

COMM 5326.060:
Theories of Student Development and Communication
Syllabus – Fall 2021

I. Faculty Information

A. Dr. Marsha Little Matthews

1. CAS 225
2. Office Hours: Wednesdays 10:00-noon, and by appointment
3. Phone: 903-566-7099
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 - a) BEST TO USE CANVAS EMAIL FOR CLASS-RELATED COMMUNICATION.

II. Course Description

A. A study of student development theories and communication theories and related research relevant to student learning, personal development, and communication. Theoretical perspectives that describe students' growth in the areas of intellectual, moral, ego, psychosocial, career, and spiritual development, racial, cultural, and ethnic identity, sexual identity, and learning styles, personal-environmental interaction and campus ecology. Students will consider how communication theories and stages of student development theories are related and inform how students learn and communicate – and how teachers can best incorporate this into the classroom.

III. Course Objectives

A. Students will be able to

1. Explain communication from a variety of communication theoretical perspectives. (Program SLO: Theoretical Knowledge)
 - a) Identify and be familiar with the major theories of human development focusing on concepts related to identity, cognition, and typology.
 - b) To understand the nexus between theories of communication and theories of student development.
 - c) Appreciate the importance and usefulness of developmental theory in working with college students.
 - d) Understand and be sensitive to the importance of creating positive environments that facilitate holistic development.
2. Evaluate the communication rules, norms, listening skills, and rhetorical strategies used by people. (Program SLO: Communication Assessment)
 - a) To critically analyze theory and appropriately apply the analyses to college students.

IV. Course Requirements**A. Texts - Required**

1. Astin, A. W. (1993). *What Matters in College? Four Critical Years Revisited*. San Francisco, CA: Jossey-Bass.

2. Csikszentmihalyi, M., & Larson, R. (1984). *Being Adolescent: Conflict and Growth in the Teenage Years*. USA: Basic Books, Inc.
3. Evans, N. J., Forney, D. S., Guido-DiBrito, F., Patton, L.D., & Renn, K.A. (2010). *Student Development in College: Theory, Research, and Practice, 2nd Edition*. San Francisco, CA: Jossey-Bass.
4. Kegan, R. (1982). *The evolving self: Problem and process in human development*. Cambridge, MA: Harvard University Press.
5. Wolfe, T. (2004). *I am Charlotte Simmons*. New York: Farrar Strauss Giroux.

B. Texts – REQUIRED or the text you used in COMM 5308 Communication Theory

1. Griffin, E., Ledbetter, A., & Sparks, G. (2015). *A First Look at Communication Theory, 9th edition*. McGraw Hill, (ISBN: 978-1259445361) <http://www.afirstlook.com/book>

V. Evaluation and Grade Calculation

Jung/Myers-Briggs Typology Test 5%

Learning Outcomes 1, 2

- This assignment introduces the concept of how we are similar and how we differ in how we interact with others and the world.
1. <http://humanmetrics.com/cgi-win/JTypes1.htm>
 2. Answer the Jung Topology Test
 3. Bring the page with you to our meeting.
 4. It is due our second meeting.

From Theory to Practice/TTP 15%

Learning Outcomes 1, 2

- Students team-teach the class at minimum of two theories during the semester. during the semester.
- This assignment allows you to learn about the development of students as they experience it and compare students' perceptions with the aspects of the theories you are studying and the experiences of others as reflected in your readings.

Reading Reactions/Discussions & Completion of Assigned Reading 25%

Learning Outcomes 1, 2

- There will be 11 Reading Reactions and Discussions. Below are the criteria for these reading reactions. The reading reactions and discussions will help students synthesize, test, and critically analyze the readings and theories and the application to the characters in the book *I Am Charlotte Simmons*, which provides us with college students to analyze alongside the theory readings.
1. *Criteria*
 - a) What did you gain from the readings personally and/or professionally?
 - b) What was your reaction to the readings?

- c) Did you find readings useful in understanding the theory?
- d) Did the readings lead you to a greater sense of your personal theories?
- e) If you were leading a class discussion, what questions would you use to start the conversation?
- f) You may answer some or all of these questions while journaling regarding your reactions to the assigned readings.
- g) This is NOT a summary of the readings.

Literature Review of a theory of development and a communication theory of your choice **30%**

Learning Outcomes 1, 2

- Literature Review of a theory of development and a communication theory of your choice.
 1. *Criteria – See Grading Rubric for Literature Reviews for Grading Rubric for Literature Reviews for a thorough review of criteria.*
 - a) APA format
 - b) Quality of bibliography
 - c) Quality/strength of your research question
 - d) Application of self-directed learning theory to your own academic performance
 - e) Presentation of most critical issues dealing with your topic & a critique of how these issues will pay out in the future

Personal Theory of Student Development and Communication **25%**

Learning Outcomes 1, 2

- Students will develop their personal theory of student development and communication (a combination of theories into one theory) using the criteria below and present their theory to the class.
 1. *Criteria – General Paper*
 - a) Under what group of theories would you categorize your theory?
 - b) What are the parameters of your theory? (e.g., age, gender, race, classification, etc.)
 - c) What are the central developmental tasks?
 - d) What obstacles may interfere with development?
 - e) What assessment techniques could be used to evaluate your theory?
 - f) What research would be needed to expand your thoughts?
 - g) What is the applicability of your theory? – Specifically mention the role, responsibilities and/or programming of student affairs professionals in assisting students in the developmental tasks you propose.

h) What are some possible criticisms of your theory?

2. *Criteria – One Page Statement*

a) Shorten the general paper to a one-page summary suitable for interviews where you may be asked to present your theory of student development.

3. *Criteria – Presentation of Personal Theory*

a) Present your theory to the class.

b) Use examples of application of your theory.

Total

100%

Grading scale:

| | |
|----------|-----------------------|
| A | 90% or greater |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | below 60% |

VI. Miscellaneous

A. Course Withdrawal: The last date to withdraw from one or more classes is **November 2, 2021**

B. Final Exam Date: Thursday, December 9, 2021.

C. Assignment Policy:

1. Assignments will be given throughout the semester. Students are responsible for all course materials, including, but not limited to, class lectures, handouts, workbook and textbook reading assignments.
2. Assignments and due dates may be changed at the instructor's discretion with fair notice to students.
3. Unless otherwise specified, assignments are due at the beginning of class.
4. ALL PAPERS MUST BE TYPED OR WORD-PROCESSED USING THE FORMAT AND MEDIUM REQUIRED FOR THE ASSIGNMENT.
5. SPELLING, GRAMMAR, AND NEATNESS COUNT!

D. Late Assignments: Late assignments will not be accepted. Assignments are due at the beginning of the class period on the date specified.

E. Attendance and Tardiness Policy: This is a graduate course. You are expected to attend class. See the current UT Tyler catalog for the university's policy on student responsibility for missed classes and assignments. Be familiar with the university's drop policy. Students who anticipate being absent from class due to religious observance or university-sponsored activities should inform the instructor by the second class meeting.

Course Schedule

KEY: **A** = Astin - *What Matters in College? Four Critical Years Revisited*

C = Csikszentmihalyi - *Being Adolescent: Conflict and Growth in the Teenage Years*

E = Evans, Forney, Guido, Patton & Renn - *Student Development in College: Theory, Research, and Practice, 2nd Edition*

K = Kegan - *The evolving self: Problem and process in human development*

W = Wolf - *I am Charlotte Simmons*

Week 1 – 8/26/21 Course Overview – **The communication theories should be a review because most of you should have already taken COMM 5308 Communication Theories. Review your communication theory text for theories that you believe connect, reflect, or may correspond to the student development theories we study each week. Those theories should also be incorporated into your Reading Reaction and RR Group Discussions each week.**

Assignments:

Read: Astin Chp. 1 *Studying College Impact*
Wolf Chps 1-3

Due: Reading Reaction #1 – Monday, 8/30/21 by 11:59 p.m.
RR#1 Group Discussion – Thurs., 9/2/21 by 1:30 p.m.

Due: Thursday, 9/2/21, 1:30 p.m.
Take the Jung/Myers-Briggs Typology Test –
<http://www.humanmetrics.com/personality>

Week 2 – 9/2/21 Face-to-face online lecture/discussion over **A=1 Studying College Impact; W=1-3** and Jung/Myers-Briggs Typology Test Results

Assignments:

Read: **E = 3 - Psychosocial Identity Development**
C = Part One Perspectives
A = 4 Personality & Self Concept
W = 4-6

Due: Reading Reaction #2 – Monday, 9/6/21, by 11:59 p.m.
RR#2 Group Discussion – Thurs. 9/9/21, by 1:30 p.m.

Jung/Myers-Briggs Typology Test – summary paper conclusions/insights – Due: Mon. 9/6/21, 11:59 p.m.

Week 3 – 9/9/21 Face-to-face online lecture/discussion over **E=3 Psychosocial Identity Development; C=Part One Perspectives; A=4 Personality & Self Concept; W=4-6**

Assignments:

Read: **E = 4 Chickering's Theory of Identity Development**
A = 5 Attitudes, Values & Beliefs
A = 6 Patterns of Behavior
W = 7-9

- Due: Reading Reaction #3 – Monday, 9/13/21, by 11:59 p.m.**
RR#3 Group Discussion – Thurs., 9/16/21, by 1:30 p.m.
- Week 4 – 9/16/21 Face-to-face online lecture/discussion over **E=4 Chickering's Theory of Identity Development**; **A=5 Attitudes, Values & Beliefs**; **A=6 Patterns of Behavior**; **W=7-9**
- Assignments:**
Read: E=5 Perry's Theory of Intellectual & Ethical Development
W = 10-12
Due: Reading Reaction #4 – Mon., 9/20/21 by 11:59 p.m.
RR#4 Group Discussion – Thurs., 9/23/21 by 1:30 p.m.
- Week 5 – 9/23/21 **NO CLASS MEETING – Presentations will be adjusted once we know which theories each of you will teach/present.**
- Face-to-face online lecture/discussion over **E=5 Perry's Theory Intellectual & Ethical Development**; **W=10-12**
- Presentation: Theory/Practice/E 5 – Perry's Theory of Intellectual & Ethical Development. MOVE TO 9/30/21**
- Assignments:**
Read: E=6 Moral Development Theory
C=4 The External Landscape: What the Teenagers' World Looks Like
W=13-15
Due: Reading Reaction #5 – Mon. 9/27/21 by 11:59 p.m.
RR#5 Group Discussion – Thurs. 9/30/21 by 1:30 p.m.
- Week 6 – 9/30/21 Face-to-face online lecture/discussion over **E=6 Moral Development Theory**; **C=4 The External Landscape: What the Teenagers' World Looks Like**; **W=13-15**
- Presentation: Theory/Practice/E 5 – Perry's Theory of Intellectual & Ethical Development.**
- Presentation: Theory/Practice/E6 – Moral Development Theory**
- Assignments:**
Due: Thursday, Oct. 14, 2021, 11:59 p.m.
One-page outline of Personal Theory of Student Development and Communication
Due: Thursday, Oct. 28, 2021, 11:59 p.m.
Draft of Literature Review
Read: E=7 Later Cognitive Structural Theories;
E=8 Kolb's Theory of Experiential Learning;
E 12 Schlossberg's Transition Theory;
W=16-18
Due: Reading Reaction #6 – Mon., Oct. 4 by 11:59 p.m.
RR#6 Group Discussion – Thurs., Oct 7 by 1:30 p.m.

- Week 7 – 10/7/21 Face-to-face online lecture/discussion over **E=7 Later Cognitive Structural Theories; E=8 Kolb’s Theory of Experiential Learning; E 12 Schlossberg’s Transition Theory; W=16-18**
- Presentation: Theory/Practice/E 8 – Kolb’s Theory of Experiential Learning**
- Presentation: Theory/Practice/E 12 – Schlossberg’s Transition Theory**
- Assignments:**
Read: E=13 Social Identity Concepts & Overview
E=14 Racial Identity Development
E=15 Ethnic Identity & Acculturation
W=19-21
Due: Reading Reaction #7 – Mon. 10/11/21 by 11:59 p.m.
RR#7 Group Discussion – Thurs. 10/14/21/ by 1:30 p.m.
- Week 8 – 10/14/21 Face-to-face online lecture/discussion over **E=13 Social Identity Concepts & Overview; E=14 Racial Identity Development; W=19-21**
- Presentation: Theory/Practice/E 13 – Social Identity**
- Presentation: Theory/Practice/E 14 – Racial Identity Development**
- Due: One-page Outline of Personal Theory of Student Development and Communication**
- Assignments:**
Read: E=16 Multiracial Identity Development
E=17 Sexual Identity Development
E=18 Gender & Gender Identity Development
W=22-24
Due: Reading Reaction #8 – Mon., 10/18/21 by 11:59 p.m.
RR#8 Group Discussion – Thurs., 10/21/21 by 1:30 p.m.
- Week 9 – 10/21/21 Face-to-face online lecture/discussion over **E=16 Multiracial Identity Development; E=17 Sexual Identity Development; E=18 Gender & Gender Identity Development; W=22-24**
- Presentation: Theory/Practice/E 16– Multiracial Identity Development**
- Presentation: Theory/Practice/E 17 – Sexual Identity Development**
- Assignments:**
Read: E=9 Ecological Approaches to Student Development
C=Part 3
K=Part one (chp 1-3)
W=25-27
Due: Reading Reaction #9 – Mon., 10/25/21 by 11:59 p.m.
RR#9 Group Discussion – Thurs., 10/28/21 by 1:30 p.m.
- Week 10 – 10/28/21 Face-to-face online lecture/discussion over **E=9 Ecological Approaches to Student Development; C=Part 3; K=Part one (chp 1-3); W=25-27**

Due: Draft of Literature Review, 11:59 p.m.

Assignments:

Read: **E=10 Development of Self-Authorship**

A=8 Career Development

K=4 Growth & Loss of the Incorporative Self

K=5 Growth & Loss of Impulsive Self

W=28-30

Due: Reading Reaction #10 – Mon., 11/1/21 by 11:59 p.m.

RR#10 Group Discussion – Thurs., 11/4/21 by 1:30 p.m.

Week 11 – 11/4/21 Face-to-face online lecture/discussion over **E=10 Development of Self-Authorship; A=8 Career Development; K=4 Growth & Loss of the Incorporative Self; K=5 Growth & Loss of Impulsive Self; W=28-30**

Assignments:

Read: **E=11 Development of Faith & Spirituality**

K=6 Growth & Loss of Imperial Self

K=7 Growth & Loss of Interpersonal Self

K=8 Growth & Loss of Institutional Self

W=31-34

Due: Reading Reaction #11– Mon., 11/8/21 by 11:59 p.m.

RR#11 Grp Discussion – Thurs., 11/13/21 by 1:30 p.m.

Week 12 – 11/13/21 Face-to-face online lecture/discussion over **E=11 Development of Faith & Spirituality; K=6 Growth & Loss of Imperial Self; K=7 Growth & Loss of Interpersonal Self; K=8 Growth & Loss of Institutional Self; W=31-34**

Due: Friday, April 13, 11:59 p.m.

Personal Theory Paper –

Single Page Statement of Personal

Week 13 – 11/18/21 **Due:** Tuesday, April 17, 11:59 p.m.
Revised Literature Review

Week 14 – 11/25/21 **THANKSGIVING**

Week 15 – 12/2/21 **Due:** Monday, December 8, 2021, by 11:59 p.m.
Literature Review Due

Finals Week – 12/11/21 **Presentations of Personal Theory of Communication and Student Development**