

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

Rutgers University — Fall 2013  
Mondays 9:00 – 11:40 am ED 025A

“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 practice in student affairs. The content of this course will provide an overview of the theories; including their evolution, supporting research, criticism, and limitations. It is my hope that you become informed users of theory, both as student affairs practitioners and consumers of developmental theory research literature.

### Learning Outcomes

The learning outcomes for this course are derived from ACPA/NASPA's (2010) *Professional Competency Areas for Student Affairs Practitioners* under the following areas:

#### ❖ **Equity, Diversity, and Inclusion**

“The Equity, Diversity, and Inclusion (EDI) competency area includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices” (p. 12).

#### ❖ **Personal Foundations**

“The Personal Foundations competency area involves the knowledge, skills, and attitudes to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one’s own areas of strength and growth; have a passion for work; and remain curious” (p. 26).

#### ❖ **Student Learning and Development**

“The Student Learning and Development competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice” (p. 28).

## 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 (LPM) (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 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.

### *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*

**Sakai:** 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, submit assignments, and receive graded papers.

**Library e-reserves:** To access journal articles required for class readings and to conduct your own literature review for your research papers, please go to <http://libraries.rutgers.edu> and the class's very own reference guide (link available on Sakai).

### *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. Contribute to class discussion. You will be ready to engage and be respectful of your classmates by being attentive to their comments.
3. Complete Weekly Check-in. These mini responses will help you gauge your own progress in grasping course materials, and create opportunities for developing critical thinking and dialogue. The focus is more on the learning process and showing effort rather than getting a "right" answer. **Due Sunday at noon on the weeks designated.**

### *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 6<sup>th</sup> 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.
- 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... 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

My hope is for us to embrace diversity and create a welcoming community for everyone. As stated in the University Catalog, “Rutgers University policy prohibits discrimination and harassment based upon race, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law. Discrimination and harassment compromise the integrity of the university and unfairly interfere with the opportunity for all persons to fully participate in the academic, work, and living environment of the university.”

### Grading

Assignment 1: “Who are you?” personal narrative .....	10 points
Assignment 2: Class facilitation.....	20 points
Assignment 3: “Create Your Own Theory” proposal .....	5 points
Assignment 4: “Create Your Own Theory” paper .....	20 points
Assignment 5: “Create Your Own Theory” poster session .....	5 points
Weekly Check-ins.....	10 points
Midterm .....	15 points
<u>Final.....</u>	<u>15 points</u>
<b>Total</b>	<b>100 points</b>

### *Graduate School of Education grading scale*

- A = 90 - 100 points
- B+ = 85 – 89
- B = 80 – 84
- C+ = 75 – 79
- C = 70 – 74
- F = below 70

Note 1: **This is a core course for the Ed.M. in College Student Affairs, and requires a B or better.** Earning below a B will require for you to retake the course and be placed on Academic Probation.

Note 2: **An INC must be negotiated prior to the end of the semester**, and will not be granted without agreement between instructor and student prior to the end of class. 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.

## Required Readings

### *Course text*

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

*Class readings (Access via Rutgers Library's e-journals holdings, or in the Resources folder in the Sakai class site if bolded)*

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.

**Arnold, K. D. (2010). College student development and the hook-up culture. *Journal of College & Character, 11*(4). Retrieved from <http://journals.naspa.org/jcc>**

Bilodeau, B. (2005). Beyond the gender binary: A case study of two transgender students at a Midwestern research university. *Journal of Gay & Lesbian Issues in Education, 3*(1), 29-44.

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

**Dalton, J. C., & Crosby, P. C. (2010). When faith fails: Why nurturing purpose and meaning are so critical to student learning and development in college. *Journal of College & Character, 11*(3). Retrieved from <http://journals.naspa.org/jcc>**

Edwards, K. E., & Jones, S. R. (2009). "Putting my man face on": A grounded theory of college men's gender identity development. *Journal of College Student Development, 50*(2), 210-228.

**Evans, N.J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.**

Galilee-Belfer, M. (2012). Using the "Developing Competency" vector to prepare students for competent academic major exploration. *About Campus, 17*(3), 23-27.

- Harper, S. R., & Quaye, S. J. (2007). Student organizations as venues for black identity expression and development among African American male students. *Journal of College Student Development, 48*(2), 127-144.
- Helms, J. E. (1995). An update of Helms's White and People of Color racial identity models. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki & C. M. Alexander (Eds.), *Handbook of Multicultural Counseling* (pp. 181-197). Thousand Oaks, CA: Sage Publications.
- 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.
- Mueller, J. A., & Cole, J. C. (2009). A qualitative examination of heterosexual consciousness among college students. *Journal of College Student Development, 50*(3), 320-336.
- Parks, S. (2005). The journey towards mature adult faith: A model. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), ASHE reader of college student development (pp. 139-152). Boston, MA: Pearson.**
- 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.
- Stevens, Jr., R. A. (2004). Understanding gay identity development within the college environment. *Journal of College Student Development, 2004*(45), 185-206.
- Waters, R. (2010). Understanding allyhood as a developmental process. *About Campus, 15*(5), 2-8.

## FALL 2013 CLASS SCHEDULE

Introduction to Theory	
Week 1 September 9	<p><b>Introduction</b> Review of syllabus, class expectations, and the learning environment.</p>
Week 2 September 16	<p><b>What is theory?</b> 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><b>Library session</b> We will walk to the Alexander Library for an informational session. Session will be in room 413.</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> <li>• Evans, et al.'s <i>Definitions and historical roots</i></li> <li>• Evans, et al.'s <i>Using student development theory</i></li> </ul> <p><u>Due:</u></p> <ul style="list-style-type: none"> <li>• <b>“Who are you?” narrative due (Assignment #1)</b></li> <li>• Weekly check-in (reminder: due every Sunday at noon)</li> </ul>
Self-Authorship (Holistic Developmental)	
Week 3 September 23	<p><b>Self-authorship</b> 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.</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> <li>• Baxter Magolda’s <i>Making Their Own Way</i> (read pp. 1-26, 37-192)</li> </ul> <p><u>Due:</u></p> <ul style="list-style-type: none"> <li>• Weekly Check-in</li> </ul>
Cognitive and Epistemological Development	
Week 4 September 30	<p><b>Cognitive and Epistemological Development</b> This week, you will examine two theories, each with a different approach to how we make meaning of our world. Pay attention to how they are structured. Are they sequential phases, or are they nonlinear?</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> <li>• Review pp. 16-36 of <i>Making Their Own Way</i></li> <li>• Clinchy’s <i>Revisiting Women’s Ways of Knowing</i></li> </ul> <p><u>Due:</u></p> <ul style="list-style-type: none"> <li>• Weekly Check-in</li> </ul>
Spiritual and Faith Development (Holistic Development)	
Week 5 October 7	<p><b>Spiritual and Faith Development</b> Spiritual and faith development integrates intellectual, psychosocial, and identity development. First, you will read Parks’ article to learn about spirituality and faith development. The other reading applies theory to practice in considering the development issues for students, especially as they grapple with “big questions” and “shipwreck moments.”</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> <li>• Parks’ <i>A journey toward mature adult faith: A model.</i></li> <li>• Dalton and Crosby’s <i>When faith fails: Why nurturing purpose and meaning are so critical to student learning and development in college</i></li> </ul> <p><u>Due:</u></p> <ul style="list-style-type: none"> <li>• Group Presentation #1</li> <li>• Weekly Check-in</li> </ul>
Social Identity Development	
Week 6 October 14	<p><b>Race</b> To begin our investigation of identity, we must begin with privilege and marginalization. These social forces play a critical role in developing our sense of self and the kinds of life experiences (dissonance, racism, provocative moment) we may have.</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> <li>• Helms’ <i>An update of Helms’ White and People of Color racial identity models</i></li> <li>• Kodama et al.’s <i>An Asian American perspective on psychosocial student development theory</i></li> </ul> <p><u>Due:</u></p> <ul style="list-style-type: none"> <li>• Weekly Check-in</li> </ul>

<p>Week 7 October 21</p>	<p><b>Gender Identity</b> We will consider two studies that examine gender identity development, one being a majority identity and the other being a marginalized identity. These readings highlight how dominant culture sets expectations on how to enact identities.</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> <li>• Bilodeau's <i>Beyond the gender binary</i></li> <li>• Edwards and Jones' "Putting my man face on"</li> </ul> <p><u>Due:</u></p> <ul style="list-style-type: none"> <li>• Group Presentation #2</li> <li>• Weekly Check-in</li> </ul>
<p>Week 8 October 28</p>	<p><b>Midterm</b> This is an open book exam. You are welcome to bring a laptop and any materials you think will be helpful.</p>	
<p>Week 9 November 4</p>	<p><b>Sexual Identity</b> This week, we continue the examination of identity by juxtaposing majority and minority sexual orientation identities. Pay careful attention on how privilege affects identity development.</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> <li>• Mueller and Cole's <i>A qualitative examination of heterosexual consciousness among college students</i></li> <li>• Stevens' <i>Understanding gay identity development within a college environment</i></li> </ul> <p><u>Due:</u></p> <ul style="list-style-type: none"> <li>• Group Presentation #3</li> <li>• Weekly Check-in</li> </ul>
<p>Week 10 November 11</p>	<p><b>Multiple Identities</b> Because we identify more than one identity, how can we conceptualize development across multiple identities (e.g., gender, ethnicity, class)? This model suggests one way to consider multiple parts of ourselves at once.</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> <li>• Abes, Jones, and McEwen's <i>Reconceptualizing the model of multiple dimensions of identity</i></li> </ul> <p><u>Due:</u></p> <ul style="list-style-type: none"> <li>• Group Presentation #4</li> <li>• Weekly Check-in</li> </ul>
<p>Week 11 November 18</p>	<p><b>"Create Your Own Theory" writing workshop</b> You will participate in a feedback circle to help you formulate your final paper for class.</p>	<p><u>Due:</u></p> <ul style="list-style-type: none"> <li>• <b>CYOT proposal due at beginning of class.</b> Bring three copies of your proposal to class.</li> <li>• Submit your proposal via Sakai before class</li> </ul>
<p><b>Ecological and Experiential Considerations</b></p>		
<p>Week 12 December 2</p>	<p><b>Ecological Approaches and Environmental Factors</b> This week's readings takes a more centered focus on the role that environment takes in how students develop.</p>	<p><u>Read:</u></p> <ul style="list-style-type: none"> <li>• Renn's <i>Understanding the identities of mixed-race college students through a developmental ecology lens</i></li> <li>• Harper and Quaye's <i>Student organizations as venues for Black identity expression and development...</i></li> </ul> <p><u>Due:</u></p> <ul style="list-style-type: none"> <li>• Group Presentation #5</li> <li>• Weekly Check-in</li> </ul>



## Culminating Experiences

Week 13 December 9	<p><b>Theory to Practice</b> Shifting our focus away from our own developmental journeys, we now turn to how to use theory in practice. These articles suggest ways to assess student development, and then using that information to create developmentally appropriate interventions.</p>	<p><u>Read two articles, selected from the following options:</u></p> <ul style="list-style-type: none"> <li>• Arnold's <i>College student development and the hook-up culture</i></li> <li>• Galille-Belfer's <i>Using the "Developing Competency" vector to prepare students for competent academic major exploration</i></li> <li>• Waters' <i>Understanding allyhood as a developmental process</i></li> <li>• Published article that you find that connects developmental theory to practice</li> </ul> <p><u>Due:</u></p> <ul style="list-style-type: none"> <li>• Weekly Check-in</li> <li>• <b>CYOT paper due Wednesday, December 11th</b></li> </ul>
Week 14 December 16	<p><b>"Create Your Own Theory" poster session</b> You will have the opportunity to participate in a poster session to share interactively with your classmates the theory you created for your final paper.</p>	
FINALS	<p><b>Final Examination</b> <b>Take-home exam is due Saturday (12/21) at midnight.</b></p>	

### [Guide for Assignment 1: "Who are you?" personal narrative \(10 points\)](#)

#### Learning Goals and ACPA/NASPA Professional Competency Areas

- ❖ **Personal Foundations:** Begin the process of reflection of your identities – those you claim, what they mean to you, saliency
- Assessment of writing skills – clarity, organization, APA formatting

#### Assignment

In class, you will receive a diagram to plot your identities. Using this diagram, you will reflect on the identities you indicated on your diagram by considering the following:

- What is the meaning of the identities you selected to you? How did you come to this meaning – key life experiences, family influences, classroom learning?
- How did your college experiences influence, if at all, the way you understand these identities?
- Some identities are more salient in our lives. Which identity(ies) are most salient for you? Why?

Your paper should be about 5-7 pages, and should follow the APA Guidelines in paper formatting. Please exclude the Abstract section.

#### Criteria for evaluation

- Quality writing, which includes 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.

#### Due date

Please submit your Word doc electronically via Sakai before the beginning of class on **Monday, September 16th.**



## Guide for Assignment 2: Class Facilitation (20 points)

### Learning Goals and ACPA/NASPA Professional Competency Areas

#### ❖ Student Learning and Development

- Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development;
- Articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years;
- Identify the limitations in applying existing theories and models to varying student demographic groups; and
- Identify and construct learning outcomes for teaching and training activities.

### Assignment

Your team is charged to be the experts for one theory, and thus, facilitate the class's understanding of that theory. In groups of two, your team will lead a session for the class. There are three components to this assignment:

#### 1. Consultation Meeting (two week prior to Class Facilitation):

When your team comes to the Consultation Meeting (two week prior to your Class Facilitation), you will begin to develop your lesson plan. It is expected that you all have read the week's readings and have chosen the reading you wish to focus on. 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.

#### 2. 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 generally will be from 9:30 – 10:30 (1 hour), but we can negotiate for more time if needed. You will include each of the following sections in your document.

- A. 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.
- B. Overview of Scholarship in Theory. It is expected that your team will read more materials than 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:
  - a. Background of theorists, including the scholarship from which they base their work on
  - b. Critiques of the theories (yours and those of other scholars)
  - c. Any instruments developed based on the theories
  - d. How these theories connect to others discussed in class
  - e. Additional work from the scholars that can add to our understanding of the theories
- C. 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.**

- D. Use of LPM. In bullet points, what steps are you using to promote class facilitation (not presentation)? Refer to the Class Facilitation Guide

### 3. 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.

### Criteria for evaluation

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

### Due date

Your team will learn of the date you will facilitate the class on the first day of class.

## [Guide for Assignment 3: Create Your Own Theory\\* proposal \(5 points\)](#)

### Learning Goals and ACPA/NASPA Professional Competency Areas

#### ❖ Student Learning and Development

- articulate theories and models that describe the development of the college students that you have identified;
- identify the limitations in applying existing theories and models to varying student demographic groups;
- analyze and critique prevailing theory

### Assignment

While there are an abundance of developmental theories, there are many student populations or student characteristics that are not represented in the literature. This assignment, to Create Your Own Theory, provides you an opportunity to delve into a population of your choice and create a theory that can explain their developmental journey in college.

This task is for you to revise or combine existing theories to explain the development of a particular population. One example of this type of creating a new theory is Kodama, McEwen, Liang, and Lee's (2002) revision of Chickering's vectors to recognize the unique developmental experiences and cultural perspectives of Asian American students. Another example is Torres and Hernandez (2007) revision of Baxter Magolda's self-authorship theory for Latinos by incorporating ethnic identity development into the journey towards self-authorship.

You will develop a Proposal that is about one single-spaced page (no need to format paper in APA). This proposal will help you get started with the final paper because it will help you hone in on a manageable topic (not too broad, not too narrow), and will get you started on a literature review to make sure that there are references for your topic. Your proposal will include the following:

1. **Thesis statement: What is the \_\_\_\_\_ (racial/cognitive/faith/moral) developmental process for \_\_\_\_\_(if applicable, specify particular population characteristics such as first-year, veteran, female, traditional) students?**
2. **Purpose:** Why is investigating this population's particular developmental process important? Where does current literature fall short of addressing this population?

3. **Definitions of key terms:** Define what you mean by “first-year”, “non-traditional”, etc.
4. **List of theory(ies)** that you will use to inform your paper. (No more than two, and ensure that at least one is developmental).
5. **List of 4 primary, scholarly sources you will use for your paper.**
  - a. Use APA formatting for your citations!
  - b. Include at least one citation that is from your theorist that explains the theory you will use (e.g., if you are using self-authorship, you need to include a scholarly source from Baxter Magolda). This should be a primary source. Primary sources offer more detail than secondary sources, which often are summaries developed from another person’s interpretation of the theorist’s work.

**Due date:**

Bring three copies to class on **Monday, November 18** for peer feedback. You will also need to submit your Word doc via Sakai before class.

**[Guide for Assignment 4: Create Your Own Theory\\* paper \(20 points\)](#)**

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**Learning Goals and ACPA/NASPA Professional Competency Areas**

❖ **Student Learning and Development**

- articulate theories and models that describe the development of the college students that you have identified;
- identify the limitations in applying existing theories and models to varying student demographic groups;
- analyze and critique prevailing theory

**Assignment**

This scholarly research paper combines your knowledge of a particular student population and student development theory to create a new theory (meaning that you revise an existing theory to fit a particular student population or you combine two theories). Please refer to the rubric for detailed information on the required components needed to successfully complete this academic paper.

**Criteria for Evaluation**

- Refer to Rubric available on Sakai

**Due date**

Submit Word doc via Sakai by **Wednesday, December 11<sup>th</sup>**.

## Guide for Assignment 5: Create Your Own Theory\* poster session (5 points)

### Learning Goals and ACPA/NASPA Professional Competency Areas

#### ❖ Student Learning and Development

- articulate theories and models that describe the development of the college students that you have identified;
- identify the limitations in applying existing theories and models to varying student demographic groups;
- analyze and critique prevailing theory

### Assignment

You will present your theory to the class in a poster session set up like those held at national conferences. This session will allow you to review others' work and present your own theory in an interactive, informal setting. Your poster may be on a tri-fold poster board for table display or a large poster board for wall display.

#### Helpful tips:

- Include the research question in your poster.
- Provide a visual representation of your new model
- Limit text (do not cut out sections of your paper!) and make lettering easy to read
- Be sure to include citations (as this is expected if you were to present a poster at a conference)
- Be ready to offer a quick explanation of your model to your audience presented in a confident, relaxed, conversational style.

#### Criteria for evaluation

- Posters will be peer-reviewed, and there will be an award for "Best of Show." Posters will be evaluated on content, visual appeal, and ability of presenter to convey his/her theory in a concise, engaging way.

#### Due date:

Bring your poster to class on **Monday, December 16<sup>th</sup>**.

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