Instructor:
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Office Hours:
Fridays 9am-11am & by appointment

Course Meeting Times & Location:
Tuesdays 4-5:20pm
(And required mentor/mentee meetings and events)
SLP 424

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.

Section Description
The United Front Multicultural Center’s Practical Experience is designed to offer students participating in the Link Peer Mentoring Program opportunities to develop and grow their leadership and mentoring skills through discussion, activities, and community experiences. In addition, the course provides a structured approach to learning about diversity and inclusion issues at USD and beyond. In line with the UFMC’s mission, students will explore and affirm the unique identity of each person and work to contest the dominance of prejudice and intolerance.

Course Learning Objectives
Through this course students will:
• develop greater self-awareness of strengths, abilities, limitations
• work effectively with other people and in groups
• develop competence and confidence in their ability to exercise effective and ethical leadership
• engage with people who are different and gain understanding of how and why this is beneficial
• recognize the larger system and one’s role in that system as well as with connecting to one’s role as a mentor
• gain consciousness of social justice issues and challenge systems of oppression

Course Expectations
As a community of scholars, it is our responsibility to prepare not only our students to engage in meaningful learning but each of us as well. It is our expectation that students will come prepared to
class, having read and completed assignments, and ready to participate in stimulating dialogue. We seek to become, and encourage our students to become, life-long learners while enhancing their capacity for leadership. We will regularly engage in dialogue, reflecting upon our experiences within (and when appropriate outside) of the classroom in order to develop self-awareness and facilitation skills, and improve our understanding of the various leadership concepts used in this practical experience course.

**Attendance:** Attendance for all course sessions is required. In your roles as peer mentors, you are taking on a leadership role within both the Division of Student Affairs and the School of Leadership Education Sciences. It should be understood that your attendance at all course sessions is a reflection of your professionalism and respect for the work that you are doing. However, we understand that there are legitimate reasons why one might not be able to attend class. Excused absences will be granted on a case-by-case basis and should be communicated to us as soon as possible and PRIOR to the start of the course. No unexcused absences. It must be noted that an absence from class may affect your participation grade as well as your overall grade for the course.

**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 start of each class period. All readings will be distributed by the instructor prior to class.

**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.

**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.

**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+  < 60%  F

**Graded Components**

**Attendance & Participation:** This course requires you to be an active participant in the learning community. It is expected that all of us will contribute to the conversations and provide feedback, practice active listening, and reflect upon our personal insights throughout the semester. In addition, part of your attendance and participation grade will be based on notecards turned in for each reading. You are expected to write 3 discussion questions or a mini-paragraph (2-3 sentences) about the practical application of the material to peer mentorship for each reading. **30% of total grade**

**Peer Mentoring Logs:** You will be required to submit mentoring logs throughout the semester. You are to record all your activities with Link and your mentee. A log sample will be provided. **30% of total grade**
Attend a Department of Leadership Studies Workshop: Each student will attend at least one workshop hosted by the Department of Leadership Studies during the semester. Write a one page paper identifying new concepts learned and how this relates to your role as a peer mentor. 5% of total grade
**Inspiration & Coaching:** Students will be required to participate in at least one 30-minute one-on-one coaching session from one of the instructors. These sessions will provide individual attention to the student’s goals in peer mentorship and leadership. **10% of total grade**

**Final Creative Project:** This final creative product (Haiku Deck, YouTube Video, Poem, Vision Board, Slam Poetry, etc.) should integrate all of the elements of your work in class. This is an opportunity for you to demonstrate your learning in a creative way using social media to share your learning with your peers and the instructor. **25% of total grade**

**In-Class Component Schedule:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>September 6</td>
<td>Course Overview/Introduction</td>
<td>Syllabus Day</td>
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<tr>
<td>September 13</td>
<td>Mentorship Scenarios</td>
<td>Komives et al. “Understanding Yourself” &amp; Mentoring Packet</td>
<td>Leadership Inventory</td>
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<tr>
<td>September 20</td>
<td>Values Panel Value cards activity</td>
<td>Kouzes &amp; Posner “Model the Way”, Komives et al. “Leading with Integrity and Moral Purpose”</td>
<td>1st Mentoring Logs</td>
</tr>
<tr>
<td>October 4</td>
<td>Social Justice-Day One Concepts Activity</td>
<td>Wagner “What is social change?” &amp; Cilente “An overview of the social change model of leadership development”</td>
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<td>October 18</td>
<td>Social Justice-Day Two</td>
<td>Tatum “The complexity of identity” and Kirk &amp; Okazawa-Rey “Identities and social locations”</td>
<td>2nd Mentoring Logs Due</td>
</tr>
<tr>
<td>November 1</td>
<td>Grad Leadership Panel</td>
<td>Tatum “Can we talk?”, Mantsios “Class in America-2006”, Melvin &amp; Shapiro “Race, Wealth, &amp; Equality”, “Night to his day” Lorber, Bernstein “Women’s Pay”</td>
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<tr>
<td>November 15</td>
<td>Real Talk – Self-Love Self-Love Poem</td>
<td>Johnson “The social construction of difference” and Young “The five faces of oppression”</td>
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<tr>
<td>November 29</td>
<td>Real Talk – Inspiration My Story</td>
<td>Johnson “What can we do?” &amp; Anzaldua “Allies”</td>
<td>3rd Mentoring Logs Due</td>
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<tr>
<td>December 6</td>
<td>Final Creative Projects</td>
<td>Final Creative Projects presented in class</td>
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<tr>
<td>December 13</td>
<td>No class (Study Day)</td>
<td>Leadership Workshop Reflection Essay due 5pm</td>
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**Practical Component Schedule:**

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>Tuesday, August 30</td>
<td>Link Welcome BBQ (mentors and mentees)</td>
<td>5:00 – 7:00 p.m.</td>
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<tr>
<td>Thursday, September 8</td>
<td>*Padres Game vs. Rockies</td>
<td>6:15 p.m. – 10:00 p.m.</td>
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<tr>
<td>Friday, September 23</td>
<td>*Greater than Yourself - Leadership Retreat</td>
<td>3:00 p.m. Friday – 1:00 p.m.</td>
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<tr>
<td>Sunday, September 25</td>
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<td>Sunday</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Time</td>
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<tr>
<td>Saturday, October 15</td>
<td>Chicano Park Trip</td>
<td>9:00 a.m. – 1:00 p.m.</td>
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<tr>
<td>Friday, October 29</td>
<td>*Haunted Trail</td>
<td>6:15 p.m. – 10:30 p.m.</td>
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<td>November TBD</td>
<td>Asian Film Festival</td>
<td>TBD</td>
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<tr>
<td>Friday, December 2</td>
<td>*December Nights @ Balboa Park</td>
<td>5:30 p.m. – 7:30 p.m.</td>
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<tr>
<td>Tuesday, December 6</td>
<td>End-of-Semester Link Lunch</td>
<td>12:30 - 2:00 p.m.</td>
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<td>TBD by Mentor/Mentee</td>
<td>Developing Mentee Relationship</td>
<td>15 hours minimum</td>
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<tr>
<td>TBD by Mentor</td>
<td>Leadership Studies Workshop</td>
<td>TBD</td>
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*Note: Plans including readings, assignments and activities may change throughout the semester. Events marked with * indicates an optional event Additional possible activities to look for: Farmers Market, Art Exhibit, Skateworld, Kayaking/Canoeing @ Mission Bay, Torrey Pines, and Target Run*

### 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](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.

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

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.