

EDCP 318a
Applied Contextual Leadership:
Community Service and Leadership

University of Maryland College Park
Holzapfel Hall, Room 0140
Tuesdays 2-5pm

Instructors:

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Office Hours: By appointment only, 8:30-4:30pm M-F

Required Readings:

Reading packet available from the BSOS Copy Center, 1105 Tydings Hall.

Handouts will be distributed in class.

Course Objectives:

In EDCP 318a students will utilize community service as an experiential learning opportunity to develop and apply the knowledge and skills of leadership into specific contexts of leadership practice. To that end, students will:

- Increase their understanding of the relationship between service and leadership.
- Engage in community service and critical reflection in order to gain a deeper understanding of issues related to literacy, diversity, social justice, community, and civic engagement.
- Gain an understanding of and appreciation for multiple perspectives and how power and privilege shape these perspectives across contexts.
- Examine, analyze, and reflect on issues connected to the experience of service and leadership.
- Explore and develop personal values of service and leadership through critical analysis of social issues, reflection, and practice.
- Explore in-depth the issue of literacy as a social justice issue and its connection to diversity, socio-economic issues, education policy, social justice movements, advocacy, civic responsibility, and collaborative leadership.

Course format:

The format for this course will be seminar style. This means that class members are expected to take an active role in class discussion, exercises, and group projects. Instructors will attempt to create an atmosphere that allows for open discussion.

activities and work in small groups to discuss reading, participate in simulations, and use theory to enhance practice.

In the event that you will miss class, you will need to arrange this with the instructor prior to that class. More than 1 unexcused absence will result in the dropping of a full grade level.

You are expected to arrive to class on time and to stay until the end of class. In the event you are late or need to leave early, you will need to arrange this with the instructors prior to that class. You are responsible for obtaining all information and materials that you miss.

2. Application: *Community Service* *Pass/Fail*

To further your understanding of service and leadership, every student will be required to complete at least 15 hours of documented community service. Involvement in service will provide you with practical information and experiences that will be connected to the ideas and information shared in class. At least 10 of these hours will be performed at an area school as part of a classroom literacy project. The remaining 5 hours can be completed in a variety of ways. Opportunities include: Read Across America Day (Feb. 27), Weekend at Maryland Service Day (April 5), Maryland Day Touch of Service (April 26th), completing the service track of the Terrapin Leadership Institute, or the completion of a project at one of the AR*AC schools .

Every student will be required to provide documented confirmation of his or her service hours. You will be provided with a log sheet to be signed by a site supervisor or volunteer coordinator. It is your responsibility to get the forms signed. If you have problems getting the form completed at your service site, come and speak to us.

If you have any general concerns about this requirement, please inform us as soon as possible. In addition, it is your responsibility to notify the community service site supervisor of any special medical conditions (e.g., allergies, asthma, epilepsy) about which medical personnel should be informed or which would limit your participation in a service project.

3. Leadership Across Contexts:
Group Presentation on Social Issues* *Total Points = 30 points
Presentation Dates:

Students will form four to five groups to teach the class for a 20-30 minute session at the end of the semester. Every group will choose a social issue of interest and analyze the facts of that issue, leadership initiatives, coalitions and collaborations, and possible actions for social change. You will also explore how this issue impacts and is affected by literacy issues. You will receive detailed information regarding this assignment during the semester.

On the day of their presentation, each group will be required to turn in a one-page outline briefly describing the presentation. In addition, each group is expected to provide visual aids and handouts for the class.

Each individual will also be required to complete an analysis of the contributions of group members to the group process and presentation. Grades for presentations will be based on instructor evaluations, peer evaluations, and your group's view of your contribution.

4. ***Midterm – Take-Home*** ***Total Points = 30 points***

Due Date:

A take-home midterm exam will be given out on March 11 and will be collected at the beginning of class on March 18. It will include a series of short-answer and essay questions on material taught in class.

5. ***Final Paper and Portfolio*** ***Total Points = 100***

Due Date:

As part of participating in EDCP 318, students will develop a Service-Leadership Portfolio that documents their journey of learning and applying the concepts of service and leadership. Whether you have a lifetime of service and civic involvement under your belt, or have just started the journey, the Service-Leadership Portfolio will be a great way for you to develop your knowledge, skills, and abilities about how to be a leader engaged in community action. It will also provide tangible evidence of your learnings throughout the semester that will help in writing resumes, obtaining internships and jobs, and finding future service opportunities.

Your Portfolio is, like our class, divided into three sections. Four reflection papers are due for each section, as well as a final synthesis paper. Rather than being tedious exercises, these papers are a chance for you to apply your course work and service to your own personal development. Your final paper will be a synthesis of what you have learned from the course and a presentation of your personal philosophy of leadership, service, and social change.

The Self

Preparatory Writing on the Self
Reflection on Readings
Reflection on Actions (Assessments, Activities, and/ or Service)
Summary Writing on the Self

Portfolio I Papers (1-2 pages each) Due: 25 points

The Self and Others

Preparatory Writing on the Self and Others
Reflection on Readings

Reflection on Actions (Assessments, Activities, and/ or Service)
Summary Writing on the Self and Others

Portfolio II Papers (1-2 pages each) Due: 25 points

The Self and Society

Preparatory Writing on the Self and Society

Reflection on Readings

Reflection on Actions (Assessments, Activities, and/ or Service)

Summary Writing on the Self and Society

Portfolio III Papers (1-2 pages each) Due: 25 points

Final Synthesis Paper and Presentation of Personal Philosophy

Portfolio IV Paper (6-8 pages) & Organized Portfolio Due:25 points

Grading:

1.	Participation and Critical Reflection	40 points
2.	Community Service	Pass/Fail*
3.	Midterm	30 points
4.	Group Presentation	30 points
5.	Service-Leadership Portfolio	
	a. The Self (Portfolio I)	25 points
	b. The Self and Others (Portfolio II)	25 points
	c. The Self and Society (Portfolio III)	25 points
	d. Final Synthesis Paper (Portfolio IV)	25 points
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	TOTAL	200 points

*You will fail the class if you do not complete the service assignment.

Grades will be awarded as follows:

180-200 = A

160- 179 = B

140 –159 = C

120 – 139 = D

100- 119 = F

Course Calendar

Date	Topic	Reading Due	Assignment Due
1/28/03	Introduction to course; Syllabi review; What are service and leadership? Social Change Model	None	
2/4/03	<i>The Self: Leadership History of Leadership Consciousness of Self, Congruence, Commitment</i>	Higher Education Research Institute. (1996). <i>A Social Change Model of Leadership Development</i> . Los Angeles. pp. 18-27. Komives, Lucas & McMahon (1998). <i>Exploring Leadership: For College Students Who Want to Make a Difference</i> . San Francisco: Jossey-Bass Inc. Chapters 1-2, pp. 3-65.	
2/11/03	<i>The Self: Service Motivations to Serve Types of Service, PARE, Barometer, Power of One Video</i>	Coles, R. (1993). <i>The Call of Service: A Witness to Idealism</i> . New York: Houghton Mifflin Company. Chapter 2, pp. 31-67. Barber, Benjamin. (1997). The how and why of volunteering. In <i>The Philadelphia Inquirer</i> . Sunday, April 20, 1997. Daloz, L., Keen, C. et al. (1996). "Through the Trap". In <i>Common Fire: Leading Lives of Commitment in a Complex World</i> . Boston: Beacon Press. Commuter Affairs and Community Service. "PARE Model". Downloaded from www.umd.edu/cacs .	
2/18/03	<i>The Self: Social Justice Examining Preconceptions Power & Privilege Critical Reflection Literacy Focus: Root Causes</i>	Kozol, J. (1991). "The equality of innocence". In <i>Savage Inequalities</i> . New York: Harper Collins. Chapter 5, pp. 175-195. Kozol, J. (1985). "A Third of the Nation Cannot Read These Words." In <i>Illiterate America</i> . Garden City, New York: Anchor Press/Doubleday. Postman, N. (1996). "The Spaceship Earth." In <i>The End of Education</i> . Vintage Books.	
2/25/03	Site Visit/ Speaker/		Portfolio I Due

	Project time		
3/4/03	<i>The Self & Others: Leadership Common Purpose, Collaboration, Controversy With Civility Relational Leadership Models Diversity & Perspective Taking</i>	<p>Greenleaf, R. (1991). <i>Servant Leadership: A Journey Into the Nature and Legitimate Power and Greatness</i>. New York: Paulist Press. Chapter 1, pp. 7-40.</p> <p>McIntosh, P. (1992). "White privilege: Unpacking the invisible knapsack." <i>In Peace and Freedom</i>, July/August 1989.</p> <p>Jordan, J. (1992). "Report from the Bahamas." <i>In Race, Class and Gender: An Anthology</i>. Wadsworth Publishing Inc.</p> <p>Allison, D. (2001). "A question of class". In Coles, R. and Testa, R. (Eds.) <i>Growing up Poor: A Literary Anthology</i>. New York: The New Press.</p>	
3/11/03	<i>The Self & Others: Service Charity, Project, Justice Consequences of Service Starfish Hurling Exercise Common Fire Video</i>	<p>Morton, K. (1995). "The irony of service: Charity, project, and social change in service-learning". <i>Michigan Journal of Community Service Learning</i>. Fall 1995, pp. 19-32.</p> <p>Daloz, L., Keen, C. et al. (1996). "Compass points: The power of location and direction". <i>Common Fire: Leading Lives of Commitment in a Complex World</i>. Boston: Beacon Press. Epilogue, pp. 213-242.</p> <p>Jones, S. and Hill, K. (2001). "Crossing High Street: Understanding Diversity Through Community Service-Learning." <i>Journal of College Student Development</i>. May/June 2001, pp. 204-216.</p> <p>Canfield, J. & Hansen, M. (1993). "One at a time." <i>Chicken Soup for the Soul</i>. Deerfield Beach, Florida: Health Communications.</p>	Midterm Distributed
3/18/03	<i>The Self & Others: Social Justice StarPower Literacy Focus: Politics and Advocacy</i>	<p>Lappe, F. and Du Bois, P. (1994). <i>The Quickening of America</i>. San Francisco: Jossey-Bass, Inc. Chapter 4, pp. 45 69 and p. 239.</p> <p>Williams, D. (2001). "Political Engagement and Service Learning: A Gandhian Perspective." <i>Campus Compact Reader</i>. Fall 2001, pp. 1, 13-19.</p>	Midterm Due
3/25/03	SPRING BREAK		
4/1/03	Site Visit/ Speaker/ Project Time		Portfolio II Due
4/8/03	<i>The Self & Society: Leadership</i>	Astin, H., & Astin, A. (Eds.). (2000) <i>Leadership Reconsidered: Engaging Higher Education in Social Change</i> . W.K. Kellogg Foundation.	

	Citizenship, Coalitions, Change	<p>Morton, K. (1995). "Service & citizenship: Are they connected?" In <i>Wingspread Journal</i>, 17(3). Autumn 1995. Downloaded from http://www.johnsonfdn.org/library/journal/v17n3/service.html.</p> <p>Lee, L. (1999). "Soul of the Student Citizen." <i>About Campus</i>. January/February 1999, pp. 16-22.</p>	
4/15/03	<p><i>The Self & Society: Service Social Class Issues Power & Privilege Part II</i></p> <p>Community Assets & Partnerships</p>	<p>McKnight, J. (1989). "Why 'servanthood' is bad". In <i>The Other Side</i>. January/February 1989. Downloaded from http://www.nazcompassion.org/lifeeducation/vol1iss9sept_pg3.html#</p> <p>Illich, Ivan. (1968). "To hell with good intentions". Reprinted in Shea, M. and Mattson, K. (Eds.), <i>Building Citizens: A Critical Reflection and Discussion Guide</i>. New Brunswick: Rutgers University.</p> <p>Woodson, R. (1997). "The How and Why of Volunteering". In <i>Philadelphia Inquirer</i>, April 20, 1997.</p>	
4/22/03	<p><i>The Self & Society: Social Justice</i></p> <p>Social Responsibilities of Education & the Educated Literacy Focus: Action Planning</p>	<p>Rhoads, R. (1998). <i>Freedom's Web: Student Activism in an Age of Cultural Diversity</i>. Johns Hopkins University Press. Chapter 1, pp. 1-60.</p> <p>Bach. <i>The Purposes of the University and Its Responsibilities to Society</i>.</p>	
4/29/03	Putting It All Together – Leadership, Service, Social Justice		Portfolio III Due
4/6/03	Group Presentations (3 groups)		Group Project Evaluations Due
4/13/03	Wrap Up, Where from Here?		Portfolio IV Due