INSTRUCTOR: Patricia Tobey, Ph.D.
Office: STU 301
Office Hours: By appointment
Email: tobey@usc.edu

CLASS LOCATION: WPH 103
Time: Tuesdays, 4:15 – 6:55 PM
Section Number: 270268
Blackboard site: http://blackboard.usc.edu

Course Description:

The content of this course will provide students with a foundation in the basic principles of adult and human development as applied to post-secondary education.

As educational scholars and student affairs practitioners, we seek to understand and facilitate the development of college students. Considering the importance of this role, knowledge of developmental theory and research is an important dimension in the preparation of scholars and practitioners alike. Overall, the literature and research on college students reflects the sociocultural and psychosocial experiences of people in the United States. Hence, the intent of this course is to provide:

1. A framework for connecting the observations we make to intentional interventions in our educational setting;
2. A common language for communicating the purpose of these interventions, programs and, subsequent, impact of college on students’ growth;
3. And finally, developing a broader understanding of triadic reciprocity, the constant relationship between the person, the person’s behavior, and the environment.

Course Objectives:

1. To provide basic knowledge of adult development principles and theory as applied to a college setting.
2. To critically examine the interdependent, moral, relational, racial/ethnic, and gender dimensions, which likely confound fundamental understandings of human development.
3. To examine the limitations of theory and research
4. To assist students in analyzing practical situations in view of human relations and motivational theories.
5. To apply adult development theories to ‘real life’ scenarios through case study analysis.
6. To provide students with the opportunity to share practical work experience in light of the course content.

Required Texts:


**Suggested Text:**


**Required Articles:**  Note: on USC BlackBoard (Bb/ARES) [http://blackboard.usc.edu/](http://blackboard.usc.edu/) until uploading of articles is completed on ARES at USC Library Services per copyright requirements [http://libguides.usc.edu/content.php?pid=20343](http://libguides.usc.edu/content.php?pid=20343)


Statement for Students with Disabilities:

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please ensure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213)740-0776. Email: ability@usc.edu. Website: www.usc.edu/ability

Grading:

Clarity of expression in class discussions and in written work is highly valued, as are assignments turned in on time. Assignments turned in after the due date will be penalized by one letter grade. Assignments will not be accepted if more than one week late.

Explanation of Letter Grades:
A  Outstanding achievement. Unusually profound command of the course content; exceptionally high level of scholarship and excellence.
A- Excellent achievement. Very thorough command of course content; very high level of scholarship.
B+ Very good achievement. Thorough command of course material.
B  Good achievement. Solid, acceptable performance.
C+ Not wholly satisfactory achievement. Marginal performance on some aspects of the course requirements.
C  Marginal achievement. Minimally acceptable performance on course assignments.
C- Unsatisfactory achievement. Inadequate knowledge of course content.

Simply meeting the instructors’ expectations constitutes “B” work; going above and beyond is “A” work; and failing to meet the minimum expectations will result in a grade of “C” or lower.

Grading Scale:
A  =  94-100
A- =  90-93
B+ =  87-89
B  =  84-86
B- =  80-83
C+ =  77-79
C  =  74-76
C- =  70-73
D  =  65 - 69
F   =  < 65

Incompletes:

Incompletes (INs) are highly discouraged and will be considered only in the most extreme and unforeseen circumstances. The University policy on incompletes is as follows (from the USC Catalogue):

Incomplete: work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester. Arrangements for the incomplete and its removal must be initiated by the student and agreed to by the instructor prior to the final examination. Student requests for the mark of IN before the twelfth week of the semester will be denied. If an incomplete is assigned as the student’s grade, the instructor will specify to the student and the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN only by completing the work not finished as a result of illness or emergency (emphasis added). One calendar year is allowed to remove the mark of IN in courses numbered 500
and higher. If the IN is not removed within the designated time limit, the course is considered “lapsed” and the grade is changed to an IX. Lapsed incompletes count as “F” grades at USC.

In the event the instructors approve an incomplete, a written contract will be completed which details what is required for course completion and a projected schedule of completion.

**Academic Integrity:**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for intellectual property of others; the exception that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 10.00: [http://web-app.usc.edu/scampus/university-student-conduct-code/](http://web-app.usc.edu/scampus/university-student-conduct-code/). Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: [http://www.usc.edu/student-affairs/SJACS/](http://www.usc.edu/student-affairs/SJACS/).

**Writing Style:**

All assignments must be typed and should conform to the style and reference notation format outlined in the *Publication Manual of the American Psychological Association, Fifth Edition* (2001). The APA manual is a required text for this course, and an essential tool for survival in graduate school. Please study it carefully and refer to it often. If you are unsure about certain APA formatting and citation rules, refer to the manual. Even if you think you are sure, still double-check the manual. Points will be deducted from your papers if they are formatted incorrectly. Paragraphs should be well developed. Poor grammar, sentence structure, and spelling will lower your grade.

Please double-space all assignments, and staple your papers before coming to class. Use a standard font (Times New Roman, Arial, Tahoma), 12-point font with one-inch margins on all sides of the paper. Please do not alter the margins. Students are strongly encouraged to submit their assignments via Blackboard submission process on or before the due date PRIOR to the class session.

**Course Assignments:**

I. **Class Participation (5 points)**
   This class will consist of presentations by the instructor and others, case studies, small and large group class discussions, experimental group work, and other teaching strategies. Members of the class will be expected to keep up with reading assignments and to demonstrate their knowledge and preparedness by the quality of their class participation, discussion of salient issues, raising relevant questions, and articulation of problems emerging from the readings, case studies, and class discussions. Because of the interactive nature of the class, attendance at each session is crucial to maximum learning.

II. **Identity and Leadership Paper (5 points):**
   This paper is a chance to convey your understanding on theory through application. After having read the Chavez and Sanlo text, you will be expected to select an essay (the choice is entirely up to you) and write a 3-5 page paper analyzing the development of the essay author according to one of the theories we have covered in the course. This paper will be evaluated based on the appropriateness of the theory selected, your ability to demonstrate an understanding of the theory you selected and the quality of your writing. As with all major assignments in this course, a grading rubric will be provided.
III. Group Theory Presentation (20 points):

The purpose of this assignment is to develop a strong grounding in one of the dominant theories in college student development and then to extend that theoretical perspective into a student population where cutting edge research is currently being conducted.

The literature in student development theory is growing at a dramatic rate as long-established theories are either (1) challenged or (2) extended into student populations previously excluded or overlooked. This assignment should help students (1) develop expertise and competence in a particular theoretical framework while (2) being exposed to contemporary research on student development theory.

Small teams will (1) select a particular student development theory from the syllabus and (2) a student population they want to examine through the lens of that theory. Student groups will teach a one hour lesson in class addressing how one student development theory helps us understand the student population they have chosen to study.

Teams will turn in a lesson plan and copies of all materials being utilized to the instructor at the beginning of their presentation. Teams will also be required to send an electronic copy of PowerPoint slides to the instructor for posting on Blackboard. The content of the lesson should be engaging in style and include a critical review of theoretical and research-based literature addressing the theory and the student population. It should also include a set of recommendations for the design of effective theory-to-practice interventions. The evaluation of group presentations will be based on the answers to these questions:

1. Did the team present a strong overview of the chosen student development theory? (5 points)
2. Did the team consider theoretical models and related studies that specifically addressed the selected population, and critically review theory and research literature relevant to its chosen population? (5 points)
3. Did the team develop a clear set of recommendations for theory-to-practice interventions? (5 points)
4. Did the team utilize a strategically designed lesson plan that included stated learning outcomes, engaging teaching tactics, and formal means of assessing student learning? Did the team involve all members of the team equally and did the presentation conform to the time allotment? Did the team submit a lesson plan and other materials to the instructor? (5 points)

IV. Case Study Presentation (15 points):

You will have the opportunity as a group to present your solutions to the class during one of several pre-selected cases. Your recommendations must be based on student development theory. Most cases will be taken from either Brown, O.G., Hinton, K.G., & Howard-Hamilton, M. (Eds.) (2007) or Stage, F.K. & Dannells, M. (Eds.) (2000). You will have approximately 30 minutes to identify areas that require problem solving and your theory related recommendations. A short summary of theorist/theories and recommendations is required. Presentations will be graded on the accuracy of problem identification and the application of relevant theories in providing viable solutions. Going over your allotted time will negatively impact your grade.

1. Did the team present a strong overview of the chosen student development theory/theories? (3 points)
2. Did the team accurately identify the problem(s)? (3 points)
3. Did the team make a clear connection between the theory and problem? (3 points)
4. Did the team develop a clear set of recommendations for theory-to-practice interventions grounded in the theory and the literature? (3 points)
5. Did the team involve all members of the team equally and did the presentation conform to the time allotment? (3 points)

V. Two Part Student Development Theory Paper (40 points):
   Part I (10 points)
   The purpose of this assignment is for students to examine their college experience from a “grounded” perspective. Initially, you will submit a 3-5 page reflection paper analyzing and explaining your development during your undergraduate experience. Consider the following questions:
   1. How did you change from the time you entered college until your graduation?
   2. What factors in the college environment do you think had the greatest impact on your development?
   3. Who were the people (i.e. peers/family/faculty/staff/others who had the greatest influence on your identity development?) What did they do to help you become who you are today?
   4. What was the most important revelation about yourself that you discovered during your undergraduate experience?

Based on your story, draft a student development theory that reflects the major ideas or themes in your story. Organize the themes into a “picture” of development using your data to explain the themes you’ve identified. These papers will be evaluated in light of the depth of reflection and quality of writing. The papers may be written somewhat informally and in the first person, but should still utilize proper grammar.

   Part II (30 points)
   The purpose of this assignment is for you to examine your “grounded” analysis of your undergraduate experience and critically apply relevant theories to this analysis. To accomplish this purpose, revise your initial reflection paper, framing your developmental process in terms of two or three developmental theories, and citing at least five sources. This paper should be 5-7 pages max./double spaced. The following questions will be considered in evaluating papers:
   1. Did the student provide a critical analysis of their first reflection paper in terms of two or three developmental theories? (10 points).
   2. Did the student demonstrate an in-depth understanding of the theories and connect the theories to their experiences? (10 points)
   3. Did the student appropriately cite at least five scholarly sources? (5 points)
   4. Did the student write a strong paper in terms of organization, style, and grammar? Did it appropriately utilize APA style? (5 points)

VI. In-Class Exam (15 points):
Students will be given one hour to complete a brief written exam in order to assess their ability to convey their understanding and application of the theories they have covered thus far in the course.

Graded Assignments Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>5 points</td>
<td>5%</td>
<td>weekly</td>
</tr>
<tr>
<td>Initial Theory Paper</td>
<td>10 points</td>
<td>10%</td>
<td>9/10/13</td>
</tr>
<tr>
<td>Identity &amp; Leadership Paper</td>
<td>5 points</td>
<td>5%</td>
<td>11/05/13</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20 points</td>
<td>20%</td>
<td>weeks 5 &amp; 6</td>
</tr>
<tr>
<td>In Class Exam</td>
<td>15 points</td>
<td>15%</td>
<td>10/22/13</td>
</tr>
<tr>
<td>Case Study</td>
<td>15 points</td>
<td>15%</td>
<td>weeks 13 &amp; 14</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>30 points</td>
<td>30%</td>
<td>12/10/13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100 points</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
# TENTATIVE COURSE SCHEDULE (subject to revision)

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| WK 1 8/27 | Overview of the Course  
Introductions  
Learning Outcomes and Expectations  
Video: Higher Learning Part #1 | Syllabus                                                                 | Artifact Discussion              |
| WK 2 9/03 | Understanding and Using Student Development Theory  
Important Historical Influences  
Video: Higher Learning Part #2 | Evans Chapters 1 & 2  
P & T Chapter 2 |                                  |
| WK 3 9/10 | Foundational Theories | Morgan & Farber (Bb/ARES)  
Evans Chapters 3,4 & 5  
Widick et al. (Bb/ARES) | *Reflection Paper # 1 Due *  
Guest Speaker  
TBA |
| WK 4 9/17 | Foundational Theories Cont. | Evans Chapters 6,7, & 8  
P & T Chapters 4 & 7  
Love (1999) - King & Kitchener (Bb/ARES) |                                  |
| WK 5 9/25 | Social & Racial Identity Development:  
Multi-Racial Identity Development | Torres (Bb/ARES) (pp.1-48)  
Evans Chapters 13 & 14  
Closson (Bb/ARES)  
Jones (Bb/ARES) | *Group Presentations*  
Afro American & Caucasian Latino Asian |
| WK 6 10/01 | Social & Racial Identity Dev. Cont.  
Multi-Racial Identity Development | Torres (Bb/ARES) (pp.49-78)  
Evans Chapter 16  
LaCounte (Bb/ARES)  
Kim (Bb/ARES)  
Gereken-Hawkins (Bb/ARES)  
Horse (Bb/ARES)  
Lowe (Bb/ARES)  
Root, 2005 (Bb/ARES)  
Root, 2000 (Bb/ARES)  
Griffin et al. (Bb/ARES)  
Patton (Bb/ARES) | *Group Presentation*  
Asian  
Native American Biracial & Multi Racial |
| WK 7 10/08 | Ethnic Identity Development &  
Acculturation  
Identity and Leadership | Evans Chapter 15  
Chavez & Sanlo text |                                  |
| WK 8 10/15 | Sexual & Gender Identity Development | Evans Chap. 17 & 18  
Davis & Laker (Bb/ARES)  
Edwards & Jones (Bb/ARES)  
Harper et al. (Bb/ARES)  
Whitt et al. (Bb/ARES) | Guest Speaker  
TBA |
| WK 9 10/22 | Integrative Theories: Ecological | Evans Chapter 9 Bronfenbrenner (Bb/ARES) | *In Class Exam* (one hour) |
| WK 11 11/5 | Integrative Self Authorship Guest Speaker; TBA | Evans Chapter 10 | *Identity & Leadership Paper Due* |
| WK 12 11/12 | Psychosocial and Identity Development Schlossberg's Transition Theory and Special Populations Student Athletes & Veterans | DiRamio & Mitchell (Bb/ARES) Petitpas et al (Bb/ARES) Simons et al (Bb/ARES) Evans Chapter 12 | |
| WK 13 11/19 | Application of Theory in Practice | Evans Chapter 19 Astin (Bb/ARES) Komives (Bb/ARES) | *Case Study Presentations* |
| WK 14 11/26 | Application of Theory in Practice | Evans Chapter 20 Coomes (Bb/ARES) Torres (Bb/ARES) (pp. 79-106) | *Case Study Presentations* |
| WK 15 12/3 | Synthesis and Reflections Student Development Theory in Action The Net Generation Student Learning Outcomes Mental Health Issues Students with Disabilities Utilizing Student Development Theory in the Classroom | NASPA Impact on Student Development (Bb/ARES) NASPA Impact on Student Affairs Practice (Bb/ARES) Brent et al. (Bb/ARES) Dickerson (Bb/ARES) Greenberg (Bb/ARES) | *Final Reflection Paper Due* 12/10/13 Course Evaluations |