

**EDL 551: Student Development Theory**

Semester/Year	Fall 2016
Day/Time	Wednesdays, 5-7:15 PM
Location	Education Building (EB) 337
Instructor	James M. DeVita
Office Location	EB 376
Office Hours	Wednesdays, Noon-5 PM Tuesdays, 10 AM-3 PM
Online & Additional Hours	Schedule via Outlook calendar request or email
Telephone	Office: (910) 962-3593 Cell: (865) 207-3163
Expected Response Times	Text message to cell 2-3 hours (often quicker) Email message 2-3 days Voicemail message >3 days
Email	<a href="mailto:devitaj@uncw.edu">devitaj@uncw.edu</a> <a href="mailto:jamesmdevita@gmail.com">jamesmdevita@gmail.com</a>

I do check email messages regularly and will respond as soon as possible. If you do have an immediate concern, please contact me via phone.

Watson College of Education – ELearning  
& Online Support

<http://uncw.edu/ed/online/students.html>

Randall Library

<http://library.uncw.edu/>

Technology Assistance Center @ UNCW

<http://uncw.edu/itsd/help/>

Disability Services @ UNCW

<http://uncw.edu/disability/students/index.html>

TAC Help Desk

<http://uncw.edu/ITSD/help/TAC.html>

University Learning Center

<http://www.uncw.edu/ulc/about/index.html>

Blackboard Information

<http://uncw.edu/ITSD/learning/UNCWITSDBlackboardLearn.html>

Writing Center

<http://uncw.edu/ulc/writing/center.html>

**While I have tried to include as much information as possible in this version of the syllabus, it is a living document and is subject to change.**

## Course Overview

### Course Description

This course covers the study of major theories and practices of learning, student development, and advising and counseling. Topics also include meeting the needs of diverse learners and supporting culturally diverse students in higher education settings.

### Relation of the Course to the Watson College of Education Conceptual Framework

This course is designed to encourage critical reflection and practical engagement with issues related to student identity and development.



### Relation of the Course to UNCW Learning Goals

This course meets UNCW Learning Goals of:

1. ***Inquiry*** – Students will engage in rigorous, open-minded and imaginative inquiry;
2. ***Information Literacy*** – Students will locate, evaluate, and effectively use information by applying a variety of academic and technological skills;
3. ***Thoughtful Expression*** – Students will effectively express meaningful ideas in speech and writing;
4. ***Diversity*** – Students will describe and examine the importance and implications of human diversity.

### Course Objectives and Outcomes

Students will be able to:

1. Demonstrate understanding of theories and models of the development of college students;
2. Develop an understanding and appreciation for how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, disability, and religious belief can influence development during the college years;
3. Apply models and theories of student development to the functions of student support services on college campuses;
4. Discuss issues of and advocate for groups of under-represented students on college campuses.

## Class Policies

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook*. More information about the Academic Honor Code at UNCW is available here: [http://uncw.edu/policies/documents/03\\_100FINALHONORCODE\\_Aug2009.pdf](http://uncw.edu/policies/documents/03_100FINALHONORCODE_Aug2009.pdf).

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, the website is linked on page 1 of the syllabus.

**Deadlines and Late Work:** If you must hand in work late for a legitimate reason (e.g., personal illness, family illness), please contact James to discuss the situation prior to the due date. The grade for any work handed in late without prior discussion and a legitimate reason will be reduced by 10% per day.

**Professional Conduct and Participation:** You will be expected to contribute actively and positively to the class discussion. Actively engaging in discussion about ideas and concepts is one means of learning new material and considering your position with regard to those ideas and concepts. Participation in the class is designed to help you develop your verbal and listening skills by encouraging active involvement in the learning process. Participation does not necessarily equal talking a lot (in fact, talking for the sake of talking often detracts from one's participation). The following are examples of factors considered when evaluating participation:

- Contributing interesting, insightful comments
- Presenting good examples of concepts being discussed
- Building on the comments of others
- Raising good questions
- Being sensitive to your level of participation and making attempts to adjust
- Being sensitive to the emotional impact of your statements
- Listening and responding appropriately to others' comments
- Being sensitive to the nonverbal messages you may be conveying
- Attending all class meetings
- Being on time

**Student Email Policy:** University of North Carolina Wilmington students are provided an "@uncw.edu" email account, which is the official means of communication between the

University and student. It is the student's responsibility to check this email account for important University related information. This will also be the primary form of communication I utilize to communicate with you throughout the semester.

### Required Texts

Bell, D. (1992). *Faces at the bottom of the well: The permanence of racism*. New York: Basic Books.

*Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). (2009). Washington, DC: Author.

Jones, S. R., & Abes, E. S. (2013). *Identity development of college students: Advancing frameworks for multiple dimensions of identity*. San Francisco: Jossey-Bass.

### Choose EITHER of these texts (at least one is required):

Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2009). *Student development in college: Theory, research, and practice* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass.

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *Student development in college: Theory, research, and practice* (3<sup>rd</sup> ed.). San Francisco: Jossey-Bass.

### Assignments & Evaluation

1. Reflection Videos	10 @ 3 points each	30 points
2. Theoretical Application Papers	4 @ 10 points each	40 points
a. TAP 1: Multiple Identities – required		
b. TAPs 2, 3, 4, & 5 – written on non-presentation identity modules (3 of 4)		
3. Classroom Presentation		20 points
4. Pre-Post Survey		10 points
	Total	100 points

### Grading Scale

<b>A</b>	<b>95-100</b>	<b>B-</b>	<b>80-82</b>
<b>A-</b>	<b>90-94</b>	<b>C+</b>	<b>75-79</b>
<b>B+</b>	<b>86-89</b>	<b>C</b>	<b>70-74</b>
<b>B</b>	<b>83-85</b>	<b>F</b>	<b>69 and Below</b>

Incompletes will be given only in extreme circumstances. Please contact me as soon as you know to initiate a discussion of any extenuating circumstances that will prevent you from completing the course.

## **Assignment and Writing Guidelines**

All assignments should be submitted by 11:59 PM on the day they are due as noted on the syllabus. Your written assignments must be submitted using the Assignment Submission function in Blackboard for our course. My feedback and grade will be added to your document using the “track changes” function in Word, so your document should be uploaded in either “.doc” or “.docx” format and saved with your last name as part of the file name. (e.g., DeVita\_MAP1)

If you need assistance conceptualizing assignments or reviewing projects, please contact me at least one week prior to the assignment due date. I will not assist with editing or rewrites but may be able to indicate to you that editing or rewriting is needed to correct grammar, punctuation, APA format, etc. Students are strongly encouraged to use each other as editors as well.

All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (6<sup>th</sup> ed.). All work must be typed, double-spaced, using 12-point font (preferably Times New Roman, although it is important to note that Arial is the most “readable” font for individuals with any type of visual or learning impairment).

Written assignments will be graded on their technical quality as well as content. All written assignments should be carefully proofread for spelling, grammar, and syntax. If your writing skills are not strong, I urge you to seek outside help to improve them.

## **Module Activities**

### **Identity Interviews – 10 total required; associated with the topics covered in Modules 2-5**

The Quality Enhancement Plan (QEP) at UNCW is focused on Experiencing Transformative Education through Applied Learning ([ETEAL](#)). This applied experience is intended to provide you with an opportunity to examine the potential applications of theory in practice for various marginalized and targeted populations in higher education. For each module of the course, you will be required to complete identity interviews with at least 2 individuals who self-identify as members of the identity group that you are focused on in the respective module. For example, in Module 3 we will focus on LGBTQ+ identities; during Module 3 you would want to interview individuals who identify as LGBTQ+. You may choose to interview current students, faculty or staff members. In Module 1, you will conduct a personal interview with family, friends, and/or colleagues that examines your personal identity development.

All interviews in Modules 2-5 will be conducted using the interview protocol below. A different protocol will be discussed for Module 1 interviews during our first class meeting on Wednesday, 8/17.

## Interview Protocol

1. Tell me about your experiences as a [student, staff, or faculty member] who identifies as [XXXX]. What stands out to you when you think about your time as a college today? How do you feel your identity as [XXXX] is represented in higher education?
2. Think about the successes you've had as a [student, staff, or faculty members] in higher education. Can you think of any successes that were related to you identity as [XXXX]? If so, please describe the success and the relationship to your identity.
3. Now think about the challenges you've encountered as a [student, staff, or faculty members] in higher education. Can you think of any challenges that were related to you identity as [XXXX]? If so, please describe the challenge you encountered and the relationship to your identity.
4. What identities do you consider most important to you? Why are those most important?
  - a. How do other aspects of your identity relate to your identity as [XXXX]?
5. Are there any expectations or pressures that you feel because of those identities? Why do you think those exist?
6. What would you tell a first-year college student who also identified as [XXXX] about what their college experience will be like? What advice on how to succeed would you give them?

Students are required to complete your required identity interviews prior to completing the reflection videos in five of the course learning modules.

## Reflection Videos - 30 points total

**Initial Posts                    5 Required @ 3 points each = 15 points**

**Response Posts                5 Required @ 3 points each = 15 points**

Students are assigned to rotating groups where they will post an initial journal/response post to a prompt as well as a follow-up post that reflects engagement with their peers in the group. Journals should reflect engagement with the required readings for the module as well as reflection on their applied experience. Peer response posts should reflect engagement with course readings as well as the reflections shared by their peers.

All initial reflection posts and peer response posts should be submitted in the format of a 4 to 5-minute voice-over video that allows you to record a voice-over on your screen. You will need to prepare a presentation to accompany your reflection video that can be formatted as a powerpoint,

prezi, or other similar format. When you record your voice-over video, you should provide additional details about the information shared in your presentation.

<b>Module</b>	<b>Initial Reflection Due by 11:59 PM</b>	<b>Reflection Response Due by 11:59 PM</b>
<b>1</b>	Tuesday, 8/23	Tuesday, 8/30
<b>2</b>	Tuesday, 9/6	Tuesday, 9/13
<b>3</b>	Tuesday, 9/20	Tuesday, 9/27
<b>4</b>	Tuesday, 10/4	Tuesday, 10/11
<b>5</b>	Tuesday, 11/1	Tuesday, 11/8

### **Graded Assignments**

#### **Theoretical Application Paper (TAP) – 4 total @ 10 points each = 40 points**

The TAP is a 4-page paper that examines the connections between a theoretical framework and the engagement of students in their applied learning activities. You are required to submit 4 TAPs during the semester:

- TAP 1 is required for all students and is focused on the application of the Model of Multiple Dimensions of Identity (MMDI) and your personal development and experiences;
- Your additional 3 TAPs are completed in the modules that you do NOT provide a presentation in (see below). For example, if you sign-up to present on a theory in Module 4, you would submit TAPs in Modules 2, 3, and 5 only.

Each TAP is limited to 4-pages, double-spaced in APA 6<sup>th</sup> edition format and should include all of the following elements:

- (a) Summary of the key points from the identity interviews you completed during the module; provide details about the date, time, and location of event, but focus on the valuable information gleaned from activity (1 page max.);
- (b) Summary of the theoretical framework's key concepts (paraphrased by student, with appropriate citations to course text or other resources used to collect information about the framework) (1 page max.);
- (c) Discussion of the ways in which the theory you selected relates/connects to what you learned about the module identity group you explored in your applied learning activities. What aspects of the theory do you see reflected in the module identity group that you explored in your applied learning activities? (1 page max.)
- (d) Discussion of the ways in which the theory you selected is limited in its applicability to what you learned about the module identity group you explored in your applied learning activities. How does the theory differ from what you learned? And/or how does the theory fail to explain or relate to what you explored in your applied learning activities? (1 page max.)

**Classroom Presentations – selected by students                      20 points**

Each student will prepare and lead a presentation on a theoretical framework that is associated with one of the modules in the course. The presentation should address all of the same elements as the TAP (see TAP guidelines above; points a-d); however, the format is optional and depends on each students' preference. All materials must be shared in a course Discussion Board prior to the start of the respective class meeting in which the student presents. Students will sign-up for presentations during our first class meeting.

Presentations will occur during Modules 2, 3, 4, and 5 on the following topics:

Wednesday, 9/14 (5) Chickering; Perry; Kolb; Self-Authorship; Schlossberg

Wednesday, 9/28 (5) Cass; D'Augelli; Bem; Queer Theory; Bilodeau/Beemyn

Wednesday, 10/12 (5) Black/African American; Asian/Pacific Islander/Asian American;  
Latino(a)/Hispanic; Native American/American Indian; Multi-  
racial/multi-ethnic

Wednesday, 11/9 (5) Kohlberg; Fowler; Tinto (Retention); Bloom's Taxonomy;  
Andragogy

**Pre-Post Survey – 10 points [Pre-Survey: Module 0; Post-Survey: Module 6]**

All students are required to complete a pre-post survey that provides information about their learning and development in the course, as well as their perspective on their engagement and the role of course activities. The pre and post are worth 5 points each; full credit is awarded for completion.



### Course Schedule

Dates	Readings & Activities	Due by 11:59 PM
Module 0: Course Introduction and Overview	Review Syllabus and Blackboard  F2F: W 8/17 5-7:15 PM EB 337	8/23: Pre-Survey
Module 1: Multiple Dimensions of Identity	Jones & Abes Chps. 1-5 & 9 Evans et al. Chps. 1, 2, 13 & 19 or Patton et al. Chps. 1, 2, 3, 4 & 17  F2F: W 8/31 5-7:15 PM EB 337	8/23: Reflection #1 8/30: Reflection #2 9/6: TAP #1
Module 2: Learning Styles & Foundational Theories	Evans et al. Chps. 3-5, 7-10 & 12 or Patton et al. Chps. 10-14 Additional readings in Bb  F2F: W 9/14 5-7:15 PM EB 337	9/6: Reflection #3 9/13: Reflection #4 9/20: TAP #2*
Module 3: Gender & LGBTQ+	Jones & Abes Chp. 8 Evans et al. Chps. 17 & 18 or Patton et al. Chps. 7 & 8 Additional readings in Bb  F2F: W 9/28 5-7:15 PM EB 337	9/20: Reflection #5 9/27: Reflection #6 10/4: TAP #3*
Module 4: Race, ethnicity, white privilege	Jones & Abes Chps. 6 & 7 Evans et al. Chps. 14-16 or Patton et al. Chps. 5 & 6 Bell Chps. 4 & 7-9  F2F: W 10/12 5-7:15 PM EB 337	10/4: Reflection #7 10/11: Reflection #8 10/18: TAP #4*
Module 5: Religion, spirituality, & ethics	Evans et al. Chps. 6, 11 & 20 or Patton et al. Chps. 9, 15 & 18 Jones & Abes Chp. 10 Additional readings in Bb  F2F: W 11/9 5-7:15 PM EB 337	11/1: Reflection #9 11/8: Reflection #10 11/15: TAP #5*
Module 6: Final reflections and course wrap-up	F2F: W 11/30 5-7:15 PM EB 337	12/2: Post-Survey