**HIED 7250**

**College Student Development**

**Fall 2018**

**Course Instructor Information**

Crystal E. Garcia

Haley Center Room 4082

(334) 844-3072

CEG0051@auburn.edu

# Office Hours

I am holding office hours on Tuesdays from 3:00 pm - 4:30 pm and Wednesdays from 3:15 - 4:45 pm (unless otherwise noted). I recommend pre-scheduling an appointment just to make sure I am not out of town or out of the office. You can make an appointment via the following:

calendly.com/cegarcia

These meetings can take place in person, by phone, or online via Zoom, Skype, or Google Hangouts. I am also available to chat by appointment on different days. Email me to schedule a time if my posted office hours do not work for your schedule.

I will attempt to respond to emails within 48 hours unless I am at a conference or away from my computer for some reason (I will let you know). If you have an urgent concern (e.g. a professional/personal crisis, an urgent question about an upcoming assignment), please put “Urgent” in the subject line of your e-mail to me. I ask for your best judgment to not overuse this, so that I can respond quickly to those messages that are truly urgent.

# Course Information

**Credit Hours:** 3 semester hours

**Canvas site:** https://auburn.instructure.com

**Class Meetings:** Wednesdays, 5:00pm - 7:50 pm, Haley Center Room 1435

**Prerequisites:** None

**Required Texts (2):**

Patton, L. D., Renn, K. A., Guido-DiBrito, F., & Quaye, S. J. (2016). *Student development in college: Theory, research, and practice* (3rd ed.). San Francisco, CA: Jossey-Bass.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN-13: 978-1433805615

*Additional required readings will be distributed by the professor or posted in the Files tab on Canvas.*

# Changes to the Syllabus

This syllabus was last updated on August 20, 2018. Any addendums made to this syllabus will be announced on Canvas, via email, and in person during class.

# Course Description

In this course, we examine the three domains of college student development: cognitive, interpersonal, and intrapersonal development. The purpose of this course is to provide an overview of major developmental theories affecting college students, the influence of the collegiate environment on student development, and ways these theories inform research and practice in higher education.

# Course Objectives

Upon completion of this course, students will:

1. Demonstrate an understanding of the cognitive, interpersonal, and intrapersonal domains of college student development through an examination of psychosocial, cognitive, identity, typological and sociological theories of college student development;
2. Identify and describe individual and structural influences that affect student development in higher education;
3. Analyze and critique the strengths and limitations of student development theories;
4. Evaluate student development theory in relation to their own lives to enhance their ability to understand college students; and
5. Be equipped with specific knowledge of student development theories and recognize ways to apply theory to practice in working with college students*.*

# Teaching Philosophy

As an instructor, my goal is to recognize and promote the shared roles among myself and my students in constructing meaning from course content, to construct engaging and relevant course assignments, to challenge my students to critically evaluate dimensions of higher education, and to continuously evaluate and improve my practices.

I believe the instructor and students share roles in constructing meaning within an educational setting (whether that be in a face-to-face or online setting). Therefore, classes will not involve long lectures in which I tell students what the “most important/pertinent” aspects of our readings are. I expect our class sessions to be based in dialogue in which we co-create knowledge. I also recognize that students come from diverse backgrounds and bring an array of personal and professional experiences with them to the classroom. Therefore my aim is to provide opportunities for dialogue and discussion whenever possible, recognize the value in experiential knowledge and skills that students bring, and encourage open and honest communication.

# Assignments and Attendance

All assignments should be submitted by the start of class on the day they are due as noted in the syllabus. But, I know life happens. If you must hand in work late on occasion due to an unforeseen issue, please discuss the situation with me PRIOR (meaning more than 24 hrs) to the due date. No incompletes will be given in this class except for major, unexpected emergencies and only after consultation with me. Late assignments that were unapproved will receive a 10 point deduction.

# Course Policy Statements

## **Excused Absences**

 Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required.  Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**Make-Up Policy:**Arrangement to make up missed major assignments due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, assignments will be due within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up work will be arranged during the last three days before the final exam period begins.

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations:**Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Basic Needs Accommodations:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

**Respect for Diversity**

It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for treatment of materials/issues/people with respect to gender/gender expression, sexuality, disability, age, religion, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Feedback and suggestions about how our community is maintaining respect for diversity are invited.

Students who target or make derogatory comments about an individual based on any of these social identities or towards any social identity group will be issued a warning. Continuance after a warning may be grounds for removal from the course. In order to promote a welcoming and fruitful learning environment, I also reserve the right as instructor to remove any online posts deemed offensive by me. Students who are concerned about the posting of another student may address that student directly in an email or posting and are encouraged to notify me as well.

Not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. Additionally, if these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

**Mutual Respect and Consideration**

We may discuss topics that may be uncomfortable to you or to your peers. Please respect one another’s experiences and viewpoints. Your experience may be different from theirs but that is far from making someone else’s experiences wrong. When you speak about your opinions, speak only for yourself – please refrain from speaking on behalf of a group of people or from asking your peers to speak on behalf of a group of people.

As the discussion occurs, people may share personal experiences. Please respect confidentiality by not taking class discussions outside of the class, particularly if it is about the experiences of others. You may ask an individual or the class permission to share experiences discussed outside the space it was originally shared.

# Grading

**All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (6th ed.). All work must be typed, double-spaced, 1-inch margins, using 12-point font (preferably Times New Roman) and include a cover page—all following APA guidelines. Abstracts are not required unless specified otherwise by the instructor. Submit assignments through Canvas. Papers should be submitted in Microsoft Word (not PDF).** Rubrics used for grading will be available online on Canvas and will be based on the criteria provided in the assignment descriptions in addition to formatting (APA use and page limits).

Because higher education professionals are expected to possess good writing skills, written assignments will be graded on their technical quality as well as content. All written assignments should be carefully proofread for spelling, grammar, and APA style. If your writing skills are not strong, I urge you to seek outside help to improve them. You may take advantage of the university writing resources (<http://wp.auburn.edu/writing/writing-center/>) or ask peers if they would be willing to provide you feedback (offer to trade papers and review for each other—I do this before submitting articles for publication).

Grades will be assigned based on the following percentages:

1. Introduction 1%
2. Community Engagement 29%
3. College Experience Self-Reflection 5%
4. Personal Development Analysis 15%
5. College Student Development Paper-in-Parts 50%
	1. Part 1 - *3%*
	2. Part 2 - *10%*
	3. Part 3 - *15%*
	4. Part 4 - *15%*
	5. Part 5 - *7%*

The following grading scale will be used:

90 – 100 = A

80 – 89.99 = B

70 – 79.99 = C

60 – 69.99 = D

Below 60 = F

# Assignments

**1. Introduction Project**

***Assignment Value***

Percent of total grade: 1%

***Assignment Due Date***

Wednesday, August 22

***Assignment Goal:***

Allow students to introduce themselves to the class and learn about each other and begin to understand what every person brings to the learning space.

***Assignment Description***:

Introduce yourself to the instructor and to the class—we need to know about each other as part of our community building. Create an infographic about you that answers the questions below. A good, free tool is Piktochart (<http://piktochart.com/>). Your infographic should be posted to the Canvas discussion online and you will present the infographic to the class. When you post, insert it as a photo.

In the infographic, you should tell us about the following:

* Preferred Name
* Pronouns (He/Him, She/Her, Ze/Hir, none, etc)
* Academic Background
* Professional Experience, Current Professional Environment (Position and Institution)
* Personal Interests
* Professional Goals
* Strength(s) you bring to the learning environment
* Concerns/Considerations you have coming into the class
* What you hope to get out of this course or what you are most interested in learning about

**Community Engagement**

***Assignment Value***

Percent of total grade: 29%

***Assignment Due Date***

Throughout the course.

***Assignment Goal***

To cultivate a strong and supportive community in which all students can learn and be challenged.

***Assignment Description***:

There are three components to earning community engagement points:

1. Regular attendance and participation in the course is essential to a successful learning environment. Accordingly, I will keep track of attendance.
2. We will use points of interest that you identify in weekly readings as a springboard for our discussions. Posts are only required on the dates specified in the syllabus. To submit, post two points of interest from our readings to the appropriate discussion board on Canvas to discuss with the class during our next meeting. The posts can include words, phrases, images, links, etc. that stand out to you in relation to our weekly readings. During class, you will be asked to explain your post in small groups or with the larger class.
3. A final and crucial component of course engagement is participation in our course discussions. I will consider the following factors when evaluating your participation:
* contributing interesting, insightful comments that reflect familiarity with the course readings to discussions
* engaging in discussion with our invited course guests by asking questions
* presenting good examples of concepts being discussed
* building on the comments of others
* raising good questions
* being sensitive to your level of participation and making attempts to increase or decrease it as necessary
* being sensitive to the emotional impact of your statements
* considering and responding appropriately to others' comments
* while challenging the perspectives and ideas of peers with differing opinions and experiences is encouraged, attacking or devaluing the contributions of others are unacceptable for this class and are grounds for removal from the course at the discretion of the instructor.

Students may earn up to 100 points during each class period - 25 points for submitting discussion prompts, 25 points for attendance and 50 points for active discussion during class based on the above criteria. The lowest daily engagement grade will be dropped, which means that students may miss one class period without affecting their grade. Points will be totaled and divided by the number of class meetings (not counting classes cancelled due to holidays, weather, or other circumstances) to reach a total grade for community engagement. Additional excused absences per University policy must be discussed with me and alternative assignments may be given to make up missed points due to excused absence(s).

**College Experience Self-Reflection**

(NOTE: This assignment as well as the personal development analysis was adapted from Dr. Elizabeth Niehaus’ syllabus for EDAD 995: Advanced College Student Development Theory at University of Nebraska-Lincoln, Fall 2015.)

***Assignment Value***

Percent of total grade: 5%

***Assignment Due Date***

Wednesday, September 12

***Assignment Goal***

Allow students to reflect on their personal collegiate experiences. This will provide the opportunity to reflect on past experiences as we continue throughout the course.

***Assignment Description***:

Each student will reflect on their undergraduate collegiate experience. This reflection should focus on the following (be sure to use headings in your paper for organization!):

* How would you characterize your experience in college?
* What experiences contributed or constrained your growth and change (e.g., family, classroom experiences, out of class experiences, organizational involvement, experiences with racism, etc.)
* How did the collegiate environment support or interfere with your experience?
* Are there ways you were different as a college senior than you were when you began your collegiate experience?

**This assignment should be between 3-5 pages in length not including the title page.**

**Personal Development Analysis**

***Assignment Value***

Percent of total grade: 15%

***Assignment Due Date***

Wednesday, October 31

***Assignment Goal***

The purpose of this assignment is to provide an opportunity for students to reflect on their understanding of the theories we have discussed in this course in relation to their own development.

***Assignment Description***: To begin this assignment, think about what you wrote for your college experience reflection. You will now examine your own development through the lens of different theoretical perspectives. Structure your analysis using the following elements:

* Pick 2 theories to compare and contrast with your own development.
* As you discuss the theories, identify the strengths and weaknesses of each in explaining your development.
* Then discuss holistically, are there ways these theories work together to describe your experience? In what ways did different aspects of your development intersect and influence one another?

**This assignment should be between 5-7 pages in length not including the title page and references. Be sure to properly cite all sources used in the analysis.**

**College Student Development Paper-in-Parts**

(NOTE: This assignment was adapted from Dr. David Nguyen’s syllabus for EDCP 5210: College Student Development: Theory with Practice at Ohio University, Fall 2017.)

**Assignment Value and Due Dates:**

Part 1, worth 3% - Due Wednesday, September 5

Part 2, worth 10% - Due *Wednesday, October 10*

Part 3, worth 15% - Due Wednesday, November 14

Part 4, worth 15% - Due Wednesday, December 5

Part 5, worth 7% - Due Wednesday, December 5

Peer evaluations - Due Wednesday, December 5

**Assignment Goal:**

Allows students to select a particular student population to analyze through a developmental theory.

**Assignment Description**

In teams of two to three people, students will learn stories from a particular student population, who hold one or more similar characteristics and will analyze those stories using a particular development theory. This semester-long project is divided into five submission parts, each part building upon one another. By the end of the semester, there will be a final paper and presentation reflecting an account of the project. The individual parts are as follows:

**Submission 1**

***Group contract:*** As a group, you will develop a contract describing your team members’ responsibilities and how you will evaluate individual performance. Your team must develop a rubric describing how you will evaluate one another for this project. The rubric should outline the key evaluation criteria and scale for evaluation. **Note – all team members must engage in data analysis together. This is not a task that can be delegated to one or two members alone.**

**Submission 2**

***1, student population:*** Select the student population you will focus on for this project. Using relevant scholarly literature, provide background on the population and discuss why focusing on this population is important. You are required to review a minimum of **six scholarly references** on your population, which must be from peer-reviewed journals. (approximately 1000 words / 3 double spaced pages)

***2, theory selection:*** Select 1-2 theories through which you will analyze your population. Describe why you chose the theory(ies) and discuss ways the theory has been used to examine student populations (particularly the population you have selected if applicable) using appropriate literature (a minimum of **six scholarly references**). (approximately 1000 words / 3 double spaced pages)

***3, recruitment strategy:*** Write a summary of how you will recruit students from your particular student population to participate in an interview. Each group member is required to interview at least 2 students fitting your selection criteria. (approximately one paragraph)

***4, positionality statements:*** Each member must write a positionality statement regarding ways your identity and experiences affect your lens for this assignment (approximately 1 paragraph for each member).

***5, Interview protocol:*** Groups will construct an interview protocol including a list of 15 interview questions to ask students fitting your population and theoretical perspective. As you develop your interview questions, I would like you to demonstrate the link between the theory and the interview questions.

Interview Template Example (adapted from Pizzolato, 2005 article)

**Interview Question**

Describe the most important decision that you have made other than your decision to apply to college

**How it relates to theoretical perspective?**

Baxter Magolda (2001) – Crossroads and Provocative Moment. Probing for what was the decision, what options did they consider, how did they make the decision, and satisfaction with the decision.

**Justification for Question (Student Population)**

Aiming to capture first-generation students’ different ways of knowing. Specifically interested in how this student population made this decision and interpreted information sources.

**Submission 3**

Each member must conduct interviews with two individuals from their selected population. Interviews must be conducted in person or online using a videoconferencing software. **No written interviews will be permitted.** Students will audio record interviews and transcribe the interviews verbatim. While I do not want to limit the time on your interviews, a 30 minute interview with each participant is an ideal goal for the purpose of this project. Anything less than 15 minutes is unacceptable and may require that the student conducts an additional interview. A template for interview transcriptions will be available on Canvas. Each member is responsible for uploading their transcripts to the assignment page on Canvas.

**Submission 4**

***Final Paper:*** As part of this final section, put all of your paper parts together into one cohesive paper. Pay attention to transitions and section headers. The newly submitted material is what will primarily be graded, but putting together a cohesive paper counts!

Your final paper should include the following sections:

**Introduction:** (a) Why study this student population? (b) what have previous studies found about this student population?

**Theoretical Perspective:** Discuss the theory(ies) you used in your study. (a) what have previous studies using this theoretical perspective found? (b) why was this theory appropriate given your student population?

**Data Collection and Analytical Procedures:** (a) How did you recruit students to your study? (b) How did you collect the data? [e.g., interviews] (c) How did you analyze and draw conclusions from your data?

**Positionality Statements**

**Results (approximately 6 pages):** (a) what did you find through your interviews and observations? [2 to 4 themes] You will use either direct or paraphrased student quotes to support your findings.

**Discussion of Findings (approximately 3 pages):** (a) how do your results fit within the larger study of this particular student population? (b) where do you see shortcomings in the study of this student population? (c) where did you see alignment or difference with the theory? Why do you think this might be the case?

**Implications of the Findings (approximately 3 pages)**: (a) Given the findings presented, what are some implications for institutional practice (e.g., student affairs work) and policy?

**References & Appendices:** (a) All cited work in the study (b) Finalized Interview Questions

**Submission 5**

**Presentations:** Groups will produce a 5-7 minute presentation highlighting key findings from the final paper. Presentations should be creative and engaging! Using creativity in your presentation does not mean it has to be informal. Formal presentations can be engaging.

**Evaluations:** Students will complete peer evaluations for their group members using the rubrics developed in submission 1.

# Course Schedule

**August 22 Welcome and Setting the Stage**

*Discussion/Presentations:*

* Introductions
* Syllabus and course structure
* College student development paper-in-parts group selection

*Readings for next class:*

* Patton, Renn, Guido, & Quaye (2016) Part 1 intro, Chapters 1, & 2 (pp. 1-50)

*Assignments:*

* *Discussion post by next class*

**August 29** **Student Development Theory in Higher Education**

*Discussion/Presentations:*

* Patton, Renn, Guido, & Quaye (2016) Part 1 intro, Chapters 1, & 2 (pp. 1-50)
* College student development paper-in-parts group work

*Readings for next class:*

* Patton, Renn, Guido, & Quaye (2016) part 3 intro and chapter 13 (pp. 281-313)
* Kodama, McEwen, Liang, & Lee (2001)
* Foubert & Grainger (2006)

*Assignments:*

* *No discussion post* *this week!*
* *Paper-in-Parts part 1 by next class*

**September 5 Psychosocial, Cognitive, and Integrative Development**

*Discussion/Presentations:*

* Patton, Renn, Guido, & Quaye (2016) part 3 intro and chapter 13 (pp. 281-313)
* Kodama, McEwen, Liang, & Lee (2001)
* Foubert & Grainger (2006)

*Readings for next class:*

* Patton, Renn, Guido, & Quaye (2016) chapters 14 & 15 (pp. 314-354)
* Mayhew & Engberg (2010)

*Assignments:*

* *No discussion post* *this week!*
* *College Experience Self-Reflection by next class*

**September 12 Epistemological and Moral Development**

*Discussion/Presentations:*

* Patton, Renn, Guido, & Quaye (2016) chapters 14 & 15 (pp. 314-354)
* Mayhew & Engberg (2010)
* College student development paper-in-parts group work

*Readings for next class:*

* Patton, Renn, Guido, & Quaye (2016) chapter 16 (pp. 355- 378)
* King, Baxter Magolda, Barber, Kendall Brown, & Lindsay (2009)
* Pizzolato (2005)

*Assignments:*

* *Discussion post* *by next class*

**September 19 Self-Authorship**

*Discussion/Presentations:*

* Patton, Renn, Guido, & Quaye (2016) chapter 16 (pp. 355- 378)
* King, Baxter Magolda, Barber, Kendall Brown, & Lindsay (2009)
* Pizzolato (2005)

*Readings for next class:*

* Patton, Renn, Guido, & Quaye (2016) Chapter 3 (pp. 51-64)
* Abes (2009)
* Locate and read a peer reviewed journal article that uses student development theory that is not included in our course readings

*Assignments:*

* *Discussion post* *by next class*

**September 26 Using Student Development Theory**

*Discussion/Presentations:*

* Patton, Renn, Guido, & Quaye (2016) Chapter 3 (pp. 51-64)
* Abes (2009)
* Outside peer reviewed journal article

*Readings for next class:*

* Patton, Renn, Guido, & Quaye (2016) part 2 intro and chapter 4 (pp. 65-92)
* Watt, 2007

*Assignments:*

* *Discussion post* *by next class*

**October 3 Social Identity Development**

*Discussion/Presentations:*

* Patton, Renn, Guido, & Quaye (2016) part 2 intro and chapter 4 (pp. 65-92)
* Watt, 2007

*Readings for next class:*

* Patton, Renn, Guido, & Quaye (2016) chapter 5 (pp. 93-128)
* Linder (2015)
* Johnston-Guerrero (2016)

*Assignments:*

* *No discussion post* *this week!*
* *Paper-in-Parts part 2 by next class*

**October 10 Racial Identity Development**

*Discussion/Presentations:*

* Patton, Renn, Guido, & Quaye (2016) chapter 5 (pp. 93-128)
* Linder (2015)
* Johnston-Guerrero (2016)

*Readings for next class:*

* Patton, Renn, Guido, & Quaye (2016) chapter 6 (pp. 129-155)
* Torres & Hernandez (2007)

*Assignments:*

* *Discussion post by next class*

**October 17 Ethnic Identity Development**

*Discussion/Presentations:*

* Patton, Renn, Guido, & Quaye (2016) chapter 6 (pp. 129-155)
* Torres & Hernandez (2007)

*Readings for next class:*

* Patton, Renn, Guido, & Quaye (2016) chapter 7 (pp. 156-174)
* Lange and Moore (2017)
* Jourian (2015)

*Assignments:*

*Discussion post* *by next class*

**October 24 Sexual Identity Development**

*Discussion/Presentations:*

* Patton, Renn, Guido, & Quaye (2016) chapter 7 (pp. 156-174)
* Lange and Moore (2017)
* Jourian (2015)

*Readings for next class:*

* Patton, Renn, Guido, & Quaye (2016) Chapter 8 (pp. 175-195)
* Robbins & McGowan (2016)
* Nicolazzo (2016)

*Assignments:*

* *No discussion post* *this week!*
* *Personal development analysis due by next class*

**October 31 Gender Identity Development**

*Discussion/Presentations:*

* Patton, Renn, Guido, & Quaye (2016) Chapter 8 (pp. 175-195)
* Robbins & McGowan (2016)
* Nicolazzo (2016)

*Readings for next class:*

* Patton, Renn, Guido, & Quaye (2016) Chapter 11 (pp. 243-264)
* Yosso (2005)
* Walpole (2008)

*Assignments:*

* *No discussion post* *this week!*
* *Paper-in-Parts part 3 due by next class (Nov 14)*

**November 7**

**\*ASHE Conference - Working day**

**No face to face meeting – check Canvas for video discussion and updates**

**November 14 Social Class Development**

*Discussion/Presentations:*

* Patton, Renn, Guido, & Quaye (2016) Chapter 11 (pp. 243-264)
* Yosso (2005)
* Walpole (2008)
* College student development paper-in-parts group work

*Readings for next class:*

* Patton, Renn, Guido, & Quaye (2016) Chapter 9 (pp. 196-229)
* Rockenbach, Walker, & Luzador (2012)

*Assignments:*

* *Discussion post* *by next class (11/28)*

**November 21**

**No class – Thanksgiving break!**

**November 28 Faith and Spirituality Development**

*Discussion/Presentations:*

* Patton, Renn, Guido, & Quaye (2016) Chapter 9 (pp. 196-229)
* Rockenbach, Walker, & Luzador (2012)

*Readings for next class:*

* Patton, Renn, Guido, & Quaye (2016) Chapters 10 & 12 (pp. 230-242 & 265-280)

*Assignments:*

* *No discussion post* *this week!*
* *Paper-in-Parts part 4 & 5 due by next class*
* *Paper-in-Parts peer evals due by next class*

**December 5 Disability Identities and Emerging Identity Theories**

*Discussion/Presentations:*

* Patton, Renn, Guido, & Quaye (2016) Chapters 10 & 12 (pp. 230-242 & 265-280)
* Paper-in-parts presentations
* Complete paper-in-parts peer evaluations