

LEAD 150, Section 1 MW 9:05am – 10:00am, UC107	Fall 2014 Emerging Leaders	(2 units)
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Instructor Contact Information and Office Hours

By appointment only (schedule through email or in class).

Course Description

This course is designed to acquaint entering freshmen with 21st-century models of leadership, and to expose them to the multiple opportunities for active participation in leadership at USD. Through readings, class presentations, experiential exercises, journal reflections, and small group discussion, students will be challenged to map their path of initial leadership development at USD.

Course Objectives/Candidate Outcomes

Through this course students will:

- Learn about leadership concepts and theories and be able to apply these concepts and theories to their lives.
- Engage in critical thinking about leadership through assignments, activities, and discussions.
- Explore what it means to create a diverse and inclusive community.
- Learn how to be an effective member of a group through engaging in small group learning communities
- Learn about involvement opportunities and resources at USD.
- Develop significant relationships with peers and facilitators.

Textbooks/Readings

Leadership for a Better World; By: Komives, Wagner & Associates, 2009.
Hartwick Classic Leadership Case Study®: Mahatma Gandhi, 1993
 Additional articles are posted on Blackboard, ole.sandiego.edu

Course Requirements/Activities

1. Attendance:

Due to this course being discussion-based, attendance is required and expected for this course. Your attendance will contribute to both your learning and the learning of the other students in the class. Students are allotted no more than 3 (unexcused or excused) absences without penalty to the **overall** course grade (not just attendance/ participation grade). Students with more than 3 absences will lose 3% of their overall grade for each absence exceeding 3. Please speak to the instructor with extenuating circumstances. Students are responsible for the materials and assignments on days missed; this work should be turned in by the start of class period the day the assignment is due. Similar to attending class, arrival to class on time is expected. Arriving to class tardy (or leaving early) for three class periods will result in an unexcused absence. Students are expected to bring a notecard to each class with a quotation from the reading(s) and three fact/discussion points.

2. Readings:

Various readings will be assigned for this course. It is expected that you read the assigned chapters, articles, or websites *prior to* the start of class period. We will be discussing these readings in class and some assignments may include aspects of the readings.

3. Assignments:

There will be a variety of assignments due throughout the semester. You are expected to turn in a paper copy of each assignment, at the beginning of the class period that it is due, directly to your Instructors. All assignments will be graded on quality and depth of work, adherence to assignment, and grammar/ spelling. Please proof read each assignment prior to turning it in. A grading rubric will be available to you before your paper is due.

For consistency reasons please abide by the following for your assignments:

- *Double-spaced*
- *1 inch margins on all sides*
- *12-point Times New Roman font*
- *All papers are to use MLA format, including citations*

Students are encouraged to use the Writing Center as a resource. It is encouraged that you schedule

appointments in advance. Check out their webpage at: <http://www.sandiego.edu/writingcenter/>

4. Blackboard:

Blackboard will be used in this course for posting additional readings and posting campus involvement opportunities. There are a number of other applications that we may use as a class or you may choose to use to aid in your learning and group work (such as discussion boards, chat, etc.). ole.sandiego.edu

5. Group Work:

There will be a variety of group activities, assignments, and projects throughout the semester. Each member of the group is responsible for the products of the group. Students will be grouped together for a service experience and interview with a staff person affiliated with the experience. Additionally, it is expected that each group member is an active participant in the group by attending group meetings, contributing quality work to assignments, etc.

6. Treating Each Other with Dignity and Respect:

Throughout the semester we will be working very closely together and may be discussing sensitive subjects. It is expected that each member of the class treat the other members with dignity and respect. Individuals' opinions should be respected and valued, even if they are not in line with your own opinions.

7. Challenging Yourself and Take Risks:

You have the ability to control how much you will take out of this course. The more you give to the class and open yourself up, the more you will gain in return and grow as an individual and a leader. The topic of this course (leadership) is something that you will be able to take with you into many aspects of your life and society as a whole. Please try to give this course your all, ask good questions, be willing to share and learn from others, and try to apply some of what you are learning to your life outside of the classroom.

Assessment Plan/Grading Criteria/Rubric
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The following scale will be used to determine final letter grades:

93-100%	A	73 – 76%	C
90 - 92%	A-	70 – 72 %	C-
87 – 89%	B+	67 – 69%	D+
83 – 86%	B	63 – 66%	D
80 – 82%	B-	60 – 62%	D-
77 – 79%	C+	less than 60%	F

NOTE: Students who fail to fulfill the requirements of this course will receive an “Incomplete”. The requirements must be met by the end of the tenth week of the next regular semester; otherwise, the “I” grade will be counted as an “F”.

Grade of Incomplete:

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Graded Components - *Students who submit late work will lose 5% of the possible points per day it is late, including papers not turned in at the beginning of class session. Papers receiving below an 80% grade may re-write their paper for a maximum grade of 80%. Rewrites must be submitted within one week of receiving grades.*

1. Attendance & Participation - Actively attending class, participating, and demonstrating respect for peers and instructors can help your grade in this area. Missing class, disengaging, and being disruptive can hurt your grade in this area.
(25% of total grade)
2. Reflection Papers - There will be two reflection papers that are each 2-3 pages double-spaced and should integrate personal experiences and thoughts, class discussions or activities, and the readings. A specific topic and guiding questions will be provided for each reflection paper.
These responses are graded on content as well as grammar.
(20% of total grade)
3. Notecards – For each class period students will turn in a 3x5 notecard with the following information:

1. Your Name
2. Name of Reading and Author
3. 3 main points about the reading
4. A “significant sentence” that stuck out to you or intrigues you

Completion of these cards will be included in the participation grade. The cards will be collected, may be used during the class period, and will be returned to students, as they will be helpful in referring to readings for your papers.

(10% of total grade)

4. Group Presentation - As a group you need to select a reading for the class, and work with your instructors to distribute the reading one week prior to your presentation date. This reading should be from a reputable source, pertaining to a social change SOLUTION that is being attempted, and it should connect to the topic of the day (see the table in your syllabus). Some possible places to start searching for a reading include; <http://opinionator.blogs.nytimes.com/category/fixes/>, www.fixesu.org, www.solutionsjournalism.org, etc.). Your group is responsible for leading the discussion on that day and providing an interactive activity that connects to both your reading, AND the topic of the day. You will be graded on balanced group participation, quality of reading selected and discussion on the topic, and creativity & applicability of your interactive activity.
(10% of total grade)
5. Application of Ideas – Students will choose a medium other than an essay to describe the concept of “Being A Changemaker”. Suggested mediums include a picture essay, collage, poem, vision board – any option other than a written essay is acceptable. Apply how aspects of leadership, from the readings, are connected to this concept. The intention of this assignment is to identify how one might develop as a Changemaker.
(10% of total grade)
6. Movie Paper - You will choose one movie from the list below and watch the film through the lens of the Social Change Model. In a 4-5 page paper, double-spaced you will note where you see/do not see the seven Cs at work, how this impacted the leadership in the film, and a personal reflection upon how it relates to you.
- *Pay it Forward* (2000)
- *Glory Road* (2006)
- *Pray the Devil Back to Hell* (2008)
(25% of total grade)

Extra Credit: Throughout the semester, students may attend a Department of Leadership Studies Workshop and/or complete the Student Development Transcript for extra credit.

Workshops: Students will attend the event and connect the experience to a concept from the *LfaBW* and other readings to reflect upon how it relates to you in 2-3 pages. Papers are due no later than 1 week following the event. Leadership Workshop Series Fall 2014 dates will be posted on Blackboard.

Student Development Transcript: Campus Involvement is a great way to learn more about student leadership at USD. Opportunities will be announced throughout the semester. You will also start the Student Development Transcript at <http://www.sandiego.edu/transcript/> and detail your Campus Involvement experience.

(5 point increase possible)

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

Course Outline (Note: May change throughout the semester)
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Date	Topic	Assignment Due
09/03	Introduction	
09/08	Intro to Leadership and Social Change	Read (xi- xxi; 3-15)
09/10	Teambuilding	Class located on Immaculata Lawn
09/15	What is Social Change?	Read article on Blackboard - Social Entrepreneurship
09/17	Social Change cont.	Read <i>LfaBW</i> pp. 43-72
09/22	Applying the Social Change Model	Read <i>LfaBW</i> pp. 79-100 Reflection Paper #1 due
09/24	Change	Read <i>LfaBW</i> pp. 101-122
09/29	Change	Read <i>LfaBW</i> pp. 122-141
10/01	Leadership Case Study	Read Hartwick Classic Leadership Case
10/06	Citizenship	Read <i>LfaBW</i> pp. 146 - 159
10/08	Citizenship	Read <i>LfaBW</i> pp. 15-36 Group Presentation
10/13	Diversity and Inclusion	Read <i>LfaBW</i> pp. 160-182
10/15	Diversity and Inclusion	Read article on Blackboard – McIntosh
10/20	Ethics and Integrity	Read article on Blackboard – Hari
10/22	Group Values and Collaboration	Read <i>LfaBW</i> pp. 192-213
10/27	Collaboration	Read <i>LfaBW</i> pp. 213-225
10/29	Common Purpose	Read <i>LfaBW</i> pp. 237-257
11/03	Mission of the University	Read article on Blackboard – MLK Read “Mission and Vision” of USD Group Presentation
11/05	Controversy with Civility	Read <i>LfaBW</i> pp. 263-286 Group Presentation
11/10	Individual Values	Read <i>LfaBW</i> pp. 296-310
11/12	Consciousness of Self	Read <i>LfaBW</i> pp.310-332
11/17	Consciousness of Self	Reread article on Blackboard – McIntosh Read article on Blackboard – Illich Reflection Paper #2 due
11/19	Congruence	Read <i>LfaBW</i> pp. 335-357
11/24	Authenticity	Read <i>Daring Greatly</i> , Chapter one Application of Ideas Assignment due
12/01	Commitment	Read <i>LfaBW</i> pp. 365-384
12/03	Change Agent	Read <i>LfaBW</i> pp. 394-436
12/08	Presentations	Application of Ideas Project Presentations
12/10	Closing	
12/15	Final	Submit Movie Paper via Blackboard by 11:00 am

Appendices

SOLES On-line Course Evaluation

Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Statement on Plagiarism

The complete plagiarism policy is available for your review at:

http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.