

CSP 6020— Student Development Theory

Summer 2009 — Course Syllabus — Bowling Green State University

Tuesday & Thursday 9:30 a.m.-12:20 p.m. – 218 Education

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Course Description and Goals

The purpose of this course is to examine a range of human development theories that offer insight into the processes of student learning, growth, and development during the college years. Special focus will be directed toward understanding the implications of these models for the policies and practices of education in general and student affairs in particular. Students participating fully in the course will achieve the following course goals:

- Gain an explicit understanding of select theories and models that describe the development of college students and the conditions and mechanisms that facilitate such development
- 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
- Develop a foundational understanding of the relationship of theory to practice in student affairs
- Approach a personal and tentative synthesis of student development, based upon observation, critical reflection, and consideration of the range of current theories and applications
- Develop the skills of analysis, synthesis, and communication (oral and written) concerning issues and ideas salient to the student affairs profession

Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. [Scheduled for 07/01/2009 release]

OR

American Psychological Association. (2009). *Concise Rules of APA Style* (6th ed.). Washington, DC: Author. [Scheduled for 07/01/2009 release]

Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco: Jossey-Bass.

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass.

Learning Activities

• Class Participation and Attendance

It is important in this course that you participate by sharing your thoughts and reactions to readings, speakers, and class discussions. The input of each student is valued and valuable. Your attendance for the full class period is expected and you are responsible for everything that is covered, distributed, or announced during class. If an absence is unavoidable, you should arrange with a classmate to receive handouts and announcements.

In order to fully participate in class, you are expected to do all assigned readings *prior* to class. Readings offer us a common language with which to explore our thinking. The reading materials themselves do not determine or create our thinking; that is your job as a learner. Good thinking comes from a critical eye willing to look beyond what is claimed to pursue a number of very important questions: 1) Do I understand what is being explained? 2) Do these ideas fit my experience of the world? 3) Do they change how I think about the world? 4) What are the implications of these ideas? 5) How do they encourage me to act? 6) What are the issues that emerge from these concepts and ideas?

- **Informal Theory Notes**

The purpose of this assignment is to introduce yourself to me and facilitate our discussion of your informal theories and hunches about college students before they are shaped by your exposure to the many formal theories and models of this course. *Please complete your notes prior to any assigned readings for the course.* Respond to the following items and bring two copies of your notes to class. Your typed, double-spaced notes are likely to be 5-6 pages in length.

- Introduce yourself to me, addressing your interests, experiences, and aspirations in student affairs, and anything else you would like to include that is appropriate for an academic assignment, albeit an informal one.
- Then, reflecting on your own undergraduate college experience, describe:
 1. In what ways did you differ as a senior in comparison to your memories of yourself as a first-year student?
 2. What experiences (in and/or out of the classroom and the larger college environment) helped to shape these changes?
 3. What conclusions would you draw in summarizing the student development journey of your own college experience that might serve as “generalizable” lessons about how students learn, develop, and grow?

- **Exams**

You will complete two written exams. Both exams will offer a choice of 2-3 questions examining the specifics, inferences, and applications of select formal theories of student development. The emphasis is on using abstract, theoretical constructs and ideas to inform concrete applied policies and practices in the context of higher education. Clarity of justifications and linking conclusions to assumptions derived from the theories are of particular importance in this form of assessment.

- **Voice Project**

This is the principal repository of your learning and insights this semester on your journey to acquire your selected "voice." See full project description at the end of the syllabus for details.

- **Formal Theory Paper**

Choose a formal theory or theories we have studied this term (or select another in consultation with me) to explicate the developmental status of an undergraduate student or students with whom you have conducted a series of assessment interviews during the course of this term.

Option A: Choose one theory to study in depth, interview three students

Option B: Choose one student to study in depth using three different theories

The purpose of this assignment is to experience the complex interplay of abstract formal theories and the particular thoughts and experiences of students in higher education. Emphasis here is placed on your ability to connect theoretical constructs and assumptions to anecdotes, illustrations, and examples from real students' lives. You are expected to research the particular theory or theories you are using beyond the assigned course readings in order to determine how growth and development are assessed using the theory you have selected. You must consult at least one primary source for the theory you use.

In a maximum of 4000 words (Option A) or 5000 words (Option B) (about 16-20 pages not counting the reference list) write and submit a paper structured around the following questions:

1. What are the fundamental ideas of the theory or theories you utilized?
2. How did you assess the development of the student(s)?
3. What did you conclude tentatively about the development of the student(s)? Why? (Provide support for your conclusions from your interviews.)
4. Critique the theory or theories. What aspects of the theory or theories seemed to best explain the student(s)? What limitations or challenges did you find in the model(s) you used?
5. In light of what you have learned about student development theory, what are your recommendations to the student(s) or universities for promoting student development? Be certain to link your suggestions to the specific theory or theories you utilized in this paper.

Include the word count at the end of the paper. In the paper, use a pseudonym to identify your participant(s). *You do not need to cite quotations from your interviews as "personal communication."*

It is critical that you protect students' confidentiality. Nobody (including me and your friends and/or partner) should know who you interviewed and you should not interview someone with whom you are already well acquainted (or with whom you work closely). *You should conduct face-to-face interviews.* When arranging the interview(s) and again when you conduct the interview, explain the project to the student(s), inform the student(s) about confidentiality, and tell the student(s) that it is okay to not answer a question or questions. If a student discloses something to you that worries you (e.g., you're concerned for the safety of the student or another) please consult with me.

If you wish to record the interview, tape recorders and transcribing equipment are available in the Instructional Media Center. Tape recordings must be destroyed at the conclusion of the course.

If you submit an outline or rough draft of this paper by July 21, I will provide feedback to you by the end of that week.

Interviews

In order to comply with BGSU's guidelines for the ethical treatment of human subjects in research, you **MUST** inform participants of the following points before you start the interview:

- Why you are interviewing them
- What you will do with the information they are telling you
- If you are taping the interview, that you will destroy the tape once you are done with the information on it
- How you will protect their confidentiality
- That they can decline to answer any question they choose, and can end the interview at any point they wish
- That if they have any questions or concerns about the interview, they can contact your professor (Give them my contact information from the front of this syllabus.)

If you wish to propose an alternate assignment in place of any above, please develop a short proposal for discussion.

Assignments are due at the *beginning* of class on the dates indicated on the schedule. Late assignments may receive little or no written feedback and will receive a lower grade unless we have made other arrangements prior to class. Please staple papers for submission (no paper clips, folders, etc.).

Papers and citations should be submitted in APA style. You are strongly encouraged to work with a classmate to critique and proofread one another's assignments. Each of you is likely to submit better papers and projects as a result of that process. Excessive typographical and grammatical errors detract from your work and will be reflected in your grade. See writing tips at <http://personal.bgsu.edu/~mewilso/writing.htm> for suggestions and common errors to avoid.

Evaluation

10%	Informal Theory Notes
20%	Exam # 1
20%	Exam # 2
25%	Voice Project
25%	Formal Theory Paper

Your final grade in the course is based on the weighted average of grades received on individual assignments and your contributions to in-class activities and discussion.

About grading: An "A" paper is excellent—very strong in every sense. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, reflects graduate-level writing (including introductory and concluding comments and appropriate transitions linking various sections), and is free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style). A "B" paper is good. It has some weaknesses in one of more of these areas but captures the essential elements of the assignment. Lower grades are assigned to papers with more significant weaknesses in the areas noted above and do not reflect the quality expected in graduate-level studies. Students with three or more absences are unlikely to earn a grade higher than B.

Incompletes are not given except for major emergencies (e.g., hospitalization) late in the term and only after consultation and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments or one wishes to complete the course during a subsequent semester.

Academic Integrity

From the *2008-2009 Graduate Catalog*: "Academic honesty is the central value of an academic community. It is expected that graduate students will neither engage in nor facilitate cheating (using or attempting to use unauthorized materials, information, or study aids), fabrication (falsification or invention of any information or citation), or plagiarism (representing the words or ideas of others as one's own) in their academic work" (p. 27). address: Please note that you may not submit an assignment that has been or will be submitted for another course. See <http://www.bgsu.edu/downloads/gradcol/file53276.pdf> for the full policy on academic honesty.

Policies and Reminders

- If you have a documented disability, are registered with the Disability Services for Students Office (<http://www.bgsu.edu/offices/sa/disability/>), and are entitled to accommodations, please inform me as soon as possible so we can make appropriate arrangements.
- If you will miss class due to a religious observance, please notify me as soon as possible.
- Announcements will be distributed via e-mail. Please check your account regularly.
- If you bring a cell phone or other electronic device to class, please assure that it is either off or on silent mode. If you have an unusual situation during which you may need to take a call during class, please let me know before class begins if possible and slip out quietly to talk.

Course Schedule (subject to change)

DATE	SCHEDULE [BB] Readings available on Blackboard
Class #1 Tues. June 16	Introduction of Selves and Course Hunches About Student Development (Hearing “Voices”) <ul style="list-style-type: none"> ▪ Strange, C., & Alston, L. (1998). Voicing differences: Encouraging multicultural learning. <i>Journal of College Student Development</i>, 39, 87-99. [BB]
Class #2 Thu. June 18	Nature and Uses of Formal and Informal Theories of Student Development <ul style="list-style-type: none"> ▪ <i>Student Services</i>: Chapter 8 (CSP 6010 textbook) <p style="text-align: right;">**SUBMIT: 2 copies of informal theory notes, 2 ideas for voice project</p>
Class #3 Tue. June 23	Guest Instructor: Dr. Dafina L. Stewart Psychosocial Development: Chickering and Reisser <ul style="list-style-type: none"> ▪ <i>Education and Identity</i>: Pages 43-52 & Chapters 2-5 ▪ <i>Student Development in College</i>: Pages 31-34 & Chapter 3 <p style="text-align: right;">**SUBMIT: 2 ideas for formal theory paper</p>
Class #4 Thu. June 25	Psychosocial Development: Chickering and Reisser (continued) <ul style="list-style-type: none"> ▪ <i>Education and Identity</i>: Chapters 6-8 <p style="text-align: right;">**SUBMIT: Voice project update via e-mail</p>
Class #5 Tue. June 30	Psychosocial Development: Racial and Ethnic Identity Development (Cross & Fhagen-Smith, Hardiman & Jackson, Torres) <ul style="list-style-type: none"> ▪ Cross, W. E., Jr., & Fhagen-Smith, P. (2005). Nigrescence and ego identity development: Accounting for differential Black identity patterns. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), <i>ASHE reader on college student development theory</i> (pp. 259-268). Boston: Pearson Custom Publishing. (Reprinted from <i>Counseling across cultures</i>, 4th ed., pp. 108-123, 1996). [BB] ▪ Hardiman, R., & Jackson, B. W. (1992). Racial identity development: Understanding racial dynamics in college classrooms and on campus. In M. Adams (Ed.), <i>Promoting diversity in college classrooms: Innovative responses for the curriculum, faculty, and institutions</i> (pp. 21-37). New Directions for Teaching and Learning, no. 52. San Francisco: Jossey-Bass. [BB] ▪ Torres, V. (2003). Influences on ethnic identity development of Latino college students in the first two years of college. <i>Journal of College Student Development</i>, 44, 532-547. [BB]
Class #6 Thu. July 2	Psychosocial Development: Women’s Identity Development (Josselson) & Sexual Orientation Identity Development (Cass, D’Augelli, Fassinger) <ul style="list-style-type: none"> ▪ <i>Student Development in College</i>: Chapters 4 & 6 ▪ Fassinger, R. E. (2005). Lesbian, gay, and bisexual identity and student development theory. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), <i>ASHE reader on college student development theory</i> (pp. 405-411). Boston: Pearson Custom Publishing. (Reprinted from <i>Working with lesbian, gay, bisexual, and transgender college students: A handbook for faculty and administrators</i>, pp. 13-22, 1998). [BB]
Class #7 Tue. July 7	Identity Across the Lifespan: Schlossberg & Levinson <ul style="list-style-type: none"> ▪ <i>Student Development in College</i>: Chapter 7 ▪ Levinson, D. J. (1986). A conception of adult development. <i>American Psychologist</i>, 41, 3-13. [BB] ▪ <i>Recommended</i>: Reeves, P. M. (1999). Psychological development: Becoming a person. In M. C. Clark, & R. S. Caffarella (Eds.), <i>An update on adult development theory: New ways of thinking about the life course</i> (pp. 19-27). New Directions for Adult and Continuing Education, no. 84. San Francisco: Jossey-Bass. [BB] <p style="text-align: right;">**SUBMIT: Voice project for review</p>

The Voice Project

The Voice Project was created by Carney Strange with minor adaptations here by Maureen Wilson.

The Voice Project combines the steps of "cultural learning" (Tierney, 1993) and the strategies of qualitative inquiry (e.g., interviews, observations, and document analysis) (Lincoln & Guba, 1985) as the basis for developing a habitual instinct toward empathy in the face of human differences. In *Building Communities of Difference*, Tierney defined cultural learning as "the development of, and engagement in, dialogues of support and understanding across differences" (p. 144), and suggested that its achievement involves several steps:

- a. The first step in cultural learning is the ability of an individual to step out of his or her geographic and temporal spheres of influence and into the spheres of others in doing so, the learner is consciously giving up components of a strategy of power in order to learn about the Other;
 - b. The next step pertains to the individual's desire and ability to listen . . . listening that involves risk and courage. We listen to individuals' stories so that we might understand their views of the world, and in doing so, we may have to radically transform our own understandings; and
 - c. The next step . . . is the internalization of the Other's needs, wants, and desires to understand different people's views of the world so well that we incorporate these views in our own outlook.
- (p. 145)

Tierney concluded that "If we want to create the conditions for building a community of difference, then we must place at a premium an emphasis on creating cultural learners" (p. 146). In addition, we must encourage stories and experiences that have been silenced by the power of the norm, "creating conditions so that the Other is able to speak from his or her personal and intellectual experience" (p. 146-147). The consequence of these strategies for how higher education systems and student affairs units function are profound:

When we enable others to speak from their personal experiences, we bring into question organizational norms and values and open up the possibility for significant changes in how we interact with one another. Memories that have been silent or subjugated are 'dangerous' because developing voice inevitably involves issues of power. When people gain voice, they speak, and when they speak, the organization will have to respond. (p. 147)

The purpose of this assignment is to raise consciousness about the implications of race, ethnicity, nationality, class, gender, age, sexual orientation, disability, and religious belief for how we construct concepts of human development during the college years. It begins with the premise that all systems of education, and higher education in particular, are context-bound and socially constructed from select values and principles. The college experience, therefore, is always a function of the interaction of the student and that context, and the ultimate quality of that experience for any student depends on the extent to which she or he shares the dominant culture of that setting. Inclusion of some values and principles ultimately leads to the exclusion of others. Over time, dominant cultures tend to "screen out," both intentionally and unwittingly, those values and artifacts that differ significantly from the "normative" experience. It reaffirms and supports those who share common characteristics. But the perspectives, experiences, and meanings of subdominant cultures are always at risk. The challenge is to actively seek out alternative voices – those meanings, perspectives, experiences, and values different from our own – and to assure that they are heard and understood as part of our explanation of the world around us.

Rather than just reading about cultural differences on a particular day in class, this approach is process-oriented and assumes that we will all be better served by individuals who understand differences, not as a state of being, but as a process, and who furthermore have developed an habitual instinct toward empathy for another. Being careful to listen to and understand others encourages more voices to be heard and affirmed, conditions that can only enhance the learning of all students.

Completion of this course assignment involves four ongoing tasks:

1. Select a "voice" other than your own, for which you will assume responsibility as an advocate in letting it be heard as part of our class discussions this term. For example, as an African American female you might wish to consider the perspective of a Latino male; as a heterosexual male, a gay male or lesbian female; or as a traditional age student, a returning adult learner. You are encouraged to challenge yourself by choosing a voice with which you have had little experience or exposure.
2. Develop your expertise in that voice by, for example:
 - a. Examining literature and reading materials relevant to that voice (e.g., Evans & Wall, 1991 - *Beyond Tolerance: Gays, Lesbians, and Bisexuals on Campus*)
 - b. Accessing resources and personal contacts through various dedicated listservs and bulletin boards (e.g., EASI - Access to Information for People with Disabilities)
 - c. Observing and interacting in the context of individuals who are thought to live that voice (e.g., attending a Black Student Union meeting on campus)
 - d. Interviewing people presumed to speak in that voice (e.g., an Asian American student, faculty, or staff member) (See Voice Starters)
3. Maintain a "voice journal" in which you enter, twice a week minimally, your discoveries (intellectual, personal, and experiential) about your selected voice and any implications for the materials we discuss in class this term. Your journal can be in the form of a three-ring binder, scrapbook, or on-line blog.

I would expect to find a dated sequence of reflective notes and summaries of a variety of readings, references, experiences, and observations with respect to your voice. Language is typically informal, expressive, and descriptive, demonstrating a cumulative and progressive understanding of the ideas and issues relative to this voice, and how such knowledge intersects with the ideas and concepts of this course. Informal writing does not relieve you of the responsibility to proofread your work carefully and use correct spelling and grammar, nor does it promote the excessive use of slang.

4. Let your selected voice be heard regularly in the context of our class discussions.

References:

- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
 Tierney, W. G. (1993). *Building communities of difference: Higher education in the twenty-first century*. Westport, CT: Bergin & Garvey.

Suggestions for Voice Starters

1. Enter into your voice journal everything you currently presume and understand about your voice. Where and how did you develop such an understanding?
2. Describe characteristics of the voice you envision.
3. Do a search for information about your voice on the Internet and through the library.
4. Contact a listserv or discussion group focusing on your voice.
5. Interview someone who speaks your voice.
6. Look for an opportunity to observe a person who lives your voice.
7. Brainstorm and list some key features of the college environment that are most likely to affect your voice. What are some gifts and barriers?
8. Read research about the group – particularly, but not exclusively, student affairs journals and books.
9. Attend workshops, conference presentations, or lectures relating to this group.
10. Attend social events sponsored by the group.
11. Interview professionals who work with/for members of the group.
12. Read biographies or autobiographies of members of the group.
13. Read books, novels, or short stories written by or about the group.
14. Watch movies or videos about the group.

A Suggested Plan for Acquiring a Voice

Completing a Voice Project requires planning and staying on task each week. The following are suggested learning activities designed to help you in developing and intersecting your selected voice with the course content of CSP 6020.

- ❑ Week 1: Choose a voice and record in your voice journal any assumptions, understandings, and impressions you already have about this voice. How did you come to hold these? Read the Strange & Alston article (see Class #1). Does your voice have a name?
- ❑ Week 5: Consider how the characteristics of your voice might predispose a person to conditions that would enhance or inhibit cognitive development (intellectual or moral reasoning) or shape development of cognitive and learning style. Record your thoughts in your journal. Present one of these findings as part of the voice discussion in class.
- ❑ Week 2: Identify and read a published article about your voice and abstract the article in your journal. Spend some time reflecting on the information you gathered. How might Chickering and Reisser's theory apply to your voice? Record your conclusions and observations in your journal. What shapes the context of psychosocial development for a person with your voice?
- ❑ Week 6: Shadow a person who lives your voice. How do these personal understandings compare with what you have been reading and discovering? List all the gifts of your selected voice. What are the barriers and challenges? How might your readings on typology and spirituality theories inform your voice?
- ❑ Week 3: How do dimensions of identity (e.g., race, ethnicity, nationality, age, gender, sexual orientation, social class) define your voice? Record in your journal and discuss one point you wish to make about your voice that you would like others to know. What are some implications of these points for educational and student affairs practice? How should we think about doing things differently?
- ❑ Week 7: Consider how applications of theory to practice could be best tailored to meet the needs of your voice. Interview someone who speaks your selected voice. Contact a listserv or discussion group focusing on your voice. Perhaps your voice is represented in a popular television show or movie. How do the interactions among that character and others inform your understanding of your voice. What assumptions are promoted or challenged?
- ❑ Week 4: Do a library search on resources that might inform your acquisition of this voice. Continue information gathering about your voice through reading articles or books, doing an Internet search, posing a question on forum. Generate a list of questions you would like to ask a person with your voice. Record your findings and discuss your growing understanding of this voice. How do the theories from Schlossberg and Levinson apply to your voice?
- ❑ Week 8: Summarize and record what you have come to learn about your selected voice this term. How do the characteristics of your voice shape the student development journey during the college years? Record your reflections and conclusions in that respect, giving particular focus on how you might have changed and grown this term with respect to your understanding of this voice.

Voice Project Evaluation

As I review voice journals I give consideration to several criteria:

- How have you used various resource materials (readings, experiences, observations, interviews, etc.) to inform your voice?
- How have you integrated the characteristics of your emerging voice with the content of this course?
- How have you taken risks and faithfully and creatively assembled materials for your journal?