

EDL 306: The Nature of Group Leadership
Fall 2007 Syllabus
Monday/Wednesday, 1:00 – 1:50 PM

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So the point is not to become a leader. The point is to become yourself, to use yourself completely – all your skills, gifts, and energies – in order to make your vision manifest. You must withhold nothing. You must, in sum, become the person you started out to be, and to enjoy the process of becoming. -Warren Bennis

Catalogue Description:

This course is designed for undergraduate students who live in the CHANGE Theme Learning program, and have a specific interest in group processes and leadership. The course is two credits and includes service learning.

Course Objectives:

As active participants in EDL 306, students will:

- Critically examine historical and contemporary approaches to leadership through the lens of interdisciplinary perspectives such as psychology, sociology, management, philosophy, communication, etc.
- Compare and contrast multiple approaches to leadership with personal conceptualizations
- Understand personal leadership capacities, as well as recognize and critique individual effectiveness in leadership
- Apply leadership frameworks to a personal vision for leadership in the campus, community, and beyond
- Draw upon Miami's Leadership Commitment and Values as one framework for understanding leadership

Miami's Leadership Commitment:

To develop the leadership potential in all students for the global and interdependent world of the future.

The cocurricular learning outcomes and shared values forming the foundation of the Miami Leadership Commitment:

- Critical reflection:
 - Think critically and take time to reflect
 - Take purposeful risks and learn from success and/or failure
- Engagement in one's community as well as our global society:
 - Understand and serve the needs of others
 - Be flexible and open to change
 - Be responsible for your actions
- Effective communication:

- Communicate directly, honestly and with civility
- Positive contribution to teams:
 - See potential within yourself
 - Respect the dignity and potential of others
 - Celebrate and embrace diversity
- Lead lives of integrity:
 - Support and challenge each other to live by these values

Relationship of EDL 306 to Miami Plan Principles:

Although EDL 306 is not a “Miami Plan” course, it is based on the same learning principles characteristic of Miami liberal education courses. The principles and how they relate to EDL 306 are:

1. *Thinking critically* – The historical emergence of the study of leadership requires that critical and evolutionary perspectives are considered. In fact, many scholars believe that leadership is experiencing a paradigm shift as businesses and communities emerge in the 21st century. Students will explore their own views in contrast with emerging theory about leadership.
2. *Understanding contexts* – One’s view of leadership varies depending on the context and critical experiences with leadership. Instructors will ask students to consider how their experiences affect their views and how the differing contextual insights are evident throughout history and in different cultures.
3. *Engaging with other learners* – Students will be expected to prepare by reading assigned materials and being prepared for discussion in small group meetings. In addition, each participant will engage in a service learning team project.
4. *Reflecting and acting* – The concluding unit of the course requires that the student reflect on the status of democracy and participation in the U.S. and around the globe. The ultimate question students will consider is how they will be involved both now and in the future in shaping communities that value active participation and leadership.

Course Requirements:

Assignment #1 –

“My Story”: Leadership Autobiography. Due: **Wednesday, September 19**

Assignment #2 –

Group Leadership Case Study/My Generation Due: **Monday, October 29**

Assignment #3 –

Part One: Electronic Portfolio “Shell” Created & Submitted to Instructor – **Wednesday, August 29**

Part Two: Final E-Portfolio, including leadership philosophy & action plan – **Wednesday, December 5**

Journal Entries and Participation are ongoing course commitments and requirements.

Grading:

Participation – 20%
Journal Entries (4) – 20%
Assignment #1 – 15%
Assignment #2 – 20%
Assignment #3 – 25%

Grading Scale:

A = 93 – 100	C = 73 - 76.99
A- = 90 - 92.99	C - = 70 - 72.99
B+ = 87 - 89.99	D+ = 67 - 69.99
B = 83 - 86.99	D = 63 - 66.99
B - = 80 - 82.99	D - = 60 - 62.99
C+ = 77 - 79.99	F = 59 and below

Course Requirement Description:

- 1. Participation (20%)** – The nature of the course as a complement to the CHANGE Living Learning Community allows for active application of what is learned to your everyday living. Students who are serious about learning leadership insights and discovering leadership potential are encouraged to delve into the course as deeply as possible.

The instructors will determine each participation grade based on the quality of participation in class discussions, involvement in the service learning projects, and attendance to classmates' case study/my generation corridor workshops. Instructors will strive to give feedback on each student's participation half way through the semester.

Additionally, you are also expected to participate in at least *two service learning projects*.

The instructor will set up the initial project, which will take place in the greater southwestern Ohio community. The class will complete the service project together. Students will then complete their second service project inside the CHANGE community. Students can complete their service project individually, or with a group of up to three people.

Second Service Project Options – *Submit 1 page write up about experience*

- EDL 306 Bulletin Board in CHANGE community
- Leadership professional development presentation to CHANGE Community Council
- Leadership Community Initiative for CHANGE corridor/hall
- Lead CHANGE corridor/hall service learning project/trip
- Help community members put together one CHANGE Newsletter
- Students may come up with additional ideas if approved by the instructors in advance

Insights from these experiences will contribute to class discussions and enhance your own learning in the course.

A Note on Reading: Reading and preparation for each class session are **essential** to the success of the class. It is important that each individual come to class prepared to contribute to the discussion. This will only enhance what you gain from your experience. If necessary, instructors may give quizzes to gauge students' understanding of the material. Some reading is provided ahead of time in your course reading packet; however, instructors will also provide additional reading for specific topics throughout the semester.

A Note on Class Attendance: Because EDL 306 is a discussion-based course, it is vital that students regularly attend class. Instructors will allow one excused absence. Sickness and family emergencies are examples of an excused absence. If an emergency arises, instructors will allow more than one excused absence with a note from a medical professional, counselor, or parent/guardian. Instructors will dock 3% of the student's final grade for any unexcused absence or more than one non-emergency excused absence.

A Note on Late Papers: A part of being a responsible EDL 306 student is to submit papers on time at the beginning of class on the assigned due date. Instructors will dock one letter grade (10%) off for each day the paper is late. For instance, if the paper is due on Monday and the students wait to turn it in the next class (Wednesday), instructors will dock 20% off the paper because it will be two days late. If an emergency situation occurs (severe sickness, family emergency, etc.) the student will need to notify the instructors **BEFORE** the paper is due to work out a special arrangement.

To sign-on to Blackboard:

- a. **Launch an internet browser**
 - b. **Log on to MyMiami**
 - c. **Click on "School Services" tab**
 - d. **Look in the "Quick Links" column on the right hand side of the screen**
 - e. **Click on "Blackboard"**
 - f. **Login to Blackboard and look for your EDL 306 class under "courses"**
2. **Journal Entries (20%)** – Throughout the semester, you will need to write **four** 2-page reflection papers based on your choice of prompts related to topics discussed in class. Various prompts will be provided on Blackboard to stimulate your thinking on a topic; however, you will be responsible for selecting the specific prompt of most interest to you and submitting one paper every 3-4 weeks. Final due dates for each paper are provided in this syllabus. NOTE: At least one journal must be a reflection upon your service learning experience. Remember that quality, not quantity, is the key. Instructors will grade each reflection on the *quality of writing, critical thinking, and application of the ideas discussed in class to your own leadership experience.* Please keep these elements in mind when forming your response. At the end of the semester, these completed journals will contribute to your final leadership portfolio. Instructors posted journal prompts on Blackboard to serve as a guide.

Some questions to consider when formulating your journal responses include:

- How is your philosophy of leadership similar to or different from the particular theories or frameworks studied within this unit?
- How do the articles or experiences within this unit contribute to your understanding of leadership? How will you apply learning to your own leadership practice?

Instructors require students to submit one of their journal entries to the CHANGE Newsletter for the possibility of being published.

Students will select the journal they want to submit, and will submit it via e-mail to Gudrun Haider, the CHANGE Living Learning Community First Year Adviser (haiderg@muohio.edu). Remember that this is an excellent way to educate your fellow CHANGE community members who cannot take this course.

3. **Assignment #1 – “My Story”: Leadership Autobiography (15%):** You have had different experiences throughout your life that have shaped the person that you are today. As your first assignment for this course, please write your “leadership autobiography” – encompassing the development of your understanding of leadership to date. You should thoroughly explore the experiences, relationships, and factors that have influenced your understanding of leadership throughout your life. Who and what has helped to shape your values and philosophy of leadership, both positively and negatively? Write about the role that a significant Mentor or role model has played in your life. Within this autobiography, you must include 1) your current view(s) of leadership; (2) how your life experiences (grade school, high school, community involvement, family, friends, etc.) have shaped those views; and (3) an analysis of your leadership assessment results related to your own leadership style (i.e., how your assessment results help you understand your own style or role in leadership). *As a part of your exploration of your current views of leadership, please minimally cite two leadership theories we have discussed in class and their relation to your own changing views of leadership.* The bulk of this autobiography may be described in a 3-5 page paper; however, feel free to use your creativity to further explore your own leadership experiences (e.g., express your ideas through a poem, creative work of art, collage, etc). You are encouraged to discuss any ideas about this project with your instructor before the deadline. Be prepared to share your insights with your class.
DUE: September 19, 2007.

4. **Assignment #2 – Group Project – Case Study or My Generation Analysis**
Teams of three to four students will work together throughout the semester to either 1) choose a dilemma on the campus or in the community that you wish to address as a group or 2) study your generation. Each team will be expected to analyze the case/generation in terms of its contribution to your group’s understanding of leadership, identify and describe the key theories/models that are beneficial to your understanding of the case/generation, and discuss your team’s unique perspectives relative to the topic. **CHANGE Corridor Workshop needs to be completed on or before October 29, 2007. Informal Class Presentation occurs on October 29, 2007.**

You will be responsible for the following:

⇒ ***Background of “Case” or “My Generation”***

Each group is responsible for providing a summary (one per group, not one per member) of your case/generation– depending on how you approach this project; this may be a background summary on the dilemma on campus that you wish to address or a summary identifying the main points of your generation. Either way, this summary should provide enough background information that everyone in the class will be brought “up to speed” on the topic. Each group’s summary will be posted on Blackboard and every member of the class will need to read the summary prior to each group’s presentation. The purpose of this is for the entire class to come to class with a common understanding of the case/generation so that class time can be used to thoroughly explore the leadership ideas/connections present. (2 pages maximum) **Your background of the case or generation is due via e-mail to instructors on October 25, 2007.**

⇒ ***CHANGE Corridor Workshop***

Each team will be expected to analyze the case/generation in terms of its contribution to your group's understanding of leadership. Be sure to identify and describe the key leadership theories/models illuminated through your case/generation and also include your team's unique perspectives relative to these ideas. You should present these ideas in a way that 1) demonstrates your understanding of the case study/generation, 2) includes your analysis of individuals who work on this case study or work with your generation and their respective philosophy of leadership, and 3) engages the rest of the class in thinking about leadership from your unique angle. If you choose to look at a specific "case" on campus or in the world, be sure to discuss how your group would approach the situation differently using the ideas you have learned in this class.

Each team is expected to facilitate a **50 minute** workshop to a CHANGE Community Corridor. Instructors will assign each team to a specific corridor well in advance, and group members will contact the RA and help advertise the workshop to the assigned corridor members. The vast majority of the corridor workshop (approximately 45 minutes) should be spent by you **educating the students on the leadership theories we have studied** thus far using your case/generation as a framework for understanding leadership in a real context. *Remember that many CHANGE members do not have the opportunity to take the EDL 306 course and will want to learn more about leadership as a fellow CHANGE community member.* **Be creative with your workshop and strive to make it interactive!!** Instructors require each group to meet no less than one week prior to your workshop to discuss what you will be covering. It does not have to be the final product. Instructors will grade the presentation on how well you convey and educate the class on the case study/generation and existing leadership theories, how well you convey your personal viewpoints, and the quality and creativeness of the workshop. **CHANGE Corridor Workshop needs to be completed on or before October 29, 2007**

⇒ ***Informal Class Presentation/Discussion***

Instructors also require students to share their case study and leadership theory analysis to the rest of the class. This will be an informal class presentation and discussion so groups can educate their fellow peers. Each group will educate their classmates for approximately 10 minutes. The Corridor Workshop and Informal Presentation will be 70% of each team member's final group project grade, with 90% of the grade determined by the instructors' evaluation of the corridor workshop. **Informal Class Presentation occurs on October 29, 2007.**

⇒ ***Individual Paper***

Each group member is required to submit, on the day of your team's workshop, a 3-5 page paper (try to stay in this range) reflecting on the group experience itself. The purpose of this paper is to specifically focus on how you experienced leadership within this group context. Since this is a course on group leadership, we want you to convey the role you played in the group and the dynamics of the group in general. Please do not provide just a report of what each person did – take the time to reflect upon the way the group worked together, how different individual's strengths (StrengthsQuest) were evident, how individual strengths complemented one another to get the project done, and how the group members carried out various roles during your work together. Additionally, include how you made decisions as a group – particularly when you encountered differing perspectives. Did you encounter any ethical dilemmas as you approached this project? How were those addressed? What did you learn about yourself as a member of a team? Thirty percent of each member's individual reflection paper grade will be tallied into the student's final

group project grade. Therefore, it is likely that team members will end up with slightly different grades. **Your individual paper is due November 5.**

Assignment #3 – Electronic Leadership Portfolio (25%):

The purpose of this project is to encourage you to think purposefully about your potential for leadership during your time at Miami. Several of the individual components of this portfolio will result from work started in class activities and out-of-class assignments. This project ties all of the learning throughout the semester together and provides a forum for you to reflect upon your learning in this course. The final product will present your leadership experiences and learning in a format that will serve as a reference for you in your continued leadership journey.

Purpose of an Electronic Portfolio:

The purpose of the Electronic Portfolio is to create a living document that stores various aspects of a student's leadership development at Miami. While it will minimally contain your completed assignments throughout the EDL 306 semester, throughout your tenure at Miami you can add documents such as your updated resume, essay responses to application questions, a link to your personal blog or website, etc. Overall, the Electronic Portfolio is a purposeful assignment for you to create at the beginning of your time at Miami in order to for you to enhance throughout your years here.

Portfolio Part One: Due August 29, 2007

Your portfolio will be created at the beginning of the semester and used as a tool to submit all assignments throughout the semester. You have received specific instructions on creating this electronic portfolio and should see your instructor as soon as possible with any difficulties you encounter. (Note, this is designed such that you create this portfolio early in the semester and add assignments to the site as you complete them in order to avoid excess work for yourself at the end of the semester.) *Be sure that you send your instructor an email with the link to your portfolio by this due date.*

Portfolio Part Two: Due December 5, 2007

The final project functions in place of a final examination for this course. It serves as an opportunity for you to pull together all the ideas you learned throughout the semester in the form of a personal philosophy of leadership and a leadership development plan.

Your Personal Philosophy of Leadership:

This is your statement and it should be something with which you are personally comfortable. It is understood that this will be something that you are shaping and reshaping throughout your life, however, the goal of this statement is for you to take what you've learned in this course and what you know of yourself to draft an initial philosophy and purpose for your leadership. You should reference any and all relevant experiences from class that helped you to shape this philosophy. *You minimally need to compare your leadership to at least **three** of the leadership theories and/or concepts discussed in this course.* You needn't summarize any of these experiences in great detail but simply describe them enough to demonstrate their relationship to the emerging philosophy you are constructing. The philosophy should include reference to core beliefs you have about yourself and your role as a contributing citizen at work or in the community and reflection on how you see others relative to your own leadership (i.e., how will you relate to and establish meaningful relationships with those you seek to lead?).

While there can be no prescriptive conclusion about how long your personal philosophy should be, four to six pages double-spaced is a likely expectation. You should work on this portion of your portfolio throughout the semester; however, we recommend that you provide a draft of your philosophy to your instructor in advance of the deadline for feedback. Be prepared to share insights about your personal philosophy with the class on Monday, December 3, 2007.

Your Personal Leadership Development Plan:

This final piece of the portfolio is a continuation and application of your Personal Philosophy of Leadership. Now that you have spent some time thinking about your core beliefs of leadership, this is your opportunity to put those ideas into action. The goal of this assignment is to help you **“begin with the end in mind.”**

- Where do you want to be in four years? What do you want to be doing?
- When you look back on your time at Miami, what do you want it to look like? What types of experiences do you want to have had?
- How will your personal philosophy of leadership permeate your work/involvement at Miami?
- How will you relate to and establish meaningful relationships with those you seek to lead?
- What are four or five essential commitments you are making as you pursue leadership in the future?
- Describe a vision you have for who you will become and the expectations you have as you seek to provide leadership in the future – at Miami and beyond.

This can take any form that you feel communicates your goals with regard to your own leadership development (i.e., you do not necessarily need to write this in the form of a formal paper, but should thoroughly address the questions above.) Be sure to spend time really thinking about and setting goals for how you plan to engage in leadership during your next four years at Miami, and beyond.

The contents of your complete portfolio should minimally include:

1. StrengthsQuest Assessment Results
2. My Story: Leadership Autobiography
3. Individual Case Study/My Generation Reflection
4. Service Learning Reflection
5. Additional Journal Responses
6. Personal Philosophy of Leadership*
7. Personal Leadership Development Plan*

This is your concluding opportunity to demonstrate what you have discovered through the experience of EDL306. This final project is intended to capture what you learned and how you contributed to that learning. Although your portfolio contains all of your previous assignments, the bulk of your grade for this project falls within the Personal Philosophy of Leadership and the Personal Leadership Development Plan. Instructors will evaluate you primarily on your work within this portion of the portfolio.

Completed Electronic Portfolio DUE: at NOON on Wednesday, December 5, 2007

Academic Honesty:

Students are assumed to fulfill all course requirements in compliance with the Miami University statement of Academic Misconduct. Any violation of this statement will lead to an official report and investigation of the charges alleged. Academic integrity is an ultimate value at Miami University and all students, faculty, and staff are responsible to see that academic integrity is protected.

An Important Statement about Plagiarism:

Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. "Ideas or phrasing" includes written or spoken material, of course — from whole papers and paragraphs to sentences, and, indeed, phrases — but it also includes statistics, lab results, art work, etc. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; *an electronic resource such as material we discover on the World Wide Web*; another student at our school or anywhere else; a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee. For more detailed information about plagiarism, please visit: <http://webster.commnet.edu/mla/plagiarism.shtml>.

MLA format:

All papers for this course should be double-spaced and written in 12-point font with 1" page margins. When referring to an author or source, it is critical that you CITE each source that you use. MLA format is acceptable. For more information about MLA, please visit: http://owl.english.purdue.edu/handouts/research/r_mla.html#General.

Please mark your calendar!

Important Dates to Remember throughout the semester:

Mega Fair:

Perlmutter Leadership Conference:

September 16, 2007 at 1 p.m. in Shriver Center

Please register in advance through the Office of Student Activities and Leadership.

The registration fee is \$15.

WEEK	TOPIC/ACTIVITY	IN PREPARATION FOR
Week 1	<p><i>August 20:</i> Session 1 - Introduction and expectations - Review syllabus</p> <p><i>August 22:</i> Session 2 - Establish community expectations - What is <i>Leadership</i>?</p>	<p><i>August 20:</i> - Buy reading packet at Oxford Copy Shop</p> <p><i>August 22:</i> - Review Syllabus - Read: Jones et. al. - “Building a Better World”</p>
Week 2	<p><i>August 27:</i> Session 3 History of Leadership (Part I)</p> <p><i>August 29:</i> Session 4 History of Leadership (Part II)</p>	<p><i>August 27:</i> - Read Komives et. al. Chapter 2</p> <p><i>August 29::</i> - Read Kellerman - “Required Reading” - Electronic Portfolio Created By Today</p>
Week 3	<p><i>September 3:</i> Session 5 Labor Day – No Class Make up for Upcoming Service Learning Trip</p> <p><i>September 5:</i> Session 6 Relational Leadership Model Introduced</p>	<p><i>September 3:</i></p> <p><i>September 5:</i> - Read Komives et. al. Chapter 3</p>
Week 4	<p><i>September 10:</i> Session 7 Inclusive Leadership (Inward Journey- Part I)</p> <p><i>September 12:</i> Session 8 Inclusive Lead. (Inward Journey - Part II) (Emotional Intelligence)</p>	<p><i>September 10:</i> - Read Heifetz & Linsky - “Leading with an Open Heart”</p> <p><i>September 12:</i> - Read Goleman – “What Makes a Leader?” Group Project Topic Due</p>
Week 5	<p><i>September 17:</i> Session 9 Inclusive Lead. (Inward Journey - Part III) (StrengthsQuest Interpretations)</p>	<p><i>September 17:</i> - Complete StrengthsQuest Assessment</p>

	<p><i>September 19:</i> Session 10 Inclusive Lead. (Inward Journey - Part IV) (Values Survey)</p>	<p><i>September 19:</i> - Read Palmer – “Leading From Within” “My Story” Due</p>
Week 6	<p><i>September 24:</i> Session 11 Ethical Leadership</p> <p><i>September 26:</i> Session 12 Ethical Leadership – Case Study</p>	<p><i>September 24:</i> - Read Komives et. al. Chapter 6</p> <p><i>September 26:</i> - Reading Assigned by Instructor Journal 1 Due</p>
Week 7	<p><i>October 1:</i> Session 13 Inclusive Leadership (Outward - Part I)</p> <p><i>October 3:</i> Session 14 Inclusive Leadership (Outward - Part II) - Preparation for Service Learning</p>	<p><i>October 1:</i> - Read Rhoads – “Mutuality”</p> <p><i>October 3:</i> -Read Nair - “A Higher Standard of Leadership”</p>
Week 8	<p><i>October 8:</i> Session 15 Inclusive Leadership (Outward - Part III) - Share insights from service learning experience</p> <p><i>October 10:</i> Session 16 Inclusive Leadership (Outward - Part IV) (Community Leadership)</p>	<p><i>October 10:</i> - Read Kotter - “What Leaders Really Do” Journal 2 Due</p> <p><i>October 10:</i> - Read Mathews - “Why We Need to Change our Concept of Community Leadership”</p>
Week 9	<p><i>October 15:</i> Session 17 Mid-term Check-in Re-visit Community Expectations</p> <p><i>October 17:</i> Session 18 Inclusive Leadership (Outward – Part V) Women’s Center Presentation and Discussion</p>	<p><i>October 15:</i></p> <p><i>October 17:</i> - Read Astin & Leland - “In the Spirit of the Times: Three Generations of Women Leaders”</p>
	<p><i>October 22:</i> Session 19</p>	<p><i>October 22:</i></p>

<p>Week 10</p>	<p>Inclusive Leadership (Outward - Part VI) (Cultural Proficiency)</p> <p><i>October 24: Session 20</i> Inclusive Leadership (Outward - Part VII)</p>	<p>-Read Lindsey et. al. – “The First Tool, Descriptive Language”</p> <p><i>October 24:</i> -Watch MLK, Jr. video – “I have a dream” on Blackboard - Read “Letter From a Birmingham Jail” Journal 3 Due Background of Case Study/My Generation e-mailed to instructors</p>
<p>Week 11</p>	<p><i>October 29: Session 21</i> GROUP 1, 2, and 3 INFORMAL CLASS PRESENTATIONS AND DISCUSSIONS</p> <p><i>October 31: Session 22</i> Empowering Leadership (Part I) (Communication)</p>	<p><i>October 29:</i> - Read Group Background Case Study/My Generation on Blackboard - CHANGE Corridor Workshop Completed - Informal Class Presentation Prepared</p> <p><i>October 31:</i> -Read Komives et. al. – Chapter 7</p>
<p>Week 12</p>	<p><i>November 5: Session 23</i> Empowering Leadership (Part II) (Group Simulations)</p> <p><i>November 7: Session 24</i> Empowering Leadership (Part III) (Student Leader Panel)</p>	<p><i>November 5:</i> Individual Reflection Paper on Group Project Due</p> <p><i>November 7:</i> - Read Astin & Astin – “Students Have the Power to Lead”</p>
<p>Week 13</p>	<p><i>November 12: Session 25</i> Empowering Leadership (Part IV) (Exemplary Leadership)</p> <p><i>November 14: Session 26</i> Process-Oriented Leadership (Part I)</p>	<p><i>November 12:</i> -Read Kouzes & Posner – “The Leadership Challenge”</p> <p><i>November 14:</i> - Komives et. al. Chapter 11</p>

Week 14	<p><i>November 19:</i> Session 27 No Class – Make up for Second Service Learning Activity</p> <p><i>November 21:</i> Session 28 No Class – Thanksgiving Holiday</p>	<p><i>November 19:</i></p> <p><i>November 21:</i></p>
Week 15	<p><i>November 26:</i> Session 29 Process-Oriented Leadership (Part II)</p> <p><i>November 28:</i> Session 30 Purposeful Leadership (Part I)</p>	<p><i>November 26:</i> - Komives et. al. Chapter 12</p> <p><i>November 28:</i> - Read Komives et. al Chapter 13 Journal 4 Due</p>
Week 16	<p><i>December 3:</i> Session 31 Purposeful Leadership (Part II) - Bring Personal Philosophy of Leadership to share in class</p> <p><i>December 5:</i> Session 32 -Course Wrap-Up -Course evaluation</p>	<p><i>December 3:</i> - Assigned by instructors</p> <p><i>December 5:</i> - Final E-Portfolio Due, including Leadership Philosophy and Action Plan - Complete Course Satisfaction Survey on Bb</p>

Additional articles or activities may be added at the discretion of the instructor. All instructors consult on a regular basis and are attentive to issues of consistency and equitability of expectations, but we cannot expect that the two sections will be identical in process or content.

The Leadership Resource Center in the Office of Community Engagement and Service (located in the Hanna House on Spring Street) contains a rich collection of books, articles, simulations, videos, and other materials. Students may check out materials from the Resource Center during regular office hours (8 a.m. to 5 p.m., Monday to Friday).

The nature of the course as a complement to the CHANGE Living Learning Community and allows for active application of what is learned to your everyday living. Students who are serious about learning leadership insights and abilities are encouraged to delve into the EDL 306 course as deeply as possible.

RESOURCES

- Astin, A. & H. Astin, (eds), (2000). Chapters 1, 2, and 3 in Leadership Reconsidered: Engaging Higher Education in Social Change, W.K. Kellogg. pp 1-31
- Astin, H. & Leland, C. (1991). Chapter 3 in Women of Influence, Women of Vision: A Cross-Generational Study of Leaders and Social Change. Jossey Bass. pp. 15-39.
- Goleman, D. (1998). What makes a leader? Harvard Business Review, November-December, pp 77-86.
- Heifetz, R.A. & Linsky, M. (2002). Leading with an open heart. Leader to Leader, Fall 2002, pp. 28 – 33.
- Jones, E., Haenfler, R., Johnson,, B., & Klocke, B. (2001). Building a Better World. The Better World Handbook: From Good Intentions to Everyday Actions, pp. 1-10.
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- King, M.L. (1997). I Have a Dream. Scholastic Press: New York, NY.
- Komives, S. R., Lucas, N. & McMahon, T. R., Chapters 2, 3, 6, 7, 11, 12, and 13 in Exploring Leadership: For College Students Who Want to Make A Difference, Jossey-Bass, 2007.
- Komives, S. R., Lucas, N., Owen, J., & McMahon, T. R. Instructor's Guide for Exploring Leadership: For College Students Who Want to Make a Difference Second Edition. Jossey-Bass, 2007.
- Kotter, J. (1990). What Leaders Really Do. Harvard Business Review, May-June, pp. 37-60.
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- Lipman-Blumen, J., Chapter 11 in The Future of Leadership
- Lindsay, R., Robins, K., & Terrell, R. (2003). Cultural proficiency: a manual for school leaders, 2nd edition. Thousand Oaks, CA: Corwin.
- Mathews, D. (Fall 1995/Winter 1996). Why We Need to Change our Concept of Community Leadership. Community Education Journal, pp. 9-18.
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- Rhodes, R. (1997). Mutuality. Community Service and Higher Learning, pp. 126-151.