University of Pittsburgh | School of Education

EFOP 2055: Student Development Theory

Instructor
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Class Session Times and Location: Tuesdays (6pm-8:40pm) in 5602 Wesley W Posvar Hall; see class schedule for exact dates

Syllabus Table of Contexts

General Course Details

About Your Professor

I moved to Pittsburgh in Summer 2024, having prior served as an Assistant Professor at the University of Arkansas and, earlier, as a Postdoctoral Research Scholar at the Belk Center for Community College Leadership and Research at NC State University. Beforehand I obtained my PhD from the University of Wisconsin-Madison, where I studied educational leadership with a concentration in higher education. I'm originally from Phoenix, AZ, where I lived throughout my childhood and undergraduate years. My research primarily focuses on autism in higher education, community college access and equity issues, and teaching and learning practices. I have also engaged in work around disability/higher ed more broadly, as well as LGBTQ+ campus climate issues. My teaching has extended to all levels of education, and I have held leadership roles at institutional and national levels across many organizations. My hobbies are numerous, from podcasting (yes, I have one) and reading, to working out and traveling.

Please call me *Brett*. If you're more comfortable with *Dr. Nachman* (pronounced KNACK-min) or *Dr. Brett*, that's okay, too. I use he/him pronouns. In my work I aim to reduce power dynamics

and prefer first-name usage, though I recognize these proclivities vary based on how we grew up, where we live and work, and what our identities entail. I also will ask you what name you would like me to use, whether it is what is listed on your university ID, your nickname, or a preferred name.

Course Description

From the University of Pittsburgh website: "This course provides foundational knowledge about the nature and history of student development theory, focusing on both a solid overview of theory and the application of theory in the design of effective practice in academic and student services contexts. This course also explores developmental issues facing college students as well as factors that promote and impede development. An understanding of student development theory is integral to working in higher education and this course is designed for students pursuing both scholarly and practitioner focused careers.

Learning Outcomes

1. Obtain familiarity with some of the key student development theories in the world of higher education, as well as demonstrate ways in which they can be applied
2. Appreciate whose perspectives have been silenced and excluded from our colleges and universities
3. Critique historical and scholarly texts with a thoughtful eye
4. Demonstrate intellectual curiosity
5. Discuss controversial and intense topics with your community, all the while maintaining patience, kindness, and empathy
6. Develop compelling and well-researched papers, presentations, and other content
7. Refine skillsets as a consumer of information, deliver of knowledge, and contributor to conversations

Required Textbooks

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *Student development in college: Theory, research, and practice* (3rd ed.). Jossey-Bass. **[available via PittCat]**

Readings Outside the Textbooks

In the world of academic research, it is very important to support authors' work. The best way we can handle that is through each person saving articles from their personal devices to count for unique downloads. Please save all of these articles below; click on the hyperlinks to access them via PittCat. Otherwise, you can access them off the "Modules" tab on Canvas.

Ball, K. B., & Traxler, R. E. (2023). "Things can be tough": A qualitative analysis of disability disclosure in graduate school. *Journal of Diversity in Higher Education*. Advanced online publication.

Comeaux, E., Mireles, D., & Acha, A. (2021). Dis/abled student campusmaking: Sites of new possibility. *Education Sciences*, *11*(11),

Culver, K. C., Braxton, J. M., & Pascarella, E. T. (2021). What we talk about when we talk about rigor: Examining conceptions of academic rigor. *The Journal of Higher Education*, *92*(7), 1140-1163.

Dolan, C. V. (2023). Mirrors and witnesses: Understanding nonbinary college students' sense of belonging. *Journal of College Student Development*, *64*(1), 16-30.

Farmer, L. B., Robbins, C. K., Keith, J. L., & Mabry, C. J. (2020). Transgender and gender-expansive students' experiences of genderism at women's colleges and universities. *Journal of Diversity in Higher Education*, *13*(2), 146.

Foste, Z., & Irwin, L. (2020). Applying critical whiteness studies in college student development theory and research. *Journal of College Student Development*, *61*(4), 439-455.

Garcia, C. E. (2020). Belonging in a predominantly White institution: The role of membership in Latina/o sororities and fraternities. *Journal of Diversity in Higher Education*, *13*(2), 181-193.

Garton, P., Grimm, A., & Kim, S. (2021). Spanning systems and ecological fluidity: A revised ecological development model for international students. *Journal of Comparative & International Higher Education*, *13*(5), 218-231.

Garvey, J. C. (2020). Exploring the role of emotions in assessing queer and trans collegians. *New Directions for Student Services*, *2020*(169), 75-85.

Graves, D. L. (2023). Latinx community college students experiencing financial aid income verification: A critical race analysis. *Journal of Diversity in Higher Education*. Advanced online publication.

Gray, B., Johnson, T., Kish-Gephart, J., & Tilton, J. (2018). Identity work by first-generation college students to counteract class-based microaggressions. *Organization Studies*, *39*(9), 1227-1250.

Hanna-Walker, V., Snapp, S., Campos, E. B., Saldana, X., & Watson, R. J. (2023). "This is real, this is the way that things are": Hooking up as a pathway for sexual identity development among SGM emerging adults. *Emerging Adulthood*, *11*(1), 110-120.

Jacobson, D., & Mustafa, N. (2019). Social identity map: A reflexivity tool for practicing explicit positionality in critical qualitative research. *International Journal of Qualitative Methods*, *18*, 1-12.

Jehangir, R. R., Collins, K., & Molengraff, T. (2024). Class matters: Employing photovoice with first-generation poor and working-class college students as a lens on intersecting identities. *Journal of Diversity in Higher Education*, *17*(3), 319-329.

King, P. M. (2009). Principles of development and developmental change underlying theories of cognitive and moral development. *Journal of College Student Development*, *50*(6), 597-620.

Krsmanovic, M. (2021). The synthesis and future directions of empirical research on international students in the United States: The insights from one decade. *Journal of International Students*, *11*(1), 1.

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.

Morgan, D. L. (2023). "I don't like to put labels on it": Activism, political identity development, and the cultivation of student political fluency. In T. Cheuk, R. Quinn, & J. Conner (Eds.), Political activism in colleges and universities (pp. 13-32). R

Nachman, B. R. (2023). "It's like you're a jockey riding a horse and you're in a world of centaurs": Unmasking autistic college students' identity development. *Journal of College Student Development, 64*(4), 407-422.

Park, J. J., Dizon, J. P. M., & Malcolm, M. (2020). Spiritual capital in communities of color: Religion and spirituality as sources of community cultural wealth. *The Urban Review*, *52*, 127-150.

Prieto, K., Lemerand, S., & Duran, A. (2023). A systematic literature review on bi+ college students using an ecological lens. *Journal of Diversity in Higher Education*.

Pryor, J. T. (2018). Visualizing queer spaces: LGBTQ students and the traditionally heterogendered institution. *Journal of LGBT Youth*, *15*(1), 32-51.

Rockenbach, A. N., & Hudson, T. D. (2024). Transforming political divides: How student identities and campus contexts shape interpartisan friendships. *AERA Open*, *10*, 23328584231222475

Sánchez, G. K. (2020). Reaffirming Indigenous identity: Understanding experiences of stigmatization and marginalization among Mexican Indigenous college students. *Journal of Latinos and Education*, *19*(1), 31-44.

Schuster, M. T. (2021). "An experience unlike any other": The experiences of first-year students with minoritized identities with campus climate during the 2016 presidential election. *Journal of Diversity in Higher Education, 14*(4), 580-591.

Selznick, B. S., Mayhew, M. J., Winkler, C. E., Shaheen, M., & Rockenbach, A. N. (2024). Developing college students' Jewish appreciation: A four-year mixed-methods study. *Innovative Higher Education*, 1-35. Advanced online publication.

Shahjahan, R. A., Grimm, A., & Mittelmeier, J. (2024). 'Time' and international students. *Higher Education Research & Development*, 1-9. Advanced online publication. [Access on Canvas]

Shalka, T. R. (2019). Mapping the intersections of gender and college trauma. *International Journal of Qualitative Studies in Education, 32*(6), 560-575.

Sonoda, P. T., & Garrison, Y. L. (2023). Storytelling for Asian–White multiracial American college students' racial identity. *Journal of Diversity in Higher Education.* Advanced online publication.

Tanhan, A., & Strack, R. W. (2020). Online photovoice to explore and advocate for Muslim biopsychosocial spiritual wellbeing and issues: Ecological systems theory and ally development. *Current Psychology, 39*(6), 2010-2025.

Taylor, K. B. (2016). Diverse and critical perspectives on cognitive development theory. *New Directions for Student Services, 154*(2016), 29-41.

Thelamour, B., George Mwangi, C., & Ezeofor, I. (2019). "We need to stick together for survival": Black college students' racial identity, same-ethnic friendships, and campus connectedness. *Journal of Diversity in Higher Education, 12*(3), 266-279.

Yao, C. W., Oates, E. Q., Briscoe, K. L., Buell, K. J., & Rutt, J. N. (2023). Re/negotiating race and racialization for international students of color in the US. *Journal of College Student Development, 64*(1), 79-95.

Yu, J. (2024). "I don't think it can solve any problems": Chinese international students' perceptions of racial justice movements during COVID-19. *Journal of Diversity in Higher Education, 17*(5), 775-786.

Useful Resources

- *Diverse Issues in Higher Education*
- *Inside Higher Education*
- *Chronicle of Higher Education*

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Course Policies

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Attendance and Engagement

Your attendance and engagement in this course are important in illustrating your commitment to the material, and I recognize that participation manifests in a variety of ways (e.g., contributing to large group dialogues, participating in small group conversations, expanding on peers' discussion board posts, communicating with me outside of class, etc.). What I prioritize is that you actively engage with the course content, your assignments, and your peers. This includes being present and paying attention to your peers' contributions (i.e., not scrolling through social media).

Please come to class having read each of the assigned readings. You need not have read each article word for word, though I ask that you at least have a general understanding of the piece's takeaways and highlights. You will only get out of the course what you put into it, and engaging with the readings is one key illustration of course engagement.

Even as life happens and sometimes creates distractions, I expect students to be fully present in the classroom. I allow electronic devices for taking notes or looking up relevant content during classroom discussions, though devices are not to be used for non-classroom matters *or* during presentations from guest speakers, topical facilitations, lectures or other presentations (unless otherwise approved by me). You should not be sitting in class responding to emails, working on other classes, or handling work not connected back to course content. Should you need to address issues unrelated to class, I ask that you step out of the room.

Each student is entitled to two (2) excused absences, so long as they share at least 24 hours in advance of why they are missing class due to a professional commitment. Assuming a sickness or family emergency arises, I understand if you cannot give me notice far in advance, though I still expect you to email me that day. Should you miss three classes, 5% of your overall class grade will be deducted. We can always determine a reasonable way for you to make up participation points in your absence should an emergency unfold. At least four class absences, regardless of the reason, may result in being dropped from the course.

Time Commitment

This is a master's-level course and thus demands that you re-envision this experience differently than what you may have experienced at the undergraduate level. Outside of our weekly classes, each week will generally require about 6-8 hours of work. Much of this time will be spent on a combination of handling course readings and working on assignments; some time may also be connected to watching videos, listening to podcasts, and/or working with peers. Not all readings must be read word for word, and the same with videos, requiring you as the learner to use your best judgment in how deeply to engage with the content.

Communication Policy

I value that we have an honest, thoughtful, and transparent rapport. My commitment to you is that I will provide formative feedback on your assignments, delivering comments within a one-week period.

I want to make myself as accessible as I can to support your success, and also want to model best practices related to maintaining boundaries between work and leisure time. Most often we will engage via email (bnachman@pitt.edu) and I will respond to your message within 24 hours during weekdays. Should you send me an email beyond Saturday morning, I will generally not respond until Monday, unless it is an emergency that requires you to submit your assignment late. In that case, please put "EFOP 2307: URGENT" in the subject line. I employ these practices to illustrate the necessity of creating space away from email during weekends. Within all emails, I ask that you please mention the class title ("EFOP 2307") in the subject line.

From a respect and professionalism standpoint, I expect that you to acknowledge any response I give to your message, as well as address me directly as part of the greetings (e.g., "Dear Dr. Nachman," "Hi Brett," etc.). In that same spirit, I will address you by your name in messages.

At times I will send course announcements via Canvas that should also be delivered to your email inbox. Given that this course has a heavy online component, I expect you to **check your Pitt email and Canvas at least once per day**. In that spirit, should I directly send you a message that requires a response, I also expect you to email me back in a timely fashion. I will be more understanding about a situation if you are actively reaching out to and communicating with me.

Please feel free to reach out to me to meet during my office hours (by appointment); this a great space to discuss assignments, course readings, and other topics related to your experience as a graduate student.

Throughout the course, please express your concerns and questions. I cannot fully appreciate or understand what may be unfolding in your class experience, or other parts of your life for that matter that may be causing stress or disruption, unless you communicate with me.

I also expect you to exchange phone numbers and email addresses with any peers with whom you may work on a team project. Participating on a team requires clear and consistent communication; it is your responsibility to share your needs and aspirations with your classmate when working on a project. Should you experience difficulties on your team, I will ask that you immediately set up a meeting involving your classmate(s), yourself, and me to address the issue.

Additionally, the University of Pittsburgh states that "each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address."

Writing Policy and Considerations

Within all assignments, I ask that you abide by the following guidelines:
- Use typed, double-spaced formatting using 12-point Times New Roman font with one-inch margins
- Feature your name, class number, professor title, and assignment title at the top of the page or on a separate title page
- Follow the *Publication Manual of the American Psychological Association* (7th edition)
- Use in-text citations and references whenever citing information that is not commonly known information

- Paraphrase information as much as possible, limiting quoted material to standout examples
- Provide evidence with any points you are making
- Recognize that academic writing requires re-writing; make sure to proofread your content before submitting.

Respect Policy

In our class we may discuss sensitive topics related to individuals' identities and experiences, or even divisive issues facing education and society more generally. Throughout, I ask that you do not generalize, communicate only about your own experiences, and do not speak *for* or *about* other individuals. Always expect best intentions when classmates share their perspectives.

I also ask that we are fully present when others in the classroom are speaking. This means not using our devices, but rather looking at them and listening to their contributions. Failure to consistently demonstrate this sense of respect toward classmates or those presenting in the class will negatively impact the aforementioned class participation portion of one's grade.

We will utilize a portion of our first class toward developing additional community guidelines that we will all follow, sign, and re-evaluate later in the semester.

Diversity, Equity, and Inclusion Reflections

Education represents a generative space for learning and un-learning information, and I hope that this classroom experience provides a setting for challenging our ideas about the world. Much research that exists in the world is authored by white, cisgender men in privileged roles, and in this class, I work to highlight the perspectives of minoritized individuals. This means we are engaging with texts that address inequities. We will also explore, at times, disciplines outside of education that reflect the importance of exposure to a variety of experiences and ways of life.

I also work to be transparent about my privileges that shape my ways of being: notably, as a white, middle-class, cisgender man who possesses a terminal degree. These experiences intersect with navigating the world with multiple non-apparent, minoritized identities, including being disabled. I welcome this class to be a space where we continually make sense of our identities, as these often have direct implications on how we consume content, engage in conversation, challenge ideas, and process others in relationship to ourselves.

We are all in a continued state of *becoming*, as I like to describe it, and I ask that you come to this class with an open mind and heart. I want to recognize that sometimes being exposed to new ideas and perspectives, particularly those at odds with prior conceptions and information, may produce discomfort, and that is not inherently bad. In fact, that is learning in action. What is problematic when anyone causes harm to one another, intended or not. We will navigate as a class how to handle such a situation if or when that may emerge. I ask that we always assume best intentions and work to be mindful of others when communicating our ideas.

I also want to recognize that, per the University of Pittsburgh website, "the University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, visit the Civil Rights & Title IX Compliance web page.

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be filed online. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930)."

Religious Observances

Per the University of Pittsburgh website, "The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks."

Classroom Standards

We will develop some of these collectively during our first in-person class day. Some standards I would like to establish include the following:
- Engage with your classmates
- Be attentive and listen with an open-minded perspective
- Ask questions and share input, though create space for classmates to share their perspectives

Deadlines and Late Work

All assignments, unless otherwise noted on the syllabus, are due on Canvas on Sunday at 11:59pm ET.

I will not accept assignments via email unless I indicate or otherwise or there is a technical issue within Canvas, which will require you to document evidence of the submission not working.

For each student I offer **one (1)** *no questions asked* extension opportunity, which enables you to email me (within 48 hours following the assignment due date) to ask for an assignment

extension. You do not have to share the reason(s) behind the issue and request for an extension. From the time you email me, you would have 48 hours to submit the assignment with no deduction. Otherwise, for each 24 hours that passes beyond this extension time, 10% of the assignment will be automatically docked. You have the discretion of how and when to use this one-time specific extension opportunity. This opportunity *does not* apply for the Student Development Event Idea Showcase or Magazine Essay: Final Paper assignments.

If you anticipate in advance needing extra time to submit an assignment, you will need to email me *at least* 48 hours before the assignment is due, and 10% of the assignment will be automatically docked for each 24 hours that passes beyond the due date.

If you do not submit an assignment on time, and you have not already communicated with me in advance and/or already used your *no questions asked* extension opportunity, you will be docked 20% of the assignment for each 24 hours that passes beyond the due date.

Please communicate with me about your situation and potential need for an extension in advance.

Grades

This course involves assigning letter grades to students. Each assignment is accompanied by a rubric featuring a variety of criteria. Please closely read and follow instructions, and recognize that these rubrics, while comprehensive, may not be exhaustive. Please ask questions of me in advance of the assignment to make sure you are on track. To give some further perspective to grading, here in some context:

"A" signifies work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and communication. It will also demonstrate original interpretation of course material.

"B" signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some of the aspects of "A" work, particularly inconsistent preparation for class or written work that demonstrates less significant insight into the material, for example.

"C" signifies work that is below expectations, all aspects of the assignment may not have been completed, work demonstrates little preparation for class, or written work that demonstrates little insight into material or grammatical issues that mar the work significantly.

"D" signifies minimal attention to assignments.

An "F" is assigned for incomplete work or any work that breaches University standards of academic integrity.

For clarity, here is how I will provide final grades:

A+ (97% and above); A (94% - 96.9%); A- (90% - 93.9%); B+ (87% - 89.9%); B (84% - 86.9%); B- (80% - 83.9%); C+ (77% - 79.9%); C (74% - 76.9%); C- (70% - 73.9%); D (60% - 69.9%); and F (below 60%).

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance may be used solely for the student's own private use.

School of Education Policies

Departmental Grievance Procedures

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in the program believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer. Dean Andrea Zito is the Associate Dean and Integrity Officer.

Academic Integrity

As the University of Pittsburgh website indicates, "students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the [Academic Integrity Guide]() for an overview of the topic. For hands- on practice, complete the [Academic Integrity Modules]()."

A Note about Artificial Intelligence Tools

In this course, academic dishonesty also extends to relying on artificial intelligence (AI) software like ChatGPT to craft information for you. Although in some spaces we can rely on AI in a generative manner, I do not allow students to draw on AI or related software to craft written or presentation content.

Disability Services

The University of Pittsburgh recognizes that, "if you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu,](#) (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course."
As your instructor, I want to make sure that I can best leverage your success through a variety of supports. Disability is sometimes a tricky identity to navigate, especially in how, when, and with whom we disclose this information. As much as possible, I want to work with students individually to create supports that do not necessitate them to feel like they must disclose their disability, should they be uncomfortable to do so.

Class Meetings During University-wide Closure

As articulated in the [University-wide Closure and Class Cancellation Policy](#), it is the policy of the University of Pittsburgh to remain open, but in rare instances, circumstances beyond the University's control may necessitate a closure of the University. Such circumstances may include severe weather, power outage, water main issues, and the like.

If feasible during a closure, I intend for our class to meet **remotely** at its regularly scheduled time. I would feature a Zoom link via a course announcement at least 8 hours before class time.

If the university is not closed and disruptive weather appears imminent, we may also switch to a remote Zoom meeting. Similarly, I would feature a Zoom link via a course announcement at least 8 hours before class time.

Grading and Assignment Overview

Assignment	Weight	Deadline(s)
Class Participation	10%	No deadline; throughout semester
Rethinking Theory Topical Facilitation	20%	Students pick class session of interest
Positionality Reflection	5%	Sun, Jan 26
Magazine Essay: Proposal	5%	Sun, Feb 2
Book Club Group Summary 1	5%	Sun, Feb 9
Book Club Group Summary 2	5%	Sun, Feb 23
Book Club Group Summary 3	5%	Sun, March 16
Models in Media Quest	10%	Sun, March 23
Magazine Essay: Full Draft	10%	Sun, March 30
Student Development Event Idea Showcase	15%	Sun, April 20
Magazine Essay: Final Paper	10%	Sun, April 27

Class Participation

First, please refer back to the attendance and engagement portion of the syllabus for expectations on your general presence and engagement in the course.

In my eyes, everyone starts off the semester with the opportunity to receive full points for participation. One may lose points, however, through any or all of these ways:
- Missing three or more class sessions
- Disrespecting peers or guest speakers through using electronic devices (unless otherwise approved by me) during lectures, facilitations, or other presentations
- Engaging in actions that cause harm to any other members of the course
- Arriving to class unprepared to discuss course readings
- Failing to fairly consistently contribute comments or thoughts during the course *OR* taking space away from other peers' possibilities to contribute to course discussion

At the end of the semester, **via email by Sun, April 27**, you will be filling out a self-assessment where you will be reflecting on how you showed up in the course, what you contributed, and where you see areas of personal growth.

Rethinking Theory Topical Facilitation (20% of course grade; students select class session)

During some weeks when we have our class sessions, we will have the space for one Topical Facilitation, in which students will work individually or in pairs (contingent on the week and space) to demonstrate a particular theory or theories in action. At the beginning of the semester, students will sign up for a week that they are interested in covering. It will then be the facilitators' roles to organize a class discussion that not only makes sense of a variety of readings that both explain the particular theory/theories, but also show its utility. This facilitation should capably describe the theory/theories at hand, be fun and compelling, spark opportunities for dialogue and activities, and include relevant examples around the application of theory/theories in multiple contexts (practice, research, and/or policy).

The facilitators must effectively accomplish ALL OF the following for the *potential* to earn full points:
- Provide a brief PowerPoint lecture on the theory/theories' historical roots, definition and components, and how it has been used in past studies
- Craft a prompt that will engage fellow students in discussion of the theory/theories
- Create an activity (inspired by the theory/theories) that will allow for further engagement of the issue; be creative and think outside the box!
- Share how the theory/theories can be used moving forward across various contexts, such as in administrators' or staff members' work, researchers who study this area, policy-makers who aim to institute measures that impact the policy, etc.

The facilitators will want to draw from course readings **and** other related scholarly work (i.e., articles that draw on the theory/theories) to inform the discussion. Facilitators will need to draw

on *at least* four other sources besides the course reading(s) to have the potential to get the highest score on the content portion of the rubric.

Finally, facilitators will each email me a self-assessment (and peer assessment if working on a team) denoting what each individual contributed to the project, as well as strengths and areas for growth. These assessments should be at least 150 words.

Feel free to draw on any or all of these tools to create the course activity:
- YouTube videos
- News articles
- Social media posts
- Blog posts
- Case studies

A PDF copy of the presentation is due *at least 24 hours* before class time as both a submission here AND in the discussions tab on Canvas.

Purpose of the assignment: Provide you the opportunity to engage with specific student development theory/theories, channeling that knowledge into a presentation and activities to spark fruitful conversation with your peers.

Positionality Reflection (5% of course grade; due Sun, Jan 26)

A key component to working in the world of higher education is understanding one's positionality. Our biases shape our way of being, perceiving, and behaving in the world. We must be mindful of how our distinct identities, roles, experiences, and attitudes influence the work we engage in. Whereas some of us have been confronted with these identities daily (e.g., racial battle fatigue, xenophobia, homophobia), others may have not deeply engaged in such reflections.

Please compose a 2-3-page paper (double-spaced) that addresses the following components (in no particular order):
- Recognize both your privileged identities and minoritized identities, illustrating if and how they interact with one another as you have navigated your educational journey
- Consider how your social identities may influence your perspectives and engagement with the individuals you engage with (or plan to engage with) in your line of work; these may include your culture and other salient demographics in your life, roles, and experiences you have held, etc.
- Explore what types of understandings or insights these identities may bring, or biases that you enter in with
- Note the "work" or areas of further reflection you need/seek to engage in to learn more about how your identities shape how you engage in the world

For those of you who experience consistent marginalization, I do not want this activity to be further taxing, harmful, or stressful; instead, I encourage you to frame this activity as space to center joy about your strengths of where you are today as a graduate student. Meanwhile, for those of who you have not engaged in such exercises where you have interrogated your identities

and how those have contributed to your educational journey, I encourage this to be an opportunity for discovering the factors that have led to where you are today.

Reminders as you craft this assignment:
- You may want to draw on your positionality map activity from our in-person class session to inform some of the content you develop for this assignment.
- Make sure you are offering an appropriate level of detail in order to contextualize your points.

Purpose of this assignment: Interrogate our positionality and illustrate how it shapes our line of work and educational journey.

Book Club Group Summaries (5% of course grade each; each due Feb 9, Feb 23, and March 16)

On three occasions this semester, you will have the opportunity to discuss a non-fiction book that relates to college student experiences that you will be reading. To some extent the book should be centered on issues concerning individuals from marginalized communities. These discussion periods will take place on the asynchronous weeks; I recommend using the typical class session time toward staging the Zoom meeting.

You will be dividing the book into three or four segments; if three people are in your group, you will handle one-third of it during each of the three meetings. Otherwise, if you have four people in your group, you will cut it into quarters, with one of your three meetings covering two quarters.

For each portion of the book, one team member will serve as the "non-fiction facilitator," coming to the session with at least four discussion questions that will guide the dialogue. By the end of the book club, each team member will have facilitated on one occasion. During the 60-90-minute Zoom meeting, you will use the time to address those questions and think about how concepts from the book make links to any topics covered in the course to date. Write these notes and reflections in a Google Doc. Aim to ask different questions with each of the three sessions.

With each date, the "non-fiction facilitator" will be submitting not only the discussion questions, but also a two-page, double-spaced summary of what the group conversed about. It will be *all team members'* responsibility to contribute to crafting the summary. Consider using the latter 30 minutes of the discussion to translate the notes into the summary. Needless to say, draw from your Google Doc to inform the summary.

On a separate page, at the end of the document, the facilitator for that specific summary will briefly denote each team member's contributions to the discussion and completion of the summary.

The individual serving as the facilitator for the summary will also be the one to submit the assignment on Canvas.

You will use part of the Tues, Jan 14 class session to identify your book of interest; one team member will email me with the name and a few-sentence explanation behind the selection of the book. From there I will review your ideas and email you promptly with next steps.

As a reminder, you are welcome to select a book on your own. However, if you need to glean some examples of what might fit for the class, here are some *examples* of possible options:

The Gatekeepers – Jacques Steinberg
Community College Student Mental Health – Amanda Latz and colleagues
The Cost of Inclusion – Blake Silver
Who Gets in and Why – Jeffrey Selingo
Class Dismissed – Anthony Abraham Jack
From Equity Talk to Equity Walk – Tia Brown McNair and colleagues
Relationship-Rich Education – Peter Felten
How Black Colleges Empower Black Students – Frank W. Hale, Jr.
Queer Man on Campus – Patrick Dilley

Models in Media Quest (10% of course grade; due Sun, March 23)

Media featuring fictional content, such as books, TV shows, films, musicals, and plays, are replete with rich storytelling that draws on contemporary themes related to *higher education*. Working individually, you will pinpoint a piece of fictional media and find connections to one of the student development theories highlighted in class. You will present your discoveries about these links via an 8-10-minute class presentation on Tues, March 25.

It is my expectation that you watch and engage with the entire piece of media (i.e., watch a whole movie, TV show episode) to base your understandings of the issues at hand. From there you will be pinpointing two or three individual scenes from the piece of work and discussing those in your presentation.

In your presentation, you will accomplish the following. All of these items are connected back to the "content" portion of the rubric for this assignment.

- Giving general context to the piece of media you selected and what it is about
- Sharing details on the characters, dynamics between characters, quotes, actions, setting up the scenes at hand (you want to make this clear for someone who has never engaged with this piece of media)
- Making direct connections to how these two or three scenes are reflective of tenets associated with a student development theory of your choosing (e.g., feminist theory in *Mona Lisa Smile*, Kohlberg's theory of moral development in *The Social Network*); the theory application should be the main focus of your presentation time. Note that each student in the class must select a different piece of media to focus on.
- (If applicable) showing a short scene from the piece of media (must be less than a minute long)
- Explaining the takeaways of how the piece of media makes concepts from a theory straightforward for intended audiences

By the end of class on Tues, Jan 28, you will share *two ideas* of different media with me (Dr. Brett) for approval. Please wait until obtaining feedback to proceed or make adjustments; Dr. Brett may make the final selection on the piece of media if multiple students select the same piece of media (e.g., both want to focus on *Mona Lisa Smile*) as part of their "top two choices."

A PDF copy of the presentation is due as both a submission here AND in the discussions tab on Canvas.

Purpose of this assignment: Recognize and demonstrate the application of student development-related content in fictional media.

Student Development Event Idea Showcase (15% of course grade; due Sun, April 20)

Imagine you were to develop an event on campus that focuses on elevating the experiences of a marginalized campus community. Tie this event idea back to a place where you work on campus (or would like to work in the future). Drawing on a theory illustrated in the course as your foundation, develop *at least two* of the following products as part of your set of event materials. Additionally, you will deliver an 8-10-minute media presentation in class that overviews the products that you have designed.
- Craft a script and potential interview questions for panelists (inclusive of details of the types of stakeholders you would include in the event). The script should include a complete introduction and closing for the event, as well as ideas on follow-up questions, transitions across sections, and how you would handle any contention.
- Create a resource guide for attendees that feature discussion questions, a list of relevant texts for them to consult, an overview of the event's purpose, and other relevant details. This document should be at least 3 pages and model what you would find as a supplementary piece of information that attendees would draw from for more context.
- Design a marketing plan for the event (including examples of social media posts, newsletter items, and fliers); create at least four distinct visuals or pieces of media that features all the relevant information.
- Establish the logistics via a 3-4-page document (inclusive of the location of the event, a menu with foods and drinks connected back to the theme, a budget breakdown, considerations for attendees, etc.).
- Write a two-page purpose statement of the event, addressing the 5 Ws (who, what, whey, when, and where).
- YOUR CHOICE; if you have an idea of another product that is not already listed among the options, pitch it to Dr. Brett.

By the end of the Tues, Feb 11 class, you will share with me (Dr. Brett) your idea(s) of both the theory/theories you envision covering, as well as the particular products you plan on developing. Please wait until receiving feedback from me before proceeding with your endeavor.

For your submission on Canvas, you will submit BOTH the class presentation and files regarding the products you develop. Please make sure to also submit the class presentation as a PDF on the course discussion board prior to the presentation day; that way your peers can access it.

Purpose of this assignment: Translate your knowledge of theory/theories from class into shaping the foundation of a potential campus event through developing a variety of practical materials.

Magazine Essay (proposal is 5% of course grade and due Sun, Feb 2; full draft is 10% of course grade and due Sun, March 30; final paper is 10% of course grade and due Sun, April 27)

This semester you will have the opportunity to craft a piece of writing that could be submitted to *About Campus* once the semester concludes.

In particular, you will be writing a scaffolded paper for the "Bottom Line" type of submission. The submission guidelines page explains the intention of these types of pieces:

"These provocative, persuasive articles bring readers' attention to a particular issue or challenge facing higher education. Authors clearly state their position, draw upon evidence as necessary to make their case, and show how the issue or challenge affects student learning. These articles should call readers to action and help them consider how the issue or challenge affects their own practice."

You will individually identify a topic related to student learning – particularly drawing on issues denoted in a learning theory or theory connected back to students' identities that is covered in this course. This will be your opportunity to uncover the issue that a particular community or group faces and bring in concrete examples and ideas of how readers (many of whom are practitioners) can reasonably implement changes in their practice to support student learning. Consequently, you will be engaging in a review of the literature and also pinpoint real-life, actionable practices that can improve students' learning experiences.

I ask that you incorporate ***at least 8*** sources to ground your points.

The best piece of advice I have to give: read a bunch of examples of prior "Bottom Line" articles in *About Campus* to ground your understandings of how these are written. Some of these examples are listed on Canvas under the "General Resources" tab within the Modules tab.

The **proposal** portion of the assignment is to give a brief overview of the learning-related issue you envision covering, inclusive of the key theory (or theories) you intend on drawing on to inform your understandings, complete with citations. You will also preview a few of the potential sources or areas you will be drawing from to inform your recommendations. Following your submission, I will give feedback that will enable you to focus or alter your direction. The proposal should be 300-400 words (outside of references).

The **full draft** is your opportunity to produce the complete paper. You will want to read many examples of published *About Campus* articles under the "Bottom Line" umbrella to inspire you. At the bottom of the full draft, you will need to include a *table* that features all of my comments from your proposal in one column, your response to each of those comments and how you addressed them in the paper in the second column, and the page number reflecting where you made those changes in the third column. This process mirrors what a revise and resubmit would

be like when publishing in an academic outlet. The final product should be 1,800 – 2,400 words (outside of references); therefore, the main text would likely be 7-10 pages.

The **final paper** is an updated version of the full draft. You will draw on my comments to inform the changes you make to this paper. At the bottom of the final paper, you will need to include a *table* that features all of my comments from your full draft in one column, your response to each of those comments and how you addressed them in the paper in the second column, and the page number reflecting where you made those changes in the third column. This process mirrors what a revise and resubmit would be like when publishing in an academic outlet. The final product should be 1,800 – 2,400 words (outside of references); therefore, the main text would likely be 7-10 pages.

Reminders:
- Read many published articles from *About Campus* to get a sense of how these pieces are written.
- Remember that this paper, if published, could be used in higher education program classrooms, board meetings, educational centers, or other spaces aiming to discuss modern issues facing higher education. Think about the transferability of the lessons across various spaces.
- I ask that, following the semester, you submit your paper to *About Campus*, so that you may gain additional feedback and potentially see your article in print down the line, should it be accepted. Your assignment grade is *not* contingent on its submission, though I would welcome you letting me know if you end up submitting. ☺
- Provide an opening and closing to each paragraph and section.
- Double check your APA 7th Edition; the small details matter!
- Save quotes for the most powerful statements that you could not otherwise paraphrase.
- The best resource you can turn to in figuring out how to write a literature review is to actually just read the literature review of an article that you find to be straightforward, structured well, compelling, and enjoyable. Translate those elements into shaping the infrastructure and contents for your specific literature review.

Reminders when reviewing my feedback:
- Remember that although I may only leave a comment once about a particular issue, it does not mean that is the *only* spot where the issue occurs. You must pinpoint those spaces for further improvement.
- You will need to address *all changes/suggestions* I offer; otherwise, you risk deductions to your assignment grade.

Purpose of the assignment: Gain experience in crafting a paper that could be submitted for publication and serve other practitioners.

Course Calendar

Readings listed for the week indicate that you should have read them for that week by the time of our class. Also, dates are subject to change, though will be communicated in advance for making appropriate adjustments.

Week	Dates	Class Session	Topic	Readings to Handle Before Class Session	Assignment Due
1	1/13-1/19	1/14	Overview	Patton et al. Chapters 1, 2, and 3 Jacobson & Mustafa, 2019	
2	1/20-1/26	1/21	Ecological, Epistemological and Intellectual	Garton et al., 2021 Patton et al. Chapter 14 Prieto et al., 2023	Positionality Reflection
3	1/27-2/2	1/28	Cognitive and Moral	King, 2009 Patton et al. Chapter 15 Taylor, 2016	Magazine Essay Submission: Proposal
4	2/3-2/9	**Asynchronous Week**	Psychosocial and Social Identity Overall	Culver et al., 2021 Patton et al. Chapters 4 and 13	Book Club Group Summary 1
5	2/10-2/16	2/11	Racial and Ethnic Identities	Foste & Irwin, 2020 Garcia, 2020 Patton et al. Chapters 5 and 6	
6	2/17-2/23	**Asynchronous Week**	Racial and Ethnic Identities continued	Sánchez, 2020 Sonodo & Garrison, 2023 Thelamour et al., 2019	Book Club Group Summary 2
7	2/24-3/2	2/25	Sexual Identities	Hanna-Walker et al., 2023 Mollet, 2020 Patton et al. Chapter 7	

				Pryor, 2018	
8	3/3-3/9	**Spring Break**			
9	3/10-3/16	**Asynchronous Week**	Religious Identities	Park et al., 2020

Patton et al. Chapter 9

Selznick et al., 2024

Tanhan & Strack, 2020 | Book Club Summary 3 |
| 10 | 3/17-3/23 | 3/18 | Gender Identities | Dolan, 2023

Farmer et al., 2020

Garvey, 2020

Patton et al. Chapter 8

Shalka, 2019 | Models in Media Quest |
| 11 | 3/24-3/30 | 3/25 Models in Media Quest Day | Social Class Identities | Graves, 2023

Gray et al., 2018

Jehangir et al., 2024

Patton et al. Chapter 11 | Magazine Essay Submission: Full Draft |
| 12 | 3/31-4/6 | 4/1 | Disability Identities | Ball & Traxler, 2023

Comeaux et al., 2021

Nachman, 2023

Patton et al. Chapter 10 | |
| 13 | 4/7-4/13 | 4/8 | Political Identities | Morgan, 2023

Rockenbach & Hudson, 2024

Schuster, 2021 | |
| 14 | 4/14-4/20 | 4/15 | International Identities | Krsmanovic, 2021

Shahjahan et al., 2024 | Student Development Event Idea Showcase |

| 15 | 4/21-4/27 | 4/22 Student Development Event Idea Showcase Day | Theory to Practice | Patton et al. Chapters 17 and 18 | Self-Assessment of Course Participation

Magazine Essay Submission: Final Paper |

Assignment Rubrics

Rethinking Theory Topical Facilitation (20% of course grade) – students pick week of interest

	Outstanding (full)	Solid	Below Par
Content

(60%) | The presenters feature a compelling session that **thoroughly and concretely** incorporates each of the following:

- An explanation of the theory/theories, including their history, components, and past application
- Demonstration of how the theory/theories can be used across practice, policy, and/or research
- Activities and conversation with the class | The presenters feature an interesting session that **fairly thoroughly and concretely** incorporates each of the following:

- An explanation of the theory/theories, including their history, components, and past application
- Demonstration of how the theory/theories can be used across practice, policy, and/or research
- Activities and conversation with the class | The presenters feature a session that **minimally addresses** and incorporates at least some of the following:

- An explanation of the theory/theories, including their history, components, and past application
- Demonstration of how the theory/theories can be used across practice, policy, and/or research
- Activities and conversation with the class |

	that are relevant to the main topic • Clear takeaways for the class Presenters will also feature at least four additional sources beyond the course reading. Finally, presenters will each email me a self-assessment (and peer assessment if working on a team) denoting what each individual contributed to the project, as well as strengths and areas for growth. These assessments should be at least 150 words.	that are relevant to the main topic • Clear takeaways for the class Presenters will also feature at least three additional sources beyond the course reading. Finally, presenters will each email me a self-assessment (and peer assessment if working on a team) denoting what each individual contributed to the project, as well as strengths and areas for growth. These assessments should be at least 150 words.	that are relevant to the main topic • Clear takeaways for the class Finally, presenters will each email me a self-assessment (and peer assessment if working on a team) denoting what each individual contributed to the project, as well as strengths and areas for growth. These assessments should be at least 150 words.
Visuals (10%)	The presenters consistently feature clear and helpful visuals that summarize relevant content. Slides are neither too cluttered nor super bare. Text is easy to read.	The presenters mostly feature clear and explicit helpful visuals. Sometimes slides have too much content. Text may be hard to read at times.	The presenters do not feature clear and helpful visuals. There may be a dearth or overabundance of content on screen. Text may be hard to read.
Organization (10%)	The presenters deliver material in a clear, logical, and purposeful manner that clearly flows.	The presenters deliver most material smoothly, though there are some instances that are hard to follow.	The presenters deliver content in a disjointed, hard-to-follow manner across many instances.
Length (10%)	The facilitation follows the 50-60-min guidelines	The facilitation lasts in the 45-50-min range or for 60-65 mins	The facilitation lasts less than 45 mins or more than 65 mins

Professionalism (10%)	The presenters avoid informal use of language.	The presenters only demonstrate informal language on a few occasions (e.g., using contractions, demonstrating passive tone [*did, go*], communicating in a manner that sounds conversational)	The presenters consistently demonstrate informal language.

Positionality Reflection (5% of course grade)

	Outstanding (full)	Solid	Below Par
Content (60%)	The author clearly illustrates transparency and self-awareness about how their identities shape their perspectives, including relevant examples, and follows *all* of the components illustrated in the directions.	The author provides at least some examples about their identities in shaping their positionality, as well as follows most of the components in the directions.	The author does not demonstrate examples of their identities in shaping their positionality, as well as only follows a few of the components listed in the directions.
Clarity, Writing Quality (10%)	The author features clear sentence structure, precise word choice, and few to no grammatical, punctuation errors.	The author features mostly clear sentences, appropriate word choice, and/or some instances of grammatical or punctuation errors.	The author features sentences that are unclear, inappropriate word choice, and/or many instances of grammatical or punctuation errors.
Organization (10%)	The author presents material in a logical, purposeful manner that clearly flows.	The author presents most material smoothly, though there are some instances that are hard to follow.	The author presents content in a disjointed, hard-to-follow manner across many instances.
Formatting, Length (10%)	The author meets the 2-3-page guidelines. All		The author exceeds 3 pages or writes under 2 pages. The

	headings are appropriate.		paper is missing some headings.
Professionalism (10%)	The author avoids informal use of language.	The author only demonstrates informal language on a few occasions (e.g., using contractions, demonstrating passive tone [*did, go*], communicating in a manner that sounds conversational)	The author consistently demonstrates informal language.

Book Club Group (each of the three submissions is 5% of the course grade)

	Outstanding (full)	Solid	Below Par
Content (80%)	Team members include discussion questions closely relevant to the content at hand and provide a rich, in-depth analysis of the content they have covered. The content is not only limited to summarizing the text, but also features team members' interpretations and reflections based on the discussion questions.	Team members include discussion questions somewhat relevant to the content at hand and provide a solid analysis of the content they have covered. The content is mostly limited to summarizing the text.	Team members include discussion questions that are not relevant to the content at hand and/or provide a vague analysis of the content they have covered. The content is mostly limited to summarizing the text.
Clarity, Writing Quality (20%)	Team members feature clear sentence structure, precise word choice, and few to no grammatical, punctuation errors.	Team members feature mostly clear sentences, contain appropriate word choice, and/or have some instances of grammatical or punctuation errors.	Team members feature sentences that are unclear, contain inappropriate word choice, and/or have many instances of grammatical or punctuation errors.

Models in Media Quest (10% of course grade) – due Sun, March 23

	Outstanding (full)	Solid	Below Par
Content (60%)	The presenter effectively summarizes the piece of media, explains all of the components of the scene, makes direct connections to a student development theory, and illustrates the takeaways. Content is explained clearly. The presenter engages the audience.	The presenter somewhat effectively summarizes the piece of media, explains all of the components of the scene, makes direct connections to a student development theory, and illustrates the takeaways. Content is explained rather clearly. The presenter somewhat engages the audience.	The presenter does not effectively summarize the piece of media, explains all of the components of the scene, makes direct connections to a student development theory, and illustrates the takeaways. Content is not clear. The presenter may not engage the audience.
Visuals (10%)	The presenter consistently features clear and helpful visuals that summarize the content. Slides are not too cluttered nor super bare. Text is easy to read.	The presenter mostly features clear and explicit helpful visuals. Sometimes slides have too much content. Text may be hard to read at times.	The presenter does not feature clear and helpful visuals. There may be a dearth or overabundance of content on screen. Text may be hard to read.
Organization (10%)	The presenter delivers material in a clear, logical, and purposeful manner that clearly flows.	The presenter delivers most material smoothly, though there are some instances that are hard to follow.	The presenter delivers content in a disjointed, hard-to-follow manner across many instances.
Length (10%)	The presenter follows the 8-10 min guidelines.	The presenter speaks in the 7-8-min or 10-11 min range	The presenters speak for less than 7 mins or more than 11 mins.
Professionalism (10%)	The presenter avoids informal use of language.	The presenter only demonstrates informal language	The presenter consistently

		on a few occasions (e.g., using contractions, demonstrating passive tone [*did, go*], communicating in a manner that sounds conversational)	demonstrates informal language.

Student Development Event Idea Showcase (15%) – due Sun, April 20

	Outstanding (full)	Solid	Below Par
Presentation Content (20%)	The presenter very effectively addresses the following: • Explains the focus of the event and how it honors a particular student community • Shares rich context on the two products they created related to the event, including the process of developing them and what various stakeholders would gain from engagement with the product(s) • Makes connections to at least one student development theory covered in the course	The presenter somewhat effectively addresses the following: • Explains the focus of the event and how it honors a particular student community • Shares context on the two products they created related to the event, including the process of developing them and what various stakeholders would gain from engagement with the product(s) • Makes connections to at least one student development theory covered in the course	The presenter may only briefly and relatively ineffectively explain the event's focus and intent and/or relay context on what the products feature and how stakeholders would benefit from the product. The presenter may not necessarily feature much direct context to a student development theory.

Presentation Visuals, Organization, and Length (20%)	The presenter consistently features clear and helpful visuals that summarize the content. Slides are not too cluttered nor super bare. Text is easy to read. AND The presenter delivers material in a clear, logical, and purposeful manner that clearly flows. AND The presenter follows the 8-10 min guidelines.	The presenter mostly features clear and explicit helpful. Sometimes slides have too much content. Text may be hard to read at times. AND/OR The presenter delivers material that may come across as unclear or choppy at times. AND/OR The presenter delivers a presentation that is 7-8 mins or 10-11 mins.	The presenter does not feature clear and helpful visuals. There may be a dearth or overabundance of content on screen. Text may be hard to read. AND/OR The presenter delivers material that may come across as unclear or choppy at times. AND/OR The presenter delivers a presentation that is fewer than 7 mins or longer than 11 mins.
Products' Content and Depth (50%)	The student has created rich, thorough, relevant, and reflective material for the specific products at hand. AND Written content connects back to concepts relevant to course material, and is compellingly shared.	The student has relayed a foundational amount of information regarding the written products. It is possible that content may be irrelevant or surface-level in their descriptions. AND Written content is at least somewhat irrelevant at times.	The student has not given much in the way of detailed or relevant information regarding the written products. AND/OR Written content is often irrelevant.
Products' Organization,	The student has developed products that are well	The student has developed products that are fairly	The student has developed products that are fairly

Clarity, and/or Design (10%)	organized in their written and/or visual presentation. Material should be clear, understandable, and flow. For visual products, content should not be cluttered or confusing.	organized in their written and/or visual presentation. Material should be at least somewhat clear, understandable, and flow. For visual products, content may be cluttered or confusing in some areas.	organized in their written and/or visual presentation. Material should be at least somewhat clear, understandable, and flow. For visual products, content may be cluttered or confusing in some areas.

Magazine Essay

Proposal (5% of course grade) – due on Sun, Feb 2

	Outstanding (full)	Solid	Below Par
Content (40%)	The author capably addresses all of the components associated with the proposal. First, there is a brief overview of the topic that the author envisions covering, inclusive of some key issues. The author also gives a preview of what the paper will cover. In-text citations are provided throughout, with a references section at the end of the paper.	The author capably addresses *most* of the components associated with the proposal. First, there is a brief overview of the topic that the author envisions covering, inclusive of some key issues. The author also gives a preview of what the paper will cover. In-text citations are provided throughout, with a references section at the end of the paper.	The author capably addresses *some* of the components associated with the proposal. First, there is a brief overview of the topic that the author envisions covering, inclusive of some key issues. The author also gives a preview of what the paper will cover. In-text citations are provided throughout, with a references section at the end of the paper.
Clarity, Writing Quality (20%)	The author features clear sentence structure, precise word choice, and few to no grammatical, punctuation errors.	The author features mostly clear sentences, appropriate word choice, and/or some instances of grammatical or punctuation errors.	The author features sentences that are unclear, inappropriate word choice, and/or many instances of grammatical or punctuation errors.

Organization (20%)	The author presents material in a logical, purposeful manner that clearly flows.	The author presents most material smoothly, though there are some instances that are hard to follow.	The author presents content in a disjointed, hard-to-follow manner across many instances.
Formatting, Length (10%)	The author writes at least 300 words, but no more than 400 words. All headings are appropriate.		The author exceeds 400 words or writes under 300 words. The paper is missing some headings.
Professionalism (10%)	The author avoids informal use of language.	The author only demonstrates informal language on a few occasions (e.g., using contractions, demonstrating passive tone [*did, go*], communicating in a manner that sounds conversational)	The author consistently demonstrates informal language.

Full Draft (10% of course grade) – due on Sun, March 30

	Outstanding (full)	Solid	Below Par
Content (40%)	The author capably addresses all of the components associated with the assignment. This will include, but is not limited to: giving clear context on the relevant theory/theories at hand; lending strong scope of the issue entailing student learning; detailing the relevant stakeholders;	The author capably addresses most of the components associated with the assignment. This will include, but is not limited to: giving mostly clear context on the relevant theory/theories at hand; lending good scope of the issue entailing student learning; detailing the relevant	The author capably addresses some of the components associated with the assignment. This will include, but is not limited to: giving some context on the relevant theory/theories at hand; lending a bit of perspective of the issue entailing student learning; detailing some relevant

	providing rich, real-life examples; and relaying explicit, actionable solutions.

In-text citations are provided throughout, with a references section at the end of the paper. | stakeholders; providing real-life examples; and relaying fairly actionable solutions.

In-text citations are provided throughout, with a references section at the end of the paper. | stakeholders; providing real-life examples; and relaying some solutions (which may or may not be actionable).

In-text citations are provided throughout, with a references section at the end of the paper. |
| Clarity, Writing Quality (10%) | The author features clear sentence structure, precise word choice, and few to no grammatical, punctuation errors. | The author features mostly clear sentences, appropriate word choice, and/or some instances of grammatical or punctuation errors. | The author features sentences that are unclear, inappropriate word choice, and/or many instances of grammatical or punctuation errors. |
| Organization (10%) | The author presents material in a logical, purposeful manner that clearly flows. | The author presents most material smoothly, though there are some instances that are hard to follow. | The author presents content in a disjointed, hard-to-follow manner across many instances. |
| Formatting and Length (10%) | APA is mostly accurate and consistently strong throughout paper.

AND

The author meets the 1800-2400 word range for the main portion of the manuscript. All headings are appropriate. | APA is somewhat accurate throughout paper. | APA is inconsistent and mostly inaccurate (or absent) throughout paper.

AND/OR

The author meets the 1800-2400 word range for the main portion of the manuscript. All headings are appropriate. |

Professionalism (10%)	The author avoids informal use of language.	The author only demonstrates informal language on a few occasions (e.g., using contractions, demonstrating passive tone [*did, go*], communicating in a manner that sounds conversational)	The author consistently demonstrates informal language.
Quality in Addressing Revisions (20%)	The author thoroughly and capably addresses all of the recommendations from the prior iteration of the paper.	The author capably addresses many of the recommendations within the prior iterations of the paper.	The author only effectively addresses some of the recommendations within the prior iterations of the paper.

Final Paper (10% of course grade) – due Sun, April 27

	Outstanding (full)	Solid	Below Par
Content (40%)	The author capably addresses all of the components associated with the assignment.

This will include, but is not limited to: giving clear context on the relevant theory/theories at hand; lending strong scope of the issue entailing student learning; detailing the relevant stakeholders; providing rich, real-life examples; and | The author capably addresses most of the components associated with the assignment.

This will include, but is not limited to: giving mostly clear context on the relevant theory/theories at hand; lending good scope of the issue entailing student learning; detailing the relevant stakeholders; providing real-life examples; and | The author capably addresses some of the components associated with the assignment.

This will include, but is not limited to: giving some context on the relevant theory/theories at hand; lending a bit of perspective of the issue entailing student learning; detailing some relevant stakeholders; providing real-life examples; and |

	relaying explicit, actionable solutions. In-text citations are provided throughout, with a references section at the end of the paper.	relaying fairly actionable solutions. In-text citations are provided throughout, with a references section at the end of the paper.	relaying some solutions (which may or may not be actionable). In-text citations are provided throughout, with a references section at the end of the paper.
Clarity, Writing Quality (10%)	The author features clear sentence structure, precise word choice, and few to no grammatical, punctuation errors.	The author features mostly clear sentences, appropriate word choice, and/or some instances of grammatical or punctuation errors.	The author features sentences that are unclear, inappropriate word choice, and/or many instances of grammatical or punctuation errors.
Organization (10%)	The author presents material in a logical, purposeful manner that clearly flows.	The author presents most material smoothly, though there are some instances that are hard to follow.	The author presents content in a disjointed, hard-to-follow manner across many instances.
Formatting and Length (10%)	APA is mostly accurate and consistently strong throughout paper. AND The author meets the 1800-2400 word range for the main portion of the manuscript. All headings are appropriate.	APA is somewhat accurate throughout paper.	APA is inconsistent and mostly inaccurate (or absent) throughout paper. AND/OR The author meets the 1800-2400 word range for the main portion of the manuscript. All headings are appropriate.
Professionalism (10%)	The authors avoid informal use of language.	The author only demonstrates informal language on a few occasions (e.g., using	The author consistently demonstrates informal language.

		contractions, demonstrating passive tone [*did, go*], communicating in a manner that sounds conversational)	
Quality in Addressing Revisions (20%)	The author thoroughly and capably addresses all of the recommendations from the prior iteration of the paper.	The author capably addresses many of the recommendations within the prior iterations of the paper.	The author only effectively addresses some of the recommendations within the prior iterations of the paper.