

EDL 280: Peer Leadership and Education

Advocates for National Greek Leadership and Education

Course Syllabus

EDL 280 - (2 credits/graded)

Instructor:

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Office hours by appointment

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Course Overview:

Advocates for National Greek Leadership and Education (ANGLE) is a peer education organization of fraternity and sorority members from The University of Arizona Greek community. ANGLE peer educators become trained through an academic course where they learn about presentation and facilitation skills as well as issues facing college students. The peer educators will present, facilitate, and educate fraternity and sorority members on these issues through various forums including GREAT Greek Weekend. GREAT Greek Weekend is a 3-day retreat for emerging Greek leaders in which attendees participate in leadership styles assessments, outdoor teambuilding, ethics and values workshops, diversity exercises, and visioning. The role of the ANGLE peer educators is to advise, coordinate, and facilitate the entire retreat's exercises and activities. The retreat will be April 7-9, 2006.

Course Objectives:

This course is designed to educate both the student peer educators on leadership and social issues as well as train these student leaders to role model positive behavior within the Greek community. The peer educators in ANGLE will have the opportunity to learn and develop skills to effectively educate their fellow students through presentations, dialogues, as well as facilitating discussions and activities to enhance student learning and development.

Specific Learning Objectives:

- Students will learn to articulate values, qualities, and skills important to leadership positions.
- Students will be exposed to a variety of effective presentation and facilitation practices and will enhance their skills in educating others
- Students will better understand social issues facing Greek Life and college students in general through discussions, readings, activities, and interactions with others
- Students will be able to address social issues with their peers from a variety of perspectives including ethical decision-making, health and wellness, and inclusivity
- Students will enhance their written and oral communication skills through reflective writing, out-of-class assignments, and class presentations.
- Students will have fun!

Required Course Materials:

1. 1 inch 3 ring binder for presentation materials.

Reading assignments will be available on Ereserves (see below) and/or distributed in class.

Using Ereserves:

1. Go to <http://eres.library.arizona.edu/courseindex.asp>
2. Click on "Course Reserve Pages by Department"
3. Select Educational Leadership from the drop-down menu
4. Click "View"
5. Click on the A.N.G.L.E. section of EDL 280
6. The password is "leadership"

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 to the facilitating presentations of their own.

Course Policies:

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.** Tardiness will also be monitored and consistent tardiness will be addressed individually with students whom are having difficulty with this requirement. The following guidelines also apply:

- Each absence will result in a loss of points from the point total of the student's final grade. The first absence, ten (10) points will be lost; the second absence ten (10) points will be lost; and fifteen (15) 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.

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 Corey 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. **No late assignments will be accepted.**

Discussion Leads

Each student will come up with discussion questions and lead the reading discussion during one class session. Plan to prepare 4-6 discussion questions for each of the readings for that class session. During class, the discussions for each of the readings will take place at different times throughout the class session depending on how it fits with the curriculum. Discussions will be 15 minutes. You will sign up at the beginning of the semester for which day you would like to lead the discussion. **Due on assigned dates. No make-ups for Discussion Leads.**

Model Program Design

Using the 5-Step Programming Model, you and your partner are to outline and design your own program on any social issue facing Greek Life which you and your partner will present to the Greek community at a later date. This assignment needs to be typed out in a proposal format detailing each of the 5 steps and should be approximately 3 pages in length. **Due February 8th.**

Values, Mission, and Vision Summary

Each student will investigate their local and national chapter values, mission, and vision. In this 3-4 page paper, please describe both the local and national values, mission, and vision and how you and your chapter actually put these concepts into practice. Also, please describe 3 areas that you or your chapter could improve in order to better follow your values, mission, and vision as well as ideas you could implement to improve on these areas. **Due February 15th.**

Inclusivity Audit

You are to choose a cultural perspective from which you will do this assignment. Choices are listed below. **Due March 1st-paper and presentation.**

- Student in a wheelchair
- Gay or Lesbian student
- Extremely overweight student
- Limited English-speaking student
- Deaf or blind student
- Non-traditional aged student with child (25+ years old)
- Low income student who works 30+ hours a week, does not have a car, and lives at home

You are to spend a day noting all policies, formal and informal practices, and ideology in your chapter that is inclusive or not inclusive of your cultural perspective. Once you have noted these, you are to write a 3-4 page paper describing the inclusive and non-inclusive behaviors of either chapter members (anonymously please) or policies that your chapter has in its constitution or structure that may be perceived as inclusive or non-inclusive. In addition, you are to formulate a 5-10 minute presentation for the class on what you discovered. You may want to investigate any or all of the following:

- Constitution/By-Laws
- Rush/Recruitment Procedures
- Chapter Expectations/Fines
- If you have a house, what type of artwork is on the wall? Is the house inclusive of all?
- Are your living or meeting spaces accessible?
- Where and when you meet and have events
- How you structure social events
- If you have a house, what food may be served?
- Individual behaviors and comments of members

Wildcard Presentation

You and your partner are to present to either one of your chapters, another chapter, at Panhellenic/IFC/NPHC, or President's Forum on the topic you wrote your Model Program Design assignment on. The presentation should be a minimum of 30 minutes and include information, discussion, and an interactive exercise. At the completion of the presentation, you are to have the Advisor fill out your evaluation which will be turned in to me for your grade. You will be graded more on preparedness, length of the presentation, and appropriateness of content and not on personal evaluation comments. **Due by April 5th.**

GREAT Greek Weekend Presentation

Each student will be required to do a minimum of one presentation at GREAT Greek Weekend November 12-14. You will be evaluated on your preparedness, effectiveness, knowledge of information, and ability to engage the audience. Topics for these presentations will be selected at the beginning of the semester. You must attend all of GREAT Greek Weekend to get any credit for this assignment. **Due April 6th-8th.**

Impact Paper and Presentation

In teams of 2, each group will select either alcohol, drugs, body image, or hazing as their final course topic. Groups are to research negative effects that their issue has on the Greek community. Information should be supported by legitimate research and be written in a persuasive manner to convince the reader to find ways to curb the negative effects of the issue selected. After describing the effects of the issue, each team should provide a minimum of 3 potential creative ideas to help reduce the negative effects of their issue. These ideas should be creative, however, they need to be realistic (changing the drinking age to 18 is not a realistic idea, however creative it is). The team will turn in a 4-6 page paper on their issue and ideas to resolve problems created by this issue. The team will also do a final class presentation for 20 minutes doing an overview of the issue, negative effects of the issue for the Greek community, and possible ideas/solutions to address the issue. Please make your presentation informative, visual, and interactive. **Due May 3rd.**

Point Distribution and Grading Standards

Assignments & Point Values (Total=500 points)

Class Participation/Attendance	150 points (10 points per class)
Discussion Leads	20 points
Model Program Design	25 points
Values, Mission, and Vision Summary	40 points
Inclusivity Audit	60 points (40 points-paper, 20 points-presentation)
Wildcard Presentation	30 points
GREAT Greek Weekend Presentation	100 points
Impact Paper and Presentation	75 points (50 points-paper, 25 points-presentation)

Grade Scale

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

Greek Peer Leadership and Education

Unit 1: An Introduction to Peer Education

<u>Week</u>	<u>Date</u>	<u>In-Class</u>
1	January 11	Introduction to Course & Peer Education
2	January 18	Personal Leadership Styles
3	January 25	Teambuilding
4	February 1	Facilitation, Presentation, and Program Planning Ender, S. & Newton, F. Students Helping Students, Chapter 7

Unit 2: Understanding Greek Issues

5	February 8	The Value of Fraternities and Sororities Kuh, G. The Questionable Value of Fraternities Gregory, D. The Dilemma Facing Fraternal Organizations at the Millennium <i>Due: Model Program Design</i>
6	February 15	Diversity of the Greek System Anderson. Holding the Closet Door Shut Cheryl's Memoirs Geaslen, J. Chick Truths <i>Due: Values, Mission, and Vision Summary</i>
7	February 22	Creating an Inclusive Environment Montaque, C. Inclusion of Students with Disabilities Windmeyer, S. The Collective Harms of Homophobia on College Fraternities Katchen, N. My P.I.M.P. Manifesto
8	March 1	Vision for Inclusive Greek Community <i>Due: Inclusivity Audit and Presentations</i>
9	March 8	Legal and Policy Perspective on Hazing Nuwer, H. Exterminating the Frat Rats: Why Greeks Need to Expel Hazers in Their Midst Nuwer, H. High School Hazing
10	March 22	Groupthink and Hazing Behavior The Week. Experiments in Inhumanity Nuwer, H. Wrongs of Passage: Greekthink
11	March 29	The Role of Alcohol in the Greek Community Crane, M. Chocolate Cake and Ritual Nuwer, H. Wrongs of Passage: Addictive Organizations
12	April 5	GREAT Greek Weekend Presentation Prep <i>Due: Wildcard Presentation</i>
13	April 12	Substance Use from a Values Perspective

15	April 19	Pressures and Issues Related to Body Image Morgan, R. The Men in the Mirror Body Image.
16	April 26	Vision
17	May 3	Final Project-Impact Presentation