USD Center for Community Service-Learning
LEAD 387P, Sec 1: Student Leadership Practical Experience
Leadership For Social Change
Fall 2014 Semester (1 Unit)

Note: You may NOT add the course if you are taking 18 units

Professor ___________________________ Course ___________________________ Class time ____________
Name ________________________________
Local Address ________________________________________________________________
City __________________ State ______ Zip Code ______ Phone Number ( __( ) ____________
E-mail ______________________________ Class Status __________________________
Major ______________________________ Class Status __________________________

By completing this application, you are acknowledging that you have reviewed the attached syllabus and can make this time commitment (All the course sessions throughout the semester will be held on Mondays from 3:00pm-5:00pm in Maher Hall 222).

__________________________ ______________________
Student Signature Date

Please briefly answer all of the following questions on a separate piece of paper and submit with this application:

1. How do you define Leadership?
2. Describe your past experiences with leadership.
3. Why do you wish to practice leadership?
4. Please list the current clubs, organizations and communities to which you belong.
5. How do you hope to benefit from this opportunity?
FALL 2014
LEAD 387P 01
Student Leadership Practical Experience: Leadership For Social Change
1 Unit

Instructor Contact Information and Office Hours

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kenyonwitman@sandiego.edu

Office Hours by appointment
Course Meeting Times and Location
Mondays from 3:00pm-5:00pm – Maher Hall 222

Course Description

The purpose of this course is (1) to offer students an opportunity to study the dynamics of leadership and authority in an experiential learning environment (both in the classroom and at their Service-Learning Sites), (2) to help students develop the personal skills and discipline necessary to exercise leadership effectively and responsibly; and (3) to expand students’ thinking beyond traditional notions of leadership, to include an understanding of how to integrate different parts of oneself, as well as recognizing and cultivating strengths in others, in order to effectively lead. The design of the course provides a small group setting that duplicates, to some extent, the dynamics that occur regularly in organizations. As a result of this design, students will be able to access more of themselves and build their capacity for leadership. The process will allow students to test and integrate their learning with actual experiences from the groups and organizations to which they belong. Students are provided a safe environment in which to exercise these skills and further cultivate self-understanding, with the idea that these newly acquired or refined abilities will be carried outside the classroom. The process is open-ended in the sense that the faculty/staff members do not (and cannot) determine in advance what the students or they themselves (the faculty) will learn. Each individual’s respective backgrounds, varying personalities and perspectives, as well as their openness to this unconventional learning environment, cannot be predicted.1

1 Course description has been adapted from Cheryl Getz’s syllabus for LEAD 357: Leadership and the Practice of Presence.
Course Objectives

LEARNING OBJECTIVES

Critical thinking
• Asks relevant/deep questions pertaining to discussion at hand
• Effectively evaluates arguments postulated by self and others
• Can make clear arguments in potentially emotional situations / activities / discussions
• Can draw upon personal experience from which to draw arguments and self express

Independent Learning & Thinking
• Able to connect leadership theory to the in-class small group experience and the Service-Learning experience (in the context of their own lives)
• Based on their experiences, students are able to increase their awareness of the situation and create/choose informed perspectives

Community Responsibility
• Identifies personal ability (aptitude, gift) and responsibility to use such abilities in order to serve community locally and at large
• Participation in service component provides experiential understanding of the importance community service and social justice/action

Cultural Competency
• Self-aware of own culture and better understanding/awareness of their role in creating social justice
• Value and respect of differences

Personal Impact
• Articulates and comprehends personal values and perspectives
• Commitment to self-reflection and expression
• Overcome apprehension related to discussing emotional and/or personal subjects in group dynamic

Textbooks/Readings/ Videos

1. "Leading from Within" from Let Your Life Speak, 2000, Parker Palmer, Chapter 5
2. Leadership for a Better World, 2009, by: Susan R. Komives & Wendy Wagner, Chapter 1
4. Leadership without Easy Answers, 1994, by: Ronald A. Heifetz, Chapter 4
7. TED Talk: Brene Brown The Power of Vulnerability--https://www.youtube.com/watch?v=iCvmsMzIF7o

Other readings and useful videos and resources will be made available to you through Blackboard.
Course Requirements/Activities

Attendance: Students are required to attend all class sessions, and at least one Undergraduate Leadership Workshop (see options below), and one outside community event. If a student cannot be present at one of the class sessions, they must attend an approved campus or community event and write a 1-2 page reflection paper due within two weeks of the missed class session.

Leadership Workshop Series: (refer to Appendices in p. 7 for details)

Advising: Students must schedule two individual meetings with the co-instructors and one with primary course instructor.

Final Presentation/Project: Students will present on how they make sense of what they have learned through the semester and refer to how they plan to apply it in moving forward.

Readings & Reading Assignments: Various readings from required texts and supplemental readings are assigned for this course. It is expected that you read the assigned chapters, articles, or books by the start of the class period and that you turn in a short paragraph through Blackboard by Sunday night (11pm) and before class.

READING/VIDEO ASSIGNMENT INSTRUCTIONS
For each reading students will turn in a paragraph with the following information on it:

1. Name of Reading/Video and Author
2. 3 main points about the reading/video and your reaction to it: how did it resonate with you or not?
3. A “significant sentence” that stuck out to you or intrigues you
4. One question that came up for you while reading or watching the video

Completion of these assignments will be included in the participation grade.

Questionnaire assignment: After each class discussion, students will respond to a short questionnaire that refers to their noticing and understanding of what happened in class. Questionnaires will be turned in through blackboard and are due every Wednesday before 11pm.

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.

Challenging Yourself and Taking 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

1. Attendance: 25% of total grade
2. Participation: 25% of total grade
3. Final Presentation/Project: 20% of total grade
4. Reading and questionnaire assignments: 30% of total grade
5. Attend a Department of Leadership Studies Workshop and Community Event: Included in your participation grade
Grading Scale (based on total %)
The following scale will be used to determine final letter grades:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter</th>
<th>Percentage Range</th>
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</thead>
<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
<td>93 – 100%</td>
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<tr>
<td>90-92%</td>
<td>A-</td>
<td>90 – 92%</td>
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<td>87-89%</td>
<td>B+</td>
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<td>83-86%</td>
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<td>83 – 86%</td>
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<td>80-82%</td>
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<td>77-79%</td>
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<td>70-72%</td>
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<td>70 – 72%</td>
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<td>less than 60%</td>
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<td>less than 60%</td>
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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 – Context for the Course

CLASS MEETING TIME - All seminars will be held on Mondays (Beginning on 9/22) from 3.00-5:00pm @ Maher Hall 222

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Theme</th>
<th>Assignments/ Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 22nd</td>
<td>Theory and Pedagogy</td>
<td><em>Pre-Class Assignment</em> Reading summaries due through Blackboard by Sunday Sept. 21st at night (11pm)</td>
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<tr>
<td></td>
<td></td>
<td><em>Pre-Class Reading</em></td>
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<td>• Leadership without Easy Answers, 1994, by: Ronald A. Heifetz, Chapter 4</td>
</tr>
<tr>
<td>Sept. 29th</td>
<td>Authority and Mental Models</td>
<td><em>Pre-Class Assignment</em> Reading summaries due through Blackboard by Sunday Sept. 28th at night (11pm)</td>
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<td><em>Pre-Class Reading</em> (Readings and/or other resources posted on Blackboard)</td>
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<td><em>Post-Class Assignment</em> Questionnaire due through Blackboard by Wednesday Oct. 1st at night (11pm)</td>
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<td>Oct. 6th</td>
<td>Identity: Values</td>
<td><em>Pre-Class Assignment</em> Reading summaries due through Blackboard by Sunday Oct. 5th at night (11pm)</td>
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<tr>
<td>Date</td>
<td>Module</td>
<td>Pre-Class Reading*(Readings and/or other resources posted on Blackboard)</td>
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<tr>
<td>Oct. 13th</td>
<td>Identity: Privilege</td>
<td><em>Pre-Class Assignment</em></td>
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<td>Oct. 20th</td>
<td>Vulnerability</td>
<td><em>Pre-Class Assignment</em></td>
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<td>Oct. 27th</td>
<td>Noticing, Naming, and Owning</td>
<td><em>Pre-Class Assignment</em></td>
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<tr>
<td>Nov. 3rd</td>
<td>Light and Shadow</td>
<td><em>Pre-Class Assignment</em></td>
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<td>Nov. 10th</td>
<td>Negative Capacity</td>
<td><em>Pre-Class Assignment</em></td>
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*Pre-Class Reading*: (Readings and/or other resources posted on Blackboard)

*Post-Class Assignment*: Questionnaire due through Blackboard by Wednesday Oct. 8th at night (11pm)
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Pre-Class Reading*</th>
<th>Post-Class Assignment*</th>
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<tbody>
<tr>
<td>Nov. 17th</td>
<td>Interventions</td>
<td>(Readings and/or</td>
<td>Questionnaire due through Blackboard by Wednesday Nov. 12th at night (11pm)</td>
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<td>other resources posted on Blackboard)</td>
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<td>Nov. 24th</td>
<td>Closing: Letting Go, Letting Come</td>
<td>Reading summaries due through Blackboard by Sunday Nov. 16th at night (11pm)</td>
<td>Questionnaire due through Blackboard by Wednesday Nov. 19th at night (11pm)</td>
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<tr>
<td>Dec. 1st</td>
<td>Final Projects</td>
<td>In-Class Presentation*</td>
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Each week students will develop their capacity to practice presence and adaptive leadership:

Being present suggests that as learners and leaders we bring ourselves fully to the examination of leadership and groups, attempting to abandon traditional classroom fact-based discussions and bring a personal perspective to the table. Using the here and now approach, students will have several opportunities to explore their own behaviors as well as the behavior of others in a group context, as they occur. This approach may provoke anxiety. It is in those moments of great anxiety that deep learning occurs. It is also in these moments that one might struggle to maintain focus. Adaptive work, and/or authentic leadership, often requires us to look inward; to see the situation from our deepest source, to become a vehicle for change. If greater understanding is to occur it is at this moment, the anxious student should attempt to refrain from either retreating from the subject by subject changing or closing off. “It is about becoming totally present - to the larger source or field around us, to an expanded sense of self, and, ultimately, to what is emerging through us.” (Senge, Scharmer, Jaworski, & Flowers, 2004, p. 91). This is the practice of presence.

In the course of the semester, pursuing the task may seem like an onerous responsibility. You may be confused about what the task actually is. To explore these emotions while continually pursuing the task of any event that occurs during the class is to risk comfort. You will soon learn that one of your biggest resources is yourself and your experiences. Expressing oneself fully, including your wants, needs and desires is certainly risky. Yet, risking embarrassment in the moment of confrontation may lead you to new
discoveries about yourself and the group. Truth telling, admitting mistakes, and speaking from your gut, is to experience vulnerability from which you grow.

Working with what emerges for our group each week will provide for a rich, unique experiential learning opportunity within a classroom setting.

<table>
<thead>
<tr>
<th>Appendices to LEAD 387P 01</th>
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<tr>
<td><strong>Leadership Workshops:</strong></td>
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<tr>
<td>Thursday, October 23</td>
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<tr>
<td>12:30-1:30 pm</td>
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<tr>
<td>MRH 211</td>
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<tr>
<td><strong>Citizenship Pep Talk</strong></td>
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<tr>
<td>Presented by Grace Bagunu</td>
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Thursday, November 13
12:30-1:30 pm
MRH 211

**Studying Leadership through Pop Culture**
Presented by Conor McLaughlin

Thursday, December 4
12:30-1:30 pm
MRH 211

**Language Matters**
Presented by Mayte Perez-Franco

Tuesday, December 9
12:30-1:30 pm
MRH 131

**Toxic Leadership**
Presented by George Reed

Thursday, December 11
12:30-1:30 pm
MRH 211

**The Practice of Presence: The Importance of Mindful Leadership**
Presented by Cheryl Getz

**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.

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.

Sustainability

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.