

Exploring Leadership

Course Syllabus

HEd 297a - Section 2 (2 credits/graded)

Tuesday, 3:00 pm – 4:50 pm - Student Union Santa Cruz Room

Instructor:

Instructor

Office of instructor

E-mail and phone number

Office hours

Course Overview:

Today's students encounter a world that demands a new level of intellectual sophistication, intercultural literacy, and social engagement from college graduates. They face technological revolution, pressing societal problems, and unparalleled opportunities. This course will cover a broad range of areas associated with effective leadership. These include the following: leadership language, theory, and style; communication; diversity; values, ethics and legalities associated with leadership; globalization; group member behaviors; and productivity through appropriate uses of delegation, meetings, decision making models, and power. ***These leadership areas are linked together in a network rather than stacked in a hierarchical relationship.*** For example, how you choose to communicate is related to your values and ethics. Or, your understanding of diversity among individuals is linked to how you make decisions with group members. This framework may be helpful for you in integrating the material in this class with your own learning interests.

Course Objectives:

This course is designed to be an *experience* in leadership. Through team and community building exercises, students will begin to develop relationships with one another, thus creating a space of trust and consideration of others. Learning in this class requires students to be active participants in the learning process. It is imperative that students come to class prepared to engage in dialogue surrounding the leadership principles addressed in the readings and in everyday life. Students will need to think about personal goals for the course to help direct the learning environment. Learning can and should be intellectually challenging and requires hard work and extensive time. Your involvement in helping the course meet your needs will be assessed throughout the semester.

Specific Learning Objectives:

- Students will learn to articulate values, qualities, and skills important to leadership positions.
- Students will understand the relational leadership model in oral, written, and experiential application.
- Students will develop a personal leadership vision statement.
- Student will develop skills for understanding values, ethics, and decision-making.
- Students will explore their personal identity as a leader.
- Students will develop an expanded awareness of diversity and globalization.
- Students will enhance their written and oral communication skills through reflective writing, out-of-class assignments, and class presentations.
- Students will engage in community service using the **S.E.R.V.I.C.E.** model.
- Students will have fun!

Required Course Materials:

1. TEXTBOOK: Exploring Leadership: For College Students Who Want to Make a Difference. Komives, Lucas, & McMahon authors. Available at the UA Bookstore.

Additional reading assignments will be available on Ereserves (see below).

Using Ereserves:

1. Go to <http://eres.library.arizona.edu/courseindex.asp>
2. Fill in the field for course as "Higher Education" and click "Go"
3. Find the course "H ED 297a" and click on it
4. Enter the password which is "leadership" and click "Accept"
5. Scroll down through the course readings-they are listed alphabetically by author

Course Format:

Team building and community building activities will be utilized in an attempt to open dialogue among students. Hands-on activities will often be utilized as learning tools. This will be a very interactive and dynamic class. By the end of the term, students will be expected to relate the principles from the lectures, activities and guest speakers. Students will prepare and submit their written evidence expanding on the topics as required in the leadership portfolio.

Course Policies:

General Course Policies

- Students are expected to turn off their cell phones and pagers during class.
- Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Attendance

A key learning tool for this class is weekly participation in discussions and exercises. It is important that students attend class, and actively participate in all class discussions, exercises and special outside activities. **There are no excused or unexcused absences. All absences will result in an automatic loss of points from the student's overall grade.**

- Students arriving late to class will be penalized attendance points relative to how tardy the student is.
- Each absence will result in a loss of points from the point total of the student's final grade. The first absence, five (5) points will be lost; the second absence five (5) points will be lost; and ten (10) points will be subtracted for the third absence, and twenty (20) points each for any absence that follows.
- Students who are absent are expected to be responsible for materials covered during their absence, and are required to complete and submit course assignments either in person or via e-mail on or before the class time on their due date.
- Students who have class on a religious holiday and need to miss class to observe this holiday may do so if they notify the instructor at least 2 weeks in advance of the absence.
- Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

Special Needs

Students needing special accommodations or special services should contact the Disability Resource Center (<http://drc.arizona.edu>) and/or the SALT Center (<http://www.salt.arizona.edu>).

Students with disabilities who require reasonable accommodations to fully participate in course activities or meet course requirements must register with the Disability Resource Center (DRC). If you qualify for services through DRC, please bring your letter of accommodation to the instructor as soon as possible.

Academic Dishonesty

The University of Arizona observes a Code of Academic Integrity, which demands that all material submitted by a student is the student's own work. This also pertains to a student doing his/her own work on all tests and quizzes. Failure to comply with this code will result in disciplinary sanctions. A complete copy of this code is available from the Office of the Dean of Students or the Committee on Academic Integrity.

Threatening Behavior

Threatening Behavior is prohibited. "Threatening behavior" means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm.

Assignments

Assignments are due on the date listed on the syllabus and are due in class during the class session. **Late assignments will be accepted with a penalty of one letter grade for each day the assignment is late.**

Reflective Response Worksheets

You will be asked to complete reflective response worksheets either typed or handwritten in which you will connect the week's reading assignment, course material, and real-life experiences. These worksheets will be due in class and will help prepare you for the class discussion. Reflective response worksheets will be due twelve specified times throughout the semester.

Discussion Leads

Each person will be paired up with another student to come up with discussion questions and lead the reading discussion during one class session. Discussions should last 15-20 minutes. Who will be facilitating which discussion will be assigned at the beginning of the semester. **Due on assigned dates. No make-ups for Discussion Leads.**

Personal Mission Statement

Each student will develop both a personal mission statement and a personal vision statement. You will want to iron out your thoughts on the mission worksheet from the mission and vision class. The mission statement should include no more than 3 sentences answering the questions:

- Who am I?
- What are my values?
- What do I do?
- How do I do it?

The mission statement should serve as a timeless philosophy or constitution of how you live your life. **Due September 27th.**

Personal Vision Statement

The vision statement should be a compelling, bold, and transforming future picture. You will want to iron out your thoughts on the vision worksheet from the mission and vision class. Your vision should address the following questions:

- What would the future be like if I could have it any way I wanted it? What issues am I passionate about?
- What can I do to move us toward the future I imagine?

Be creative. Think out of the box. **Due September 27th.**

S.E.R.V.I.C.E. Project

Students will be required to do one service project during the semester. Each student will be assigned to a service team. Each team will follow the S.E.R.V.I.C.E. Model and complete a group service project. Each stage of the model will be addressed along the way either through in-class or out-of class work.

S: Using the Inspired Philanthropy sheets, each student will identify what social issues he/she is passionate about. Based on peoples' interests, groups will be created for the SERVICE project. **In class on August 30th.**

E: Each SERVICE group will find out information on their social issue and write a 3-4 page paper on what they learned about that issue. Papers should address the following:

- Description of the issue
- History and causes of the issue
- What agency do you plan to work with and why?
- What needs does this community or agency indicate that they need?
- What do you hope to learn from this project?

Due September 13th.

R: Students will actually go out and perform service related to the issue they selected.

V: Each student will write an individual paper describing his/her experience during the service project and applying at least 2 readings/models/class concepts to his/her service experience. This paper is to be 3-4 pages long. **Due November 1st.**

I: Each group will present for 10-15 minutes about the project which they participated. These presentations should include a brief overview of the issue, information demonstrating the service project, as well as your recommendations to address this issue. The group is to facilitate a discussion with the class to discuss other projects that may address this issue. **Due November 8th.**

C/E: Each student will do an evaluation of the service project by describing the impact of change or effect this project had on the issue chosen. In addition, students will write on what other information he/she would like to learn about this issue including a description of 3 things he/she will do to continue addressing this issue. **In class on November 8th.**

Cultural Immersion Project

In order to truly understand another culture, there are many things that a person can do. He or she can read about it, meet someone in that culture, or even spend time immersed in that culture. This project has you doing all three in order to understand a culture from various perspectives. The value in understanding other cultures is to be able to recognize and appreciate the importance that everyone brings to leadership situations. The cultures listed below are those considered to be cultures that are not privileged in U.S. society (meaning they are minority and non-dominant cultures) that often are both visibly oppressed and oppressed in very hidden ways that are embedded in the way we do things in the United States. These particular cultures are only some of the minority cultures in the U.S. The reason that these particular cultures are highlighted is that during one portion of this project, you will be immersing yourself into the culture that will not be influenced based on physical traits.

Choose one of the following immersion experiences from below and complete the exercise as described in the assignment. When choosing the exercise, you must select one of the following that does not reflect a group that you identify with in your life. Also, to get the most out of this experience, you are asked to not reveal to others that you are doing this as an assignment for a class. More information on the assignment and culture descriptions will be overviewed in class.

- Disability
- Gay/Lesbian
- Jewish
- Low Socio-Economic Status
- Blind
- Muslim
- Deaf and Mute

Components of this assignment include:

- CIP Education Paper, **Due September 20th**.
- CIP Immersion
- CIP Interview
- CIP Reflection Paper, **Due October 11th**.
- CIP Presentation, **Due October 11th**.

Personal Leadership Model

Each student will be required to compose a final paper critiquing one current leadership model and developing a model of his or her own based upon current leadership literature. The student must be able to incorporate all aspects of leadership into his or her final plan, including but not limited to diversity, service, and facilitation. Each student will present his or her model to the class. Be prepared to offer a handout outlining your model for each student in the class.

Detailed information regarding this assignment will be overviewed in class.

Rough Draft due November 29th.

Final paper and presentation due December 13th.

Point Distribution and Grading Standards

Assignments & Point Values (Total=500 points)

Class Participation/Attendance	75 points (5 points per class)
Mission Statement	15 points
Vision Statement	20 points
Reflective Response Worksheets	120 points (12 at 10 points each)
SERVICE Project	80 points total
• "E"	25 points
• "V"	25 points
• "I"	20 points
• "C"/"E"	10 points
Cultural Immersion Project	80 points total
• Education Paper	25 points
• Reflection Paper	35 points
• Presentation	20 points
Discussion Leads	10 points
Final-Personal Leadership Model	100 points
• Draft	25 points
• Final Written Paper	50 points
• Presentation	25 points

Grade Scale

A	=	450-500
B	=	400-449
C	=	350-399
D	=	300-349
E	=	< 300

Exploring Leadership

Unit 1: An Introduction to Leadership

Week	Date	Topic/Readings for Week	Assignments Due
1	August 23	Introduction to Course	
2	August 30	Leadership Theories/Models <i>Komives, Ch. 1-2</i> <i>Heider</i>	Reflection

Unit 2: Understanding Yourself

3	September 6	Leadership Styles <i>Rushdie</i> <i>Tao #3</i> <i>Hays</i>	Reflection
4	September 13	Understanding Values <i>Miner</i> <i>Yerton</i>	Reflection "E"-S.E.R.V.I.C.E.
5	September 20	Mission and Vision <i>Fink</i> <i>Tao #22</i>	Reflection CIP Ed. paper
6	September 27	Ethics and Decision-Making <i>Wueste</i> <i>Tao #38</i>	Reflection Mission Statement Vision Statement

Unit 3: Understanding Others

7	October 4	Multiculturalism & Inclusivity <i>Oi Chin</i>	Reflection
8	October 11	Understanding Culture	CIP Reflect. Paper CIP Presentation
9	October 18	Understanding Power <i>McIntosh</i> <i>Kivel</i>	Reflection

Unit 4: Understanding Community			
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10	October 25	Group Dynamics <i>Peck</i> <i>Tao #11, #58</i> <i>Rabbi's Gift</i>	Reflection
11	November 1	Civic Engagement <i>Loeb</i>	Reflection "V"-S.E.R.V.I.C.E.
12	November 8	Civic Engagement 2	"I"-S.E.R.V.I.C.E.
13	November 15	Impacting Change <i>Tao #76</i> <i>Walker</i> <i>Walker</i>	Reflection
14	November 29	Conflict Resolution <i>Harvey</i> <i>Tao #46</i>	Reflection Lead. Model Draft
15	December 6	Reflection and Renewal <i>Tao #55</i> <i>Spence</i>	Reflection
16	December 13	Leadership Models Revisited	Model paper Model presentation