

EDCP 771: The College Student
The University of Maryland, College Park
Spring 2016
Mondays, 1:00 – 3:45pm
0140 Eppley

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Course Description

A body of theory is one aspect of being a profession. The student affairs profession is informed by various bodies of learning: organizational development, business models, and student development among them. In higher education, the focus is often on what students produce in the classroom as the main objective of the education process. Student affairs practitioners have the vantage point of observing other learning as well – the cognitive and moral development, sense of identity, and ability to interact with peers and make meaning of their lives – learning that often occurs outside of the classroom, and to which we refer as student development. Understanding these types of learning is made more manageable when grounded in student development theory. The theories we study were originally from the discipline of psychology, which makes sense as student development theory is a more specific form of human development.

In this course we will begin to explore the various families of theory that make up student development. The focus will be on cognitive, moral/ethical, identity and psychosocial development. We will focus on the various theories included in these families and will explore how they came to be developed, the populations upon which they are based, the limitations of cross-population application, and more generally what each theory means by “developed.”

This is an introductory course in student development theory. As such, we will not be able to cover the entire range of student development as a discipline. For example, some of the more recent developments in intersectionality, though critically important scholarship, cannot be fully understood until a solid foundation of theory is studied. What is encouraged is to challenge the various theories appropriately. Finally, theory is not meant to place people in descriptive boxes; it is meant to assist student affairs professionals understand what students may be experiencing and thus theory may be used as an empathy tool. Theory is reductive in nature and must be applied with this fact in mind. Theory cannot explain every behavior, but they do allow us to understand general patterns of behavior, an understanding that assists us in how we approach students, student groups, and the various experiences we encounter in our work.

Objectives and Learning Outcomes

I am interested in the goals you have for yourselves in taking this course. I have the overarching objective that we will become a community of learners moving toward developing a sense of being scholar-practitioners in student affairs. To that end, the outcomes I plan for us to accomplish are the following:

1. Develop a deeper understanding of the nature of theory, how it is created, how it is used, and how it is modified.
2. Learn about the history and the contexts in which developmental theories applying to college students have evolved.
3. Study and understand particular dimensions (e.g. race, social class, sexual orientation) of identity development and how they are a part of a student's overall development.
4. Study and understand the psychosocial and cognitive development of college students, both the theoretical and research bases, and how these theories and models intersect and interact with other aspects of identity development.
5. Develop a deeper understanding of ourselves, as it is who we are that is the filter through which we see students and how we use theories.
6. Develop a deeper understanding of the broad range of college students, both those more similar to us and those more different.
7. Learn how environments can enhance or hinder student development.
8. Gain skill and comfort with applying developmental theories and constructs to our work with students.
9. Become knowledgeable and comfortable with developmental theory and its applications such that it becomes a "natural" part of our thinking and our work – in other words, develop a sense of developmental intuition.
10. Develop personal theories, models, and ideas about how college students develop psychosocially, cognitively, and in terms of their identities.

Required 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: Jossey-Bass.

Additional readings posted on ELMS (CANVAS) – <https://umd.instructure.com/> - or distributed in class.

Evaluation & Grading

Evaluation and grading will be based on the following structure:

Class participation – which includes participation in class discussions and activities and <u>weekly reflection papers</u>	20%
“My life as a college student” essay – initial thoughts	15%
Book reading, review, and report project	20%
“My life as a college student” paper – theory application	20%
Final exam (take home)	25%

Final Grading Scale

A	100-94	B	86-84	C	76-74	D	66-64
A-	93-90	B-	83-80	C-	73-70	D-	63-60
B+	89-87	C+	79-77	D+	69-67	F	<60

Assignments in Detail

Reflection papers

These papers are to be only two to three paragraphs in length and submitted electronically before each class period. They should be your reactions to and reflections on the readings assigned for that week. These papers will serve to let me know what you are thinking about in terms of the readings and the applicability of the various theories to your future practice in student affairs. It may be useful for you to comment on how the readings (or selected parts) affected you personally, and how you see them affecting your professional practice in the future. You may also want to raise questions that the readings inspired for you and that you hope to answer as you pursue your investigations into the theories of student development. Grading for these papers will be pass/fail.

“My life as a college student” essay – initial thoughts (Due Feb. 22, 2016)

This **six to eight page** essay should be an exposition on your own development while in college. You do not need to incorporate any material from formal theory for this assignment, it is meant to reflect your own experience in your own words. The focus of the essay should be on how you grew and changed during your college experience. Some things to consider as you write your essay:

1. Where were you during your college years, how were you spending your time, and what was most important to you?
2. Who were the important people in your life and how did you relate to them?
3. What were the most transformational moments during your college years and how did they change you?

4. How did your background (who you are, where you are from) influence your experiences, growth, and change?

5. To what do you attribute your growth and change? Consider a wide range of factors including friends, family, faculty, both in-class and extracurricular experiences, and so forth.

Book reading, review, and report (proposed book by Feb. 15; written summary/discussion April 4 or 11, 2016) The purpose of this assignment is for you to engage in an in-depth experience and reflection in learning about persons who are part of a particular cultural group and in learning about yourself in relation to the group you have read about and as a part of your own cultural groups. There are four parts to this assignment.

First, you should select a book that you believe will further your learning. The book can be either non-fiction or fiction. The name of the book you wish to read and your rationale and goals for selecting this book should be submitted to me by February 8. Second, you should engage in two additional activities of your choice which have the potential to confirm or challenge your readings; examples of additional activities could be a selected essay, an interview with an individual who is willing to share something about herself or himself with you related to your work, a cultural presentation such as a play or art exhibit, or a creatively designed experience by you to meet these goals.

You will be evaluated on the third and fourth parts of the assignment: a brief written summary (a **maximum of two pages**) of the book and a relatively brief (**25 minutes**) presentation (verbal or poster presentation, no need for PowerPoint, Prezi, unless you prefer.) to the class summarizing your learning. Both the written summary and the presentation should make connections with the two related activities and experiences in which you engaged. ***Bring a copy of the written summary for each class member to class on April 4 or 11.***

“My life as a college student” paper – theory application (Due April 25, 2016)

This **12 to 15 page** paper will be a revisiting of your initial “my life as a college student” essay with the incorporation of formal student development theory. In your paper, you will re-write your initial essay structured by themes you identify from the theories we have studied as they relate to your original essay. Things to include in your paper:

1. Identify 3-5 theories that do or do not apply to your development as a college student.
2. Describe the theories and how you are applying them.
3. Discuss the commonalities and the differences between your college experiences and what the theories outline/suggest.
4. Explain the benefits and limitations of the applications of applying these theories to explain your experiences and development, offering critique where appropriate.

5. Offer recommendations to student affairs professionals about how to best promote college students' development using theory as a guide, given your own learning throughout this assignment and the course in general.

Final Exam (Due May 9, 2016)

The final exam will consist of 4 or 5 questions and will be in a take-home format. Page length suggestions for each question will be given, but the total number of pages should not exceed 10 pages, generally. These questions will be either reflecting on your own learning regarding student development theory or application of theory to professional settings. The exam is *not* meant to require additional research beyond the work we have done over the course of the semester.

Class Policies

Instructor Expectations

This course is designed to be an interactive experience for all participants, with frequent opportunities to discuss, reflect upon, and apply course readings and concepts. In order for the experience to be interactive, all participants must come to class prepared. Reading assignments are to be completed prior to coming to class. Whenever possible, I will provide suggestions about where to place your focus on the various reading assignments. Participation grades will be based, at least partially, on active engagement in class discussions and activities. However, simply contributing volume (i.e. talking a lot) will not guarantee full credit for participation. Making thoughtful contributions, asking appropriate questions of the material and each other, and listening attentively will have the most positive impact on participation credit.

The syllabus is our guide for this course. It is, however, a dynamic document, meaning that it may change over time as necessary based on need for greater depth, group interest in a particular topic, or time constraints. Depending on how the course is proceeding, variations in the readings and class topics may occur. I will do my best to not add burdensome amounts of readings in the event that the syllabus changes.

Classroom Conduct

Eating and drinking in class are fine with me – a nearly 3-hour block of time can seem extensive. I do ask that if you do bring snacks/food/beverages to class that they are not overly loud or disruptive in consumption.

I know that some prefer to use laptops or tablets to take notes in class. Using such devices for note taking is acceptable, but **not** for checking email, instant messaging, checking Twitter, etc. I understand that this has been a problem for some faculty in the past, so I ask that if you intend to bring your laptop or tablet to class to take notes, I reserve the right to require you to submit your notes to me within three hours following the class period – notes will not be used in any form of evaluation. If you have been visibly “taking notes” during a class period and then email me a half page document, we will need to have a conversation about the appropriate use of technology during class. I do not anticipate this to be a problem.

A similar policy applies to smart phones. In addition to not checking your smart phone during class, I ask that you put your devices on silent and put away in a bag, coat pocket, or elsewhere during class time. There will be time during our class break (approximately half way through the class session) to check in with the outside world. Inappropriate use smart phones will have a negative influence on your participation grade.

Being present and ready to begin class on time is an expectation. If you must miss or be late for class for a legitimate reason (e.g. illness, family emergencies, work emergencies, court appearances, conferences, etc.), please contact me to discuss your absence in advance. If you must be absent from class, you are still responsible for the material covered during that class. One unexcused absence or two incidences of unexcused tardiness will result in a deduction of one letter grade from your participation grade. Students should also be careful not to accrue too many excused absences. Three excused absences or late arrivals/early departures from class will also negatively influence a student's participation grade. ***In short, it is important for you to be in class to provide your unique contributions.***

Students must hand in all work and projects in accordance with deadlines. If you must hand in work late for a legitimate reason, please contact me to discuss the situation prior to the due date. If you contact me fewer than 12 hours before or any time after an assignment deadline with an excuse for me to consider, the assignment will still be considered late. Grades on late assignments that have not been previously discussed and negotiated with me in advance will be reduced by two letter grades. Students have one week to complete a late assignment. All assignments that are more than one week late will receive a 0.

Academic Integrity

As scholars and practitioners, it is important for your work and contributions to class to be your own. All acts of falsification, misrepresentation, or deception are completely unacceptable, and any assignment which has plagiarized elements will automatically receive an F (0 points).

If including sentences, paragraphs, or other portion of the work of others in papers or presentations, be sure to cite this work appropriately based on guidelines presented in the *APA Manual* (6th edition). Generally, it is safest to avoid using Control C and Control V when working on your papers and reading resources.

The University of Maryland Code of Academic Integrity outlines the university's policies in this regard – please become familiar with it. More information is available at <http://www.president.umd.edu/policies/docs/III-100A.pdf> . On all assignments, papers, and exams (except weekly reflections), please hand write the following before submitting, “*I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).*”

Assignments and Writing Style

All formal writing assignments should be completed following the guidelines for style and citation outlined in the APA Manual – evaluation of proper formatting will be included in the grading of all assignments. All assignments should be typed in Times New Roman, 12 point font with one inch margins on all sides. Please do not use alternative fonts or sizes, or adjust the margins.

“Safe Space”

In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is absolutely fine to express strong feelings or disagree with classmates’ or my ideas, but I ask that it is done respectfully. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual’s qualities as a person. Also, I ask that when details regarding personal matters arise in discussion, that they do not leave the classroom.

Students with Disabilities

Any student requiring academic accommodation based on a disability is respectfully asked to discuss her/his needs with me on or near the first day of class. Appropriate accommodations to facilitate student engagement, participation, and completion of coursework will gladly be provided.

Recognition of Religious Pluralism

Accommodations will be made for students who must turn in an assignment late or miss class time in observance of religious holidays. It is important to notify me of your absence/need for extension at least two weeks prior to the holiday.

Limits to confidentiality in the classroom

While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services and to the University President’s Designee, the University’s Chief of Police. In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adults daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors and mental health professionals are not required by law to make reports to Child Protective Services.

Tentative Course Schedule

Date	Topics & Readings
Feb. 1	Introduction to and design of course
Feb. 8	<p>The nature and use of theory</p> <ul style="list-style-type: none"> - Evans, Forney, Guido, Patton, & Renn – Part One (Ch 1 & 2) - McEwen – The nature and uses of theory (CANVAS) - Love – Informal Theory (CANVAS) - Evans & Guido – Informal Theory Rejoinder (CANVAS)
Feb. 15	<p>The nature and use of theory & holistic perspectives on student development</p> <ul style="list-style-type: none"> - Evans, Forney, Guido, Patton, & Renn – Ch 9 - Baxter Magolda – Complex Lives (CANVAS) - Strange – Student Development (CANVAS) - Reynolds, Pope, & Meuller – Multicultural Competence in Theory and Translation (CANVAS) <p>DUE: proposed book review idea</p>
Feb. 22	<p>Psychosocial development</p> <ul style="list-style-type: none"> - Evans, Forney, Guido, Patton, & Renn – Ch 3 & 4 - Chickering & Reisser – The Seven Vectors (CANVAS) - Josselson – Identity (CANVAS) - Pope – The relationship between psychosocial development and racial development of students of color (CANVAS) <p>DUE: “My life as a college student” essay – initial thoughts</p>
Feb. 29	<p>Cognitive development</p> <ul style="list-style-type: none"> - Evans, Forney, Guido, Patton, & Renn – Ch 5, 7, & 8 - Perry – Cognitive and ethical growth (CANVAS) - Clinchy – Revisiting women’s ways of knowing (CANVAS) - Torres & Hernandez – The influence of ethnic identity on self-authorship (CANVAS)

March 7	<p>Cognitive, moral, and faith development</p> <ul style="list-style-type: none"> - Evans, Forney, Guido, Patton, & Renn – Ch 6, 11 - Love & Talbot – Defining spiritual development: A missing consideration for student affairs (CANVAS) - Parks – The journey towards a mature adult faith (CANVAS) - Gilligan – Moral development (CANVAS) - King & Mayhew – Moral judgment development in higher education (CANVAS)
March 14	<p>Spring Break – no class</p>
March 21	<p>Racial and ethnic identity development</p> <ul style="list-style-type: none"> - Evans, Forney, Guido, Patton, & Renn – Ch 14, 15 - Helms & Cook – Models of racial oppression and sociorace (CANVAS) - Sirin & Fine – Hyphenated selves: Muslim American youth negotiating identities on the fault lines of global conflict (CANVAS)
March 28	<p>Racial and ethnic identity development</p> <ul style="list-style-type: none"> - Evans, Forney, Guido, Patton, & Renn – Ch 16 - Rockquemore, Brunzman, & Delgado – Racing to theory or retheorizing race? Understanding the struggle to build a multiracial identity theory (CANVAS) - Renn – Understanding the racial identity of mixed race people through a developmental ecology lens (CANVAS) - Wijeyesinghe – Racial identity in multiracial people: An alternative paradigm (CANVAS)
April 4	<p>Others & self: learning through experience, reflection, and synthesis</p> <p>DUE: brief written summary of book/experience project & presentation</p>
April 11	<p>Others & self: learning through experience, reflection, and synthesis</p> <p>DUE: brief written summary of book/experience project & presentation</p>

April 18	<p>Gender identity development</p> <ul style="list-style-type: none"> - Evans, Forney, Guido, Patton, & Renn – Ch 18 - Davis – Voices of gender role conflict: The social construction of college men’s identity (CANVAS) - Harris – College men’s conceptualizations of masculinities and contextual influences: toward a conceptual model (CANVAS) - Beemyn – Trans on Campus - Carter – Transgenderism and college students: Issues of gender identity and its role on our campuses (CANVAS)
April 25	<p>Sexual identity development</p> <ul style="list-style-type: none"> - Evans, Forney, Guido, Patton, & Renn – Ch 17 - D’Augelli – Identity development and sexual orientation: Towards a model of LGB identity development (CANVAS) - McCarn & Fassinger – Revisioning sexual minority identity formation: A new model of lesbian identity and its implications for counseling and research (CANVAS) - Bilodeau & Renn – Analysis of LGBT identity development models and implications for practice (CANVAS) - Abes & Kasch – Using queer theory to explore lesbian college students’ multiple dimensions of identity (CANVAS) <p>DUE: “My life as a college student” paper – theory application</p> <p>Distribute questions for take-home final exam</p>
May 2	<p>The complexities of identity – revisiting holistic perspectives</p> <ul style="list-style-type: none"> - Evans, Forney, Guido, Patton, & Renn – Ch 10, 12, & 13 - Abes, Jones, & McEwen – Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities (CANVAS) - King & Baxter Magolda – Toward a developmental model of intercultural maturity: A holistic approach to collegiate education (CANVAS) - Jones & Abes – Intersectionality (CANVAS)
May 9	<p>Applications of student development theory & course wrap-up</p> <ul style="list-style-type: none"> - Evans, Forney, Guido, Patton, & Renn – Ch 19 & 20 - Upcraft – The dilemmas of translating theory to practice (CANVAS) - Reason & Kimball – A new theory to practice model for student affairs: Integrating scholarship, context, and reflection (CANVAS) - Rhoads & Black – Student affairs practitioners as transformative educators (CANVAS) - Oritz & Rhoads – Deconstructing Whiteness as part of a multicultural educational framework (CANVAS) <p>DUE: Final Exam</p>