EDUC 603: The College Student: Developmental Themes and Social Contexts

COLLEGE OF WILLIAM AND MARY
SCHOOL OF EDUCATION

COURSE SYLLABUS
Fall 2010

Instructor: Jim Barber, Ph.D.
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E-mail: jbarber@wm.edu
Office Hours: Monday and Tuesday, 1:00 – 4:00 PM

Class Meeting: Tuesday, 4:30 – 7:00 PM
Room: 2056 School of Education

THE FIRST WORD:
This is a special class. Special, because it is highly personal in nature, and by implication challenges our self-perceptions and categories of self-definition. To the degree that you approach the material honestly, it can be an intense growing experience for you.

Due to the personal nature of the subject matter, it is imperative that we, as a community of scholars, respect one another personally and professionally. It is also imperative that we find constructive ways to challenge one another toward understanding more completely and considering more with more depth the implications of these theories for students and for professional practice. Relish this opportunity.

COURSE DESCRIPTION:
This course examines the college student experience from the lifespan developmental, sociological and cultural perspectives. Students examine and compare major theories and empirical findings in the area of college student development, the college environment, and the needs and characteristics of various subgroups within the college population. The primary focus is on traditionally aged college students (18-23).

COURSE PURPOSES:
This course serves as a foundation course for those interested in a career working with college students, particularly those working in student affairs. The major purpose of the course is to provide students with an overview of student development theories, an understanding of research evaluating these theories, and an appreciation for their application to student affairs work.
COURSE OBJECTIVES:
1. Students will be able to identify and describe the demographic and personal variables that affect student development in higher education.
2. Students will demonstrate an understanding of psychosocial, cognitive, identity, adult and typological theories of college student development.
3. Students will demonstrate an understanding of the interaction between college students and their environment.
4. Students will understand the major components of, strengths, limitations, and research on student development theories.
5. Students will be able to apply theories of student development to their future leadership roles and practices in higher education.
6. Students will reflect upon their own development in relation to student development theory to facilitate self-knowledge and to enhance their ability to understand college students.
7. Students will learn from their peers in a collaborative, seminar-style environment.

REQUIRED TEXTS:
Note that [bracketed] text at end of the citations below is how the book is abbreviated in the session by session outline later in this syllabus.


Our course Blackboard site includes a rich set of sources as well, which we will add to throughout the semester. Additional required articles and chapters listed in this syllabus will be made available via Blackboard (Bb).

ASSIGNMENTS:

**Good Company Paper**
Due: 9/22/10 11:59 PM via Blackboard

The purpose of this assignment is to reflect on your own personal development during college (yes, try to remember your college years), with a particular focus on the concept of “Good Company,” as explained by Baxter Magolda. In other words, this paper describes who your guides were during college (or your lack of guides), and how they made an impact on your experience.
Think back on your college experience (first year to senior year). Describe how mentors supported you as an undergraduate, using key examples from your college experience to support your points.

Some trigger questions to help with your reflection.
1. How did you navigate your undergraduate years (or not)?
2. Who was “Good Company” for you?
3. Identify experiences that you attribute to changes in yourself (both in and out of class?)
4. What conclusion can you draw in summarizing your developmental journey with your own college experience?
5. Looking forward to your career in higher education/student affairs, how will you be “Good Company” to students? (suggest one page or less for this section)

This paper should be in APA Style, 6th edition, and include all aspects of proper APA formatting (e.g., title page, running head, references, 1-inch margins, etc.). This paper should include five pages of text (not including title page and reference list).

Application of Theory Paper
Draft Paper Due: 10/27/10 11:59 PM to your Blackboard Peer Review Group
Peer Reviews Due: 11/03/10 11:59 PM to your Blackboard Peer Review Group
Final Paper Due: 11/10/10 11:59 PM via Blackboard

Draft Paper
Write a paper applying a student development theory of your choice. You certainly may choose a theory that we have not yet covered in class, but this will require reading ahead a bit! The paper should be based on a meeting (good company) with 3-4 undergraduate students about their experiences in college. These may be individual meetings, or a group conversation; be sure to use pseudonyms to protect students’ identities. Use the good company approach to learn about the students’ important experiences, and apply student development theory to the college students (use examples from the students to demonstrate application of theory). Support with at least four (4) references in addition to your book or required reading. This paper should utilize APA Style, and include 8-10 pages of text (not including title page and reference list).

Guideline for paper to include:
1. What is the most critical conceptual information that you learned from your readings on the theory? Provide specific examples.
2. Were you able or not able to connect your student conversations (good company) to the theory? Provide specific examples.
3. How can this theory be applied in both individual (student meeting) and group (educational program) contexts?

Peer Reviews (2 reviews)
For this assignment, you will be organized in groups of three. You will provide detailed peer reviews for the two other members of your group. I recommend you provide feedback by using “Comments” function under the “Review” tab in Microsoft Word (as I
do on your papers) to insert comments, then post your reviews back in the discussion group. These reviews are not anonymous; an important aspect of becoming a professional is learning to give and receive peer feedback well. You should give feedback and consider the strengths and weaknesses of your peers’ introductory papers. You should provide them helpful feedback and answer any they have, so that they can feel confident in moving on to the next stages of the project.

Please provide feedback on all of the following areas. Also make suggestions for the person when and where you can.

1. **Organization** - Is the paper organized and does it flow logically?
2. **Introduction** – Has the writer provided enough introductory information so that you get a sense of the theory he/she is applying, and the meeting with students?
3. **Analysis** - Has the writer provided adequate analysis? Do they use verbatim quotes from students, and discuss the student comments in terms of development theory? What is the quality of the analysis? Has the writer provided analysis rather than just long, detailed descriptions?
4. **Incorporation of course concepts** - Is there reference to course readings on theory?
5. **Outside Literature** - Is there reference to outside literature that describes the selected student development theory, and supports the characteristics and needs of the students he/she met?
6. **Strengths** - Identify at least two major areas of strength in this paper.
7. **Questions** - What questions do you have for this writer about this paper? What seems to be missing? Is there anything that needs to be clarified?
8. **Improvements** - Identify at least two areas that need to be improved upon or expanded upon.

**Final Paper**

Review the feedback from your peers carefully, and make revisions on your paper accordingly. This paper should utilize APA Style, and include 10-12 pages of text (not including title page and reference list). There should be evidence of additional effort and an evolution of your ideas from the original paper to the final paper (i.e., do not submit the same paper twice).

**Personal Journey Portfolio**

Due: 12/08/10 11:59 PM via Blackboard

Applying Baxter Magolda’s concepts, this project will explore your journey through college up to your present time. Baxter Magolda’s (2009) chapter on personal journey (AYL Chapter 11 – class reading for 11/2) will be used as a guide for developing your portfolio.

For this project, you will create 12 entries that detail your own developmental path. You are expected to support each entry about your personal journey with college student development theories discussed and applied in this course. You should use a minimum of nine (9) sources as references in this project; be sure to include a reference list for your portfolio. At least four sources should be from outside of our class readings.
Your weekly in-class reflections will serve as many of the topics for your portfolio. The remaining topics will be assigned by the professor. Explore in as much detail your college experience as well as development that has occurred beyond college to the present time.

The format for your portfolio is electronic, and multimedia. This is not a formal paper! I encourage creativity in this assignment as long as you meet the general requirements. You may use photos, music, audio, video, and other artifacts to document and reflect upon your journey, and apply college student development theory to your experiences.

A sample format may be to create a PowerPoint presentation with one slide for each of the topics. A slide might include a picture from your college experience, phrases or sentences excerpted from your in-class reflections, audio clips, and a connection to student development theory. There are many possibilities for formatting this portfolio: PowerPoint, video, website, weblog, etc.

Some questions to consider as you develop this project:

- Share examples of fun, successful experiences. Reflect on reasons these are positive experiences.
- Share examples of difficult experiences if you are comfortable doing so. Reflect on these experiences and why they were so challenging for you.
- How have these experiences, both positive and negative, contributed to who you are today?
- Consider as you share these examples, to whom did you share these experiences with, and to whom did (do) you rely upon for advice?

Draft Topics for Portfolio:

1. College Orientation
2. Identit(ies) Development
3. Cognitive Development
4. Psychosocial Development
5. Moral Development
6. Using Theory in Practice
7. Spiritual/Faith Development
8. Learning Partnerships
9. Self-Authorship
10. Student’s Choice
11. College Graduation
12. Present Day/Moving Forward

In Class Reflective Writing
Due: Weekly, in class

Reflection is one tool for connecting, applying, and synthesizing what you are learning. This assignment is intended to provide an opportunity for written reflection on the course topics, discussion, and readings. We will reserve ten minutes near the end of each class period for reflective writing.

In this ten minute writing period, you will be asked to think about and your own opinions about and reactions to the topics of the day. We will occasionally offer some framing questions to guide this writing, but this exercise is centered on your thoughts and experiences. Sample questions might include:
How did the discussion today affect you?
Do you have any connection to this topic in your own life or job/assistantship?
Did the topic today raise any questions for you?
Which of the readings did you most agree/disagree with and why?
Describe a particular point in the readings.

These reflections will be shared with the professor, but not with your peers (without your permission). These reflections will become the basis of your final project, the personal journey portfolio. Reflective writings can be typed or hand-written, as long as they are submitted before you leave class.

**Overall Course Engagement**

*Ongoing*

Students should come to each class session prepared to actively participate in class discussions. Informed participation requires that you have read the assigned materials. Likewise, students should participate in discussions, in-class activities, and peer reviews. Students should be on time for class sessions, and submit all work on time. This is a graduate-level course in a professional preparation program, and I expect that you will behave professionally in your interactions and work this semester.

**GRADES:**

Course grades will be calculated by weighting the assignments as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Good Company Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Application of Theory Paper</td>
<td>30%</td>
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<tr>
<td>Personal Journey Portfolio</td>
<td>25%</td>
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<tr>
<td>In Class Written Reflections</td>
<td>10%</td>
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<tr>
<td>Class Engagement</td>
<td>10%</td>
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</tbody>
</table>

The following criteria will be used in assigning letter grades:

A = Excellent work: well-conceived, logically developed, thoroughly documented, clearly written. Fully meets the Goal of the assignment.

B = Competent work: Needs further development on one or more of the above dimensions. Generally meets the Goal of the assignment.

C = Flawed work: One or more serious problems are noted; work is generally not acceptable at the graduate level.

*Expectations:* Students will be expected to prepare written assignments with care. Written work should reflect both a professional level of understanding and attention to clear and logical presentation. Questions posed in the assignment must be answered clearly and concisely. All written assignments should be typed, double-spaced, with APA-style citations and references.
Within a reasonable time frame (at least ten days), I am available to review work prior to submission.

**ACADEMIC HONESTY:**
William and Mary is a community of trust in which the conduct of its members is assumed to be honorable. Students are reminded to review terms of the Honor Code at: http://www.wm.edu/offices/deanofstudents/services/studentconduct/honorcode/index.php.

You are expected to support the atmosphere of academic integrity by avoiding acts of academic dishonesty. Participation in any of the following activities will qualify the student for failure in the class and possible disciplinary action:

- **Cheating:** Using or attempting to use materials, information, or study aids to gain an unfair grade advantage over other students in any academic exercise.
- **Plagiarism:** Representing another’s words or ideas as one’s own in any academic exercise.
- **Multiple Submissions:** Submitting the same assignment in two or more courses without obtaining the prior permission of the respective instructors.
- **Misrepresentation:** Presenting false excuses or using deception to receive a higher grade or to avoid fulfilling the requirements of any assignment or course.

I expect students to acknowledge in writing the intellectual work of others. In all work (written or presented) you will be required to use the APA citation format (6th edition, APAstyle.org).

Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. If you are not sure about whether something you are doing would be considered academic dishonesty, consult with the instructor.

**RELIGIOUS OBSERVANCES:**
I respect the rights of all students to observe their religious holidays in accordance with their own traditions. By the second class of the term, please tell me in writing if you will not be attending class for religious reasons for any day in the term (and which specific day(s) you will miss).

**ADA ACCOMMODATIONS:**
Reasonable accommodation for students with documented disabilities may be arranged by contacting the instructor on an individual basis early in the semester. I will work with you on making this course, class activities, and exercises accessible for your full involvement. Disability Services is located in the Campus Center, Room 109. Appointments may be scheduled in person or by calling 757-221-2510. Additional information is available at: http://www.wm.edu/offices/deanofstudents/services/disabilityservices/index.php.
**ATTENDANCE STATEMENT:**

Attendance is a course requirement due to the interactive nature of the course. However, emergencies do occur, so please contact the instructor if necessary. If you should miss class, it is your responsibility to obtain class notes/materials from a classmate. If attending a professional/higher education conference, students are excused but work must be provided prior to class session.

**COURSE OUTLINE**

AYL = *Authoring Your Life*, Baxter Magolda (2009)
SDIC = *Student Development in College*, Evans, Forney, Guido, Patton, & Renn (2010)
Bb = Available on Blackboard

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1. August 31</td>
<td>Introduction to Course, Good Company</td>
<td>Williams 1998 – Behind Every Face (Bb)</td>
<td>Student Profile, due 9/1</td>
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<td>Baxter Magolda 2002 – Good Company (Bb)</td>
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<td>2. September 7</td>
<td>Student Learning and Personal Development; Role of Theory</td>
<td>SDIC, Ch. 1, 2</td>
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<td>AYL, Intro Strange 1994 (Bb)</td>
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<td>King 1994 (Bb)</td>
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<td>3. September 14</td>
<td>Counseling Skills; Self-Authorship</td>
<td>SDIC, Ch. 10</td>
<td>Good Company paper, due 9/22 11:59 PM via Blackboard</td>
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<td>AYL, Ch. 1, 2</td>
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<td>Whitman 2008 - Helping Skills (Bb)</td>
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<td>4. September 21</td>
<td>Psychosocial Development (Erikson, Josselson)</td>
<td>SDIC, Ch. 3</td>
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<td>Widick et al. 1978 – Erikson (Bb)</td>
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<td>AYL, Ch. 3, 4</td>
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<td>5. September 28</td>
<td>Chickering’s Seven Vectors</td>
<td>SDIC, Ch. 4</td>
<td>Meeting(s) with undergrad students for Theory paper completed by 10/18</td>
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<td>AYL, Ch. 5</td>
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<td>6. October 5</td>
<td>Identit(ies) Development: Race and Ethnicity</td>
<td>Abes, Jones, &amp; McEwen 2007 – MDI (Bb)</td>
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<td></td>
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<td>SDIC, Ch. 13, 14, 15, 16</td>
<td><strong>No AYL this week</strong></td>
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<td>7. October 12</td>
<td>FALL BREAK – No Class</td>
<td>SDIC, Ch. 5</td>
<td>Watch “Higher Learning” film with assigned character perspective in mind before 10/19 class</td>
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<tr>
<td>8. October 19</td>
<td>Identit(ies) Development: Gender and Sexuality</td>
<td>SDIC, Ch. 17, 18</td>
<td>Draft of Theory paper, due 10/27 11:59 PM</td>
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<td>Torres, Jones, &amp; Renn 2009 – New App. (Bb);</td>
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<td>Zaytoun 2005 – Identity and Learning (Bb)</td>
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<td>AYL, Ch. 10</td>
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<tr>
<td>9. October 26</td>
<td>Environment, Context, and Ecological Theory</td>
<td>SDIC, Ch. 9</td>
<td>Peer Reviews, due 11/3 11:59 PM</td>
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<td>Taylor 2008 (Bb)</td>
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<td>AYL, Ch. 6</td>
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<td>10. November 2</td>
<td>Cognitive Development (Perry); Discuss Portfolio</td>
<td>SDIC, Ch. 5</td>
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<td>Stonewater 1988 – Perry in Res Halls (Bb)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Sources</td>
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<td>11. November 9</td>
<td>Moral Development (Kohlberg, Rest)</td>
<td>SDIC, Ch. 6; Kohlberg 1991 – My Search (Bb); AYL, Ch. 7</td>
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<td>Application of Theory paper, due 11/10 11:59 PM</td>
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<td>12. November 16</td>
<td>Later Cognitive Developmental Theories</td>
<td>SDIC, Ch. 7</td>
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<td>Nov. 18-20</td>
<td>ASHE Conference</td>
<td>Indianapolis, IN; <a href="http://ashe.ws">http://ashe.ws</a></td>
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<td>13. November 23</td>
<td>Experiential Learning; Integration of Learning; Developmental Sequencing</td>
<td>SDIC, Ch. 8; Barber MS (Bb); Haynes 2004 (Bb); King &amp; Baxter Magolda 2005 – Intercultural Maturity (Bb)</td>
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<td>Nov. 24-28</td>
<td>Thanksgiving Holiday</td>
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<td>14. November 30</td>
<td>Spiritual/Faith Development</td>
<td>SDIC, Ch. 11; Love &amp; Talbot 1999 (Bb); Nash 2008 (Bb); Choose One: Stewart 2002 (Bb); Parks 1986 (Bb)</td>
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<td>15. December 7</td>
<td>Partnerships; Integrating Theory to Practice</td>
<td>Baxter Magolda 2004 – LPM (Bb); AYL, Ch. 9</td>
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<tr>
<td>16. December 14</td>
<td>Final Thoughts and Looking Forward</td>
<td>AYL, Ch. 12; SDIC, Ch. 19, 20</td>
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</table>

**COURSE READING LIST**

Please have readings completed prior to attending class. This list is subject to change. Announcements about additional readings will be made in class or e-mailed to students through Blackboard.

**8/31 – Topics: Introductions, Review of the Syllabus, Assignment Overviews, Good Company**


**9/7 – Topics: Student Learning and Personal Development; Role of Theory**


**9/14 – Topics: Counseling Skills, Self-Authorship**


Chapter 10: Development of Self-Authorship


Chapter 1: Challenges of Adult Life

Chapter 2: Dawn’s Story – Bringing out the Truth in a Character

**9/21 – Topics: Psychosocial Development (Erikson, Josselson)**


Chapter 3: Psychosocial Identity Development


Chapter 3: Mark’s Story – Developing a Spiritual Philosophy of Life

Chapter 4: Kurt’s Story – Being True to the Man in the Glass

**9/28 – Topics: Chickering’s Seven Vectors**


Chapter 4: Chickering’s Theory of Identity Development


Chapter 5: Sandra’s Story – Living Her Faith

**10/5 – Topics: Identit(ies) Development: Race and Ethnicity**


Chapter 13: Social Identity: Concepts and Overview

Chapter 14: Racial Identity Development

Chapter 15: Ethnic Identity and Acculturation

Chapter 16: Multiracial Identity Development

**10/12 – Fall Break – No Class Meeting**
10/19 – Topics: Identit(ies) Development: Gender and Sexuality


Chapter 17: Sexual Identity Development
Chapter 18: Gender and Gender Identity Development


Chapter 10: Diverse Self-Authorship Stories

10/26 – Topics: Environment, Context, and Ecological Theory


Chapter 9: Ecological Approaches to College Student Development


Chapter 6: Lydia’s Story – External Chaos; Internal Stability

11/2 – Topic: Cognitive Development, Discuss Final Portfolio


Chapter 5: Perry’s Theory of Intellectual and Ethical Development


Chapter 8: How to Be Good Company for Your Own Journey
Chapter 11: Mapping Your Journey

11/9 – Topic: Moral Development (Kohlberg, Rest, Gilligan)


Chapter 6: Moral Development Theory


Chapter 7: Evan’s Story – Being the Best You Can Be
11/16 – Topics: Later Cognitive Developmental Theories


Chapter 7: Later Cognitive Structural Theories

11/23 – Topics: Experiential Learning; Integration of Learning; Developmental Sequencing


Chapter 8: Kolb’s Theory of Experiential Learning
Barber manuscript - TBA


11/30 – Topics: Spiritual/Faith Development


Chapter 11: Development of Faith and Spirituality


Choose One:


12/7 – Topics: Partnerships, Integrating Theory to Practice


Chapter 9: Partnerships: How to Provide Good Company for Other’s Journeys

12/14 – Topics: Final Thoughts and Looking Forward


Chapter 19: Using Theories in Combination

Chapter 20: Final Thoughts and Future Directions


Chapter 12: A Theory of Self-Authorship Development