

EDCP 318c
Applied Contextual Leadership:
Constituent Based Leadership

University of Maryland College Park
Class meeting time: 3:30-6pm

Instructor:

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Teaching Assistants:

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

Required Readings:

Pierce, J. L., & Newstrom, J. W. (2003). *Leaders and the leadership process: Readings, self-assessments, and applications* (3rd edition).

Handouts will be distributed in class.

Course Objectives:

In EDCP 318c students will utilize serving as a legislator in the Student Government Association 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 serving as a legislator in the Student Government Association and leadership.
- Examine leadership effectiveness within a collegiate constituent based model.
- Learn about university governance, operations, and functions.
- Gain national perspectives on issues facing student governments and strategies to dealing with campus issues.
- Interact with key university officials, local and state politicians, and leadership educators.
- Gain an understanding of and appreciation for multiple perspectives and how power and privilege shape these perspectives across contexts.
- Discuss and debate campus issues, leadership topics, and themes that impact the mission and operation of the Student Government Association.

Course Format:

Individual, instructor, and group success in this class depends heavily on preparation, regular attendance, and participation in discussions and a willingness to take risk and share issues and experiences. Class structure will be highly participative and student-driven, with a combination of presentations, lectures, case studies, experiential exercises, debates and field trips.

Academic Integrity:

Class members are expected to abide by the University Code of Academic Integrity which prohibits acts of cheating, plagiarism, fabrication, or facilitating an act of academic dishonesty. The instructors take academic integrity very seriously – we expect the students in this class to take it seriously as well. Any questions regarding academic integrity should be raised with the instructors prior to completion of an assignment. For more information on the Code of Academic Integrity, please contact the Office of Student Judicial Programs and Student Ethical Development at 301-314-8204 or visit their website at http://www.inform.umd.edu/jpo/code_acinteg.html.

Student With Disabilities:

Both in compliance with and in the spirit of the American Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact the instructors as soon as possible to discuss academic accommodations. Additional information and support is available through Disability Support Services at 301-314-7682 or <http://www.inform.umd.edu/dss/>.

Religious/Cultural Observations:

The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs: students should be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation and religious/cultural observances. It is the student's responsibility to inform the instructor of any intended absences in advance.

Guidelines for Written Assignments:

Unless otherwise noted, written assignments are to be typed, double-spaced, in 12 point font, with 1" margins. All citations must be in a recognized format such as APA or MLA. Websites must also be cited with their full and accurate URL.

Proposed Assignments:

NOTE! All assignments will be collected at the beginning of the class on which they are due. Assignments turned in late will result in the loss of one letter grade for every 24 hour period after the due date. If you anticipate having trouble turning an assignment in on time, please make arrangements with your instructors in advance. Computer and printing problems are not acceptable excuses for late papers.

The following are brief descriptions of class assignments. Further information will be given in class about each assignment.

1. *Participation and Critical Reflection*

Each student is expected to attend all class meetings and participate in discussion and reflection activities. A quality learning experience in this course rests heavily on a high degree of interaction and exchange of ideas among students and instructors. Your ability to contribute to class discussions and reflection activities thoughtfully and to integrate course reading will be heavily weighed in determining final grades. In class, you will engage in a variety of reflection 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: Interdependence Day*

Each student will attend UM's Interdependence Day and write a brief paper reflecting on the connections between leadership, civic engagement, and democracy.

3. *Personal Vision*

Students will write a personal vision statement for what they hope to accomplish as a student leader in the SGA. How will you connect your learnings about leadership to your role in SGA? What role will constituents play in shaping or defining this vision?

4. *Leadership Across Contexts: SGA around the World*

Students will research student government associations from across the world and present a paper analyzing the history, structures, and processes of these organizations.

5. *Application: Constituent Outreach*

Students will meet with five to ten of their SGA constituents and have a meaningful discussion about what these constituents would like to see SGA accomplish this year and how SGA can better represent their unique needs and concerns. Students will present a paper reflecting on these experiences and how they connect to relational leadership.

6. *Application: Meeting with University Administrators*

Students will meet with a university administrator connected to their SGA constituency (for example, the BSOS SGA rep might meet with the academic dean from BSOS). Students' reflection paper should include comments on how they plan to develop and maintain a relationship with their administrative counterpart, what issues the administrator feels are important for SGA to address relative to their constituency, and comments on the administrator's approach to leadership.

7. Leadership Across Contexts: *Community Awareness Project*

Pick one issue that students at Maryland are concerned (ex. race relations, parking) about and research the history of the issue on campus, how views about the issue have changed over time, define competing perspectives, detail how SGA has or hasn't addresses these issues in the past, and present a plan for how SGA might address these issues in the future.

8. Leadership Across Contexts: *Community Service Reflection*

The class will perform a group service project at Covenant House in DC and write a reflection paper about their service experience, the distinctions between community service and service to constituents, and the connections between service and leadership.

9. *Tuesdays with Morrie Reflection*

Students will read *Tuesdays With Morrie* and write a paper addressing the book's contribution to your understanding of leadership. Identify the leadership moments and/or leadership meaning the author is attempting to represent and to the degree the author was successful. Why/Why not? Identify where each of the elements of the relational leadership model are present in the work or not and how they might have been infused into the book if they are not present. Give justification and concrete examples for all of your perspectives.

10. *Leadership Style Paper*

Students will complete the Leadership Style Inventory found in their textbooks. Write a paper reflecting on the results of your style inventory. Do you agree or disagree with your results? Why or why not? How might your leadership style impact your work as an SGA legislator? How will it impact your functioning in groups?

11. *Leadership Action Plan*

Reflect on what you learned about yourself during the semester in relation to your capacity to demonstrate leadership. Reflect on what you see as your leadership strengths and weaknesses and how you will take advantage of both in the future. Briefly describe the leadership philosophy you have developed throughout this class. Has it changed since the beginning of class? If so, how? Describe two action steps you can take to continue to develop your leadership in the future. This paper should be 5-6 pages long.

12. Lesson Plan

Students will develop a lesson plan for teaching an assigned chapter of the text. The lesson plan will be evaluated for thoroughness, creativity, and connecting content with application.

13. Presentation

Students will implement their lesson plans for their assigned chapter with the class. Grades for presentations will be based on instructor evaluations, peer evaluations, and your own evaluation of your contribution.

Grading:

Assignment 1: Interdependence Day	5
Assignment 2: Personal Vision	10
Assignment 3: SGA around the World	20
Assignment 4: Constituent Outreach	20
Assignment 5: Set up a Meeting	20
Paper 1: Community	10
Paper 2: Field Trip Reflection	15
Paper 3: <i>Tuesdays with Morrie</i> Reflection	15
Paper 4: Leadership Style	20
Paper 5: Leadership Action Plan	50
Lesson Plan	10
Presentation	40
Attendance	<u>15</u>
Total	250

Grades will be awarded as follows:

- 225-250 = A
- 200-224 = B
- 175-199 = C
- 150-174 = D
- Below 149 = F