

15:245:502:01 STUDENT DEVELOPMENT AND LEARNING THEORY

Rutgers University — Fall 2011

“Everything we do in life is rooted in theory. Whether we consciously explore the reasons we have a particular perspective or take a particular action there is also an underlying system shaping thought and practice”
(bell hooks).

“If we have been gagged and disempowered by theories, we can be loosened and empowered by theories”
(Anzaldúa, 1990, p. xxvi).

Instructor

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Course description

This course aims to provide students with an understanding of developmental theories to inform and guide our practice in student affairs. The content of this course will provide an overview of the theories; including their evolution, supporting research, criticism, and limitations.

To deepen our own understanding of theory, we will use it in a variety of ways. It is my hope that you become informed users of theory, both as student affairs practitioners and consumers of developmental theory research literature. We will do case studies to apply theory to practice, critique current literature in student development theory, and take part in developing our own theory to understand the process of theory building.

Learning objectives

- Students will develop an understanding of student development theory, including its evolution, critiques, and future directions in research.
- Students will learn how to utilize theory to inform practice in student affairs work--from working one-on-one with students to development of programs--by working through case studies, class discussions, and studying best practices.
- Students will understand the initial processes of theory building that will germinate from an unaddressed issue/concern, to literature review, to a proposed theory to explain a college student phenomenon.

Course expectations

Partnership in our learning environment

This course is an opportunity for us to co-create a learning environment. This pedagogical approach is based on the Learning Partnerships model (Baxter Magolda & King, 2004), which is grounded on self-authorship theory. Essentially, in order for the partnership to be effective, we all have to take on personal responsibility to make this class to be the best learning opportunity. This includes being fully present during class and ready to engage. We will all play a role in directing the class, constructing lesson plans, and providing consistent feedback in the direction of the class and course assignments.

To facilitate the construction of an LPM learning environment, we will discuss and negotiate our roles, responsibilities, and expectations in our first session of class. You will also have “Classroom Facilitation Guide” as a reference to assist you when it comes time for you to facilitate.

Attendance

Because this class meets only once a week and much of the learning takes place in class discussion, your attendance is crucial. If you will not be able to come to class, you need to notify me. Regardless of reasons (illness, family or work commitments, personal), you are allowed two absences. On the third absence your class grade will drop one full grade letter (e.g., an A grade will drop down to a B). The fourth absence will result in risking failing the course. You are responsible to obtain any missed information and class notes from your classmates.

Use of online resources and other media

In order to provide an array of resources for your success in this course, Sakai will be used extensively. You will be held responsible to check regularly the class page for announcements, to access class materials (e.g., the Weekly Discussion Forum, readings), and to submit assignments.

Class format

The course is formatted as a graduate seminar. The class is discussion based where students will facilitate and participate in discussions as well as provide supplemental activities/media to enhance our learning. In order to prepare for each week, students will do the following:

1. Complete assigned readings. Carefully read with the goal of understanding the material, being able to summarize each of the readings and consider how each reading adds to your understanding of theory. You will seek out support to understand the readings by forming a study group and/or meeting with the instructor when needed.
2. Submit thoughtful question(s) of the week and/or respond to a Commentary in a timely manner. (Assignments 1 and 2)
3. Contribute to class discussion. You will be ready to engage and be respectful of your classmates by being attentive to their comments.

Assignments

All assignments are due the day and time as stated on the syllabus. Any changes to these dates will be posted on Sakai in the “Announcements” section and assignment information. Carefully review the deadlines and mode of submission on the Assignments Guidelines section of this syllabus.

Please keep in mind the following:

- Written papers
 - You may ask for feedback on a draft. You must submit your paper to me no later than a week before the assignment is due via email. Generally, I prefer to give feedback on a one-on-one meeting, so submit your availability for a meeting with me along with your draft. My feedback will be on the paper’s content, organization, flow, and appropriateness of writing style, not editing for grammar, spelling, etc.
 - All papers need to be written in APA format. Refer to the APA 6th edition manual and the very good online resource, *APA Formatting and Style Guide* from the OWL at Purdue: <http://owl.english.purdue.edu/owl/resource/560/01/>. Adherence to APA is critical in ensuring appropriate citation of references you are using in all of your work.
- Late assignments
 - Late papers will not be accepted without a written explanation that provides reasons to justify the tardiness of the paper, and proposed penalty (if applicable). I reserve the right to accept the paper or not and the grade penalty.

- Incomplete grade
 - An incomplete grade must be negotiated prior to the end of the semester. An INC may only be considered if you have attended the minimum number of classes and have completed a substantial portion of the course during the semester.
- Accommodations
 - If you are registered with Disability Support Services and require accommodations, please make an appointment with me to go over your needs no later than the end of the first week of class. You will need to have your Letter of Accommodation. For more information, go to <http://disabilityservices.rutgers.edu/request.html>.
- Academic integrity
 - Appropriate citation is needed to avoid any issues of plagiarism and to ensure that you give credit where credit is due. As noted above, you should cite all sources using APA format. This citing is required in your papers, handouts, Powerpoints, Commentary entries... basically anything you write for this class.
 - My personal code of ethics and university policy require me to report all violations of the Academic Integrity Policy. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for the policy.

Valuing Multiple Perspectives and Lived Experiences

As stated in Rutgers University’s Graduate School of Education’s mission statement:

“We are committed to attracting a diverse student body. Our instructional programs prepare students to meet the educational needs of diverse populations as teachers, educational leaders, counselors, specialists, and researchers working in New Jersey, the nation, and the world.”

Grading

| | |
|---|------------------|
| Assignment 1: Commentary of the Week..... | 10 points |
| Assignment 2: Weekly Team Discussion Board Posting | 10 points |
| Assignment 3: Class facilitation | 30 points |
| Assignment 4: Personal narrative | 10 points |
| Assignment 5: “Create Your Own Theory” paper..... | 25 points |
| <u>Assignment 6: Formal analysis of your personal narrative</u> | <u>15 points</u> |
| Total | 100 points |

- A = 90 - 100 points (Graduate School of Ed grading scale)
- B+ = 85 – 89
- B = 80 – 84
- C+ = 75 – 79
- C = 70 – 74
- F = below 70

Required Readings

Course texts

Baxter Magolda, M. (2001). *Making their own way: Narratives for transforming higher education to promote self-authorship*. Sterling, VA: Stylus.

Torres, V., Howard-Hamilton, M. F., & Cooper, D. L. (2003). *Identity development of diverse populations*. ASHE-ERIC, Vol. 29 (6). San Francisco: Jossey Bass.

Class readings (Access via Rutgers Library's e-journals holdings, or in the Resources folder in the Sakai class site if noted with a "#")

Abes, E. S., Jones, S. R., & McEwen, M. K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. *Journal of College Student Development*, 48(1), 1-22.

#Baxter Magolda, M. B. (2004). Learning partnerships model: A framework for promoting self-authorship. In M. B. Baxter Magolda & P. M. King (Eds.), *Learning Partnerships: Theory and models of practice to educate for self-authorship* (pp. 37-62). Sterling, VA: Stylus.

Chickering, A. W. (1998). Why we should encourage student activism. *About Campus*, 2(6), 2-3.

#Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco: Jossey-Bass. [Chapter 2, pp. 43-52]

#Clinchy, B. M. (2005). Revisiting Women's Ways of Knowing. In W. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory*, (pp. 505-521). Boston, MA: Pearson.

#Evans, N.J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco, CA: Jossey-Bass. [Chapters 1, 2, and 20]

#Dannells M., & Stage, F. K. (2000). Case analysis in action. In F. K. Stage & M. Danells (Eds.), *Linking theory to practice: Case studies for working with college students* (2nd ed.), (pp. 41-57). Philadelphia, PA: Taylor & Francis.

Fowler, J. W. (2004). Faith development at 30: Naming the challenges of faith in a new millennium. *Religious Education*, 99(4), 405-421.

#Hernandez, E. (in progress). *The journey towards developing political consciousness through activism for Mexican American women*.

#King, P. M., & Kitchener, K. S. (2005). Reflective judgment: Theory and research on the development of epistemic assumptions through adulthood. In W. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory*, (pp. 487-504). Boston, MA: Pearson.

Kodama, C. M., McEwen, M. K., Liang, C. T. H., & Lee, S. (2002). An Asian American perspective on psychosocial student development theory. In M. K. McEwen, C. M. Kodama, A. N. Alvarez, S. Lee, & C. T. H. Liang (Eds.), *Working with Asian American college students: New Directions for Student Services*, No. 97 (pp. 45-59). San Francisco: Jossey-Bass.

#Perry, W. G. (1968). *Forms of intellectual and ethical development in the college years: A scheme*. New York: Hold, Rinehart, and Winston, Inc. [chapter 4]

Renn, K. A. (2004). Understanding the identities of mixed-race college students through a developmental ecology lens. *Journal of College Student Development*, 44(3), 383-403.

Rogers, J. L., & Love, P. (2007). Graduate student constructions of spirituality in preparation programs. *Journal of College Student Development*, 48(6), 689-705.

- Torres, V., & Hernandez, E. (2007). The influence on ethnic identity on self-authorship: A longitudinal study of Latino/a college students. *Journal of College Student Development, 48*(5), 558-573.
- Torres, V., Jones, S. R., & Renn, K. A. (2009). Identity development theories in student affairs: Origins, current status, and new approaches. *Journal of College Student Development, 50*(6), 577-593.

TENTATIVE FALL 2011 CLASS SCHEDULE

| Getting Started & Introduction to Student Development Theory | | |
|--|--|--|
| Week 1 September 7 | <p>Introduction Review of syllabus, class expectations, and the learning environment</p> | <p>Familiarize yourself with Sakai</p> <ul style="list-style-type: none"> Review resources, your team's Discussion Board, and other pages |
| Week 2 September 14 | <p>Library Presentation To help you become familiar with the resources at Rutgers, we will have a library workshop. Please come to Alexander Library, room IHL415 for class this week.</p> <p>What is theory? How do we define development? Why is it necessary in our work? We will discuss these questions and things to consider in evaluating the usefulness, applicability, and rigor of theory.</p> | <p><u>Read:</u></p> <ul style="list-style-type: none"> Evans, et al, Chapters 1 and 2 Team Discussion Board <p><u>Due:</u></p> <ul style="list-style-type: none"> Personal narrative (Assignment #4) Discussion Board post |
| Holistic Student Development | | |
| Week 3 September 21 | <p>Self-authorship To begin the exploration of developmental theory, we will begin with one that integrates multiple dimensions of development—self-authorship. This will set the stage to examine the following weeks' "families" of theories. You will read Baxter Magolda's book, which details her longitudinal study. Please pay attention to the dimensions of development, the phases of development, and the stories of several of her participants that illustrate how they developed through college and early adult life.</p> <p>Video: <i>Glee</i></p> <p>Writing Workshop</p> | <p><u>Read:</u></p> <ul style="list-style-type: none"> Baxter Magolda-<i>Authoring your life</i>- Chapter 1, 10, 12, Appendix, and one of the following <ul style="list-style-type: none"> Team 1: Dawn's story Team 2: Mark's story Team 3: Kurt's story Team Discussion Board <p><u>Due:</u></p> <ul style="list-style-type: none"> Discussion Board post or Commentary |
| Foundational Theories | | |
| Week 4 September 28 | <p>Psychosocial Theory Psychosocial theories are largely based on Erik Erikson's work, and Chickering's work has been widely used in student affairs. In examining this theory, we will continue to examine the roots of student development theory by situating Chickering's work to other foundational work.</p> <p>Video: <i>Frosh</i></p> | <p><u>Read:</u></p> <ul style="list-style-type: none"> Chickering & Reisser-<i>The seven vectors</i>. Chickering's <i>Why we should encourage student activism</i> Team Discussion Board <p><u>Due:</u></p> <ul style="list-style-type: none"> Discussion Board post or Commentary Group Presentation |

| Cognitive Development | |
|---------------------------------|---|
| Week 5 October 5 | <p>Comparing different ways of knowing</p> <p>This week, you will examine three theories, each with a different approach to how we make meaning of our world. The readings are also exemplars of research in student development theory, each taking different approaches and using a variety of student populations to examine differences and commonalities in cognitive development influenced by gender, age, educational experiences, etc.</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • Perry's <i>Concepts of the scheme</i>. • Clinchy's <i>Revisiting Women's Ways of Knowing</i> • King and Kitchener-<i>Reflective judgment: Theory and research...</i> • Team Discussion Board <p><u>Due:</u></p> <ul style="list-style-type: none"> • Discussion Board post or Commentary • Group Presentation |
| Identity Development | |
| Week 6 October 12 | <p>Identity development – Part I</p> <p>A key aspect of this week's readings is the discussion of privilege and oppression in our society and how that influences the experiences and subsequent development of various identities.</p> <p>Video: <i>Color of Fear (first half)</i></p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • Torres, et al-<i>Identity development of diverse populations</i> • Team Discussion Board <p><u>Due:</u></p> <ul style="list-style-type: none"> • Discussion Board post or Commentary • Group Presentation |
| Week 7 October 19 | <p>Fieldtrip</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • TBA <p><u>Due (by Friday noon):</u></p> <ul style="list-style-type: none"> • Discussion Board post that responds the questions to be posted. • “Create Your Own Theory” paper proposal (Assignment #5) |
| Week 8 October 26 | <p>Identity development – Part II</p> <p>This week, we will focus on the intersectionality of identity—how gender, race/ethnicity, sexual orientation may all come together in our developmental journeys. The readings challenge us to examine how identities influence each other, and how identity can be a fluid concept.</p> <p>Video: <i>Color of Fear (second half)</i></p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • Renn's <i>Understanding the identities of mixed-race college students through a developmental ecology lens</i> • Abes, Jones, & McEwen-<i>Reconceptualizing the model of multiple dimensions of identity...</i> • Team Discussion Board <p><u>Due:</u></p> <ul style="list-style-type: none"> • Discussion Board post or Commentary • Group Presentation |
| Spiritual and Faith Development | |
| Week 9 November 2 | <p>Spiritual and faith development</p> <p>Continuing the examination of holistic versions of student development, we will proceed on with spiritual and faith development, which also integrates intellectual, psychosocial, and identity development.</p> <p>First, you will read Fowler's article to learn about spirituality and faith development. The Rogers and Love article then illustrates a study that demonstrates the theories in research and applicability to graduate students.</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> • Fowler's <i>Faith development at 30</i> • Rogers and Love's <i>Graduate student constructions of spirituality in preparation programs</i>. • Team Discussion Board <p><u>Due:</u></p> <ul style="list-style-type: none"> • Discussion Board post or Commentary • Group Presentation |

Future Directions in Developmental Theory Scholarship

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| Week 10 November 9 | <p>Reconsidering theories for particular populations</p> <p>Scholarship in developmental theory can result in creating new theories or building upon and revising ones that are already well known to address the developmental tasks of certain populations. This week, we revisit some theories we have already discussed to see how they have been critiqued and tested, and revised.</p> | <p><u>Read:</u></p> <ul style="list-style-type: none"> • Torres and Hernandez's <i>The influence of ethnic identity on self-authorship...</i> • Kodama et al's <i>Asian American perspective on psychosocial student development theory</i> • Team Discussion Board <p><u>Due:</u></p> <ul style="list-style-type: none"> • Discussion Board post or Commentary • Group Presentation |
| Week 11 November 16 | <p>Current research and future trends</p> <p>I will present my work to describe my own process of developing theory. Also, we will review the JCSD article to see where scholarship is going in the future.</p> | <p><u>Read:</u></p> <ul style="list-style-type: none"> • Hernandez's <i>The journey towards developing political consciousness</i> • Torres, et al's <i>Identity development theories in student affairs</i> • Team Discussion Board <p><u>Due:</u></p> <ul style="list-style-type: none"> • Discussion Board post or Commentary |
| Theory to Practice | | |
| Week 12 November 23 | <p>Case studies</p> <p>We will watch <i>Seniors</i> (the sequel to <i>Frosh</i>) together to discuss more in depth the use of theory in examining the developmental process for college students.</p> <p>Video: <i>Seniors</i></p> | <p><u>Read:</u></p> <ul style="list-style-type: none"> • Danelles and Stage's <i>Case analysis in action</i> |
| Week 13 November 30 | <p>Theory to practice in curriculum development</p> <p>We revisit self-authorship theory to see how it can be used to develop a model for creating curriculum that promotes development. You will read the book chapters from <i>Learning Partnerships</i> to familiarize yourself with LPM and see how it has been used in various settings.</p> <p>Guest speaker: TBA</p> | <p><u>Read:</u></p> <ul style="list-style-type: none"> • Baxter Magolda's <i>Learning partnerships model</i> excerpts |
| Culminating Experiences | | |
| Week 14 December 7 | <p>Create Your Own Theory presentations</p> | <p><u>Due:</u></p> <ul style="list-style-type: none"> • "Create Your Own Theory" paper (Assignment #5) |
| Reading Day December 14 | <p>No class-Reading Day</p> | |
| FINALS WEEK | <p>Create Your Own Theory presentations</p> | <p><u>Due:</u></p> <ul style="list-style-type: none"> • Analysis of Personal Narrative (Assignment #6) |

Guide for Assignment 1: Commentary of the Week (10 points)

Learning Goals

- Develop critical analysis of scholarly writing, which includes the ability to identify salient points, summarize the content, and make meaning of the content as it relates to your growing understanding of student development theory and your own experiences and knowledge.
- Develop communication skills that take advantage of online resources (the written text of the Commentary and accompanying media references).
- Develop your voice in our learning community that brings your perspectives and your experiences.

Assignment

The weekly dialogue about our readings starts before we begin class with the use of the Commentary. Each week, a few students will write a Commentary to begin this dialogue. The Commentary should be about the length of 4 pages (excluding Title Page and References page), double-spaced and should contain the following:

1. **Title**-catchy and descriptive of the content
2. **A strong thesis** at the beginning of the Commentary that grabs the reader's attention and tells him/her why this Commentary is important to read.
3. A very **brief summary** of the readings. This can be an overview of all the readings or it can be selected readings to hone in on a particular area of interest. The goal of the Commentary is not to give a summary of the readings, so keep this section short and to the point so that you can get to the next sections.
4. Your **critique** that includes your analysis of the readings. The critique should include a thoughtful critique of the research as well as how you made meaning of it. Were the author(s) study and analyses well grounded? What did you find to be on target? What didn't make sense to you? How does this fit in with your growing understanding of theory and/or your own personal experiences? How can you bring readings from other classes to help you understand this work better? You may wish to add a question or two that you think deserves discussion for class.

Criteria for evaluation

- Inclusion of all components as outlined above.
- Quality writing--well-organized written text that is clear, concise, and free of grammatical and spelling errors.
- APA formatting and citations.

Due date

The Commentary must be posted to your Team's Discussion Board via Sakai by **Friday at 5:00 PM the week prior to your week's class session** in order to allow your fellow students time to read it (and comment if they choose to do so) before class on Tuesday.

Guide for Assignment 2: Weekly Team Discussion Board Posting (10 points)

Learning Goals

- Develop critical analysis of scholarly writing, which includes the ability to make meaning of the content as it relates to your growing understanding of student development theory and your own experiences and knowledge.
- Develop communication skills that take advantage of online resources (the written text of the Commentary and accompanying media references).
- Develop your voice in our learning community that brings your perspectives and your experiences.

Assignment

Like the Commentary of the Week, the intention behind this assignment is for you to engage in the analysis of the readings and your own development as a scholar of research before coming to class each week. This is also an opportunity to share with your classmates your analysis, questions, and commentary that may spurn a rich discussion. These postings will generate the beginnings of our weekly classroom discussion of the readings, which is the main component of this graduate seminar course. To that end, you will do one of the following each week in your Team's Discussion Board on Sakai:

1. Comment on the Commentary of the Week.
2. Post a question on the discussion board that is exam worthy.
3. Provide an example of "Theory in Action." This can be you describing an interaction you had with a student, a movie, a book, etc., that illustrates one or more of the theories of the week.

Criteria for evaluation

- Following guidelines as specified above
- Timely submission
- Submissions will be graded Credit/No Credit

Due date

These weekly commentaries/questions should be posted on your Team's Discussion Board on Sakai **each Monday by 5:00 PM** for the weeks specified in the syllabus. **You will post a minimum of 8 times this semester in the weeks noted on the syllabus for full credit.**

Guide for Assignment 3: Class Facilitation (30 points)

Learning goals

- To develop class facilitation skills (e.g., developing a lesson plan and leading class discussion) that may be transferrable to facilitating staff professional development workshops and other teaching roles
- To develop collaborative working relationships with your facilitation group and the course instructor.
- To gain a more in-depth understanding of a particular area of student development theory through the process of further study and then sharing your knowledge with others in a class facilitation.
- To gain a stronger understanding of LPM by applying its pedagogical strategies into the class facilitation.

Assignment

Lesson Plan Meeting (about two week prior to Class Facilitation):

When your team comes to the consultation meeting (about two week prior to your Class Facilitation), you will begin to develop your lesson plan. It would be preferable for all team members to be present. The team and instructor will review the needed components, and the instructor will offer guidance on appropriate supplemental materials and how to develop learning goals.

Lesson Plan (due one week prior to Class Facilitation)

In order to have a successful class, you will need a written lesson plan. This lesson plan should also include a timeline for the class activities. Your class facilitation should be from 9:45 – 11:15 (1 ½ hours, including a 20 minute break). You will include each of the following sections in your document.

1. Learning goals: These goals will provide a strong direction to the focus of your class facilitation because they will clearly state what you want the class to learn as a result of your teachings. The instructor will also evaluate the facilitation on how well your team met each of the learning goals. Good learning goals are specific, manageable for the time allotted, and connect to the class activities.
2. Overview of Scholarship in Theory. It is expected that your team will read more materials that those assigned in the syllabus in order to gain a strong understanding of the week's topic. I also encourage that you bring readings from other classes, relevant personal experiences, and/or professional expertise. In your class facilitation, your team will not provide an extensive review/summary of the readings because we should assume that everyone has read and reviewed prior to attending class. Following are suggestions for your team to incorporate into your facilitation:
 - Background of theorists, including the scholarship from which they base their work on
 - Critiques of the theories (yours and those of other scholars)
 - Any instruments developed based on the theories
 - How these theories connect to others discussed in class
 - Additional work from the scholars that can add to our understanding of the theories
3. Integration. A key component of LPM is for students to connect new knowledge to their own personal experiences and what they already know. Your team's task is to engage the class towards this process This could be a case study, having the class dialogue with a guest speaker who shares how he/she has used theory in their work, a video that illustrates the theory in action followed by discussion on how to use the theory in examining the developmental process of a particular character in a movie or TV show, etc. **NOTE: Please notify me first before making contact with any potential guest speaker.**
4. Use of LPM. In bullet points, what steps are you using to provide a class facilitation vs. presentation? Refer to the Class Facilitation Guide

Class facilitation

Please arrive early so that you can set up your technology or reconfigure the room's furniture if needed. Your team is asked to maintain our Learning Partnerships learning environment by following the negotiated roles, responsibilities, and expectations we set at the beginning of the class. To further help you facilitate, you should refer to the [Classroom Facilitation Guide](#) available on Sakai.

Criteria for evaluation

A rubric will be used to evaluate your team's facilitation. It is available on Sakai.

Due date

Your team will select the week you will facilitate the class on the first day of class.

Guide for Assignment 4: Personal Narrative* (10 points)

Learning goals

- To begin the process of making meaning of your own developmental journey and situate your learning of development in your own experience.

Assignment

Complete this assignment before beginning any of the readings for this course. In no more than 7 pages (excluding Title Page and References page if you have a need for one), develop a narrative about your undergraduate life, highlighting your most significant life events. Consider the following:

- Significant relationships-With whom? How have these relationships influenced your sense of self? What factors influenced the evolution or end of these relationships? How have these relationships supported or impeded you towards achieving your life goals?
- Challenges and triumphs in your personal, academic, and work life and how they influenced your sense of self
- Moments of crisis, pain, or significant life moments—How have you changed as you dealt with these life moments? What have you learned?

Criteria for evaluation

- Quality writing, which includes a well-organized written text that is clear, concise, and free of grammatical and spelling errors.
- Follow APA formatting in your headings, title page, reference page, etc. Because this assignment is a personal narrative, you are not expected to include citations or references, but if you do cite sources, adhere to APA.
- An honest effort to reflect on your undergraduate years in a complex way.

Due date

Please submit your Word doc electronically via Sakai before the beginning of class on **Tuesday, September 14th**.

* Adapted from Vasti Torres' Fall 2006 *U548: Student Development Theory and Research* syllabus

Guide for Assignment 5: Create Your Own Theory* (25 points)

Learning goals:

- To develop a question/issue about student development that has not been addressed in the literature.
- To develop skills in conducting a literature review: using library resources to find articles that inform your question/issue and writing a brief, well informed review of the literature in your final paper.
- To apply your understanding of critically analyzing theory (its applicability, relevance to a particular population, strengths and limitations) in developing your own theory and critiquing the theory and literature informing your work.
- To share your work with others in a poster session.

Assignment

This assignment is completed in three parts:

1. **Proposal**

In about a page, you will develop a proposal that will address the following questions:

- *What is the developmental question/issue that you seek to address?*
In answering this question, you should describe the population (e.g., age, gender, race/ethnicity, shared lived experience, affiliation, etc.), and why this question/issue is important enough for us to consider.
- *What literature informs your proposal?*
What theories exist that address this population/issue/question? Where do you see these theories fall short? Here you will cite a few key sources (articles or chapters written by the theorist) and a few supporting sources (such as chapters in books that provide an overview of the theory, and other scholarly journal articles and chapters that offer a critique or empirical work that adds to our understanding of the theory) that you may use in your paper. As the semester progresses, you will read these sources and develop a literature review that you will write up for your final paper.

2. **Presentation**

You will present your theory to the class in a short presentation during class (no more than 10 minutes) either 12/7 or Finals Week.

3. **Paper (See Grading Rubric for more detailed information on each section)**

In 10-15 pages using APA format, you will include the following sections:

- Intro
 - Question: refer to your proposal write-up
 - Purpose: refer to your proposal write-up
 - Organizing sentences: Provide a “road map” for the reader so that they know where you are taking them and each stop along the way.
- Literature review: this should be built up from the initial draft of your proposal as detailed the proposal section. The focus should move from a brief review of your literature (what past work has told us) to your critique of the work (what past work does not address).
- Research design: How would you go about investigating the developmental issues you identified? Provide a rationale for each choice, indicating the type of information they could yield and its advantages over other methods. For example, if you choose one-on-one interviews, discuss the information you believe it would yield, and why this method is more attractive than focus groups or an essay.
- Implications: How does could this theory help our work with students?

Criteria for Evaluation

- Following the guidelines for each component of the assignment.
- Writing—clear, concise, well organized writing that is formatted using APA.
- Effective and engaging presentation.
- Well informed work that demonstrates a broad understanding of student development theory.

Due dates

- Proposal: Submit a Word doc to Sakai **before class on Tuesday, October 19th**
- Presentation: **12/7 or Finals Week**
- Paper: Submit a Word doc to Sakai **by noon 12/7.**

Guide for Assignment 6: Formal analysis of your personal narrative*

Learning goals

- To apply relevant theories learned from this course to examine your own developmental journey as an undergraduate.

Assignment

You will revisit the narrative you wrote for Assignment 4. In no more than 15 pages, utilize theories you learned in class to evaluate your own developmental journey. How do your chosen theories inform your understanding of the challenges you faced, how you overcame them, and the areas you need to work on? Do the theories explain your narrative well, or are there aspects of your story that theory does not address? Consider different dimensions of your development (e.g., cognitive, faith, identity) in your analysis.

Criteria for evaluation

- Quality writing, which includes a well-organized written text that is clear, concise, and free of grammatical and spelling errors.
- Appropriate application of theory that enhances your analysis of your development and demonstrates a strong understanding of theory.
- Follow APA formatting. Make sure to cite your sources appropriately.
- An honest effort to reflect on your undergraduate years in a complex way.

Due date

This paper must be submitted electronically via Sakai by **noon on Finals Week, Monday, 12/20.**

* Adapted from Vasti Torres' Fall 2006 *U548: Student Development Theory and Research* syllabus