

## **CSP 680 – Advanced Student Development Theory**

Fall 2008 Course Syllabus — Bowling Green State University

Mondays — 9:30 a.m.-12:20 p.m. in 210 Education

Prerequisite: CSP 602, HIED 731, or permission of instructor

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Course Syllabus: <http://personal.bgsu.edu/~mewilso/680.htm>

Office Hours: Drop in or by appointment

### **Course Description and Objectives**

Building upon materials covered in CSP 602 and HIED 731, the purpose of this course is to enhance students' understanding of processes of student learning, growth, and development during the college years. Special focus will be directed toward more recent theories, including holistic models of development and greater attention to issues of diversity in development. Students who participate fully in the course will:

- Gain an explicit understanding of theories and models that describe the development of college students and the conditions and mechanisms that facilitate such development
- Develop an in depth understanding of a select theory, model, or related group of theories or models that describe the development of college students and the conditions and mechanisms that facilitate such development
- Understand theories of psychosocial and epistemological development that have been developed in the last decade
- Analyze and critique theory, make connections across models, and apply theory to diverse constituencies appropriately
- Utilize theory to inform policy and practice in student affairs
- Explain theory to diverse audiences and use it effectively to justify the work of student affairs
- Demonstrate the skills of analysis, synthesis, and oral and written communication

### **Texts**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

American Psychological Association. (2007). *APA style guide to electronic references*. Washington, DC: Author. [Available for purchase at <http://books.apa.org/books.cfm?id=4210509>]

Wilson, M. E., & Wolf-Wendel, L. (Eds.). (2005). *ASHE reader on college student development theory*. Boston, MA: Pearson Custom Publishing.

### **Learning Activities**

#### • Class Attendance and Participation

It is important in this course that you participate actively. This is a seminar in the truest sense of the word. What we accomplish this semester depends on the contributions that each of us makes to our enterprise. Your attendance for the full class period is expected and you are responsible for everything that is covered, distributed, or announced during class. If you will be absent, please arrange with a classmate to receive handouts and announcements.

Effective participation in and contribution to class requires that you do all assigned readings *prior* to our meetings. 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? 7) What questions remain for me?

- **Discussion Leader**

For one class period, you will serve as discussion leader. This entails writing discussion questions for the week, developing an activity or exercise to help develop our understanding of the material for the week, and creating a 1 sheet/double-sided handout for the group. Please consult with Maureen by noon Friday preceding the Monday class and e-mail your handout to me by 8:00 a.m. on Monday.

- **Course Proposal**

Having taken CSP 602 or HIED 731, you have presumably enrolled in this elective because you have a particular interest in student development theory and/or wish to learn more about it. To that end, I will work with you to meet your particular goals for the course. You may wish to examine in greater depth a type of theory or theories that intrigued, confused, or engaged you. Alternatively, you might want to know more about topics not covered in depth in CSP 602, particularly some of the identity development, spiritual development, or holistic development theories.

You will develop a proposal designed to meet your goals for the course and submit it to me electronically at [mewilso@bgsu.edu](mailto:mewilso@bgsu.edu). It must include:

- A statement of your goals for the course.
- Your detailed plan for meeting those goals. This plan must include a presentation to the class and you should specify the length of time you need.
- An explicit explanation of how your plan will help you to meet those goals and the broader course objectives.
- Due dates for the components of your proposal.
- Weighting for the components of your proposal (for grading purposes). The total weight must equal 100%. Include discussion leader in your total, not to exceed 10%.
- Include a reference list in your proposal.
- Include a table summarizing your assignments like this:

Your Name		
Assignment	Weight (%)	Due Date
Discussion Leader		
Class Presentation		

Once your proposal is approved by me, you will be responsible for completing your plan by the agreed upon deadlines.

Assignments are due at the beginning of class on the dates indicated on your approved course proposal. 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.

*As you submit assignments, please copy the assignment description from your approved proposal and paste it to the cover sheet of your assignment.*

### If you plan to conduct interviews. . .

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

- Why you are interviewing the student
- What you will do with the information the student is telling you
- If you are taping the interview, that you will destroy the tape once you have completed the assignment
- How you will protect the student's confidentiality
- That the student may decline to answer any question and may end the interview at any point
- That the student may contact Maureen Wilson with any questions or concerns about the interview

### Evaluation

To be determined by you in collaboration with me.

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). 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/sa/file15768.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 your BGSU e-mail account; please check it regularly.
- If you bring a cell phone or other electronic device to class, please assure that it is either off or on silent mode.

## **CSP 680 – Fall 2008 – Revised Course Schedule**

As a class, we will map out a schedule to devote time to the topics of greatest interest to the group.

### **Class #1—August 25—Course Overview & The Learning Partnerships Model**

Reader: Chapter 44

Bring: Ideas for course proposal and list of topics in which you are most interested

### **September 1**

Labor Day – No Class

### **Class #2—September 8—Utilizing Theory**

Due: Course Proposal

Reader: Your assigned chapter from Section 11

Chapter 45 – Nikki & Steve

Chapter 46 – Molly & Greg

Chapter 47 – Judy & Tommy

Chapter 49 – Tabatha & Jeremy

### **Class #3—September 15—Integrated Developmental Models**

Reader: Section 2, Chapters 4-6

Chapter 4 – Nikki & Jeremy

Chapter 5 – Molly & Phillip

Chapter 48 – Michelle & Phillip

Chapter 6 – Judy & Tommy

### **Class #4—September 22—Integrated Developmental Models**

Reader: Section 2, Chapters 7-8

Chapter 7 – Michelle & Greg

Chapter 8 – Tabatha & Steve

### **Class #5—September 29—Intellectual Development**

Discussion Leader #1: Greg Chick

Reader: Section 9

### **Class #6—October 6—Moral Development**

Discussion Leader #2: Molly Shea

Reader: Section 10

### **Class #7—October 13—**

Discussion Leader #3: Steve Knepp

### **Class #8—October 20—**

Discussion Leader #4: Phillip Werman

<b>Class #9—October 27—</b>
Discussion Leader #5: Tabatha Sarco
<b>Class #10—November 3—</b>
Discussion Leader #6: Jeremy Foskitt
<b>Class #11—November 10—</b>
Discussion Leader #7: Judy Moore
<b>Class #12—November 17—</b>
Discussion Leader #8: Michelle Pachuta
<b>Class #13—November 24—</b>
Discussion Leader #9: Nikki Peters
<b>Class #14—December 1—</b>
Discussion Leader #10: Tommy Balicky
<b>Class #15—December 8—</b>
<b>Class #16—December 15—Course Synthesis and Evaluation</b>