

STUDENT DEVELOPMENT AND LEARNING: THEORY AND RESEARCH

15:245:502:01

Fall 2021

Mondays 5:00 – 8:00 PM ET

In-person location: Hickman Hall 210 (Douglass Campus)

Instructor: Ebelia Hernández, Ph.D. Associate Professor (she, her)	Email: ebelia.hernandez@gse.rutgers.edu
Office Phone Number: 848.932.0818	Office Location: 309 GSE
Office Hours: by appointment	Prerequisites and other limitations: Course restricted to CSA students. Non-CSA students seeking enrollment may contact the instructor.
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Non-CSA students must ask for faculty permission.

“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).

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. I 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 (2015) *Professional Competency Areas for Student Affairs Educators* under the following areas:

❖ Student Learning and Development

“Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice” (p. 14).

- ❖ **Social Justice and Inclusion**
- ❖ **Personal and Ethical Foundations**

Course Expectations

Attendance

This class is a hybrid course, meaning that some class time will be online with both synchronous and asynchronous content, as well as in-person for a few sessions. If you will not be able to attend our online 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 for obtaining any missed information and class notes from your classmates.

Use of online resources and other media

To provide an array of resources for your success in this course, Canvas and Zoom will be used extensively. You will be held responsible to regularly check the class page for announcements, access class materials, submit assignments, and receive graded papers. .

Class format

The course is formatted as a hybrid graduate seminar. Students will facilitate and participate in discussions as well as provide supplemental activities/media to enhance our learning. To prepare for each week, you will do the following:

1. Complete assigned readings. Carefully read to understand 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 and activities will help you gauge your progress in grasping course materials and create opportunities for developing critical thinking and dialogue. The focus is more on the learning process and showing a genuine, invested effort towards your learning rather than getting a “right” answer. These Check-ins are posted on Canvas by the end of the day on Wednesdays. Check-ins are **due Sunday at noon ET 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 Canvas 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 7th edition manual and the excellent 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 the 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 the 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, you have a right for your accommodations to be met. 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 citations are 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 code of ethics and university policy requires 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

Nepantla narrative.....	7 points
Weekly Check-ins (9 required + 1 extra credit @ 2 points each	18 points
Class facilitation.....	12 points
Class facilitation – Theory Handout	3 points
Midterm.....	15 points

“Create Your Own Theory” (CYOT) literature review on student population	5 points
CYOT proposal + annotated bibliography on chosen theory(ies)	5 points
CYOT poster session	5 points
CYOT paper	30 points
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Total	100 points

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 result in being placed on Academic Probation.

Note 2: **An INC must be negotiated before the end of the semester,** and will not be granted without agreement between instructor and student before 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. Earning an INC will result in being placed on Academic Probation for the CSA program.

Course Texts and Readings

Required

1. Journal articles are available via Rutgers Library’s e-journals holdings, **or in the Files folder in the Canvas class site if bolded**
2. American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). Author.

Recommended

3. Patton, L.D, Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *Student development in college: theory, research, and practice* (3rd ed). San Francisco, CA: Jossey-Bass. **[available for free as an eBook via the Rutgers Library]**

CLASS SCHEDULE

Week 1: Introductions [in-person] September 8

Review of syllabus, class expectations, and the learning environment. Assignment of group work.

Week 2: What is student development theory? [in-person] September 13

How do we define development? Why is it necessary for our work? We will discuss these questions and things to consider in evaluating the usefulness, applicability, and rigor of theory.

Readings (in this order):

1. Patton, L.D, Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *Student development in college: theory, research, and practice* (3rd ed). San Francisco, CA: Jossey-Bass. [Chapter 1: An Introduction to Student Development Theory]
2. Patton, et al. (2016). *Student development in college: theory, research, and practice* (3rd ed). San Francisco, CA: Jossey-Bass. [Chapter 2: Foundations for understanding student development theory, pp. 19-33].
3. Abes, E. S. (2016). Situating paradigms in student development theory. *New Directions for Student Services*, 154, 9-16.

Additional resources:

- Hernández, E. (2017). Critical theoretical perspectives. In J. Schuh, V. Torres, & S. R. Jones (Eds.), *Student services: A handbook for the profession*, (6th ed.), (pp. 205-219). San Francisco, CA: Jossey-Bass.

To Do:

- ✓ Nepantla paper due. Submit via Canvas before class starts.
- ✓ Week 2 check-in (reminder: due every Sunday at noon)

Week 3: Psychosocial Identity Development [online] September 20

Chickering's theory has been widely used in student affairs since 1968 (when it was first published) and is probably the most popular theory used. Kodama and colleagues reinterpret the vectors for Asian American students, thus suggesting that particular populations may develop in unique ways.

Readings:

1. Chickering, A. W., & Reisser. (1993). *Education and Identity* (2nd ed.). San Francisco: Jossey-Bass. [excerpt]
2. Chickering, A. W., & Reisser, L. (2005). The seven vectors: General developmental directions (Table 1). In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory*. Boston, MA: Pearson.

3. Kodama, C. M., McEwen, M. K., Liang, C. T. H., & Lee, S. (2002). An Asian American perspective on psychosocial student development theory. *New Directions for Student Services*, 97, 45-59.
4. Galilee-Belfer, M. (2012). Using the "Developing Competency" vector to prepare students for competent academic major exploration. *About Campus*, 17(3), 23-27.

Additional resources:

- 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>
- Chickering, A. W. (1998). Why we should encourage student activism. *About Campus*, 2(6), 2-3.
- Davis, T. (2019). Review of *Education and Identity* and *Education and Identity* (2nd ed.). *Journal of College Student Development*, 60(5), 629-634.
- Patton, et al. (2016). *Student development in college: theory, research, and practice* (3rd ed). San Francisco, CA: Jossey-Bass. [Chapter 13: Psychosocial identity development]

To Do:

- ✓ Week 3 check-in

Week 4: Self-authorship [online]..... September 27

Another theory that addresses multiple processes in development is self-authorship. Like the vectors, the phases of self-authorship are quite well known in student affairs.

Readings:

1. Baxter Magolda, M, Abes, E., & Torres, V. (2009). Epistemological, intrapersonal, and interpersonal development in the college years and young adulthood. In M. C. Smith & N. DeFrates-Densch (Eds.), *Handbook of research on adult learning and development*, (pp. 183-219). Routledge.
2. Perez, R. J. (2016). Exploring developmental differences in students' sensemaking during the transition to graduate school. *Journal of College Student Development*, 57(7), 763-777.
3. Pizzolato, J. E. (2003). Developing self-authorship: Exploring the experiences of high-risk college students. *Journal of College Student Development*, 44(6), 797-812.

Additional resources:

- Baxter Magolda, M. B. (2009). *Authoring your life: Developing an internal voice to navigate life's challenges*. Sterling, VA: Stylus.
- Baxter Magolda, M. B. (2001). *Making their own way: Narratives for transforming higher education to promote self-authorship*. Sterling, VA: Stylus.
- Patton, et al. (2016). *Student development in college: theory, research and practice* (3rd ed). San Francisco, CA: Jossey-Bass. [Chapter 16: Development of self-authorship]
- Torres, V., & Hernández, 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.

To Do:

- ✓ Week 4 check-in

Week 5: Epistemological and Cognitive Development [online].....October 4

Pay attention to how they are structured, specifically the extent to which gender and culture may play a role in how individuals make meaning and express their understanding.

Readings:

1. **Baxter Magolda, M. B. (1992). *Knowing and reasoning in college: Gender-related patterns in students' intellectual development*. Jossey-Bass. [chapter 2]**
2. **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.**
3. Patton, et al. (2016). *Student development in college: theory, research and practice* (3rd ed). San Francisco, CA: Jossey-Bass. [Chapter 14: Epistemological and intellectual development, focus primarily on Perry]

Additional resources:

- Love, P. G., & Guthrie, V. L. (1999). *New Directions for Student Services*, no. 88.
- Reyes, N. A. S., & Taula, M. (2019). Indigenous paradigms: Decolonizing college student development through centering relationships. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.), *Rethinking college student development theory: Using critical frameworks* (pp. 45-54). Sterling, VA: Stylus. [available as an e-book via Rutgers Library]

To Do:

- ✓ Group #1 Class Facilitation
- ✓ Week 5 check-in

Week 6: Moral DevelopmentOctober 11

These theories help us understand why students make certain decisions that either go with the group or support a higher calling. This week's readings are particularly helpful for those working in conduct, athletics, and fraternity and sorority affairs where educators have to work with students who are facing the consequences for their decisions (or letting others decide for them).

1. **Kohlberg, L. (2005). *Moral stages and moralization: The cognitive-developmental approach*. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development* (pp. 549-568). Boston, MA: Pearson.**
2. Bonfiglio, R. A. (2011). Intercollegiate athletic programs deepening their educational impact. *About Campus*, 16(3), 29-32.

3. Bittinger, J. D., Reif, G., & Kimball, E. W. (2018). Developmental complexity in student conduct: An extended case analysis of student board members. *Journal of College Student Development*, 59(2), 243-248.

Additional Resources

- Liddell, D., & Cooper, D. L. (Eds.). (2012). *Facilitating the moral growth of college students in higher education. New Directions in Student Services, no. 139*. San Francisco, CA: Jossey-Bass. [monographs with several chapters focusing on moral development]
- Patton, et al. (2016). *Student development in college: theory, research and practice* (3rd ed). San Francisco, CA: Jossey-Bass. [Chapter 15: Moral development]

To Do:

- ✓ Group #2 Class Facilitation:
- ✓ Week 6 check-in

Week 7: Midterm [online]October 18

You may use any class notes and materials. This “take home” exam will be available to you by the end of the day on Wednesday, October 13th. Submit your paper via Canvas by end of day, Monday, October 18th.

Week 8: Spiritual and Faith Development [online]October 25

While student affairs has done great strides with addressing inclusion for racial, ethnic, sexual, and gender identities, it has not been very successful with addressing religious diversity. Religion is a very hot topic these days because of its use as a foundation for laws, policies, and actions of individuals. What role do we have as educators in supporting students with their spirituality, faith, and religiosity?

Readings:

1. Parks, S. (2005). **The journey toward mature adult faith: A model.** In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development* (pp. 139-152.). Boston, MA: Pearson.
2. Welch, M., & Koth, K. (2013). A metatheory of spiritual formation through service-learning in higher education. *Journal of College Student Development*, 54(6), 612-627.
3. **Reisner, C. (2018). Atheism in higher education: A phenomenological study of identity in the workplace.** *Journal of College and Character*, 19(1), 52-64.

Additional resources:

- 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>.
- Felix, V., & Bowman, N. A. (2015). A historical and research overview of religious/worldview identification in higher education. In J. L. Small (Eds.), *Making*

meaning: *Embracing spirituality, faith, religion, and life purpose in student affairs* (pp. 37-57. Sterling, VA: Stylus.

- Kiessling, M. K. (2010). Spirituality as a component of holistic student development: Perspectives and practices of student affairs professionals. *Journal of College & Character*, 11(3). Retrieved from <http://journals.naspa.org/jcc>
- McIntosh, E. J. (2015). Thriving and spirituality: Making meaning of meaning making for students of color. *About Campus*, 19(6), 16-23.
- Patel, E., & Giess, M.-E. (2016). Engaging religious diversity on campus: The role of student affairs. *About Campus*, 20(6), 8-15.
- Patton, et al. (2016). *Student development in college: theory, research and practice* (3rd ed). San Francisco, CA: Jossey-Bass. [[Chapter 9: Development of Faith and Spirituality](#)]

To Do:

- ✓ Group #3 Class Facilitation
- ✓ Week 8 check-in

Week 9: Racial and Ethnic Identities [online].....November 1

To begin our investigation of identity development, 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.

Readings:

1. 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. [use as a reference]
2. Kodama, C. M., & Maramba, D. (2017). Reconsidering Asian American student development. *New Directions for Student Services*, 160, 25-37.

Additional resources:

- Patton, et al. (2016). *Student development in college: theory, research and practice* (3rd ed). San Francisco, CA: Jossey-Bass. [[Chapter 4: Social identity](#), [Chapter 5: Racial identity development](#), and [Chapter 6: Ethnic identity development and acculturation](#)]
- Robbins, C. K., & Jones, S. R. (2016). White women's narratives of resistance, engagement, and transformative action. *Journal of College Student Development*, 57(6), 633-651.
- Tatum, B. D. (2003). *“Why are all the Black kids sitting together in the cafeteria?” And other conversations about race.* New York, NY: Basic Books. [any edition is fine]
- Torres, V., Hernández, E., & Martinez, S. (2019). *Understanding the Latinx experience: Developmental and contextual influences.* Sterling, VA: Stylus.

To Do:

- ✓ Week 9 check-in
- ✓ Group #4 Class Facilitation

Week 10: Gender Identities [in-person].....November 8

We will consider gender identity development to highlight how dominant culture sets expectations on how to enact identities, how we fall into following gendered norms, and perhaps even the ways that we enforce these gendered norms to maintain privilege.

Readings:

1. Chan, J. (2017). "Am I masculine enough?": Queer Filipino college men and masculinity. *Journal of Student Affairs Research and Practice*, 54(1), 82-94.
2. Robbins, C. K., & Jones, S. R. (2016). White women's narratives of resistance, engagement, and transformative action. *Journal of College Student Development*, 57(6), 633-651.
3. TBA

Additional resources:

- 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.
- 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.
- Linder, C. (2015). Navigating guilt, shame, and fear of appearing racist: A conceptual model of anti-racist White feminist identity development. *Journal of College Student Development*, 56(6), 535-550.
- Patton, et al. (2016). *Student development in college: theory, research and practice* (3rd ed). San Francisco, CA: Jossey-Bass. [[Chapter 8: Gender and gender identity development](#)]
- Robbins, C., & McGowan, B. (2016). Intersectional perspectives on gender and gender identity. *New Directions for Student Services*, 154, 71-83.
- Tillapaugh, D. (2015). Critical influences on sexual minority college males' meaning-making of their multiple identities.

To Do:

- ✓ CYOT literature review on student population due before class. Submit via Canvas.
- ✓ Group #5 Class Facilitation
- ✓ Week 10 check-in

Week 11: Sexual Identities [in-person]November 15

I'd like to point out that I have specified sexual identity, not sexual orientation.

Readings:

1. King, A. (2011). Environmental influences on the development of female college students who identify as multiracial/biracial-bisexual/pansexual. *Journal of College Student Development*, 52(4), 440-455.

2. Mollet, A. L. (2020). "I have a lot of feelings, just none in the genitalia region": A grounded theory of asexual college students' identity journeys. *Journal of College Student Development*, 61(2), 189-206.
3. Stevens, R. (2004). Understanding gay identity development within the college environment. *Journal of College Student Development*, 50(3), 185-206.

Additional resources:

- Abes, E. S., & Kasch, D. (2007). Using queer theory to explore lesbian college students' multiple dimensions of identity. *Journal of College Student Development*, 48(6), 619-636.
- 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.
- **Schwartz, P. (2007). The social construction of heterosexuality. In M. Kimmel (Ed.), *The sexual self: The construction of sexual scripts* (pp. 80-92). Nashville, TN: Vanderbilt University Press.**
- Patton, et al. (2016). *Student development in college: theory, research and practice* (3rd ed). San Francisco, CA: Jossey-Bass. [[Chapter 7: Sexual identity development](#)]

To Do:

- ✓ Group #6 Class Facilitation
- ✓ Week 11 check-in

Week 12: Guest Speakers and CYOT feedback [online]November 22

This week, we will have guest speakers join us to discuss their professional experiences and use of theory to practice. You will also have an opportunity to schedule one-on-one meetings to get immediate feedback on your CYOT proposal.

To Do:

- ✓ CYOT proposal due before class. Submit via Canvas.

Week 13: Disability December 6

Our last week of theory will be a new topic for this class, which means that it is a relatively new area.

Readings:

1. Miller, R. A., Nachman, B. R., & Wynn, R. D. (2020). "I feel like they are all interconnected": Understanding the identity management narratives of autistic LGBTQ college students. *College Student Affairs Journal*, 38(1), 1-15.
2. Abes, E., & Wallace, M. M. (2020). Using crip theory to reimagine student development theory as disability justice. *Journal of College Student Development*, 61(5), 574-592.

To Do:

- ✓ Group #7 Class Facilitation:
- ✓ Week 13 check-in

Week 14: Create Your Own Theory Poster Session [online]..... December 13

To Do:

- ✓ Participate in the virtual poster session on December 13th

Week 15: Create Your Own Theory paper December 13

To Do:

- ✓ Submit CYOT paper by Friday, December 17th, via Canvas.

ASSIGNMENT GUIDELINES

Nepantla narrative 10 points

And I now call it Nepantla, which is a Nahuatl word for the space between two bodies of water, the space between two worlds. It is a limited space, a space where you are not this or that but where you are changing . . . It is very awkward, uncomfortable and frustrating to be in that Nepantla because you are in the midst of transformation (Anzaldúa, 1987, p. 237).

Adult life can include many moments of transformation. These moments can change who we are - our values, goals, relationships, and sense of self. For this first assignment, you are tasked with sharing two times in your adult life that you experienced nepantla. Who were you before you entered nepantla? What contributed to, or challenged, your transformation? How did you deal with the awkward, uncomfortable, and frustrating?

Criteria for Evaluation

- Your paper should be about 5-7 pages. Follow the APA 7th Edition's guidelines in paper formatting. Please exclude the Abstract section. Use the appropriate APA formatting in your headings, title page, reference page (if needed). You will not receive full credit if your paper is not flawlessly formatted.
- Quality writing, which includes well-organized written text that is clear, concise, and free of grammatical and spelling errors. You can use "I" statements as this is a narrative of your life experiences.
- Your paper should be either be a Word doc or Pages doc. Papers formatted in .pdf or .txt will not be accepted because I will not be able to add my comments via track changes.

Due date

Please submit your paper electronically via Canvas before the beginning of class on September 13th.

Class facilitation 15 points

Your team is charged to be the experts for one theory (focus on one reading for your assigned week), and thus, facilitate the class's understanding of that theory. Your team will lead a class session. There are three components to this assignment:

- 1. Consultation Meeting (two weeks before Class Facilitation):** When your team comes to the Consultation Meeting (two weeks before 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. We will review the needed components, and I will offer guidance on appropriate supplemental materials and how to develop learning goals. **Please schedule your meeting well in advance.**
- 2. Lesson Plan (due one week before Class Facilitation via Canvas):** 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 45 minutes. 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.
- Example A: Students will gain an understanding of _____.
 - Example B: Students will apply the theory to _____.
- B. Overview of Scholarship in Theory. It is expected that your team will read more materials than those assigned in the syllabus 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 before attending class. Instead, your team's job is to take the readings to the next level by digging deeper and offering activities and info that enhances the required readings.

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)
 - How do these theories connect to others discussed in class?
 - How might the theory be used in student affairs practice?
- C. Pedagogical strategies. In bullet points, what steps are you using to promote class facilitation (not presentation)? We will cover the elements of hip-hop pedagogy, and your team is expected to use these elements in creating a dynamic learning space, empowering, and engaging. 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 they have used theory in their work, a video that illustrates the theory in action followed by a 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.**
3. Handout: Handout template available on Canvas. Share your handout on Canvas by the end of the day Wednesday before your class facilitation.

Please practice with your team to ensure that you all know how to use Zoom, that you have decided who will play "host" and manage breakout rooms, and that you have worked out any technical kinks. If you are planning on showing a video, for example, be sure that you did a practice run to make sure your video and audio work, and that there are backup plans.

Criteria for evaluation

A rubric will be used to evaluate your team's facilitation. It is available on Canvas, in the Files page.

Due date

Your team will learn about the date of your facilitation on the first day of class.

Weekly check-ins..... 18 points + 2 extra credit points

Each week, you will receive a mini assignment to prepare you for class. They might be short responses, activities, quizzes, or a game to prepare you for class, or cover content we will not be able to get to during our online class session. You will have access to your Check-in by Wednesday on Canvas, and work will be due by Sunday at noon.

Create Your Own Theory (CYOT) 5 points

Student Population Literature Review

While developmental theories are abundant, 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. Ultimately, this paper will serve as a draft for the first part of your CYOT paper (see Rubric).

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 Hernández's (2007) revision of Baxter Magolda's self-authorship theory for Latinos by incorporating ethnic identity development into the journey towards self-authorship.

But, before you can theorize, you might need to have some scholarly familiarity about your chosen population. Your literature review is your summary of your population, highlighting what you find to be the significant issues that may be part of the developmental process, characteristics, history, and/or best practices. It should not be written as a series of summaries of different sources, but as your overall review of the sources you used. Your paper is your synthesis of the findings.

Focus on the following in your review:

- Developmental processes that appear in your sources, such as issues with identity, interpersonal (relationships).
- Issues that affect development, such as racism, sexism, homophobia, coming out, developing competencies that are related to college life

Criteria for Evaluation

- Your paper should be about 5 pages of content, excluding your title page and reference page. Follow the APA 7th Edition's guidelines in paper formatting. Please do not include an Abstract. You will not receive full credit if your paper is not flawlessly formatted.
- A minimum of 4 sources should be used. These sources must be scholarly (journal articles, book chapters, research briefs from reputable research centers).
- Quality writing is required, which includes well-organized written text that is clear, concise, and free of grammatical and spelling errors.
- Your paper should be either be a Word doc or Pages doc. Papers formatted in .pdf or .txt will not be accepted because I will not be able to add my comments via track changes.

Due date

Submit your paper to Canvas before the beginning of class on November 8th

CYOT proposal 5 points

You will develop a Proposal that is about 4-5 pages in content (first page or two addresses the first three bullets below, plus a page for each annotated bibliography), plus title page and references for a total of about 6-7 pages formatted using APA guidelines. Your proposal will include the following:

- *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?
- *Purpose*: Why is investigating this population's particular developmental process important? Where does current literature fall short of addressing this population? Provide statistics to demonstrate the size of this college student population or some other rationale (such as current events) to indicate how more information about this population is essential in student affairs work.
- *Definitions of key terms* (if applicable): Define what you mean by "first-year," "non-traditional," etc. if you find that there are multiple definitions or you are using unfamiliar terms.
- Annotated bibliographies for your theory(ies) of choice (3 primary resources, sample posted in Files page). These sources will serve to inform your understanding of your population's developmental issues and processes.

Criteria for Evaluation

- Follow the APA 7th Edition's guidelines in paper formatting. Please exclude the Abstract section. Use the appropriate APA formatting in your headings, title page, reference page (if needed). You will not receive full credit if your paper is not flawlessly formatted.
- Quality writing, which includes well-organized written text that is clear, concise, and free of grammatical and spelling errors.
- Your paper should be either be a Word doc or Pages doc. Papers formatted in .pdf or .txt will not be accepted because I will not be able to add my comments via track changes.

Due date

Submit your paper to Canvas before the beginning of class on November 22nd.

CYOT Virtual Poster Session 5 points

Poster sessions allow presenters to share their work in an informal, interactive setting. Details forthcoming in Canvas.

Due date

December 13th.

CYOT paper **30 points**
Rubric will be posted on Canvas.

Due date
Submit your paper to Canvas by the end of the day, December 17th.