educational counseling as a subfield within academic affairs;
6. Demonstrate the skills of analysis, synthesis, and oral and written communication.

COURSE TEXTS

Patton, L., Renn, K.A., Guido, F.M. and S.J. Quaye (eds.) (2016). Student Development in College. 3rd Edition. Jossey-Bass.
Additional required readings and videos will be provided on Blackboard and/or ARES.

COURSE LOGISTICS

Community Guidelines
The formation and maintenance of a community dynamic is essential to the purpose and success of this course. As participants, students acknowledge that they have joined a community that upholds the following ground rules that guide discussion and interactions in class:
1. Respect differences of opinion and style.

2. Promote an environment of constructive inquiry and information sharing. Share your knowledge and be willing to ask questions if clarification is needed.
3. Thoughtfully consider the contributions of your peers.
4. Prepare for and commit to achieving the goals of each class session by completing assignments in a timely manner.

Class meetings
To optimize the learning process, students are expected to prepare in advance of class meetings and to actively participate in all related discussion and activities. Students must also complete *additional* readings related to the chapter content, as a basis for making more personally relevant contributions in class.

Specific details pertaining to each session are delineated below, to afford students ample opportunity to prepare.

Please note that this syllabus is subject to change. The instructor may notify you of changes to readings and assignments during the course of this semester.

It is my (the instructor's) responsibility to:
• Help you to organize the learning activities,
• Provide scaffolding for your learning,
• Provide guidance and resources to help you succeed in class, and
• Provide timely, fair, and honest feedback on coursework.

Supporting all learners
I am committed to providing a learning experience that is meaningful for all types of learners with varying strengths and challenges. Throughout this course, you will find activities specifically designed to engage various learners and you may indeed find some activities more engaging based on your strengths while others may be more challenging. I encourage you to see challenges as opportunities but I also ask that you communicate with me as soon as possible if there is something I can do to make your learning experience more engaging and accessible.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* http://emergency.usc.edu will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Group Work
In this course and throughout this program, you have been asked to engage in group work. The table below indicates the group work you will participate in for this class.
It is important to state up front several expectations:

- Participation in these group projects should reflect the same level of professionalism, engagement, commitment and high standards as a group project in a professional work environment.
- Each member is expected to participate fully in meetings; respond to group conversations via email, chat or other media; contribute meaningful and complete content or work; meet deadlines; and assist in completing the final phases of the project.
- Segmenting responsibilities to the point of individual ownership of pieces is discouraged. While this may be a good tactic to start a project, a high quality project cannot be completed in this way. Highly segmented work seldom reflects the quality of a project that involves everyone.
- Communicate abilities and assets, and be honest about limitations. Bring everything you can to a project and let people know when you need help.
- Accept feedback about the betterment of a project without concern for defending a position.
- Try to be democratic and open to decision making.
- It is important for your group to find a time to meet outside of class -- face to face, online or on a conference call -- to work on the assignment.

Last thought –higher education is a very small field. Keep in mind that, though you are working with friends, academic reputations become professional reputations in due time. Please engage in group work seriously and respect the contributions that everyone needs to bring forth.

GRADING

Graded Assignments

ASSIGNMENT	DUE IN WEEK	DUE DATE	POINTS POSSIBLE
Case Study 1	7	10/9	100
Case Study 2	12	11/13	100
In-class case study competition- There are no make ups for this assignment	13 &15	11/20 & 12/4	50/50
Final course response	Finals period	12/16	100
Class participation	Every week	Every week	100
Total Points			500

Grading

Grading for written assignments will reflect 3 components. You will receive a rubric to help your plan for success for each assessment:
- Content
- Writing
- APA style

Grading Scale

A = 94-100% (470-500)   A- = 90-93% (450-469)   B+ = 87-89% (435-449)
B = 84-86%   (420-434)   B- = 80-83% (400-419)   C+ = 77-79% (385-399)
C = 74-76%   (370-384)   C- = 70-73% (350-369)   D = 65 - 69% (325-349)
F = < 65%   (< 325)

Late Work

All work is expected to be completed and submitted by the date and time indicated. All work must be submitted through Blackboard. Late work will reflect a deduction of 5% for not meeting the initial deadline, then an additional loss of 5% for each week thereafter. Presentations cannot be made up. Assignments not turned in by the last class meeting will be factored in as a zero.

Incomplete

Work not completed because of documented illness or some other emergency occurring after the fourth 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.

ASSIGNMENT OVERVIEW

ASSIGNMENT SUBMISSION INSTRUCTIONS

Quizzes will take place in class. Case studies will take place in class. Out of class assignment will be due via Blackboard by 8pm on Wednesday, October 16th. Your final reflection will be due on December 16th by noon via Blackboard. Your final reflection must be submitted in .doc or .docx format.

PARTICIPATION, ATTENDANCE & COMMUNITY SUPPORT

Each week you will be responsible for participating in our discussions and activities. As students, you have diverse backgrounds in terms of your professional experience, race/ethnicity, gender, language, ableness and other dimensions. We will share and draw on your experiential knowledge in the context of this course's material. Be thoughtful and creative, and feel free to experiment, but remember that the goal of each discussion is to understand the material and be able to apply it. We will have a lot to talk about during each class session. Every week we will seek to answer the question, "How can these theories be used to advance equity in higher education?"

Discussion Agreement

By participating in this graduate-level seminar class, you are agreeing to abide by ground rules for discussion:

- Promote an environment conducive to learning. If something did not make sense, ask about it because it is likely that others feel the same.
- Respect differences of culture, nationality, values, opinion and style.
- Welcome disagreement and explanations because they provide opportunities to learn.
- Seek to understand first, before trying to be understood.
- Encourage participation. Everyone has something to contribute.
- Promote clear communication:
    - Be specific
    - Give examples
    - Ask questions
- Speak for yourself. Let others speak for themselves.

CASE STUDY 1 (Due Week 7 - 100 points)

Case Study 1 will focus on social identity development theories. In teams, you will develop a case study based on theories that we have discussed in class and in your readings. Each team will present their case study in class.

CASE STUDY 2 (Due Week 12 - 100 points)
Case Study 2 will focus on psychological, cognitive-structural, and integrative development theories. In teams, you will develop a case study based on theories that we discussed in class and in your readings related to those theories. Each team will present their case study in class.

IN-CLASS CASE STUDIES (Due Week 13 & 15 - 50 points possible per week, to be completed in class):
I will develop a living case study based on the interests of the class. You will be graded on your level of participation in the case study and the demonstration of your knowledge of theory. A study guide will not be provided, but bring your quizzes to help refresh your memory about particular theories as they appear within the case.

FINAL COURSE RESPONSE (Due during exam period - 100 points)
As a final course assignment, you will be asked to develop a case study and response based on your learning within this course. This is an opportunity to demonstrate your case study design and critical analysis skills. APA style is required. Additional details about this assignment will be provided in class.

CLASS POLICIES AND UNIVERSITY RESOURCES

Statement for Students with Disabilities
The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

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 me (or to TA) as early in the semester as possible. DSP is located in GFS120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for DSP: https://dsp.usc.edu/and contact information: (213) 740-0776 (Phone), (213) 814-4618(Video Phone), ability@usc.edu.

Statement on Academic Integrity
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Academic Conduct
Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-

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sanctions. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Statement on Anti-discrimination. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu or to the *Department of Public Safety* https://dps.usc.edu/. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. Relationship and Sexual Assault and Violence Prevention Services provides 24/7 confidential support (213-740-9355).

Counseling and Crisis Support Services. Crisis services are focused on providing immediate emotional support and resources. If you have concerns about yourself or someone you know, please do not hesitate to call. If you feel your concerns are an emergency, please let us know right away. If you are unsure if your situation is an emergency, please call (213) 740-7711 above and ask for the on-call counselor. They can help determine this for you. During daytime business hours, please call Student Counseling Services and ask to speak with the on-call counselor at (213) 740-7711. After hours, when we are closed, call (213) 740-7711 and press 0 during the message to be connected with a licensed counselor. For life threatening emergencies on-campus or near campus, call DPS at (213) 740-4321, or if you are off-campus, call 911 or go to your nearest Emergency Room.

Students who are experiencing a psychological or emotional emergency often need immediate help and intervention. Some examples of serious circumstances include:
1. suicidal or homicidal thoughts or impulses;
2. sexual or physical assault;
3. unusual experiences such as seeing or hearing things other people do not;
4. grief or loss, such as a death in the family.

Emergency Preparedness/Course Continuity in a Crisis
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on Campus Safety and Emergency Preparedness: http://preparedness.usc.edu/

In the event of a large-scale emergency or natural disaster that requires temporary cancellation of face-to-face class meetings on campus, please check this course on Blackboard for further instructions.

	COURSE SCHEDULE	
	TOPICS	ASSIGNMENTS DUE
Week 1 August 28	Introduction to the Course	Reading: Chapter 1
Week 2 September 4	Understanding, Using, and Translating Student Development Theory Social Identity Development Social Identity: Concepts & Overview	Reading: Chapters 2, 3 and 4 pgs. 1-92
Week 3 September 11	Racial Identity Development Ethnic Identity Development & Acculturation	Reading: Chapters 5 & 6 pgs.93-155; Additional Readings: - Mejia-Smith, B., & Gushue, G. (2017). Latina/o College Students' Perceptions of Career Barriers: Influence of Ethnic Identity, Acculturation, and Self-Efficacy. *Journal of Counseling and Development JCD.*, *95*(2), 145–155. - Pope, R. L. (2000). The relationship between psychosocial development and racial identity of college students of color. *Journal of College Student Development, 41*(3), 302-312.
Week 4 September 18	Sexual Identity Development Gender & Gender Identity Development	Reading: Chapters 7 & 8 pgs. 156-195; Additional Reading/Video: "The Trans Divide" from *Inside Higher Ed*, July 19, 2019. - Video: 'Ask Me': What LGBTQ Students Want Their Professors to Know. https://youtu.be/rnbnF8QAnsY
Week 5 September 25	Development of Faith and Spirituality Disabilities Identities & Identity Development	Reading: Chapters 9 & 10 pgs. 196-242; Additional Reading/Video: - Kocet, M., & Stewart, D. (2011). The Role of Student Affairs in Promoting Religious and Secular Pluralism and Interfaith Cooperation. *Journal of College and Character.*, *12*(1). - Video: "Struggling With my Christian Faith in College." https://youtu.be/pKQZP9gnwg0
Week 6 October 2	Social Class and Identity Emerging Theoretical Perspectives on Student Experiences & Identities	Readings: Chapters 11 & 12 pgs. 243-280; Additional Readings: "How Community Colleges Address Basic Needs and Financial Stability of Low-Income Students to Boost College Completion: Lessons from the Working Students Success Network" (Issue Brief) (2018). - Stieha, V. (2010). Expectations and experiences: The voice of a first-generation first-year college student and the question of student persistence. *International Journal of Qualitative Studies in Education*, *23*(2), 237-249.
Week 7 October 9	Social Identity Development Case Study Presentations	Group Presentation
Week 8 October 16	***Out of Class Assignment due via Blackboard by 9:30 pm***	Reading: Part Three and Chapter 13 pgs. 281-313; Additional Reading:

	No in-class meeting Psychosocial, Cognitive-Structural, and Integrative Development Psychosocial Identity Development	• Parkman, A. (2016). The imposter phenomenon in higher education: Incidence and impact. *Journal of Higher Education Theory and Practice*, *16*(1), 51.
Week 9 October 23	Epistemological and Intellectual Development	Reading: Chapter 14 pgs. 314-335; <u>Additional Reading</u>: • Schreiner, L. A. (2010). Thriving in the classroom. *About Campus*, *15*(3), 2-10.
Week 10 October 30	Moral Development	Reading: Chapter 15 pgs. 336-354; <u>Additional Reading</u>: • Vernon, L. L., Lanzon, E., & Lanning, K. (2019). Beyond Teachable Moments: Professors and Student Reflect on the Marjory Stoneman Douglas Shooting. *Change: The Magazine of Higher Learning*, *51*(4), 59-62.
Week 11 November 6	Development of Self-Authorship	Reading: Chapter 16 pgs. 355-378 64; <u>Additional Reading</u>: • Baxter Magolda, M., & King, P. M. (2008). Toward reflective conversations: An advising approach that promotes self-authorship. *Peer Review*, *10*(1), 8-11. • <u>Video</u>: "Baxter-Magolda's Self-Authorship Theory Video by Strickland" (featuring M.B.Magolda). https://www.youtube.com/watch?v=yDaIyhzNOow
Week 12 November 13	Psychosocial, Cognitive-Structural, and Integrative Development Presentations	Group Presentation
Week 13 November 20	Case Study: Part I	Group Presentation Review reading notes to prepare for in-class case study
Week 14 November 27	Thanksgiving Holiday No Class Meeting	
Week 15 December 4	Case Study: Part II	Group Presentation Review reading notes to prepare for in-class case study
Week 16 &17 December 11	Final reflection assignment due, by December 16th at noon via Blackboard	