

LOYOLA UNIVERSITY CHICAGO: SCHOOL OF EDUCATION

ELPS 325-001: CAPSTONE TO LEADERSHIP STUDIES

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OFFICE HOURS: BY APPOINTMENT

DESCRIPTION

Leading personal and social transformation requires an understanding of individual thoughts and feelings related to change; knowledge of the complexity of groups, organizations, and systems; and a commitment to navigating change in diverse and intersecting contexts and cultures. This class will explore topics such as social change and globalization, creative conflict resolution, the nature of power, oppression and influence, and systemic leadership.

Prerequisites: ELPS 125; ELPS 222; ELPS 223; and enrollment in the Leadership Studies Minor

CENTRAL PEDAGOGIES

CRITICAL REFLECTION

Classroom activities are designed to stimulate student reflection and meaning-making regarding thoughts, feelings, and experiences associated with leadership. Service also provides a shared reference point for community learning and collective reflection on course themes. This affords the opportunity to move beyond routine reflection about students' past experiences to deeper levels of critical reflection about students' current and ongoing experiences. This includes examining considerations of identity, context, and process as they are happening versus solely after the fact.

OUTCOME & OBJECTIVES

LEARNING OUTCOME

Students will understand the role of and capacities associated with leading personal and social transformation within their career fields and communities.

OBJECTIVES

Upon completion of this course, students will be able to:

- Demonstrate personal competencies related to social change including creativity, innovative problem-solving, mindfulness, optimism & resilience, risk-taking, effective communication and relationship building;
- Evaluate approaches to social change and social innovation including social entrepreneurship, corporate social responsibility, and community action;
- Learn and apply the fundamentals of organizational development to social transformation: environmental scanning, strategic planning, assembling a team, asset mapping, program development, evaluation and assessment, and budgeting and fundraising;
- Understand the fundamentals of systems and structures and how to leverage systemic change in multiple contexts

IDEA OBJECTIVES

The following outcomes are deemed *ESSENTIAL* to this course:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories);
- Developing ethical reasoning and/or ethical decision making; and
- Learning to analyze and critically evaluate ideas, arguments, and points of view

The following outcomes have been deemed *IMPORTANT* to this course:

- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures; and
- Learning to apply course material (to improve thinking, problem solving, and decisions)

Note that course objectives will be evaluated electronically at the end of the semester. The link that follows is for the IDEA Campus Labs website: <http://luc.edu/idea/>. At the end of the semester you will be promoted to complete your evaluation at this site by clicking on the Student IDEA log in.

INSTITUTIONAL POLICIES & PHILOSOPHIES

CONCEPTUAL FRAMEWORK

The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “*Social Action Through Education*.” This framework is consistent with the design and content of this course. Specifically, the course will increase students’ knowledge, skills, and attitudes as well as ability to serve others through the examination of leadership as a construct focused on social justice.

DIVERSITY

This course approaches the topic of leadership from a lens grounded in social justice. Particular attention is paid to culture and leadership and the differing ways in which social identities influence how one views and experiences the concept. Students will be introduced to content and pedagogies that emphasize leadership as a tool for empowerment. Students will also engage in a

service-learning experience to help demonstrate the need for leadership that reflects – and contributes to -- a diverse and socially just society.

DISPOSITIONS

The School of Education at Loyola University Chicago requires assessment of all students across dispositions associated with each class. See Appendix A.

READING MATERIALS

Content will draw on a variety of sources with readings available through Sakai.

REQUIREMENTS & EXPECTATIONS

PREPARATION

This course is designed so that learning emerges from group discussion and student engagement with each topic as well as through personal reflection. As such, preparation through completion of each week's readings as well as thoughtful reflection on the topics is critical not only for each individual's intellectual development, but the group's collective development as well. Readings have been purposefully selected for their relevance to the given topic and contribution to the overall literature. Given much thought has gone into the selection of readings, students are expected to complete them in advance of each class. Occasional quizzes and reading for meaning activities may be incorporated into the grading structure should evidence emerge that students are not completing the necessary reading.

CLASS PARTICIPATION

Given the format employed in this course design and the topic of leadership, student participation in discussions and learning activities is critical. However, it is important to note that *how* a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the *quality* of the contributions. For the purposes of this course, participation is valued in which students build upon one another's comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion. Students are also encouraged to act as gatekeepers to the conversation encouraging the participation of others as well as posing questions to one another. To achieve this, a variety of pedagogical approaches are used to ensure that each individual's preferred learning style is addressed over the course of the semester. A portion of the final grade is dedicated to participation and a rubric is provided that outlines how this will be assessed.

Additionally, students will be asked to give peer evaluations based on their group work that will be a part of the final grade.

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
PROMPTNESS	Arrives on time for class and is prepared to begin at the designated time as well as following any breaks; does not leave early	Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early/ is absent	Demonstrates a pattern of lateness, absence, or early departure that interferes with course objectives.	Consistently late to class, does not return from breaks in a timely manner, leaves class early, and/ or is frequently absent
QUALITY OF CONTRIBUTIONS	Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/ or life experiences	Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based	Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based	No or minimal contributions or arguments are offered
SIGNIFICANCE OF CONTRIBUTIONS	Contributions add complexity to the conversation and support or build off of others' contributions	Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared	Contributions repeat what others have shared and thus do not advance the conversation	No or minimal contributions are offered
GENERAL ENGAGEMENT	Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions	Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/ or discussions	Minimal contributions are offered in the small or large group; Appears disengaged from activities and/ or discussions; Addresses core issues in activities and/ or discussions quickly and shifts to personal conversations or off-topic material	No contributions are offered

GATE-KEEPING	Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students' thoughts	Student occasionally encourages the participation of others; recognizes the contributions of others	Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor	No or minimal contributions
LISTENING/ ATTENDING SKILLS	Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers' learning processes	Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers' learning processes	Is dismissive (verbally or nonverbally) of others' feelings and opinions; Displays a lack of interest; Does not actively support peers' learning processes	Inconsiderate of others' feelings and opinions; Does not actively listen or support others' learning

ATTENDANCE

Students must be present to engage fully in the course content. I understand that sometimes life priorities can make this challenging. *However, the expectation is that students will be present for the full class session every time we meet.* If students miss a class, arrive late, or leave early, they are responsible for identifying and obtaining missed material from peers.

Please notify the instructor via email prior to the start of class if you need to be absent. Any absences will result in the loss of participation points for that day. Routinely arriving or leaving late will result in the loss of participation points as well.

CIVIL DISCOURSE

Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with an ethic of care.

This approach requires a willingness to engage in critical and controversial but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view. The importance of engaged, sustained, civil dialogue cannot be overstated; it is the very heart of leadership.

CELL PHONES

Students who bring a cell phone to class should be sure it is either off or set to a silent mode. Use of phones is not allowed during class as a matter of respect to the learning community. I understand that there may occasionally be times when exceptional circumstances require students to be accessible by phone (for example, if you are waiting to hear news about a family member in the hospital). In situations like these, please inform me prior to class, have your phone on silent, and excuse yourself from the classroom if you receive a call or text that requires your immediate attention.

EMAIL/SAKAI

Email will be used as the primary mode of correspondence for this course, and it will typically be sent through Sakai. As such, it is imperative that students check their Loyola University Chicago account daily. Please also check Loyola spam mail to ensure course related messages are not misdirected.

EPORTFOLIO

This course will make use of Loyola's ePortfolio pedagogy. Information, tutorials, and log-in information for the ePortfolio is found at: <http://www.luc.edu/eportfolio/>

ASSIGNMENTS

Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. Assignments are expected to be turned in on time so please plan appropriately to avoid unnecessary penalties. *Any assignment submitted after the due date and time will be reduced by a half letter grade. An additional full letter grade reduction will be applied for each 24-hour period after the original time due. Extensions will not be granted.* Note that the instructor will not hunt down missing assignments and it is *students'* responsibility to ensure that they are turned in by the stated deadlines.

Note that if an assignment fails to follow the instructions provided, a grade of zero will be assigned. This includes adherence to page/word lengths and formatting as well as addressing the core content specified for each assignment. Students are encouraged to consult with the instructor regarding any questions associated with assignments.

CRITICAL REFLECTION EXERCISES

Reflection plays an essential role both in leadership and service-learning. Reflection generally involves: (1) thinking intently about our experiences, (2) careful contemplation of our actions and their effects, and (3) interpreting meaning to what happens to us. Put another way, reflection

serves as a bridge between our experiences and our education; it is how we turn our lived experiences into life lessons.

This course is grounded in critical reflection as it represents your journey through the Leadership Studies Minor and includes a variety of both formal (graded) and informal (ungraded) reflection exercises, with the goal of encouraging students to be more thoughtful, deliberate, and meaningful as they attempt to understand themselves, their experiences, and how they interact with the world. For each formal reflection exercise outlined below, students are expected to give careful thought to the prompts and then produce a meaningful, reflective essay that addresses each component of the assignment.

A core component to this course will be grounded in the creation of an Echoing Green Fellowship application. While it is not expected that students will apply for the fellowship, the course aims to help students recognize and acknowledge that they are “innovators, instigators, pioneers, and rebels that reject the status quo and drive positive social change all over the world” (Echoing Green, 2017) and we will use the application as a foundation. The three units we will cover will include: applicant, problem, and solution. Students are expected to respond to the prompts below in a 750-word (approximately 3-page) briefing while addressing at least two “work on purpose” themes and reviewing and citing at least one prior assignment/experience from the leadership studies minor. Students should not simply reply to the prompts but weave a tapestry of their experiences into a cohesive essay.

THE APPLICANT: DUE MARCH 18, 2019 BY 12:00PM

- Describe one experience or accomplishment that demonstrates your leadership potential.
- Describe an example of your entrepreneurial spirit.
- Provide one or two examples of your ability to overcome adversity.

THE PROBLEM: DUE MARCH 25, 2019 BY 12:00PM

- Describe the problem your organization will address in detail.
- Explain the causes of this problem and why the problem still exists.
- Explain why you are so passionate about the problem and the population.

THE SOLUTION: DUE APRIL 1, 2019 BY 12:00PM

- Describe the specific product(s) or program(s) your organization will implement to solve the problem.
- How is your idea innovative compared to others addressing the problem?
- How will the lives of the target population be better because of your organization’s work?
- How will you measure the success of your organization?

PRESENTATIONS

TEACH US PRESENTATION: DUE FEBRUARY 18, 2019 BY 12:00PM

During the first meeting of the semester, students will form a group and select a Teach Us Presentation Topic (i.e. ELPS 125, ELPS 222, ELPS 223/Internship, ELPS Electives). Each

group will design and lead a course on these classes. The presentation should be 40 minutes in length and can include lecture as well as group discussion and activities. Students should also feel the authority to assign pre-work and/or readings to assist in their facilitation.

CASE STUDY EXECUTIVE SUMMARY & DISCUSSION: DUE MARCH 11, 2019 BY 12:00PM

During the first meeting of the semester, students will form groups and select an application (i.e. Business, Religious, Government, Education, or Non-Profit) from the text, *Leading Change* (pages 99-118). Students will create a one-page infographic (e.g. Piktochart) to distribute to their peers and instructor and be prepared to lead a 10-minute discussion using the reflection questions provided in the text. Please email the executive summary out to the class and professor by March 1, 2019.

FINAL PRESENTATION: DUE APRIL 15, 2018 BY 12:00PM

Students will give a 7-minute presentation detailing their experience in the Leadership Studies Minor. The content of this presentation is deliberately left vague as it should be tailored to each student's experience. There is no wrong way to present.

EVALUATION & GRADING

All coursework and assignments must be completed by the end of the term as grades of incomplete are generally not assigned. The distribution of points is provided below:

Class Participation/Engagement	10 points
Group Evaluation	10 points
Echoing Green Exercises (3 @ 10 pts each)	30 points
Case Study Infographic	5 points
Case Study Discussion	5 points
Teach us Presentation	20 points
Final Presentation	10 points
Final ePortfolio	<u>10 points</u>
	100 points

Assignments in this course will be graded according to the rubric provided. The point spread below will be used to determine the final course grade:

Total Points	Earned Final Grade
100 – 94	A
93 – 90	A-
89 – 87	B+

86 – 84	B
83 – 80	B-
79 – 77	C+
76 – 74	C
73 – 70	C-
69 – 60	D
59 – 0	F

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
Demonstrated Understanding of Content	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not completed or does not demonstrate accurate or full understanding of content
Complexity of Thought & Creativity	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not completed or lacks complexity of thoughts required for graduate-level work

Sophistication of Application to Practice	Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not take into account varying perspectives and considerations	Assignment is not completed or application to practice fails to take into consideration context
Depth of Analysis	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly; fails to consistently assess strengths and weaknesses, make connections between various content areas, and/or add meaningful interpretations	Assignment is not completed or depth of analysis is not consistent with requirements of collegiate-level work
Appropriate Structure, Style, and Grammar	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or APA style	The final product is well organized and clearly structured with only minimal grammatical and APA style errors	The final product suffers from problems associated with organization and structure and/ or grammatical and APA style errors	Assignment is not completed or final product is poorly organized, structured, and/ or possesses significant grammar and/ or APA style errors

COURSE CALENDAR

Date	Readings	Assignments due by 12:00pm CST
January 14: No LIVE Class; Online Introduction *watch before 01/ 21	<ol style="list-style-type: none"> 1. Not Everyone Should be a Social Entrepreneur 2. To Change the World, Fear Means Go 	
January 21: No Class	MLK Jr. Day	
January 28: Class		
February 4: No Class		
February 11: Class	<ol style="list-style-type: none"> 1. Release selected readings or review work 	
February 18: Class	<ol style="list-style-type: none"> 1. TBD by groups 	ELPS Review Presentations
February 25: No Class		
March 4: No Class	SPRING BREAK	
March 11: Class	<ol style="list-style-type: none"> 1. Leading Change: Chapter 4, pg. 79 - 98 	Case Studies
March 18: No Class	<ol style="list-style-type: none"> 1. Tell Your Whole Story in an Interview 2. Work on Purpose 3. 4 Disciplines: 23-43 	Echoing Green: The Applicant
March 25: Class	<ol style="list-style-type: none"> 1. What Problem will you own? 2. Made to Stick: Introduction 	Echoing Green: The Problem
April 1: No Class	<ol style="list-style-type: none"> 1. Exerting Influence Without Authority 	Echoing Green: The Solution
April 8: No Class		
April 15: Class		Portfolio Presentations
April 22: No Class	EASTER	
April 29: No Class	FINALS	

APPENDIX A: SCHOOL OF EDUCATION DISPOSITIONS

	Target	Acceptable	Unacceptable
Professionalism	Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings	Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback	Student fails to demonstrate professional behavior in the academic or work setting
Student meets all deadlines			
Student attends class and is punctual for all professional obligations			
Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)			
Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers			
Student is able to work effectively with peers on assignments			
Student demonstrates ethical behavior in all professional and graduate student work			
Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)			
Student accurately cites material in academic work			

ascribing appropriate credit for information conveyed			
Fairness	Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner	Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner	Student fails to consider the situation of others in making professional decisions and acts inequitably
Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others			
Student exhibits active listening skills			
Student is able to accept constructive feedback			
All students can learn	Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning	Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning	Student fails to understand and/ or demonstrate in practice that all students, regardless of contextual influences, are capable of learning
Student is sensitive to cultural differences			
Student respects the diversity of learning styles			
Student uses the framework of social justice in decision making			