LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION

ELPS 125-02E: Introduction to Leadership Studies
Cuneo Hall - Room 117
Tuesday 5:15PM - 7:45PM

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Office Hours: Teaching Assistant
by Appointment

Description:

This course is designed to provide an introduction to the concept of leadership, including an exploration of contemporary leadership knowledge and skills that may be utilized in a variety of disciplinary contexts and settings. The course will flow through: 1) an exploration of self, 2) understanding self in the context of others, and 3) recognition of broader social systems and ways of influencing them. Two learning experiences are central to this class: service and critical reflection. This is an Engaged Learning course, approved for the Service-Learning category, and thus satisfies the Loyola University Chicago Engaged Learning requirement of CORE.

Central Themes
- *(Re)Learning Leadership.* This class will grapple with the concept of leadership exploring its meaning and wrestling with many of the (mis)perceptions about it. We will explore who can exercise leadership, what skills and abilities are important for leadership, and how leadership can be practiced across various disciplines, contexts, and settings.

- *Exploring Identity and Context.* Engaging in leadership necessitates a strong understanding of self. This course -- through classroom, coursework, and service-learning experiences -- will help students critically examine their social identities, values, and experiences and also explore how one's personal characteristics interact with organizational, social, and other contextual factors in the leadership process.

- *Building Efficacy.* Students will gain greater confidence in their ability to engage in leadership. Self-improvement is not just about learning particular skills or techniques; students must also develop an internal appreciation and conviction in their own power, agency, and capacity to practice leadership.

Central Pedagogies
- *Service Learning*. Service sites provide students with the opportunity to explore principles covered in class as well as rich experiences for further reflection on both their identities and aspects of leadership. The service-learning component is carefully integrated into the course structure and will be used to explore the three, previously stated, central themes.

Students must, therefore, be prepared to learn while actively engaged in service and to continually reflect upon the deeper meaning of their service experiences. The more students invest in the experience, the more they stand to gain from it.

- *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 demonstrate enhanced understanding of and efficacy related to fundamental principles of leadership.

Objectives
Upon completion of this course, students will be able to:
- Understand fundamental concepts of leadership, including essential knowledge, attitudes, and skills (CF1);
- Identify a conceptualization of leadership consistent with personal life experiences and values;
- Foster an internal foundation of leadership efficacy;
- Demonstrate increased awareness of self in the context of group processes;
- Recognize unique ways in which leadership manifests through service;
- Recognize unique ways in which leadership manifests across disciplinary contexts.

IDEA Objectives
The following outcomes are deemed *ESSENTIAL* to this course:
- Gaining factual knowledge (terminology, classifications, methods, trends)
- Developing skill in expressing oneself orally or in writing
- Developing a clearer understanding of, and commitment to, personal values

The following outcomes have been deemed *IMPORTANT* to this course:
- Learning fundamental principles, generalizations, or theories
- Acquiring skills in working with others as a member of a team

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.

Dispositions
The School of Education at Loyola University Chicago requires assessment of all students across

dispositions associated with each class. See Appendix A.

Conceptual Framework:

The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes "*Professionalism in Service of Social Justice.*" 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 in the course will be introduced to case studies, literature, and scholarship that emphasize leadership as a tool for empowerment, and students will also engage in a service-learning experience to help demonstrate the need for leadership to reflect -- and contribute to -- a diverse and socially just society.

Technology
Technology is integrated into the design and delivery of this course in a variety of ways. The course will rely on Sakai as an educational tool that connects students and encourages intellectual engagement outside traditional classroom boundaries. Additionally, both course delivery methods and student assignments draw on a range of technological tools with the goal of increasing students' self-efficacy for using technology as well as enhancing learning.

Institutional Policies & Philosophies:

You are encouraged to visit the following website which provides information related to (among other topics): academic honesty, accessibility, the School of Education conceptual framework, ethics reporting, and electronic communication policies:
http://www.luc.edu/education/syllabus-addendum/

Reading Materials:

Required Texts
   Matusak, L. R. (1997). *Finding your voice: Learning to lead ... anywhere you want to make a difference.* San Francisco, CA: Jossey-Bass.

   Rath, T. (2007). *StrenthsFinder 2.0*. New York, NY: Gallup.
      [NOTE: You must purchase a _new_ version of this book because each comes with a unique code to access the strengths inventory online. If you don't purchase a new copy of the book, you will still need to pay separately to access the inventory.]

   Additional Readings:
      Available on Sakai (and identified below in the course schedule)

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 and participation in the service-learning experience. As such, preparation through completion of each week's readings as well as thoughtful reflection on the topics are 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.

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

You 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 you will be present for the full class session each week.* Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers. **Within two weeks of a missed class, you are expected to send the instructor a short essay on the assigned readings for the class you missed. This essay should be between 1-3 pages, single spaced, and summarize the core content of the readings and your reactions to it.** Please notify the instructor via email prior to the start of class should you need to be absent. Any absence 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
If you bring a cell phone to class, please be sure it is either off or set to a silent mode. Texting and/ or instant messaging are not allowed during class as a matter of respect to the learning community.

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

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 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 *your* 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. Unless otherwise indicated, *all assignments must be submitted in Sakai AND posted to your ePortfolio.* If you do not receive a confirmation email from Sakai, you should assume that the submission was not received and re-submit the *original* to verify it was submitted by the stated due date and time.

Written Assignments
Guidelines for writing in this class will vary in level of formality from assignment to assignment. All written work, however, is expected to adhere to the grammatical guidelines associated with the APA Style Guide (6th ed.). Formal written assignments should conform to APA formatting, which generally includes:

- *Cover Page*: Title and author on the first page (not counted toward page length)
- *Margins*: 1-inch on <u>all</u> sides of paper (top, bottom, left and right)
- *Font*: Times New Roman, 12 point
- *Spacing*: Double-spaced throughout (including all quotations)
- *Citations*: If you reference another person's ideas or quote from an outside source, you must include the last name(s) of the author(s), the year of publication, and the page number (if you used a direct quote) in parentheses at the end of the sentence or quotation. Example:

(Matusak, 1997, p. 5)
- ▪ *Reference List*: Included at the end of the paper (not counted toward page length). Please include the authors' names, the title of the article/chapter, the title of journal/book, the name and location of the publisher (for books). See the list of class readings for examples.

Students should <u>not</u> exceed the suggested length of assignments. Additionally, *the suggested length does not include the title or reference pages*. The quality of writing is also of high importance. Students are encouraged to submit drafts of papers and other written assignments to the Writing Center for initial feedback (http://www.luc.edu/tutoring/Writing_Center.shtml).

Service Learning Participation

Students are required to complete 25 hours of community service as part of this class, with specific projects and duties to be determined by community partners. Dedicated course time will be provided to review the expectations associated with the service component of this course. This includes providing you with a handout on how to secure a service site. Because this is an Engaged Learning course, if students do not complete the 25 service hours required within the specified parameters of this course, they may not receive a passing grade. Required due dates for identifying service sites and monitoring the completion of service hours are outlined below:

- ▪ *Week 3 (02/02/16)*: Service site and description submitted in ***Sakai****,* posted to your ***ePortfolio,*** and entered into ***LOCUS*** (see instructions on Sakai).
  - o This should include both a 500 – 600 word description of your service site and include a visual element (photo, picture, logo, etc.)

- ▪ *Week 4 (02/09/16)*: Service Learning Agreement Form ***submitted in person during class***
  - o Form available on Sakai (must be SIGNED by you and your site supervisor)

- ▪ *Week 6 (02/23/16)*: Service Hours Log #1 – approximately 8 hours completed
  - o Submitted through ***Sakai only***

- ▪ *Week 10 (03/22/16)*: Service Hours Log #2 – approximately 16 hours completed
  - o Submitted through ***Sakai only***

- ▪ *Week 14 (04/26/16)*: Required 48 hours after class ends:
  - (1) Service Hours Log #3 – 25 hours *must* be completed
    - o Submitted through ***Sakai*** (must be SIGNED by you and your site supervisor)
  - (2) Engaged Learning Reflection
    - o Respond to the following prompt on ***ePortfolio only***

Loyola University Chicago's mission statement:
"We are Chicago's Jesuit Catholic university - a diverse community
seeking God in all things and working to expand knowledge
in the service of humanity through learning, justice, and faith."

Referencing Loyola's mission statement above, compose a written reflection (at

least 2 pages, double-spaced) that connects your in-class and out-of-class experience responding to the following:

- *How did your Engaged Learning experience help you to connect to the mission?*
- *How did the Engaged Learning experience in this course impact your personal, intellectual, civic, and/or professional development?*

<u>*Regular attendance at service sites is essential*</u>. Service site supervisors will be contacted by the instructor in the middle of the semester to confirm students are on track to complete hours. Not only will our community partners be dependent on your attendance, these experiences will provide you with a practical experience through which to make sense of course content. Additionally, *it will not be possible to complete many of the assignments associated with the class if you are not meeting the service requirement*. You should approach your service site with a mindset that is open to learning about "leadership in action." Community partners should be viewed as co-educators contributing to both your personal development and course learning. This is a reciprocal relationship based on mutual investment. Please conduct yourself with respect and professionalism, provide your most competent work, and communicate effectively with everyone connected with the organization. Additionally, be sure to discuss with your on-site supervisor the appropriate protocol for notifying them of unexpected absences and rescheduling missed hours when rare situations happen that prevent you from attending (e.g., when you become ill).

Learning Community Event

Part One:
Students should participate in the simulation during class on January 26, 2016.

Part Two:
Students should attend the Martin Luther King Jr. Celebration on Wednesday, January 27, 2016 from 5:00–7:00p.m. in the Damen Student Center Schmidt Multipurpose Room (MPR).

Following the event, students should attend a debriefing session in Simpson.   Please meet by the benches in Simpson to go to a lounge.

Part Three:
Photo elicitation involves the use of photographs that a person is either shown or asked to take as a means to evoke information, feelings, and/ or memories that explain a specific phenomenon. This assignment should be completed according to the specifications outlined here:

This reflection involves taking photographs that the student feels are representative of the following terms:
- Discrimination
- Marginalization
- Privilege

For each term (discrimination, marginalization, and privilege) students should identify one photo

that best captures their understanding of the concepts, for a total of three photos. Students are encouraged to take many photographs and select the best one for each concept from the broader set of photographs.   For each photograph, the student should construct a single paragraph that (1) defines the concept as they understand it and (2) interprets the photo and how it represents the concept.

Additionally, students should write a summarizing reflection (approximately 500 words) that addresses the following questions and any other thoughts they would like to include:
- What role did you have during the class simulation?   How did you feel being this role?
- How does this simulation relate to real-life situations, particularly those discussed at the Martin Luther King, Jr. Celebration as well as those captured in your photos?
- Did you want to attend the celebration prior to it being required?   Why or why not?
- Who was in the audience at the event?   Why does this matter?
- How much did you know about the #blacklivesmatter movement prior to the event? Has this changed after the event?   How?
- How does this relate to leadership?
- How does this relate to service-learning?
- Name two tangible actions you can take this semester using the knowledge and awareness gleaned from this reflection and these experiences.

Due: February 10, 2016 by 11:59pm CST.   Submitted to your ePortfolio.

Additionally, the instructor and teaching assistant will plan to have "office hours" during specific lunch hours in the dining halls.   You are asked to attend lunch twice during the semester or make alternative arrangements with the instructor.

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 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. *Each reflection should be approximately 750 words* (approximately 250 words for each prompt).

I want you to know assignment
Due: When you sign up, in class presentation, *posted on your ePortfolio*

The purpose of this assignment is to provide you with an opportunity to reflect on your personal history and narrative (including how ethnic, social class, and gendered realities have shaped their personal identities) and to express these developing thoughts to your classmates. I would like you to portray your thoughts through the creative medium of music and film and respond to the question:

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

Presentations will occur six times throughout the semester, with two individuals presenting at the start of class. A sign-up sheet will go around on the first day of class. Individuals will present during the timeslot they sign up for. The assignment is due on the day they present. Presentations should be the length of one song, 2:30 - 3:30 minutes in length.

iMovie is recommend as the program to create your movie, due to its small learning curve. If you do not have a Mac, you may use one at the IC or feel free to use any other software you would like. Your movie should be posted to your ePortfolio in the "About Me" tab, preferably as an embedded movie as to not have your video removed from Youtube for any song copyright issues. This movie will then be a great launch pad for you when you begin to create your Leadership ePortfolio at the end of the Leadership minor program!

Reflection Exercise #1: What is your Emerging Leadership Philosophy?
Due: Week 2, prior to start of class, *submitted through Sakai and posted on your ePortfolio*

   Prompts:
   ▪ How do you define the term leadership?
   ▪ What does the term leadership mean to you?
   ▪ What informs your definition and meaning?

Reflection Exercise #2: Using Your Voice
Due: Week 4, 48 hours after class ends, *submitted through Sakai and posted on your ePortfolio*

   Prompts: Select one of the works posted to Sakai, which includes poems, short stories, musical compositions, and works of art. After reviewing it, respond to the following:
   ▪ How did the artist express personal efficacy and use their voice?
   ▪ How does this work connect to your experiences?
   ▪ What lessons do you take from this exercise that you hope to apply to your service site?

Reflection Exercise #3: Finding and Clarifying Your Strengths
Due: Week 5, 48 hours after class ends, *submitted through Sakai and posted on your ePortfolio*

Prompts*:*
- Save and post your StrengthsFinder 2.0 results on ePortfolio
- State your strengths and briefly assess the degree to which you believe they accurately reflect your talents.
- Where do you see your strengths showing up (or being most useful) at your service site?
- How might you use your strengths as a leader within your chosen passion or profession?

Reflection Exercise #4: Navigating Your Social Identities
Due: Week 7, 48 hours after class ends, *submitted through Sakai and posted on your ePortfolio*

Prompts:
- Which of your social identities are most salient to you and why?
- How do these social identities show up or surface in your service site?
- How do these identities shape or inform your understanding of leadership?

Interpreting Leadership in Context

The objective of this assignment is for students to gain a broader understanding and appreciation of how context (including social identities) influence leadership and to engage in a reflective exercise with a small group of classmates.

First, identify a leader at your service-learning site (e.g., supervisor, employee, volunteer, client) and vet with your site supervisor that engaging with them for this project is appropriate. Set up a *face-to-face* dialogue with this person (i.e., not via email, phone, or skype). Think about what topics and information you want to discuss ahead of time formulating questions in advance. When you meet, your goal is to gain a greater understanding of:

- How your dialogue partner defines or understands leadership in general;
- How your dialogue partner practices or exercises leadership both at the service site and in other aspects of their lives;
- How the various social identities of your dialogue partner affect their leadership;
- How your dialogue partner believes various social identities impact or affect the service-learning site; and
- How your dialogue partner approaches making groups and teams most effective.

Remember, you are an active partner in this dialogue not a passive receiver of information. Therefore, you should be engaging in the subject matter, seeking clarification of information, and even (appropriately) challenging your dialogue partner in an effort to obtain the most helpful information possible. Once you have completed your dialogue, there are two parts of the written assignment.

Part I: Listicle on Leadership
DUE: Week 9, 48 hours after class ends *submitted through Sakai and posted on your ePortfolio*

Distill the information you learned from your dialogue partner into 3-5 important lessons and craft them into a "Listicle" (i.e., a post that you might find on Buzzfeed that has a catchy title, a list of related themes or items, and a 2-3 sentence short description for each item). These types of lists will also often contain a picture, gif, or short video to further illustrate each point; you are encouraged (but not required) to include these as well. If you are not familiar with this format, you can visit the following websites:

- http://mag.uchicago.edu/arts-humanities/listicle-literary-form
- http://www.wikihow.com/Write-a-Listicle
- http://www.copyblogger.com/better-list-posts/

Keep in mind that the overall goal is to identify the most important lessons that will help you and your classmates in your leadership development process. These can be specific things that your dialogue partner told you, but they can also be realizations from reflecting on your dialogue. When crafting your listicle, please keep the following in mind:

- Your listicle should be fun, engaging, and inventive;
- The lessons you identity should be meaningful and deep; and
- You should model good leadership practice by demonstrating respect for social identities and engaging in civil discourse.

Part II: Listicle on Listicles (Group Reflection)
DUE: Week 10, 48 hours after class ends, *submitted through Sakai and posted on your ePortfolio*

Student will be assigned to 3-5 person reflection groups. Start by reviewing each of the Listicles from your other group members. Then, after reflecting on all of the leadership lessons compose a group listicle ... a "Listicle on Listicles." The goal of this list is to further reflect on and refine leadership lessons learned. Your group listicle should include between 2-4 higher-order lessons that you have gleaned from your dialogue, your classmates' listicles, and deeper group reflection.

EXPRESS Project

The purpose of this assignment is to think creatively about leadership and capture your emerging philosophy in a way that reflects your learning and narrative styles. Learning outcomes for the assignment include:

- The ability to articulate a personal conceptualization of leadership grounded in course content;
- Understanding of how one's philosophy of leadership reflects personal life experiences and social identities; and
- Application of one's service experiences to their understanding of leadership.

This culminating assignment asks you to consider your evolving definition of leadership within the context of course learning. *The assignment is an opportunity to express in your preferred format your definition of leadership as well as offer insights into how your service experience has informed your definition.* Your final product should address the following prompts:

- What is your evolving understanding of leadership, and how has it changed over the course of this semester?
- What personal insights or discoveries this semester helped inform your evolving understanding of leadership?
- How do your social identities and various social contexts influence the ways you understand and/or exercise leadership?
- In what ways did your service site offer insight into or help you further comprehend leadership?
- How do you anticipate putting your leadership definition into practice in the future?

You are encouraged to be creative in how you construct your final product. You could create a spoken word piece, film a video blog, craft a photographic representation, or any other means of expression that foregrounds your voice in the process. You may, of course, also write a traditional paper. Ultimately, the EXPRESS Project will be completed in two parts.

Part I: EXPRESS Presentation
DUE: Week 13 in class

You will be asked to summarize your EXPRESS Project in a *5-minute* presentation in class. Again, you are encouraged to find creative ways to articulate your voice and ideas on leadership. After you present your work, your classmates and the instructor may provide you with brief feedback.

Part II: Curated EXPRESS Project
DUE: Prior to the start time for your final exam *submitted through Sakai and posted on your ePortfolio*

Utilizing the feedback from your classroom presentation, make any final modifications to your EXPRESS Project. If you took a creative approach (e.g., a song, video, painting), you must "*curate*" the work. This involves a written explanation of approximately 1,000 words that addresses the following:
- How does your work represent your philosophy of leadership?
- What personal insights or discoveries this semester inform your evolving understanding of leadership?
- In what ways did your service site offer insight into or help you further comprehend leadership?
- How do you anticipate putting your leadership definition to practice in the future?

Students who choose to write a more traditional paper should submit it in APA format and it should be approximately 5 pages (not including the title page or references) in length.

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		
I want you to know assignment		5 points		
Learning Community Event		5 points		
Service Site Participation		20 points		
Critical Reflection Exercises (4 @ 5 pts each)		20 points		
Interpreting Leadership in Context		20 points		
Express Project		20 points		
Total		**100 points**		

Assignments in this course will be graded according to the rubric provided

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

The following point spread 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

Course Calendar

DATE	THEME & READINGS	TASKS/WHAT'S DUE	GUIDING QUESTIONS
Week 1: 01/19/16	**Leadership & Service Part I: Introduction** *Readings:* ▪ Read and bring copy of syllabus to class	*Assignments:* ▪ Review syllabus and bring questions to class.	*Class:* What is the study of leadership? What are the course requirements and what is expected of me? What makes this class different from previous classes? *Service:* What is service-learning? What are the service requirements for this class? How do I find a service site?
Week 2: 01/26/16	**Leadership & Service Part II: Finding Your Voice** *Readings:* ▪ Matusak, Preface through Chapter 3 ▪ Wagner, W. (2009). What is social change? In S. R. Komives, W. Wagner, & Associates (Eds.), *Leadership for a better world: Understanding the social change model of leadership development* (pp. 7-42). San Francisco, CA: Jossey-Bass [Sakai]	*Assignments:* ▪ Reflection #1 (due prior to start of class via Sakai and ePortfolio)	*Class:* What is your leadership story? How did you arrive there? What makes your story unique/different than others? *Service:* What is your passion? Where do you see yourself making a difference? What is the link between service and leadership?

Week 3: 02/02/16	**Leadership & Service Part III: Situating Your Voice** *Readings:* ▪ Dugan, J. (2016). The evolving nature of leadership. In *Leadership theory: Cultivating critical perspectives*. San Francisco, CA: Jossey-Bass. [Sakai] ▪ Coles, R. (1993). Kinds of service. In *The call of service: A witness to idealism* (pp. 31-67). New York, NY: Houghton Mifflin. [Sakai] ▪ Davis Smith, J. (2000). Volunteering and social development. *Voluntary Action, 3*(1), 1-14. [Sakai]	*Assignments:* ▪ Identify service site in Sakai ▪ Describe your service site in your ePortfolio and LOCUS	*Class:* What are the core components of leadership? What distinguishes and how do we reconcile concepts like: leadership v. management, process v. position, and power v. authority? *Service:* What are the differences between various types of philanthropy and service? What do we mean by "thick v. thin" forms of service?
Week 4: 02/09/16	**Understanding Self Part I: Building Efficacy** *Readings:* ▪ Machida, M., & Schaubroek, J. (2011). The role of self-efficacy beliefs in leadership development. *Journal of Leadership & Organizational Studies, 18,* 459-468. [Sakai]	*Assignments:* ▪ Service-Learning Agreement (submit in class) ▪ Reflection Exercise #2 (due 48 hours after class via Sakai and ePortfolio)	*Class:* What is efficacy? What experiences have empowered us? When and where do we feel constrained? What lessons have you learned (and internalized) about your own capabilities and agency? *Service-Learning:* What concerns do we have about doing service? How do we build efficacy at our service site? How do we balance effort v. effect?

Week 5: 02/16/16	**Understanding Self Part II: Strengths and Values** *Readings:* ▪ Rath, Part I ("Finding Your Strengths," pp. 1-32) + Read about each of your 5 strengths in Part II	*Assignments:* ▪ Complete the StrengthsFinder Survey (bring results to class) ▪ Refection Exercise #3 (due 48 hours after class via Sakai and ePortfolio)	*Class:* What are your strengths and core values? How do your strengths and values align? How do your strengths relate to the way you practice leadership? *Service-Learning:* How do your strengths and values align with your service activities? What strengths and values are represented at your site?
Week 6: 02/23/16	**Understanding Self Part III: Understanding Your Social Identities** *Readings:* ▪ Tatum, B. D. (2013). The complexity of identity: 'Who am I?" In M. Adams, W. Blumenfeld, C. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice*. New York, NY: Routledge. [Sakai] ▪ Kirk, G., & Okazawa-Rey, M. (2013). Identities and social locations: Who am I? Who are my people? In M. Adams, W. Blumenfeld, C. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice*. New York, NY: Routledge. [Sakai]	*Assignments:* ▪ Service Log #1 (target = 8 hours submitted via Sakai)	*Class:* What makes you you? How do social categories affect our sense of who we are? What meaning do we make of our various identities? *Service-Learning:* Which of your social identities are most salient at your service site? Which are least salient?

Week 7: 03/01/16	**Understanding Self Part IV: How Social Identities Affect Leadership**	*Assignments:*	*Class:*
	Readings: ▪ Johnson, A. G. (2013). The social construction of difference. In M. Adams, W. Blumenfeld, C. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice*. New York, NY: Routledge. [Sakai] ▪ Harro, B. (2013). The cycle of socialization. In M. Adams, W. Blumenfeld, C. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice*. New York, NY: Routledge. [Sakai] ▪ Western, S. (2013). Diversity and leadership. In *Leadership: A critical text* (p. 91 – 106). Los Angeles, CA: Sage. [Sakai]	▪ Reflection #4 (due 48 hours after class via Sakai and ePortfolio)	What are the dangers of a singular story? How and why do people feel disenfranchised? How do identities shape how individuals understand, experience, and enact leadership? *Service-Learning:* How does social identity manifest itself at your service site? How are multiple voices and stories reflected at your service site?

Week 8: 03/15/16	**Groups & Teams Part I: Cultivating Groups & Teams** *Readings:* ▪ Matusak, Chapters 6 - 8 ▪ Komives, S. R., Lucas, N., & McMahon, T. R. (2013). Interacting in teams and groups. In *Exploring leadership: For college students who want to make a difference* (pp. 309 – 351). San Francisco, CA: Jossey-Bass. [Sakai]	*Assignments:* N/A	*Class:* How do groups and teams form and function? What is the big deal about dialogue? How do we build collaboration and common purpose? *Service-Learning:* What do teams look like at your service site? How are multiple perspectives engaged and communicated?
Week 9: 03/22/16	**Groups & Teams Part II: Moving from Personal to Collective** *Readings:* ▪ Preskill, S. & Brookfield, S. D. (2009). *Learning as a way of leading: Lessons from the struggle for social justice)*. San Francisco, CA: Jossey-Bass. [Chapters 2, 4, 5, 10] [Sakai]	*Assignments:* ▪ Leadership in Context -- Part I (due 48 hours after class via Sakai and ePortfolio)	*Class:* What does it mean to engage in collective leadership? What are the conditions that assist in creating this? What benefits are accrued? *Service-Learning:* What personal benefits do we get from serving others? How and when does service work become mutual?

| Week 10: 03/29/16 | **Groups & Teams Part III: Creating (and Maintaining) Inclusive Environments**

Readings:
▪ Ferdman, B. M. (2014). The practice of inclusion in diverse organizations. In B. M. Ferdman, & B. R. Deane (Eds.), *Diversity at work: The practice of inclusion.* San Francisco, CA: Jossey-Bass. [Sakai]
▪ Gallegos, P. V. (2014). The work of inclusive leadership: Fostering authentic relationships, modeling courage and humility. In B. M. Ferdman, & B. R. Deane (Eds.), *Diversity at work: The practice of inclusion.* San Francisco, CA: Jossey-Bass. [Sakai] | *Assignments:*
▪ Service Log #2 (target = 16 hours submitted via Sakai)
▪ Leadership in Context -- Part II (due 48 hours after class via Sakai and ePortfolio) | *Class:*
What is the difference between diversity and inclusion? What personal and organizational factors contribute to a climate of inclusion?

Service-Learning:
What role do clients and community members have in shaping the climate of your service site? |

| Week 11: 04/05/16 | **Leadership in Practice Part I: Navigating Power & Authority**

Readings:
▪ Matusak, Ch. 10
▪ Vecchio, R. P. (2007). Power, politics, and influence. In R. P. Vecchio (Ed.), *Leadership: Understanding the dynamics of power and influence in organizations*. Notre Dame, IN: University of Notre Dame Press. [p. 69 – 95] [Sakai]
▪ Lipman-Blumen, J. (2005). The allure of toxic leaders. New York: Oxford University Press. [Chapter 2] [Sakai] | *Assignments:*
N/A | *Class:*
What is my relationship with and reaction to authority? What are the different types and dimensions of power? What are my own sources of power?

Service-Learning:
How would you map the power dynamics at your service site? How do you navigate and make sense of "office politics"? |

| Week 12:
04/12/16 | **Leadership in Practice Part II:**
Change, Resilience & Persistence

Readings:
- Matusak, Ch. 9 & 11
- Komives, S. R., Lucas, N., & McMahon, T. R. (2013). Understanding change. In *Exploring leadership: For college students who want to make a difference* (pp. 405-441). San Francisco, CA: Jossey-Bass.
- Morton, K. (1995). The irony of service: Charity, project and social change in service-learning. *Michigan Journal of Community Service Learning, 2*(1), 19-32. | *Assignments:*
N/A | *Class:*
What is change? What is the role of disequilibrium and dissonance? What does it look like to navigate power dynamics? How do we persist, remain resilient, and maintain critical hope in toxic situations?

Service-Learning:
What is the relationship between service and change? What type of change are we looking for? How do we deal with burnout? |
| Week 13:
04/19/16 | **Leadership in Practice Part III:**
Personal Evolution

Readings:
None | *Assignments:*
- EXPRESS Presentation in Class | *Class:*
What does leadership mean to me now? How has my understanding of leadership evolved or changed over the semester? What leadership lessons can I take from others?

Service-Learning:
How has my service experience informed my evolving understanding of leadership? What lessons can I learn from my classmates' service experiences? |

Week 14: 04/26/15	**Final Class: Leadership, Renewal, and Next Steps** _Readings:_ ▪ Matusak, Ch. 12 & 13	_Assignments:_ ▪ Service Log #3 Due (25 hours submitted on Sakai) ▪ Engaged Learning Reflection (due 48 hours after class on ePortfolio)	_Class:_ Where do we go from here? What's next in my leadership journey? What's next in the leadership studies sequence? _Service-Learning:_ How will you incorporate service into your life? How has your service experience influenced your professional goals and/or personal passions?
Exam Week: 05/03/16	**No Class**	_Assignments:_ ▪ Final EXPRESS Project (via Sakai and on ePortfolio)	

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			