

## GENERAL INFORMATION

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### PROFESSOR INFORMATION



**Instructor:** Dr. Tony Delgado  
**Phone:** (305) 348-7670  
**Office:** GC 219  
**Office Hours:** By Appointment  
**E-mail:** antodelg@fiu.edu  
**Website:** n/a

### COURSE DESCRIPTION AND PURPOSE

This course provides an introduction to major theories and research on college student development. College students and their environments are the subject of observation, description, and systematic inquiry. Course participants will examine selected theories describing patterns of growth and development during the college years and explore applications of these theories to student affairs and higher education practice.

### COURSE OBJECTIVES

1. To develop a knowledge base of college student development theory that facilitates the learning, growth, and development of college students;
2. To become familiar with basic theoretical constructs and focus upon select theories which assist the development of college students;
3. To explore the applications of college student development theory to the practice of student affairs and higher education, focusing on the programs, practices, and policies that facilitate development in the individual, group, classroom, and other educational settings;
4. To develop an understanding of the ways in which practice informs the development of theory and to provide an opportunity for practitioners to reflect upon their informal theories and philosophy of student affairs and higher education work; and
5. To develop skills of analysis, synthesis, and communication, both verbal and written, regarding issues and concepts related to the use of theory in the student affairs profession and higher education.

### TEACHING METHODOLOGY

This course is offered face-to-face in a full academic semester. A Canvas site for this course has been created, and students should refer to it for additional information, announcements, and

course assignments. Teaching methods may include small and large group discussions/activities; group and/or individual presentations; simulations; reflective exercises; lectures; and use of a variety of media.

## IMPORTANT INFORMATION

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### POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#).

### RELIGIOUS OBSERVANCES

If you need to be excused from class to observe a holy day of your religious faith, you should notify the instructor upon receipt or access to the syllabus, and no later than two weeks before the religious holy day.

For more information, visit FIU's policy on [Observance of Religious Holy Days](#).

### TECHNICAL REQUIREMENTS AND SKILLS

One of the greatest barriers to taking a web-assisted course is a lack of basic computer literacy, which is the ability to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in a web-assisted courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

### ACCESSIBILITY AND ACCOMMODATION

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit the LMS Accessibility webpage for more information:

- [Canvas](#)

For additional assistance please contact FIU's [Disability Resource Center](#).

## ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

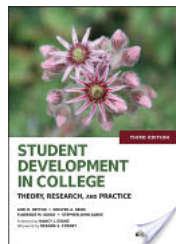
Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

There is zero tolerance for academic misconduct.

You may not use work from previous courses to satisfy requirements or assignments in this course.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

## TEXTBOOK



### **Student Development in College**

Lori D. Patton, Kristen A. Renn, Florence M. Guido, Stephen John Quaye

John Wiley & Sons, 2016-02-29

ISBN-10: 9781118821817

ISBN-13: 1118821815

You may purchase your textbook online at the [FIU Bookstore](#).

Additional Notes

## EXPECTATIONS OF THIS COURSE

### **Attendance**

Attendance is mandatory. If an emergency arises that makes it impossible for you to attend, you must contact the instructor. It will be the discretion of the instructor to withhold points for lack of participation/attendance and/or to make any arrangements for missed work.

### **Late Submissions**

Late submissions of course assignments will not be accepted unless previously arranged with the instructor, or at the discretion of the instructor if there is a documented emergency.

### **Electronics & Distractions in the Classroom**

Usage of mobile phones, computers, etc. must not interfere with the learning environment. The course instructor retains the right to request students refrain from using electronics when its use creates a distraction in the learning environment. Audio or video recording in the classroom is prohibited, unless prior authorization is granted by the instructor.

## COURSE DETAIL

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### COURSE COMMUNICATION

All electronic communication related to the course should take place in Canvas using the Conversations tool. You are alerted to new messages on your dashboard screen upon logging in. You also can receive conversations via email or text based on your notification settings.

### DISCUSSION FORUMS

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

### ASSIGNMENTS

#### **Course Reflections**

You will respond to weekly prompts the instructor assigns each week. The responses submitted via Canvas may be written or audio/video recorded. Responses should incorporate and demonstrate understanding of course readings. Please see the rubric for criteria used to evaluate weekly course reflections. You are expected to post no later than 11:59 p.m. on Sunday of the assigned week.

## Informal Theory Paper

The formal study of college student development is an important element to the preparation of professionals working with college students. As you prepare to do this, it is helpful for you to reflect upon your own “informal” theory about how college students grow and develop. It is also helpful for the instructor to gain an understanding of students’ existing perceptions and ideas.

You are to submit a personal reflection paper, which is 3-5 pages in length, that *integrates* responses to the following questions:

- How do you define college student development?
- In what ways do you believe college students develop?
- What do you know or believe about how college students grow and develop?
- How have you gained your perceptions about how college students grow and develop?

It is requested that you do this assignment prior to completing the readings for the class, as this is intended to be only your own reflections and personal informal theory.

This paper will be evaluated on your ability to successfully articulate your own position (there is no correct answer), and the technical quality of your writing. As such, full credit will be given if the work is well written and demonstrates thoughtful consideration of the questions posed. Please see the rubric for criteria used to evaluate the informal theory paper. This assignment is due Sunday, September 9<sup>th</sup>.

## Student Development Case Study

Exploring aspects of a student’s identity development is a way to understand theoretical concepts. Examining how a student experienced their development can also help to sensitize you to the role of various components of identity in the lives of others and the role that plays in your interactions with individuals who are different from you.

Interview two to three people (current students or within 1 year of college graduation). Write an account of their undergraduate experience using at least one developmental theory as a framework. Trace their development during college through specific examples that can be related to the theoretical construct(s) you selected. In this paper, consider answering the following questions:

- What factors influenced their personal development during their undergraduate college years?
- In what areas of self did they experience the most significant growth or development?
- What examples do they recall that illustrate their growth or development?
- Does the theoretical model illuminate their lived experiences?
- Where might there be gaps that are not congruent or explained by the theoretical model?

It is important that you provide this account in a manner that relates it to a specific theory (or theories). Your responses to these questions, the examples you provide, and the theoretical connections should all be provided in a well-integrated fashion. The paper should be 8-10 pages in length (not including references).

This paper will be evaluated on your ability to successfully relate theoretical material to lived experiences, the thoroughness and thoughtfulness of your discussion, and the technical quality of your writing. Please see the rubric for criteria used to evaluate the case study assignment. This assignment is due Sunday, October 14<sup>th</sup>.

### **Theory to Practice Paper**

In order to retain theoretical concepts for the purpose of promoting student development in a professional setting, you must have the opportunity to reflect on what you have learned over the course of the semester, to integrate ideas and concepts from various approaches, and to apply the theory to practical problems and situations.

You will prepare a final paper in which you will demonstrate your ability to use theoretical concepts to understand and enhance student development through student affairs practice. Specifically, you will prepare a 8-10 page paper in response to a series of questions that will be provided to you one month in advance of the paper's due date.

Papers will be evaluated based on your ability to accurately describe and use theory in student affairs practice. Thoughtful analysis, synthesis, and integration are expected. The technical quality of your writing will also be considered. Please see the rubric for criteria used to evaluate the Theory to Practice paper. This assignment is due Sunday, December 2<sup>nd</sup>.

### **Group Presentation**

You will work in a group to introduce the class to trending research based on the theoretical framework assigned for the week of your presentation. Your presentation should be no less than 30 minutes but no more than 45 minutes. No later than 11:59 p.m. on the day before your presentation, one member of the group must upload to Canvas a list of your references/resources to share with the class. The references must be cited in proper APA format. At least 5 resources must be peer-reviewed and published within the last 5-7 years.

Your presentation grade will be based on your group's ability to present an overview and critique of the research in a clear and precise manner so that your classmates understand research findings and implications for practice. Please see the rubric for criteria used to evaluate your group presentation.

## **GRADING**

Your final course grade will be calculated using the following weights for course assignments.

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Course Reflections	15	10	150	15%
Informal Theory Paper	1	100	100	10%
Group Presentation (What's Trending?)	1	100	100	20%
Student Development Case Study	1	100	100	20%

Theory to Practice Paper	1	100	100	30%	
Attendance / Participation	16	10	160	5%	
<b>Letter</b>	<b>Range (%)</b>	<b>Letter</b>	<b>Range (%)</b>	<b>Letter</b>	<b>Range (%)</b>
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

## COURSE CALENDAR

### WEEKLY SCHEDULE

Date	Tasks
<b>Course Introduction</b>	
<b>Aug. 20 - 26</b>	<ul style="list-style-type: none"> <li>Syllabus review</li> <li>Review of expectations</li> <li>Introduction to theory</li> </ul> <p><i>Tasks:</i></p> <ul style="list-style-type: none"> <li>Read chapters 1, 2 and 3 for class next week</li> <li>Post course reflection activity no later 11:59 p.m. on Sunday</li> </ul>
<b>Student Development as a Field of Study</b>	
<b>Aug. 27 - Sep. 2</b>	<ul style="list-style-type: none"> <li>Historical evolution of student development theory</li> <li>Theoretical foundations, models, and constructs</li> <li>Use of theory</li> </ul> <p><i>Tasks:</i></p> <ul style="list-style-type: none"> <li>Read part 2 introduction and chapter 4 for next week</li> <li>Post course reflection activity no later 11:59 p.m. on Sunday</li> </ul> <p><i>*August 27 - Last day to drop course without liability</i></p>
<b>Social Identity Development</b>	
<b>Sep. 3 - 9</b>	<ul style="list-style-type: none"> <li>Historical contexts and social identities</li> <li>Power, privilege, and oppression</li> <li>Multiple identity dimensions</li> </ul> <p><i>Tasks:</i></p> <ul style="list-style-type: none"> <li>Read chapters 5 and 6 for class next week</li> </ul>

- Post course reflection activity no later 11:59 p.m. on Sunday
- Informal Theory assignment due no later than 11:59 p.m. on Sunday

*\*No class on September 3 - Labor Day*

### **Social Identity Development**

**Sep. 10 - 16**

- Racial identity development models
- Ethnic identity development models

*Tasks:*

- Read chapters 7 and 8 for class next week
- Post course reflection activity no later 11:59 p.m. on Sunday

### **Social Identity Development**

**Sep. 17 - 23**

- Sexual identity development models
- Gender and gender identity development

*Tasks:*

- Read assigned materials (available on Canvas) for class next week
- Post course reflection activity no later 11:59 p.m. on Sunday

### **Conducting Research**

**Sep. 24 - 30**

- Primary and secondary resources
- Library resources at FIU
- Technology and tools

*Tasks:*

- Read chapter 9, 10 and 11 for class next week
- Post course reflection activity no later 11:59 p.m. on Sunday

*\*\*\*NOTE: Class will meet in GL 523 with reference librarian Ramces Marsilli*

### **Social Identity Development (Faith and Spirituality, Disability, Social Class)**

**Oct. 1 - 7**

- Faith and spirituality
- Disability identities and identity development
- Social class and identity

*Tasks:*

- Read chapter 13 for class next week



- Post course reflection activity no later 11:59 p.m. on Sunday

### **Psychosocial Identity Development**

- Intersection of individual and the environment
- Understanding development models / developmental tasks

**Oct. 8 - 14**

*Tasks:*

- Read chapter 14 for class next week
- Post course reflection activity no later 11:59 p.m. on Sunday
- Student Development Case Study due no later 11:59 p.m. on Sunday

### **Epistemological and Intellectual Development**

- Concepts and overview

**Oct. 15 - 21**

*Tasks:*

- Read chapter 15 for class next week
- Post course reflection activity no later 11:59 p.m. on Sunday

### **Moral Development**

- Models of moral development
- Discerning moral development from psychosocial development

**Oct. 22 - 28**

*Tasks:*

- Read chapter 16 for class next week
- Post course reflection activity no later 11:59 p.m. on Sunday

### **Self-Authorship**

- Understanding constructive-developmental theories

**Oct. 29 - Nov. 4** *Tasks:*

- Read chapter 12 for class next week
- Post course reflection activity no later 11:59 p.m. on Sunday

### **Emerging Theoretical Perspectives**

**Nov. 5 - 11**

- New areas of focus / student populations

*Tasks:*

- Read assigned materials (available on Canvas) for class next week
- Post course reflection activity no later 11:59 p.m. on Sunday

**iGeneration Research**

- Understanding Generation Z
- Anticipating the future

**Nov. 12 - 18**

*Tasks:*

- Read chapters 17 and 18 for class next week
- Post course reflection activity no later 11:59 p.m. on Sunday

*\*No class on November 12 - Veterans Day*

**Theory to Practice**

- Benefits of applying theoretical model to practice
- Limitations of theoretical models to practice

**Nov. 19 - 25**

*Tasks:*

- Read assigned materials (available on Canvas) for class next week
- Post course reflection activity no later 11:59 p.m. on Sunday

**Professional Development in Higher Education / Student Affairs**

- Exploring professional paths in higher education
- "Professional" identities
- Opportunities for professional development

**Nov. 26 - Dec. 2**

*Tasks:*

- Post course reflection activity no later 11:59 p.m. on Sunday
- Theory to Practice Paper due no later 11:59 p.m. on Sunday

**Finals Week**

- Course wrap up

**Dec. 3 - 9**

*Tasks:*

- Complete course evaluation