Course Overview

Course Information
Section 0101 – Tuesdays, 3:00-5:00; Stamp 1110 training room

Instructors
Deborah Slosberg     Dave Dessauer
Coordinator, Local Community Service-Learning     Coordinator, Co-Curricular Leadership Programs
1110G Adele H. Stamp Student Union     1110J Adele H. Stamp Student Union
301-314-0068     301-314-5323
slosberg@umd.edu     dessauer@umd.edu

Office Hours available upon request

Course Materials
All required course materials/reading assignments will be available on the course Canvas site.

Purpose, Scope and Goals of the Course
Well-designed internship and leadership experiences provide pathways for college students to make a difference in their communities and in the lives of others. Drawing from Leadership & Community Service-Learning’s commitment to the many communities in our area, the Work4Change program provides University of Maryland undergraduate students with the unique opportunity to integrate socially responsible leadership and civic engagement through service-learning within both an academic leadership course and an internship at a local community agency.

The goals of the course are to prepare students for socially-responsible leadership in the world of work through interdisciplinary learning focused on:
• Personal and multicultural development,
• Understanding organizational structures and complex systems in a shared leadership world,
• Civic engagement, asset-based community development, and leadership for social change.

The internship component focuses on learning about leadership through active participation in sustainable community development. Internship sites will be identified that match both program goals and individual student career interests and personal passions. Community agencies may focus on issues of the environment, education, poverty, hunger and homelessness, healthcare, and social justice, to just name a few.

Your internship will provide you with the unique opportunity to integrate concepts that you have learned in the classroom with practical experience. Internships will be 6-10 hours per week minimum and should last throughout the course of the semester (for a total of no less than 75 hours). Through thoughtful observation, analysis, and examination, you will apply academic theories and knowledge to your internship site. This interdisciplinary learning approach will better your understanding of the complexity of organizations and the world of work.

Course Objectives
As a result of participation in this course, students will...
• Gain a better understanding of the nature and complexity of leadership.
• Understand the importance of self-knowledge and its relationship to group processes.
• Understand role of identity and culture in groups, organizations, and communities.
• Develop competencies in asset-based community development, socially responsible leadership, leadership in the workplace, ethics in leadership, and service-learning.
• Recognize their responsibility to participate in their own communities and in the broader society.
• Help clarify career goals and aspirations as a result of engagement in community action through the internship experience.
• Understand their own leadership potential.

Connected to learning outcomes associated with Learning Reconsidered 2, students will be assessed according to the following:
  • Knowledge acquisition, integration, and application (Doing) - Apply knowledge of leadership, involvement, and community service-learning across contexts
  • Humanitarianism (Doing) - Contribute to a culturally diverse world
  • Civic Engagement (Being) - Recognize one's responsibility to participate in one's own community and the broader society

**Course Policies**

**Atmosphere**
Class members are encouraged to demonstrate an open attitude toward dealing with views presented by fellow students. Class members are expected to act in a supportive manner with respect to fellow class members' participation in class activities and discussion. Class members are expected to be open to learning about alternate cultural perspectives, values, positions, and lifestyles. This open posture to diversity is considered imperative for work around issues of leadership.

**Class Expectations**
  • Students will come to class prepared for active participation. A quality learning experience in this leadership course rests heavily upon interaction and exchange of ideas among students and the instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining your final grades.
  • Class attendance is essential and expected. Unexcused absences will be factored into final grades. **Students are expected to notify the instructors prior to an absence.**
  • The classroom will be an authentic environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions, values, and voice. Students and the instructors are expected to treat every member of the learning experience with respect.
  • Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all class written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language.
  • Students should be prepared to experience learning through many different avenues and participate in each to his or her fullest capacity.
  • Usage of electronic and multimedia devices (e.g., cell phones, iPods, laptops) is not permitted during class time, unless permission was obtained from the instructors.

**Expectations for Instructors**
Students can expect their instructors will arrive on time and be prepared for class, respond in a timely fashion to student work, and take students’ interests and experiences into consideration when preparing for class. Instructors will be available to students outside the class period and be willing listeners with regard to student concerns. Students are encouraged to make use of instructors in and outside class sessions to provide additional help or support.

**Attendance**
Attendance at all class sessions is expected. Unexcused absences from class sessions will impact your participation grade. Absences from a portion of a class session (i.e., late arrivals or early departures) will also be factored into your participation grade. Excused absences will only be provided on a limited basis for illness (self or dependent), religious
observations, participation in university activities at the request of university authorities, or compelling circumstance beyond the student’s control.

**Absences will only be excused when the student has made a reasonable attempt to inform the instructor prior to class, except in case of emergency.** Finding out why you missed after you’ve missed class will likely result in an unexcused absence. For both excused and unexcused absences, students are still responsible for course work missed and turning in assignments on time.

The university has instituted a new attendance policy related to medically necessitated absences (available at [http://www.president.umd.edu/policies/docs/V-100G.pdf](http://www.president.umd.edu/policies/docs/V-100G.pdf)). The general attendance policy is available at [http://www.testudo.umd.edu/soc/atedasse.html](http://www.testudo.umd.edu/soc/atedasse.html).

**Religious Observations**

Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students’ requests for excused absences and make-up test requests due to reasons of religious observances. Be mindful that it is the student’s responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided as soon as possible to the start of the semester.

**Course Cancellations/Delays**

Please check with 301-405-SNOW or the university website ([www.umd.edu](http://www.umd.edu)) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays. ([alert.umd.edu](http://alert.umd.edu)). This course will comply with any university cancellations or delays accordingly.

**Academic Integrity**

In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating, fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course.

The Honor Pledge is a statement all undergraduate students are asked to write by hand and sign on examinations, papers, or other academic assignments not specifically exempted by the instructor. Students will be asked to re-affirm the Pledge on all written assignments submitted for grades as well as on the midterm and final. UMD does not require that the pledge be written, but we ask that you do so. The Pledge reads:

**I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.**

[sign your name]

More information about academic integrity and the Honor Pledge is available online at [www.shc.umd.edu](http://www.shc.umd.edu)

**Students with Disabilities**

Both in compliance with and in the spirit of the American with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at during their business hours ([www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS)). It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities.
Students in Need of Assistance
The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. **Learning Assistance Services** (LAS) - offers services and programs on writing skills, English as a second language, study and time management skills, math skill, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the **Counseling Center** or the **Mental Health Service at the University Health Center** for an appointment. The Counseling Center also offers on-line resources on a series of topics.

Learning Assistance Services (LAS)                  Counseling Center
2201 Shoemaker Hall                              Shoemaker Hall
Email – LAS-CC@umd.edu                           Phone – 301-314-7651
Phone – 301-314-7693                            Website – www.counseling.umd.edu
Website – www.counseling.umd.edu/LAS

University Health Center, Mental Health Service
2nd Floor, University Health Center (across from The Stamp Student Union)
Phone – 301-314-8106
Website - www.health.umd.edu/services/mentalhealth.html

Course Evaluations
While we hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there are more formal ways we will engage in evaluation as a class. One of these is the university’s campus-wide online course evaluation system, CourseEvalUM. Your participation in this system will make a real contribution to our academic program. We value this student feedback, and other students will benefit from having evaluation data for all courses readily available. CourseEvalUM will be open for students to complete their evaluations at the end of the semester and can go directly to the website (www.courseevalum.umd.edu) to do so. Students will be alerted via their official University e-mail account when the website is active for this semester. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate. More information regarding this system is available at www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

Grading Criteria
All assignments will be graded with the following criteria:

**Content:**
The degree to which the student responds to all the specific items in the assignment. The degree to which a student indicates his or her recall and understanding of the material and concepts covered in the course.

**Introspection, Elaboration and Synthesis:**
The degree to which a student is insightful, thoughtful, innovative and self-aware in the application of course concepts to his or her individual experiences. The degree to which a student provides detail, depth, and development in written work. Instructors will be looking for the student's ability to reason and provide rationales for conclusions, the extent of critical thinking, the development of examples and analogies, and the application of leadership concepts. The degree to which the student “brings it all together” and incorporates leadership theory in the creation of new insights, unique products and/or creative solutions.

**Form:**
The care and clarity with which a student completes papers and presentations. Written assignments should be of very high quality. Grammar, syntax, punctuation and structure of assignments should
support and enhance the concepts that the student intends to convey. The organization, clarity and polish of the group presentation should do the same.

Class members are expected to seek approval for extensions of assignment deadlines prior to due dates. All assignments are due and will be collected via Canvas unless otherwise directed. Assignments turned in late will result in the loss of one full letter grade, plus an additional letter grade for each subsequent 24-hour period after the due date. (i.e., a paper turned in two hours after the due-date class period will be counted as late and one letter grade will be deducted). Students are welcome to turn in assignments late, with the understanding that penalties will accrue.

In addition to these graded assignments, you may also be given several non-graded assignments which will count towards your participation grade. These are provided to flesh out the material or to prepare you for a class discussion.

Please note that all papers should be typed in 12-point Times New Roman font with one-inch margins all around (typically double-spaced, unless noted otherwise). All citations and references should use proper citation methods (usually APA, but you can use the format common in your academic discipline).

**Description of Assignments**

**Participation (30 points)**
A quality learning experience in this leadership course rests heavily on a high degree of interaction and exchange of ideas among students and instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining final grades. You are not expected to have all the “right” answers in every class, nor should you dominate every in-class discussion. You are, however, required to be prepared and contribute regularly to our class discussion. The quality of the discussion in class will depend on how well prepared you are, and how willing you are to share the results of your preparation with the class.

Your participation grade is based on several factors:

- **Attendance** – your attendance is vital to your class participation grade. Attendance is approximately half of your class participation grade and will suffer as a result of unexcused absences or tardiness.
- **Reading** – in order to participate fully in class, all assigned readings must be completed. Failure to complete the readings will be obvious during class discussions and will cause your class participation grade to suffer.
- **Raising and answering questions.**
- **Sharing ideas, observations, and personal experiences, and helping others develop their views and ideas**
- **Relating and synthesizing ideas of others, and pointing out relationships to earlier discussions**

**Current Events, Internship Hot Topics, and Reading Questions (factored into participation points)**
Throughout the semester, students will be asked to bring “current event” items to class that represent course content and global issues and will facilitate a discussion with other class members on its relevancy.

Students may be asked to tie what we are talking about in class to their internship experiences. For example, when discussing integrity, students may be asked to bring in any ethical standards available from their workplace to review as a class. Or, when discussing developing a shared vision, student may bring in mission and vision statements and critically review these compared to what they have observed in the workplace.

Students are asked to write down 3-5 questions the readings raise that can be posed to your classmates during class discussion.

**Learning Contract (5 points)**
This assignment will be a shared experience between you and your internship site supervisor that will provide direction for your internship. The contract will serve to identify learning outcomes, joint expectations, internship projects & responsibilities, and evaluative measures for your experience.
**Mission: Possible (10 points)**
This assignment is intended to be your opportunity to showcase the mission of your internship site. You will introduce your site and focus your very brief presentation on the mission of the organization and how the organization acts as a leader within the community. You will provide a one-page handout for classmates that summarizes the information you present to the class. The presentation should be approximately 5 minutes.

**Leadership and Self (10 points)**
After we discuss some basic leadership tenets and discuss your personal understanding and attitudes about leadership, you will be asked to write a short reflection paper discussing some basic principles of leadership YOU believe in and where you have seen those play out in your life. This assignment will challenge you to critically reflect on your life and leadership moments that you have experienced and to tie those to some of the coursework. This paper should be 3-5 pages in length.

**Journal Entries (10 points each, 30 points total)**
In order to assess your learning from the activities in class, over the course of the semester you will be required to submit journal entries related to the topic we are discussing, issues in your internship, or other timely topical issues. We have provided prompts for these journals, however, feel free to expand your response beyond the given topic. These journals should be 1-2 pages single-spaced. There are four journal assignments due – we will drop your lowest score.

**“Think Globally, Act Locally” Pecha Kucha and Handout (20 points)**
Pecha Kucha is a presentation style in which 20 slides are shown for 20 seconds each (six minutes and 40 seconds in total). The images advance automatically and you talk along to the images. For an overview of the format (and an example), visit [www.youtube.com/watch?v=wGaCLWaZLI4](http://www.youtube.com/watch?v=wGaCLWaZLI4). The rules are simple – set up a powerpoint with NO words included (only pictures or collages of pictures) with each slide set to automatically advance after 20 seconds.

Students will focus on an issue, topic, organization (not your internship organization), or product that has both global and local implications/elements, tying together both aspects. How is this movement, organization, or issue creating change in the world? “Think globally, act locally” represents the idea that we all have a part to play in global issues and that we can act locally to make impacts globally; it all starts at home.

Students should also provide a 2-page (front to back, newsletter style) handout to other students that includes an overview of the topic and resources.

**Story Board (30 points)**
At the conclusion of this course, each student will be asked to prepare a Story Board to illustrate a connection between your internship site, the information you have gathered in this course, and your personal development. Part of this assignment should be related to how your organization exhibits leadership in their field or on an issue. Also included should be an examination of the global issues of that field (marketing, waste management, banking). Your board should also include elements of YOUR learning – choose two objectives from your development plan or learning contract and how you have worked towards attaining these goals. Be sure to include course content throughout, particularly asset-based leadership and development.

**Final Project**

**Socially-Responsible Leadership Development Plan: (50 points)**
One of the main goals of this course is for you to continue to develop your own capacity to engage in socially-responsible leadership. Based on course discussions and your own assessment of your strengths and weaknesses based on your experiences from the semester, you will be asked to develop a personal Socially-Responsible Leadership Development Plan. This plan should include two parts:

**Part I: Narrative (3-5 pages)**
Your narrative should address the following questions:
- Based on the course readings, what are your strengths and areas for growth?
What experiences in your life so far have helped you to develop your capacity for socially responsible leadership?

How have the course readings, class activities, and internship experiences influenced your capacity to engage in socially responsible leadership?

In what ways do you want to be able to engage in socially responsible leadership in the future, and what do you still need to do to make this happen?

Please cite relevant course readings throughout.

Part II: Development Goals (1-2 pages)

Based on what you discussed in your narrative, write down at LEAST three concrete goals for improving your capacity to engage in socially-responsible leadership in the future. Based on your self-reflection, what attainable goals do you have for yourself? What goals will challenge you to be a socially responsible leader and increase your knowledge and capacity?

After you have developed your three goals (at least), think of 2-3 things that you can do over the course of the next semester to achieve each goal. For example, if your goal is to increase your knowledge of a particular area of passion, you may choose to read a magazine or blog about that topic regularly, join a student organization focused on that topic, or reach out to the local community to become involved in the topic on a local level. If your goal is to develop relationships with people from a different culture you may choose to join a culturally-based student organization, sign up to have a speaking partner through the University’s English language program, etc. Be creative and think outside the box!

Grading Summary

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Learning Contract</td>
<td>5 points</td>
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<tr>
<td>Mission: Possible</td>
<td>10 points</td>
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<tr>
<td>Leadership and Self</td>
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<td>“Think Globally, Act Locally” Pecha Kucha and Handout</td>
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<tr>
<td>Journal Entries</td>
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<tr>
<td>Story Board</td>
<td>30 points</td>
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<tr>
<td>Socially-Responsible Leadership Development Plan</td>
<td>50 points</td>
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<tr>
<td>Participation</td>
<td>30 points</td>
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Total Points 185 points

97 – 100% = A+
93 – 96.99% = A
90 – 92.99% = A-
87 – 89.99% = B+
83 – 86.99% = B
80 – 82.99% = B-
77 - 89.99% = C+
73 – 76.99% = C
70 – 72.99% = C-
67 – 69.99% = D+
63 – 66.99% = D
60 – 62.99% = D-
59.99% and below = F

Reading assignments are due on the date listed, and are subject to change. Please note that this syllabus is subject to change at any time during this course. All students will be notified if any changes occur.

Department of Counseling, Higher Education, and Special Education
College of Education

This course has been developed through the collaboration and partnership of the Department of Counseling, Higher Education, and Special Education within the College of Education and The Adele H. Stamp Student Union-Center for Campus Life.
# Course Calendar

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>January 28</td>
<td>Teambuilders&lt;br&gt;Syllabus Review &amp; Expectations&lt;br&gt;How to Skim</td>
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<tr>
<td>Class 2</td>
<td>February 4</td>
<td>Leadership Theories and Principles&lt;br&gt;Readings:&lt;br&gt;• Komives, Lucas, &amp; McMahon (C1, C2)- skim&lt;br&gt;• Crosby &amp; Bryson (C1, C2) - skim&lt;br&gt;• Mendenhall et al (C1) - skim&lt;br&gt;• Ashford &amp; DeRue – Developing as a Leader: The Power of Mindful Engagement&lt;br&gt;Assignments Due:&lt;br&gt;• Internship Learning Contract&lt;br&gt;• Mission: Possible</td>
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<td>Class 3</td>
<td>February 11</td>
<td>Critical Service-Learning&lt;br&gt;Readings:&lt;br&gt;• Cress (C 1)&lt;br&gt;• Eyler &amp; Giles (C 1)&lt;br&gt;• Whit – Don’t Drink the Water&lt;br&gt;Assignments Due:&lt;br&gt;• Leadership &amp; Self</td>
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<td>Class 4</td>
<td>February 18</td>
<td>Critical Service-Learning Part II&lt;br&gt;Readings:&lt;br&gt;• Hui - Difficult Dialogues about Service-Learning&lt;br&gt;• Martin, SeBlonka, &amp; Tryon - The Challenge of Short-Term Service-Learning&lt;br&gt;• Meijer article&lt;br&gt;• Cycle of Socialization and Liberation - skim</td>
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<td>Class 5</td>
<td>February 25</td>
<td>Leadership for Change&lt;br&gt;The Social Change Model&lt;br&gt;Readings:&lt;br&gt;• Komives, Wagner, et al (C1 &amp; C2)&lt;br&gt;• Ospina &amp; Foldy - Building Bridges from the Margins&lt;br&gt;• Some article on creating change??&lt;br&gt;Assignment Due:&lt;br&gt;• Journal: How does service-learning tie to you and your internship?</td>
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<td>Class 6</td>
<td>March 4</td>
<td>Asset-Based Community Development&lt;br&gt;Readings:&lt;br&gt;• Green &amp; Haines (C1) – The Role of Assets in Community-Based Development&lt;br&gt;• Kretzman &amp; McKnight - Building Communities from the Inside Out&lt;br&gt;• Green, Moore, &amp; O’Brien – When People Care Enough to Act (you cannot print this)&lt;br&gt;• Bergdall - Reflections on the Catalytic Role of an</td>
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| Class 7 | March 11   | ABCD & Internship                     | Assignment Due:  
  - Journal: Case study of ABCD in action at your internship                      |
| Class 8 | April 8    | Focus on Issues                      | Assignment Due:  
  - Think Globally, Act Locally Pecha Kucha powerpoint and handout              |
| Class 9 | March 25   | Culture and Leadership               | Readings:  
  - Hofstede & Hofstede (portions of C1)                                         
  - Northouse (C 14)                                                               
  - Schaetti et al – From Intercultural Knowledge to Intercultural Competence      
  - Early & Mosakowski – Cultural Intelligence                                    
  - Fischer – Assessing Leadership Behavior as it relates to Intercultural Competence (p. 191-top of p. 195) 
  - Hardiman et al – Conceptual Foundations                                      |
| Class 10| April 1    | Culture and Leadership Part II        | Assignments Due:  
  - Journal: Culture and Leadership                                               |
| Class 11| April 15   | Demonstrating Integrity & Ethical Leadership | Readings:  
  - Kidder – How Good People Make Tough Choices (C1 & C2)                          
  - Cohen – The Good, the Bad, and the Difference                                   
  - Journal: Ethical Case Study from Internship                                    |
| Class 12| April 22   | Organizational Dynamics              | Assignments Due:  
  - Schein (C1, C2, C10)                                                          |
| Class 13| April 29   | Panel: Activating SRL for the Future  | Assignments Due:  
  - Participation: Come prepared with questions for the panel                       |
| Class 14| May 6      | Current Events                        | Assignments Due:  
  - Bring current event to class that illustrates socially responsible leadership (bringing together multiple elements of course topics) |
| Class 15| May 13     | Presentations, Evaluations, and Wrap-up | Assignments Due:  
  - Storyboard                                                                     
  - Socially-Responsible Leadership Development Plan                              |