COURSE REQUEST
8515 - Status: PENDING

Term Information
Effective Term: Spring 2014

General Information
Course Bulletin Listing/Subject Area: Educ Sts: Higher Ed & Stdt Aff
Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 8515
Course Title: Advanced Seminar in Theories of College Student Development
Transcript Abbreviation: Adv StudentDev
Course Description: The purpose of this course is to provide an opportunity for in-depth study, dialogue, and reflection about theoretical frameworks for understanding the development of college students. Through guided reading focusing on a variety of theoretical perspectives, class discussions, and analysis of theories students will gain increased understanding about student development.
Semester Credit Hours/Units: Fixed: 3

Offering Information
Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Seminar
Grade Roster Component: Seminar
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions
Prerequisites/Corequisites: ES-HESA 7510 College Student Development I (or equivalent) highly recommended but not required.
Exclusions:

Cross-Listings
Cross-Listings:

Subject/CIP Code
Subject/CIP Code: 13.0406
Subsidy Level: Doctoral Course
Intended Rank: Masters, Doctoral
COURSE REQUEST
8515 - Status: PENDING
04/19/2013

Quarters to Semesters

Quarters to Semesters
Give a rationale statement explaining the purpose of the new course

New course
This is a required PhD course that was not submitted in the semester conversion. This course addresses foundational theories in college student development, a core curricular aspect to our doctoral program.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes
• To increase the complexity of students’ understanding about the development of college students.
• To consider carefully (analytically and critically) the applicability (inclusivity) of theoretical perspectives we are studying to the range and diversity of college students.
• To increase knowledge and understanding of the diversity of social identities contributing to the overall development of college students (e.g., racial-ethnic identity, age, gender, dis/ability, social class, sexual orientation).
• To learn how to think theoretically and to develop theory about college student development.
• To enhance students’ ability to apply the complexity of theoretical perspectives about the development of college students to their work and practice in the context of higher education and student affairs.
• To practice the design and facilitation of teaching about theoretical perspectives and student development.

Content Topic List
• Introduction to Theories of College Student Development
• Framing Theories of Student Development
• Larger Sociohistorical Context for Understanding Theories of Student Development
• Evolution of Self-Authorship and Holistic Development
• Self-Authorship and Social Constructions
• Socially Constructed and Intersecting Identities
• Critical Theoretical Perspectives and Student Development
• Theory and Practice Applications

Attachments

* proposed course ES-HESA 8510 syllabus.docx: Proposed Course Syllabus
(Syllabus. Owner: Jones, Susan Robb)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Jones, Susan Robb</td>
<td>04/04/2013 10:53 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Zabloudil, Deborah A</td>
<td>04/19/2013 01:58 PM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton, Joe Edward</td>
<td>04/19/2013 03:17 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>04/19/2013 03:22 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
The Ohio State University
College of Education and Human Ecology
Department of Educational Studies
(formerly Educational Policy & Leadership)
ES-HESA 8510 (proposed course #)

Advanced Seminar in Theories of
College Student Development

Dr. Susan R. Jones   Time: XXX (3 credits)
310D Ramseyer Hall   Location: XXX
jones.1302@osu.edu   Office Hours: By Appointment
(mailbox 301 Ramseyer)

Course Description

The power of identity has become a defining feature of the insecure,
constantly changing postmodern world.
[from Manuel Castells (1997), The Power of Identity- The Information
Age: Economy, Society and Culture]

Change? Yes, we must change, only show me the Theory...Show me the
words that will reorder the world, or else keep silent.
[from Tony Kushner (1992, 1994), Angels in America]

It is far easier to see what we know than to know what we see.
[from Rabbi Abraham Heschel (n.d.)]

Nothing is so practical as a good theory.
[Kurt Lewin, 1945]

The purpose of this course is to provide an opportunity for in-depth study, dialogue, and
reflection about theoretical frameworks for understanding the development of college
students. Through guided reading focusing on a variety of theoretical perspectives,
facilitation of class discussions, and analysis of student development theories, students
will gain increased knowledge and understanding of the complexities of student
development and the developmental issues facing college students. Specific attention
will be given to enhancing knowledge and understanding of the development of students
when social identities and their intersections are considered. Further, we will also
explore the relationships among different domains of development (e.g., cognitive,
interpersonal, and intrapersonal). Finally, we will focus on the nature of theory/theories and what it means to think theoretically about college student development; as well as explore implications for practice (e.g., as Kurt Lewin long ago wrote “There is nothing so practical as a good theory!”). The design and focus of this course presumes a basic understanding of cognitive and psychosocial theories, particularly the work of Erikson, Chickering, Piaget, Perry, Kohlberg, Gilligan, Josselson, and Belenky et al., as well as the foundational theories of racial identity (e.g., Cross; Helms), ethnic identity (e.g., Kim; Phinney), and sexual identity (e.g., Cass; Fassinger). As an advanced class, this course design is not based on a “population-a-week” structure, but instead attends to larger issues guiding student development and the creation of theory, as well as focuses on contemporary theoretical frameworks and theoretical nuances and complexities.

**Course Objectives and Learning Outcomes**

**Understanding involves intimacy and equality between self and object, while knowing implies separation from the object and mastery over it.**


Appreciation of how students develop involves an understanding of student development theories (what we “know” and how it is we “know what we know”) as well as accessing students’ stories (students’ narratives and experiences). To that end, we will study student development theories by “standing outside” and “getting inside” (Baxter Magolda, 1995) student development. This involves understanding individual students’ stories and life experiences, as well as examining how these stories fit together to inform theory. It also requires attention to the contextual (e.g., college environment) and structural (e.g., racism, sexism) factors that impact and/or mediate development. With a focus on several different theoretical frameworks for understanding student development, we will also explore the assumptions that stand behind theories and therefore influence how development and identity are constructed (or not).

- To increase the complexity of your understanding about the development of college students.
- To consider carefully (analytically and critically) the applicability (inclusivity) of theoretical perspectives we are studying to the range and diversity of college students.
- To increase knowledge and understanding of the diversity of social identities contributing to the overall development of college students (e.g., racial-ethnic identity, age, gender, dis/ability, social class, sexual orientation); and their intersections.
- To learn how to think theoretically and to develop theory about college student development.
- To enhance your ability to apply the complexity of theoretical perspectives about the development of college students to your work and practice in the context of higher education and student affairs.
• To develop a deeper understanding of yourselves and the ways in which your social identities interact with the ways in which we see students and apply theories.
• To practice the design and facilitation of teaching about theoretical perspectives and student development.
• To engage in self-exploration, dialogue, and critical reflection in such a way as to challenge each other and ourselves in the spirit of community.

Course Expectations

A bridge must be well anchored on both sides, with as much respect for where it begins as for where it ends.
[from R. Kegan, In Over Our Heads, 1994, p. 62]

The intent and design of this course is that of a true doctoral seminar, which I believe is characterized by an intellectual curiosity that fuels rich discussion and dialogue, by the spirit of inquiry and discovery, and by an interest in learning about oneself and from one another. I also think seminars are learning communities in which we are all members (myself included). During the course of the semester, I expect that we will read widely and deeply about theory and development, that we will come prepared for each class having completed the reading and ready to engage in dialogue, questioning, and critique. I also expect that we will work together to create a learning environment anchored in the values of trust, respect, challenge and support. I offer the expectations and guidelines below as basic to any graduate level seminar.

Seminar Guidelines:

Attendance—Your attendance is very important to the functioning of the entire class and your participation is taken into account in the evaluation of your performance in the course. Absences will be reflected in participation on final grades. If you must be absent from class for reasons of illness or other obligations, please send me an email message or leave a voice-mail message in advance of class. If you miss a class, you will be completely responsible for the material covered and any handouts distributed during that class session.

Timeliness—Please arrive on time for all class meetings. The success of this class necessitates the timely completion of required work. Work that is late, without documented medical excuse or extraordinary circumstances, will need to be discussed with me. Work that is late, without prior discussion, will be docked one point for each day late. Even if discussed, work that is late may be docked one point for each day late out of fairness to those students who turned their work in on time.

Active Participation—This is a doctoral-level class and designed for a seminar format which depends upon active student engagement and group discussions. As such, preparation for each class, through completion of each week’s readings as well as thoughtful reflection on the topics, is critical to your own learning as well the learning
environment of the entire class. Active participation means critically reading all articles and books prior to each class, reflecting on the authors’ arguments, thinking about the relationship of the readings to your life and work, generating and asking questions, contributing in small groups, and being engaged in class discussions. Although each of us most likely has a preferred way of learning, it is important to strive to stretch ourselves beyond our preferred mode and get out of our comfort zones.

**Critically Reading**—The readings have been very carefully selected not only for their content, but also in regard to the load (I could fill another syllabus with the readings I took out of this one!). Each student is expected to complete the readings in advance of the class for which they are assigned and thoughtfully reflect on the topics covered. Further, as this is a doctoral-level course, class time may not always be directed toward discussion of each and every reading assigned, but instead to the illumination of themes, constructs, critical analysis of the content and application to educational contexts.

**Quality of Contributions**—Active engagement and participation are important; however, participation does not mean merely verbal interaction or taking up air time. I recognize that individual participation is influenced by a range of factors, including learning style. Participation, therefore, is not based on the frequency of participation, but the quality. However, I encourage each of you to challenge yourself to contribute as fully as possible as your preparation, attentiveness, and willingness to share and disclose in smaller groups are essential.

**Civility.** All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-friendly environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Participants therefore will:

- Arrive on time and remain for the duration of the class.
- Refrain from conducting private conversations in class.
- Refrain from using laptops for any other purpose than taking notes and accessing readings; also please refrain from using cell phones or other devices, texting, or checking email.
- Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.
- Show respect of others in the course through listening effectively and responding thoughtfully and sensitively.
- Contribute to the learning of one another in the course by being prepared for class and engaging in and contributing to the learning in the course.

[* Adapted from statements on civility by Holley Belch and Michael C. Young.]

**APA style.** Your written papers must be prepared according to the style manual (6th edition) of the American Psychological Association. Please carefully proofread and edit all papers before turning them into me.
Academic Integrity
The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.d., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/csc/).

Intellectual Property/Audio and Video Recording
Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct.

Academic Accommodations for Persons with Disabilities
In both compliance with and in the spirit of the Americans with Disabilities Act (ADA), I would like to work with you if you have a disability that is relevant to your work in this course. If you have a documented disability, and in order to ascertain what academic accommodations need to be provided, please inform me of your needs at the beginning of the semester. The University is legally obligated to provide appropriate accommodations for students with documented disabilities. Please contact the Office for Disability Services at 614-2920397 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations: http://www.ods.ohio-state.edu/.

Grievances and Solving Problems
According to University Policies, available form the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

Statement on Diversity
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or
expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Religious Observances**
I will be happy to work with you if class meetings or assignments conflict with your religious practices. Please let me know of any anticipated conflicts early in the semester.

**Required Texts**


**Recommended Resources**


**Required Reading** (these readings will be available on the Carmen site for this course):


- We will read the first two chapters of this text: Nudging Minds to Life: Self-Authorship as a Foundation for Learning and Assessing Self-Authorship and Its Evolution available at wileyonlinelibrary.com
- Doi: 10.1002/aehe.20003


**Evaluation and Grading**

Grades will be based on the *quality* completion of all work. *All* work for the course *must* be completed by the end of the semester; *no* grades of incomplete will be given unless unusual circumstances exist (e.g., emergency, illness, family sickness). Late work will not be accepted without prior permission and a legitimate reason (e.g., illness). Late papers will be docked one point for every day late.

Assignments earning an “A” grade will be of excellent quality, reflecting critical thinking, creativity, and mastery of course material. They will be well organized and clear. They will be free of errors in syntax, grammar, and APA format. An “A-” grade might result from minor deductions in any of these areas.

Assignments earning a “B” grade will be of good quality, reflecting a solid grasp of the course material and clear, well-organized writing style. They might contain some errors in syntax, grammar, or APA format, but will not be seriously flawed. A “B-” grade might result from more significant reductions in these areas.

Assignments earning a “C” grade will be of acceptable quality, reflecting minimal familiarity with course material. They might contain weaknesses in organization and errors in syntax, grammar, or APA format. A “C-” grade might result from more severe weaknesses.

Student development reflective essay 10%

Essay on *Racist America* 10%
Theory investigation 55%
- Proposal NG
- Annotated Bibliography NG
- Peer review of paper 15%
- Final paper/project 25%
- Poster Presentation 15%

Leadership of class discussion 15%
Class participation 10%

TOTAL 100%

The following point spread will be used to determine the final course grade:

100-94 A 79-77 C+
93-90 A- 76-74 C
89-87 B+ 73-70 C-
86-84 B
83-80 B-

Course Assignments

Congruent with the design of seminars and our roles as teachers and learners, each of you will share in leading group discussions and activities from week to week. You will also have the opportunity to focus your own study in a particular area and to determine the activities that will enhance your own learning. Consequently, each of you will have the opportunity to make choices, within guidelines provided, about what will be valuable to you and well suited to your learning, as well as to share your learning with your classmates. Guidelines for each of the assignments are provided below.

In addition to the reading and related assignments given each week in the seminar, there are five requirements for this seminar. These include the following: (1) student development essay; (2) essay on text Racist America; (3) further investigation of a particular theory or theoretical construct; (4) responsibility for designing and leading class discussion; and (5) overall participation in the seminar. By each of these, I mean the following:

1. **Student Development Reflective Essay:** Exploring aspects of your own student development and the contexts that have contributed to how you understand your development is an important first step for understanding concepts we will be exploring throughout the course. After reading Jones and Abes (2011), and perhaps drawing on the other readings for the first week, please write an essay in which you reflect upon your own development during your undergraduate years. Locate your development in the families of theories presented in this chapter and explore the nature of your development and what prompted or constrained your development (please note that not all theories may be relevant to your experience, but please include reference to at least three or four).
Please consider the following questions as you write:

- Where were you during your college years, how were you spending your time, what was important to you?
- How were you different as a senior in college in relation to who you were as a first year student? How did you grow and change during your college years?
- To what do you attribute your growth and change? What experiences (in-class, out-of-class, larger environment) contributed to your growth and change?
- Thinking about your multiple dimensions of identity (e.g., race, ethnicity, sexual orientation, religion/faith, social class, gender, ability/disability), describe who you are as a person. How important or not (salient) are these identity dimensions to how you currently see yourself?
- What contextual factors have influenced how you describe who you are as a person (e.g., family, schooling, study abroad, religion, experiences with racism)?

As you consider these questions, connect your responses to the theories or theoretical constructs discussed in Jones and Abes. That is, it is not enough to simply describe your college experiences and your development; instead, discuss these in theoretical terms (e.g., your development in cognitive domains; understanding of self; awareness of social identities and dimensions of privileged or oppressed identities; aspects of the campus culture that influenced your development).

It would probably be hard to write this paper in fewer than 8-10 pages. [Due XXX]

2. Reflective Essay on Racist America: In this essay, please discuss the larger structural dimensions of race and racism in the U. S. in relation to what you consider the influence of race and racism on student development. I am aware that making this connection may be challenging for some and requires what some may consider a conceptual leap. However, I want you to think carefully and critically about the influence of race and racism on your own development, as well as on the implications for higher education and student affairs. That is, after reading Racist America how are you thinking differently about who you are as a person, your own development, and the development of college students in higher education? What difference does connecting race and racism make to our understanding of student development and what promotes and/or impeded student development?

As a general guideline, I think it would be difficult to write a good analysis in fewer than 8-10 pages. [Due XXX]

3. Further Investigation of Theory or Theoretical Construct: It is impossible to cover all identities, all student populations, and all student development theories in considerable depth during one semester. This is where you come in! We will have an opportunity to learn from one another as you spend considerable time and effort investigating an area of theoretical interest to you. Please select a particular theory (e.g., Fassinger, Gilligan, Helms, Baxter Magolda, Kegan, Phinney), a theoretical construct
(e.g., racial/ethnic identity, cognitive development, psychosocial development, intersectionality), or a specific population of students (e.g., students with a disability, evangelical students, GLBT students, Muslim students, multiracial students) about which you want to develop greater knowledge, understanding, and expertise. Your investigation should address theory, research, action, and personal dimensions as explicated below:

- **Theoretical**—includes a full review of existing theories or new models focusing on your area of investigation; the critique and/or modification of existing theory; the integration or synthesis of theories; includes the empirical study of the theory, theoretical construct, or identity dimension incorporating a review of the empirical work and methodologies. (You might think of this as a literature review about the focus of your inquiry). It will be important here to read primary sources (e.g., if you are studying Black racial identity you will read Helms, Cross, and others who developed this theory).
- **Research**—includes the collection of data, such as conducting interviews (a minimum of two) with students who represent your area of inquiry or administering a survey.
- **Experiential**—this component includes an active learning component, such as an immersion experience and/or participant observation. This enables you to apply theory to practice in a personal way. Please keep in mind that you need to collect enough data, via interviews, survey, and immersion/participant observation to theorize about your findings. You will also need to select a topic for which you can develop an experiential component.
- **Personal**—this involves a reflective process whereby you develop a means for recording how your new learning impacts your understanding of yourself, others, theory development, student development, and your professional practice.

Assignments related to your investigation include:

- **Proposal for your investigation**: This proposal should include the focus/subject of your investigation, a projected timeline for accomplishing this, and the activities you will engage in to accomplish the investigation in each component (e.g., theoretical, research, experiential, personal). Be thinking of your focus prior to February 7th as we will have some conversation about areas of interest so as to assure a diversity of topics represented (and a sharing of resources, contacts, interviewees as appropriate). This proposal does not need to be written in formal academic style (e.g., an outline is fine) but should cover the points identified above. [Due XXX]

- **Annotated bibliography**: An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually a paragraph or about 150 words) descriptive and evaluative paragraph, which is the annotation. The purpose of the annotation is to inform the reader of the relevance,
accuracy, and quality of the sources cited and their connection to your area of investigation. By this date you should have the majority of your sources for the literature review of your project. [Due XXX]

- **Peer review of paper:** This assignment provides you with an opportunity to both give and receive feedback on a scholarly piece of work. You might approach this as similar to a review you would complete for a journal article. On March 28th you will exchange a draft (good, solid, complete first draft) with another student and each will provide feedback and scholarly critique by the following week, April 4th. This peer review will most likely fall in the 5-7 pages range. Please keep in mind, that if your work is late, you will negatively impact the ability of your peer to complete a timely review. Likewise, an incomplete draft will negatively impact the quality of the feedback you receive and the strength of your paper. The feedback you receive from your peer is intended to provide you with substantive feedback to improve the quality of your work. [Draft exchanged XXX; peer review due XXX]

- **Scholarly poster session** on theoretical investigation: The last two class sessions will be devoted to scholarly presentations of your theoretical investigations. These presentations will be structured using the format of a scholarly “poster” (e.g., PowerPoint not an actual poster) session. The emphasis in the poster session is to share with the rest of the class the knowledge you have gained in a particular theoretical area. You will each have 20 minutes to present your poster and 5 minutes for questions. Please come prepared with copies of an **executive summary and references** for all members of the class so each of you will leave the class with substantial references on a variety of theories and topics. Additional guidelines will be provided on the format for the poster session presentations. [Due XXX and XXX]

- **Theory investigation final paper:** This final paper should include the results of your investigation and written up to address all four areas of emphasis (e.g., theoretical—literature review; analysis of the results of your research and experiential activities; reflection and synthesis of your learning from this investigation). After discussion of the results of the theoretical, research, and experiential components to your project, theorize about your particular population using the theoretical frameworks discussed in class. How do your findings fit, or not, with existing theories? What future directions might student development theory move given the results of your investigation? Finally, provide a final reflection/synthesis on your major personal learning regarding your own development and that of development of college students. To summarize, the outline for your final paper might look like this:
  - Introduction
  - Literature Review
  - Research and Experiential activities
  - Results
  - Analysis of Results and Discussion using variety of theoretical frameworks and your own theorizing
Reflection on learning and implications for your professional practice

As the substantive outcome of your semester long project, I think it would be difficult to write a good paper in under 20-25 pages, excluding references. [Due XXX]

[NB: This is a semester long project and is the heart of your work in this course. It will be difficult, if not impossible, to do a good job with this investigation if you don’t spend the semester working on it. Also, consistent with rules governing research with human subjects, as a class project, you do not need to go through IRB. However, you are not ever able to use your interview/participant observation work for dissemination or publication purposes.]

4. **Leadership of Class Discussions:** On January 17th, I will ask you to sign up to co-lead or lead part of one class discussion. Design and facilitation entails writing discussion questions for the week, developing an activity or exercise that helps promote understanding of the material for the week, and creating a 1 page/double sided handout for the group. Generally, you may expect to have responsibility for the first half of the particular class (1:00pm-2:00pm). Please email your handout to Susan by XXX.

5. **Overall Seminar Participation:** I want and expect each of you to be highly engaged in the seminar. However, I know that a variety of learning styles are represented in the seminar, and that each of you may learn in different ways. Thus, I interpret participation in a variety of ways. As the seminar guidelines offered previously suggest, participation does not mean simply quantity of speaking or talking in the seminar, but the quality of your participation in the entire class, when we work in small groups, the questions you raise, the comments you make, your preparation for each class, as well as your sensitivity to others' learning in the class, your facilitation at times of others' participation, and your overall contributions as a member of our particular learning community. Participation is very important to learning for all of us.

[Portions of this syllabus were developed from or inspired by those created by Drs. Elisa Abes, Marcia Baxter Magolda, Kristen Renn, and Sherry Watt.]
## Course Outline

### Week 1  
**Introduction to Course**

Introduction of selves and overview of course; review of syllabus; review of student development theories (Who Wants to be a Millionaire version), and course expectations; the danger of a single story: [http://blog.ted.com/2009/10/07/the_danger_of_a/](http://blog.ted.com/2009/10/07/the_danger_of_a/)

### Week 2  
**Introduction to Theories of College Student Development**

**Reading**

**Articles:** Jones & Abes (2011); Knefelkamp (1999); Perry (1978); Baxter Magolda (2009); King (1994); King (2009)

**Text:** *Authoring Your Life* (Baxter Magolda, 2009)—Chapter 8

**Due:** In class—sign up for class facilitations

### Week 3  
**Framing Theories of Student Development**

**Reading**

**Articles:** Torres, Jones, & Renn

**Text:** *Authoring Your Life*—Foreword, Introduction, Note to Readers, Chapter 1

**Due:** Student Development Reflective Essay

### Week 4  
**Reading**

**Text:** *Racist America* (Feagin, 2010)—All

### Week 5  
**Larger Sociohistorical Context for Understanding Theories of Student Development**
Reading
Text: Racist America (Feagin, 2010)--All

Class facilitation # 1: ____________________________

Due: Reflective Essay on Racist America; Theoretical Investigation Project Proposal

Week 6  Evolution of Self-Authorship and Holistic Development

Reading
Articles: Baxter Magolda & King (2012; pages 1-35); Baxter Magolda (2004); Taylor (2008); King & Baxter Magolda (2005)
Text: Authoring Your Life- Begin reading Chapters 2-7

Class facilitation #2: ____________________________

Week 7  Self-Authorship and Holistic Development

Reading
Text: Authoring Your Life- Finish reading Chapters 2-7 and Chapter 12
Article: Jones (2009)

Class facilitation #3: ____________________________

Week 8  Self-Authorship and Social Constructions

Reading
Text: Authoring Your Life- chapter 10
Articles: Abes & Kasch (2007); Pizzolato (2003); Torres & Hernandez (2007); Torres (2009)

Class facilitation #4: ____________________________
<table>
<thead>
<tr>
<th>Due: Annotated Bibliography</th>
</tr>
</thead>
</table>

**Week 9**

**Reading**  
**Text:** Begin reading *Identity Development of College Students* (Jones & Abes, 2013)—Chapters 1-5

Continue working on your projects!

**Week 10**

Continue working on your projects

**Week 11**  
**Socially Constructed and Intersecting Identities**

**Reading**  
**Text:** *Identity Development of College Students*-Chapters 1-5 (including section introductions)

**Class facilitation #5:** __________________________

**Week 12**  
**Critical Theoretical Perspectives and Student Development**

**Reading**  
**Text:** *Identity Development of College Students*-Chapters 6-8  
**Articles:** Misawa (2012); Patton & Simmons (2008); Renn (2012); Torres & Baxter Magolda (2004)

**Class facilitation # 6:** __________________________

**Due: Draft papers exchanged for peer review**
### Week 13
**Theory and Practice Applications**

<table>
<thead>
<tr>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text:</strong> <em>Identity Development of College Students</em> - Chapters 9-10; <em>Authoring Your Life</em> - Chapter 9</td>
</tr>
</tbody>
</table>

| Due: Peer review of draft papers |

### Week 14
**Scholarly “Poster” Session Presentations**

| Due: Executive Summary for those presenting |

### Week 15
**Scholarly “Poster” Session Presentations (continued); Wrap Up and Evaluations**

| Due: Executive Summary for those presenting and Theoretical Investigation final paper (all) |