

**LEAD 387P: Student Leadership Practical Experience, Section \_\_, 2 unit**  
**Scholastic Assistant Program**  
**University of San Diego**  
**School of Leadership and Education Sciences**  
**Learning Communities**  
**Fall 2020 [2 units to be awarded]**

**Instructor**

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**Office Hours**

Monday - Friday, 9am-5pm, by appointment.

**Course Meeting Times & Location**

*Scholastic Assistants will meet as a large cohort (60+ SAs) during the following times:*

- Spring 2020 Student Leader Training, April 14, 2020 (1.5 hour)
- Fall 2020 Student Leader Training, August 17 - August 27 (72.5 hours)
- Orientation Leader, August 29 - September 1 (54.5 hours)

*Scholastic Assistants will meet as small theme-team cohorts (20+ SAs) during the following times:*

- Student Development Workshop Series, September - October 2020– Various Locations (2 hours)
- October Small Group Meeting, October 12-23, 2020 – Various locations (1 hour)
- November Group Meeting, November 9-20, 2020 – Various locations (1 hour)

**Course Description**

The Student Leadership Practical Experience is a course designed to provide a structured classroom experience to accompany a practical leadership experience on campus. Through the practical experience and classroom experience, students will focus on applying leadership concepts to practice, engage in reflection, and develop their leadership capacities. Practical experience placement must be pre-approved.

**Section Description**

The **Scholastic Assistant (SA)** is a successful continuing student who assists the LLC Faculty Advisor in fostering a positive educational and developmental experience for all first-year students. The major purpose of the undergraduate SA is to serve as a peer mentor during the both the Fall and Spring of the mentee's first-year at USD, helping their assigned students navigate all aspects of the transition to college, with a particular emphasis on the academic experience. In order to create a cohesive, smaller community within the larger USD community, each SA will be assigned to and responsible for a particular fall LLC course within one of USD's Living Learning Communities (LLC's). The SA is part of the primary LLC team, working in close collaboration with the LLC Faculty Advisor, Facilitating Scholastic Assistant (FSA), Coaching Resident Assistant (CRA), and Resident Assistant(s) (RA)

Undergraduates who wish to serve in this role must be nominated by the faculty and screened by a selection committee consisting of faculty and members of the campus community. **Sequential enrollment in both the Fall course and in the subsequent Spring course are required in order for the student to fulfill all obligations of the Scholastic Assistant position. Successful completion of the Fall course will be awarded with two units, and successful completion of the Spring course will be awarded with one unit.** The Fall requirements are outlined below in "Course Schedule" and "Details of Graded Components." The Spring requirements are outlined in the additional course syllabus. In addition, all students must attend an information session in Spring 2019 prior to submitting an application. Ordinarily, only those students with a

minimum grade point average of 3.00 will be considered. Qualified students must have full time status and be in good conduct standing at USD.

### Course Learning Objectives

Through this course students will:

- develop greater self-awareness of strengths, abilities, limitations
- be able to work effectively with other people and in groups
- develop competence and confidence in their ability to exercise effective and ethical leadership
- have an increased knowledge in university resources
- develop and lead activities that contribute to a positive community in the First-Year Experience
- implement appropriate responses to first-year students who are engaging in problematic behaviors that interfere with a successful transition to college (e.g. alcohol, drug use, depression, loneliness)
- introduce and model positive decision-making strategies and healthy behaviors to first-year students
- demonstrate effective mentoring techniques such as active listening, coaching, and providing feedback to first-year students
- collaborate with university faculty members
- develop transferable skills useful in reaching personal and professional goals
- apply academic theories of mattering and belonging to work with and mentor first-year students

### Required Readings

1. Leadership for a Better World, 2009, by: Susan R. Komives & Wendy Wagner, Chapters 1 & 2
2. Leadership without Easy Answers, 1994, by: Ronald A. Heifetz, Chapter 4
3. Marginality and Mattering: Key Issues in Building Community, 1989, by: Nancy K. Schlossberg
4. Development of a Sense of Belonging for Privileged and Minoritized Students: An Emergent Model, 2016, by: Annemarie Vaccaro and Barbara M. Newman
5. Conceptualization and Utility of University Mattering: A Construct Validity Study, 2010, by: Megan K. France and Sara J. Finney

### Course Expectations

The following are expectations of students enrolled in this course. Expectations are established not only so you can do well in this course, but also that the mentees enrolled in your LLC course have a trusted and competent Scholastic Assistant to help guide them through their transition to college. Failure to meet these expectations can prevent you from passing the course. Successful completion of these expectations will be awarded with 2 units in the Fall 2019 semester, and 1 unit in the Spring 2020 semester.

- *Attendance & Participation*: Attendance is required at all of the sessions listed on the last page of this syllabus. Participation will be tracked via the Facilitating Scholastic Assistant and the Instructor.
- *Target X Logs*: TargetX logs must be thorough, complete and uploaded by the given due date.
- *Readings*: 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 given due date.**
- *Reflections*: Written assignments must show the student is self-aware and has undertaken serious self-reflection. These assignments must be submitted by the given due date.
- *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 SA treats both fellow SAs and their mentees 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 position. The more you give to the position 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.

- *Modeling Positive Behavior and Decision Making:* You are a student leader and need to conduct yourself, both on and off campus, in ways that are congruent with the University's mission and values. You need to model positive behavior and constructive decision making to your mentees at all times.

*\*Note: Plans including readings and assignments may change throughout the semester.*

### **Academic Dishonesty/ Ethical Behavior**

Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor and the Dean.

- *Plagiarism:* Plagiarism consists of using another author's words without proper identification and documentation. The fabrication of sources, or the act, deliberately or unconsciously, or passing another author's work off as your own are also considered to be plagiarism.
- *Falsification:* Falsification consists of deliberately changing results, statistics, or any other kind of factual information to make it suit your needs. It also consists of deliberately changing a sources' intent by misquoting or taking out of context. This includes falsifying signatures or letterhead for use to verify volunteer work at an agency and unauthorized use of an agency's letterhead.
- *Multiple submission:* If you wish to turn in the same work or use the same research, in whole or in part, for more than one course, you must obtain permission to do so from all professors involved. Failure to obtain this permission constitutes academic dishonesty.

### **Americans with Disabilities Act (ADA) Statement**

Any personal learning accommodations that may be needed by a student, covered under the ADA, must be made known to the instructor as soon as possible. This is the student's responsibility. If you are a student with a diagnosed disability or suspect that you may have one, please contact USD's Disability Services in Serra Hall room 300 or call 619-260-4655 or visit the website at [www.sandiego.edu/disability](http://www.sandiego.edu/disability) BEFORE midterm.

### **Grading Scale (based on total %)**

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."**

### **Graded Components**

1. Attendance: Please see detailed list of required attendance on the next page. 25% of total grade
2. Participation: Please see detailed list of required participation on the next page. 25% of total grade
3. 1:1s and TargetX Logs: Please see list of required TargetX logs on the next page. 15% of total grade
4. Discussion Board Posts and Responses: Please see detailed list of required Discussion Board Post on the next page. 25% of total grade
5. SDWS Reflection: These two 300-word reflections are designed to have students apply their key takeaways from the Student Development Workshop Series of their choice, as well as articulating tangible ways that they

can implement this new knowledge into working with their LLC students. 5% per reflection, for a total of 10% of total grade

### Course Schedule

The following are expectations to be completed to be eligible for the 2 units awarded with the Fall LEAD 387P course: Student Leadership Practical Experience, Section 03.

April 14, 2020	Student Leader Lunch (12pm-2pm)
May 1, 2020	LLC Theme Team Training (2pm-4:30pm)
June 2020	Email to Faculty Advisor (June 15), Schlossberg Reading & Co-Instructor Introductions, Vaccaro and Newman Reading (June 25)
July 2020	France and Finney Reading (July 1)
August 2020	Letter to Students (August 1), Text to Students (August 15), Email to Faculty Advisor (August 15)
August 16, 2020	Check-In for Training & Evening Team Bonding
August 17, 2020	Student Leader Conference (9am-6pm)
August 18, 2020	Student Leader Conference (9am-6pm)
August 19, 2020	Student Leader Conference (9am-6pm)
August 20, 2020	Student Leader Conference (9am-6pm)
August 21, 2020	Student Leader Conference (9am-6pm)
August 24, 2020	Scholastic Assistant Training (9am-6pm)
August 25, 2020	Scholastic Assistant Training (9am-6pm)
August 26, 2020	Scholastic Assistant Training (8am-6pm)
August 27, 2020	Scholastic Assistant Training (9am-6pm)
August 29, 2020	Orientation Leader (7am-11pm)
August 30, 2020	Orientation Leader (7am-10pm)
August 31, 2020	Orientation Leader (8am-10pm)
September 1, 2020	Orientation Leader (8am-7pm)
September 2020	Welcome Week Event Attendance (September 2-8), Alcala Bazaar Attendance (September 8), Student Development Workshop Series Session 1 (TBD), LLC Hour (TBD)

October 2020	Student Development Workshop Series Session 2 (TBD), First Year Initial Integration Activity (TBD), Small Group Meeting with Facilitating Scholastic Assistant (October 12-23), LLC Theme Team Meeting Attendance (TBD), 1 TargetX Log (October 1), SDWS Reflections (October 25)
November 2020	1 TargetX Log (November 1), LLC Hour (TBD), Small Group Meeting with Facilitating Scholastic Assistant (November 9-20), LLC Event Attendance (TBD), Heifetz Reading (November 15)
December 2020	Komives and Wagner Reading (December 1), Scholastic Assistant Winter Banquet (TBD), 1 TargetX Log (December 15)

### Details of Graded Components

The following are expectations to be completed to be eligible for the 2 units awarded with the Fall LEAD 387P course: Student Leadership Practical Experience, Section 03.

#### Attendance:

- Attend all training workshops organized the LC Program, including but not limited to April Student Leader Workshop, May LLC Faculty Advisor/SA Meeting, August Student Leader Training
- Attend 1 "Welcome Week" event and invite mentees
- Attend the Alcala Bazaar with mentees, encouraging mentees to get involved with USD clubs and orgs
- Attend 2 Student Development Workshop Series
- Attend 2 small group meetings
- Attend and assist LLC Faculty with First Year Initial Integration Activity
- Attend all LLC Meetings hosted throughout the semester
- Promote, Attend and Assist with facilitating all LLC Theme-wide events

#### Participation:

- Communicate with mentees during Summer 2020 prior to Fall Enrollment
- Send welcome letter, e-mail, and texts to incoming mentees
- Serve as an Orientation Leader for the duration of Orientation Weekend
- Plan and facilitate a registration event for mentees
- Conduct two 30-minute 1:1s with each of your 20 mentees in the Fall 2020 semester
- Maintain communication with fellow SAs, LLC Faculty Advisor Resident Assistants (RAs), Commuter Assistants (CAs), Community Directors (CDs), and SA Co-Instructors throughout the semester
- Introduce first-year students to campus opportunities
- Support LLC Faculty Advisor by helping to plan and attend course events, liaise to students, etc.
- Facilitate 2 topical "LLC Hours"
  - Co-present with a campus partner on a topic (i.e. homesickness, how to choose a roommate, how to create a schedule, etc.)
  - Serve as a collective resource to offer assistance via 1:1s/small groups/informal socializing during the event

#### 1:1s and TargetX Logs:

- Use TargetX Retention system to support and monitor first-year students (minimum of 3 logs)