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Moseley 226

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Class Meetings: Moseley 216 on Wednesdays, 9:30-10:25AM

Elon 101 Mission Statement

Elon 101 supports the transition of first-year students as they become active participants in an academic community. To fulfill this mission, Elon 101 uses a developmental model of advising that:

- Designs class experiences to expand students' academic and interpersonal interests
- Provides opportunities to enhance students' confidence and competence.
- Encourages students to make informed decisions, exercise social responsibility, and demonstrate personal integrity.
- Fosters caring relationships and respect for individual differences.

Course Expectations and Grading

Students are expected to complete all assignments and actively participate in class. The class will have a minimum of two absences allowable in order to still receive an "S" for the course. An "S" carries one hour elective credit toward graduation, but has no impact on GPA. However, a grade of "U" affects the GPA just like an "F". There is no repeat option for Elon 101.

Classroom Etiquette

We have many exciting activities planned for you this semester. In order for the class to fully benefit from each experience, you must arrive at class on time and attend the class in full. It is important that you demonstrate respect for others in our learning environment at all times. Please remember to put away cell phones and turn off or set them to silent mode during class.

Technology's presence is everywhere. It has become interconnected in our lives and has helped us achieve a level of efficiency. Regardless, it is critical for us to understand that there is an appropriate time to use technology, especially in a classroom setting. Therefore, it is agreed to be respectful of others and refrain from using technology, without given prior notice. There may be times in the course where certain technology will better your learning and provide helpful resources. Students will be notified prior to class to bring the proper technology.

Attendance

Active participation in your own learning experience is important for an interesting class, but also for your retention of the class information. Students are allowed to be absent three times, without their grade affected. If students know are going to be absent, they should notify the instructor beforehand. Nevertheless, it is important that students are engaged and present at classes in order to gain full advantage of the course. Throughout the semester, there are scheduled speakers and presentations that require engagement and participation. Overall, this course's success depends on each of your commitment and willingness.

Course Description & Purpose

Through the use of active learning strategies in this seminar-style course, students will explore what it means to be an Elon student. All Elon 101 sections use a small group format to allow first-year students to connect with one

another, forge a meaningful relationship with a professional staff member and upperclassman, and discover how to take ownership of their undergraduate experience. Students will learn strategies for academic and personal success, be introduced to the myriad of services and activities available on campus, and reflect on how to make the most of Elon University.

Since this Elon 101 section is themed around leadership, first-year students with a passion around leadership will explore not only a new campus and new opportunities, but how they can best take advantage of their leadership styles and interests on campus. This section welcomes leaders with both formal leadership experience or who just enjoy making a difference. Topics will include but are not limited to: leadership styles, self-care, adjustment to college life, and the Elon honor code. Through thoughtful discussions, events, and a common interest, members of this Elon 101 leadership section will be more than classmates, but a community that will use their leadership for positive change.

A Letter from the Instructor

I am excited to have you in my Elon 101 class! I hope as the semester progresses you see our time together as more than a required class. My hope for you is that you find Wednesday mornings as a time to retreat, see friends, ask questions, learn about Elon, and grow as a leader in the Elon community and as an individual. I hope as the class proceeds you will learn important life skills that will help you in other classes, your future career, and your personal life.

This class requires a commitment from you: a responsibility to attend class and be prepared with assignments, questions, and a willingness to engage. If you keep an open mind and are willing to participate, your experience will be exponentially enhanced. We are all teachers and learners in this environment and as such, we must count on one another to have a wonderful semester together. My expectations of you are high because I know what is possible. I believe in challenging you to reach high standards of performance while providing you with the resources to reach those standards.

I believe my purpose as your Elon 101 instructor goes beyond teaching you about Elon University. It is equally important for me to help you grow as a person and as a leader, to support your intellectual and professional development, to challenge your assumptions, and to expand your worldviews. I take my role in the learning process very seriously. I want you to know I am personally vested in your success or failure because I care deeply that you learn.

My passion for leadership and commitment to higher education provides my inspiration to work with you this semester (and hopefully in the years to come). I love what I do more than I imagined possible and I hope that through our time together; I can help you find *your* passions. It is a privilege to have you in this Elon 101 class. I believe everything happens for a reason and that our paths have crossed for a purpose. Let's make it a great semester!



Texts Used

Bolles, R. N. (2011). *What Color is your Parachute?* New York: Ten Speed Press.

Rath, T., & Harter, J. (2010). *Wellbeing: The Five Essential Elements*. New York: Gallup Press.

Course Objectives

The fabrics of this class are woven together using the Social Change Model of Leadership Development and values of self-care and wellbeing. The Social Change Model considers individual values of consciousness of self, congruence, and commitment while the book *Wellbeing* discusses the importance of financial, social, career, physical, and community wellbeing. Each of these areas is defined below:

Consciousness of Self	Consciousness of self requires an awareness of personal beliefs, values, attitudes, and emotions. Self-awareness, conscious mindfulness, introspection, and continual personal reflection are foundational elements of the leadership process.
Congruence	Congruence requires that one has identified personal values, beliefs, attitudes, and emotions and acts consistently with those values, beliefs, attitudes, and emotions. A congruent individual is genuine and honest and “walks the talk.”
Commitment	Commitment requires an intrinsic passion, energy, and purposeful investment towards action. Follow-through and willing involvement through commitment lead to positive social change.
Career Wellbeing	How you occupy your time or simply liking what you do everyday
Social Wellbeing	Having strong relationships and love in your life
Financial Wellbeing	Effectively managing your economic life
Physical Wellbeing	Having good health and enough energy to get things done on a daily basis
Community Wellbeing	The sense of engagement you have with the area where you live

I want you to know assignment

The purpose of this activity is to provide students with an opportunity to reflect on their personal histories and stories (including how ethnic, social class, and gendered realities have shaped their personal identities) and to express these developing thoughts out loud to their peers. I would like you to put your thoughts on paper or use your creative imagination via music, film, paint, clay, or pencil to respond to the question:

“This is who I am, and these are the events that have defined my identity. I want you to know that . . .”

Your essay or artistic representation should provide insights into your own personal history/story.

If you choose to write a paper, please note that while I expect your papers to be typed, double-spaced, and professional in appearance, this is an *informal* paper (of about 2 pages in length). If you would like to use a different mode and style of communication to express your authentic, genuine self in this assignment, please feel free to do so.

Presentations will occur three times throughout the semester. Individuals will present during the timeslot they sign up for. The assignment is due on the day they present. Presentations should be 3-5 minutes in length. Due to time restrictions, individuals surpassing 5 minutes will be stopped short of their concluding statements. Please practice beforehand to determine your timing!

Course Calendar

August 31, 2011: Introduction to Course & Review of Syllabus

September 5, 2011, 4:00PM: Drop class without penalty

September 7, 2011: Isabella Cannon Leadership Program Review & Org Fair: Guest Speakers: Cara McClain & Sarah Oldham

DUE: Leadership Definition

September 9, 2011, 3:00-6:00PM: Organization Fair

September 14, 2011: Living with integrity and leading a transparent life: Guest Speakers: Whitney Gregory & Kernodle Center for Service Learning and Civic Engagement

September 15, 2011, 9:25AM: Call to Honor, Academic Village

September 16, 2011, 2:30-6:00PM: Get on the Bus

September 21, 2011: Leading a transparent life (continued)

DUE: Who is your hero? & I want you to know Group I

Week of September 26, 2011: LEADstrong Week, A week celebrating leadership

September 28, 2011: Physical Wellbeing, Self-Care, and Balance: Guest Speaker Thomas Berry

DUE: I want you to know Group II

October 3, 2011: Hometown Hero Application Due

October 5, 2011: Financial Wellbeing

DUE: Meyers-Briggs Test & I want you to know Group III

October 11, 2011: Convocation

October 12, 2011: Career Well-Being

October 14, 2011: Mid-Semester Grades Posted

October 14, 2:50pm - Wednesday, October 19, 8:00am: Fall Break

October 19, 2011: Academic Wellbeing

October 21, 2011: Last Day for Dropping Courses with “W”

October 22, 2011: Challenge Course

October 26, 2011: Academic Wellbeing (continued)

DUE: 4 year plan

October 31: Last Day to Remove Incomplete “I” and “NR” Grades

November 2, 2011: Professional Development & MBTI Discussion: Guest Speaker Becky Olive-Taylor

November 2, 2011: Pre-registration Begins for Winter Term & Spring Semester

November 7, 2011: Hometown Hero Ceremony

November 8, 2011: Lecture by Kavita Ramdas, regarding the Common Reading

November 9, 2011: Perception is Reality

November 16, 2011: Diversity @ Elon: Guest Speaker Multicultural Center

November 22, following evening classes - Monday, November 28, 8:00am: Thanksgiving Break

November 23, 2011: NO CLASS, Have a great holiday!

November 30, 2011: Final Reflection

December 6, 2011: Classes End

December 7, 2011: Reading Day

December 8, 2011 - December 13, 2011: Exams