HESI 217: Introduction to Student Leadership
University of Maryland, College Park
Fall 2016, Section 0501
Monday/Wednesday, 3:00-4:15 PM
Susquehanna (SQH) 1123

Instructor Information:
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Programming & Advising Coordinator  calicata@umd.edu
Department of Fraternity and Sorority Life Office Hours- by appointment only
0221F Stamp Student Union

Course Description:
The study and practice of leadership carries social, political, and cultural relevance that is inescapable in today’s diverse, global, and evolving world. This course will survey the study and practice of leadership and provide students with a variety of experiences to wrestle with large leadership questions. What is leadership? Who can be a leader? How is leadership an important aspect of understanding self and others? Students will respond to these questions by developing their own leadership philosophies throughout the course of the semester. This course will use two primary frameworks to teach students about the study and application of leadership: the Relational Leadership Model (RLM) and the Five Practices of Exemplary Leadership. Students will explore these leadership frameworks through in-class experiential exercises and application to an on-campus organization. A primary objective of this course is for students to gain firsthand experience in the study and practice of leadership theories in an applied setting. This course will help students to understand and identify the complexities of leadership education.

Learning Outcomes, through this course, students will be able to:
- Explore and critique leadership theories, philosophies, and practices from intrapersonal (self) and interpersonal (self and others) contexts
- Recognize how leadership is affected by history, society, culture, politics, and an increasingly international and global world
- Demonstrate an effective application and evaluation of leadership theories (i.e. the Relational Leadership Model and Five Practices of Exemplary Leadership) in educational contexts (i.e. effectively facilitating experiential activities)
- Communicate leadership philosophies through the facilitation of others’ leadership development
- Demonstrate an ability to embody leadership philosophies while effectively collaborating and working with others

Required Texts & Reading:
   ISBN-10: 1118399471
   ISBN: 978-0-470-65172-8

Additional Readings (posted on ELMS)
Origin and Evolution of Fraternities and Sororities - Craig L. Torbenson
Debating Idiot Logic – Mike McCree
“Big Man Can’t Shoot” - Revisionist History, Malcolm Gladwell
How We Sell Brotherhood and Sisterhood Has Never Been More Important - Gentry McCreary
Five Paradigm Shifts that will Forever Change Fraternity- John Shertzer
Secret Thoughts of the Ritual - Edward King

Course Policies & Resources

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Any changes will be discussed in class and posted to the announcements section of ELMS.

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 the acceptance of alternate cultural perspectives, values, positions, and lifestyles. This open posture to diversity is considered imperative for work involving leadership.

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 uphold in every assignment. Students will be asked to re-affirm The Pledge on all written assignments submitted for grades as well as on the midterm and final. 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

Attendance
Class attendance is essential and expected. 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). The general attendance policy is available at http://www.testudo.umd.edu/soc/atedasse.html. The information contained in this syllabus adheres to both these policies. Unexcused absences and absences from a portion of a class session (e.g., late arrivals or early departures) will be factored into your participation grade. Please do your best to notify the instructor as soon as possible if you might have an attendance issue either in person or via email.

Cell Phones and Computers
It is my expectation that students come to class fully prepared and engage in classroom discussion activities. Computers may contribute to active learning, AND serve as a distraction. I encourage you to consider your own learning style with regard to this. If a computer will distract you more than help you, I
challenge you to turn it off and participate in class using paper and pen. If computers become a distraction for any student or for the class, I will ask students to stop using them in class. Similarly, there are legitimate reasons to have a cell phone in the classroom (work, family emergencies, etc.), AND they may cause a distraction. Please balance these needs appropriately.

For me, the bottom line is about respect for your peers and me. I spend a significant amount of time preparing for class and striving to ensure you have a high-quality academic experience, as do you and your peers. Please respect this effort by preparing for and engaging in course materials, including classroom discussions and activities. You get out what you put in!

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.

Course Cancellations/Delays
Please check with 301-405-SNOW or the university website (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). This course will comply with any university cancellations or delays accordingly.

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 any time. (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.

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.
Evaluation & Assignments

Participation
Much of the learning in this course takes place through engaging in the classroom experience, practicing leadership, and receiving direct and immediate feedback. Therefore, your attendance and full participation in class is expected at all times. You are expected to arrive on time, be prepared to regularly contribute to class discussions, and practice and demonstrate your growth in leadership skills.

Participation will be based on the following:
- Class attendance - arriving on time and staying for entire class
- Attention during class – see notes about computer and phone use
- Active engagement in class activities and discussions
- Preparedness for class - completion of assigned readings
- Exhibit your growth in leadership skills
- Demonstrate the application of theory and models
- Investment in learning process - effort, energy, and/or enthusiasm for learning and for class content

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

Content:
The degree to which the student responds to all of the specific items in the assignment. The degree to which a student indicates his/her/their 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/her/their 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 on ELMS prior to the start of class for that day.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Max. Points</th>
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<tbody>
<tr>
<td>Leadership Definition</td>
<td>25</td>
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<tr>
<td>Challenge the Relevance</td>
<td>25</td>
</tr>
<tr>
<td>Journal Assignments</td>
<td>20 each</td>
</tr>
<tr>
<td>Final Project</td>
<td>100</td>
</tr>
<tr>
<td>Project Proposal</td>
<td>30</td>
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<tr>
<td>Group Presentation</td>
<td>60</td>
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<tr>
<td>Peer Evaluation</td>
<td>10</td>
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<tr>
<td>Final Paper</td>
<td>40</td>
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<tr>
<td>Participation/Engagement</td>
<td>50</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>300</strong></td>
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</tbody>
</table>

A+ = 97 – 100% (4.0)  C+ = 77 – 79.99% (2.3)  F = below 60% (0.0)

A = 93 – 96.99% (4.0)  C = 74 – 76.99% (2.0)

A- = 90 – 92.99% (3.7)  C- = 70 – 73.99% (1.7)

B+ = 87 – 89.99% (3.3)  D+ = 67 – 69.99% (1.3)

B = 84 – 86.99% (3.0)   D = 64 – 66.99% (1.0)

B- = 80 – 83.99% (2.7)  D- = 60 – 63.99% (0.7)

### Leadership Definition

**Due: Monday, September 12**

Without using outside resources (i.e. databases, books, internet sources), students will write a personal definition of leadership. For this assignment, students will provide a 1 sentence definition of leadership and no more than 2 page (double-spaced) explanation of how they came to this definition. Students’ explanations can include examples of their personal leadership experiences or observations. This definition will help students more fully critique, evaluate and apply leadership theory in class and in the final project.

### Challenging the Relevance of the Fraternity/Sorority Experience

**Due: Monday, November 21**

The relevance of fraternities and sororities have been called into question for many years, with particular focus in recent years as more Greek lettered organizations are making national news headlines for a variety of reasons. Using current/recent events in fraternities and sororities, in any council, across the country in addition to leadership theories, students will write a 4-5 page paper (double spaced) justifying why fraternities and sororities should continue to exist on today’s college campuses. Students will also defend the counterpoint: why should fraternities and sororities no longer exist on today’s college campuses?

Students will use at least two sources to support each side of the argument: two (or more) sources to support why fraternities and sororities should continue to exist and two (or more) sources to support why fraternities and sororities should cease to exist. Students will make conscious effort to provide a balanced, well-thought out argument for both cases.

### Journal Assignments

Throughout this course, there will be many opportunities to reflect on a leadership theory or model in relationship to your personal leadership experiences, those of your fraternity/sorority, or leaders in the media. In three (3) journal assignments throughout the semester, students will demonstrate their understanding of course material through reflection and connecting theories/leadership frameworks to
practice. Journals should be 3-4 pages (double-spaced) in length and should address the topics and prompts listed below.

Journal 1: Reflection and critique of chosen leader  
- Choose a leader in a Greek organization and spend some time observing his/her/their actions and decisions. How does this person utilize class concepts/theories (including RLM and SCM)?  
- How might the leader be more effective by using concepts from class?

Due: Monday, September 26

Journal 2: Five Exemplary Practices reflection  
- Using Kouzes and Posner’s Five Exemplary Practices, reflect on your own leadership experience: how have you used these practices in the past? How might these practices inform your future leadership?  
- Which practice does your individual chapter need to practice more of? Which practice does the community need to practice more of or consider further? What impact might that have on the chapter/community?

Due: Monday, October 17

Journal 3: Diversity and leadership reflection  
- How have course concepts about diversity informed your leadership?  
- Why is considering one’s identities important in leading individuals or a group?  
- Why is diversity and inclusion important in fraternity and sorority contexts

Due: Monday, October 31

Change Initiative Project (Final Project)  
The objective of this change initiative project is to explore and demonstrate how leadership theories are applied in practical contexts to create a desired positive change. In groups of 4-5 students, students will develop and propose a strategic initiative for either a fraternity/sorority chapter or the fraternity/sorority community that would work toward positive change. The reasoning for the selected change and proposed solutions must be grounded in the Relational Leadership Model, Social Change Model, or Five Practices of Exemplary Leadership. The instructor and external consultants will provide feedback throughout the duration of the project.

This project will assess students’ ability to:  
- Facilitate and communicate knowledge of leadership philosophies and theories (i.e. Relational Leadership Model, Social Change Model, and Five Practices of Exemplary Leadership)  
- Critically evaluate the use and utility of leadership theories  
- Recognize how leadership theories fit into the experiences of college students and fraternity/sorority contexts  
- Identify and evaluate students’ leadership capacities

Due: Wednesday, October 5

Project Proposal:  
Each HESI 217 group will develop a project proposal that generally outlines the idea for the final project. This plan should be done as a group to propose a change initiative idea to the instructor prior to beginning work. It does not need to be written in a formal way- bullets or sections pertaining to each of the areas below will suffice provided that the message and thought process is clear and well-articulated. This project plan will include:

- Clearly identify the issue or opportunity impacting the fraternity/sorority community  
- Explain why this is relevant or worth addressing  
- Propose your initiative, the rationale for this initiative, and the intended outcomes-desired change as a result
Include how your group will incorporate RLM, SCM, and Five Practices into the rationale of why your group chose this change initiative and how you will use these concepts to inform potential solutions.

Each group members’ roles and responsibilities with the project

Final Presentation

In Class: Monday, December 5 and Wednesday, December 7

At the end of the semester, HESI217 students will develop a 20 minute group presentation that illustrates the following points (all points must be addressed in the presentation):

- Clearly identify the issue or opportunity impacting the fraternity/sorority community
- Explain why it is relevant and worth addressing
- Provide a critical analysis of its contributing factors
- Articulate your vision and goals for the community in this area (what is the ideal?)
- Propose your initiative, its rationale, and its intended outcomes, grounded in use of RLM, SCM, and/or Five Practices
- Explain why this is the best initiative in comparison to other options
- Describe specific changes that need to be made to carry out this initiative
- Describe the tool or resource created to implement with the chapter or community to help address this issue or opportunity to promote positive change
- Cite the resources used to analyze the topic and research your solution
- Group and individual reflections of bringing leadership theory to practice

Groups may use media however they see fit as a part of the presentation. Some groups may choose to use Powerpoint or Prezi, some may choose to use video clips, some may choose to incorporate social media, etc. It is expected that some type of media is utilized as a part of the presentation, and creativity/originality will be factored into the group’s presentation grade.

Additionally, students must turn in their presentation (slides, video, etc.) and a summary of the outline or notes used for the presentation. All students in the group should contribute to both of these items, and they are due to the instructor at the conclusion of the group’s presentation.

Final Paper:

Due: Monday, December 5

In 5-6 pages (double-spaced), each student will reflect on the course, consider their role in the final project, and how their definition of leadership has changed as a result of this course. In this reflection, students should include the following:

- What did this course teach you about yourself as a leader?
- Take results from StrengthsQuest and Leadership Practices Inventory and consider how those have impacted your leadership.
- How did you demonstrate your leadership strengths throughout the course and in the final group project?
- What new perspectives did you gain from this course? How has your original definition of leadership changed?
- How have you seen course concepts play out in the work your group did together this semester?
- How might concepts and experience from this class inform how you approach group work in the future?
- What type of leadership is most effective in fraternity/sorority context, and why do you think that is?
Peer Evaluation  
Due: Monday, December 12
Because a significant part of this class is your group work, a portion of your grade will be decided by other members of your team. You will be asked to give each team member a grade with a description supporting that grade. Students will submit feedback in a typed, double-spaced document, submitted online in ELMS. The instructor will compile feedback for each student and provide peer feedback anonymously.

Course Schedule

<table>
<thead>
<tr>
<th>Date of Class</th>
<th>Class Topic</th>
<th>Assignment Due</th>
<th>Reading Assignment Due</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>August 29</td>
<td>Welcome/Introduction</td>
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<td>August 31</td>
<td>Leadership Overview</td>
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<td>September 5</td>
<td>NO CLASS (University Holiday)</td>
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<tr>
<td>September 7</td>
<td>History &amp; Purpose of Fraternity</td>
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<tr>
<td>September 12</td>
<td>Relational Leadership Model</td>
<td>Leadership Definition</td>
<td>Exploring Leadership</td>
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<tr>
<td>September 14</td>
<td>Social Change Model</td>
<td></td>
<td>Chapter 3</td>
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<tr>
<td>September 19</td>
<td>Introduction to LPI Model the Way</td>
<td></td>
<td>Leadership Challenge</td>
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<tr>
<td>September 21</td>
<td>Inspire a Shared Vision</td>
<td></td>
<td>pp 41-71</td>
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<tr>
<td>September 26</td>
<td>Challenge the Process</td>
<td>Journal #1 Due</td>
<td>Leadership Challenge</td>
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<tr>
<td>September 28</td>
<td>Enabling Others to Act</td>
<td></td>
<td>pp 155-185</td>
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<tr>
<td>October 3</td>
<td>Encourage the Heart</td>
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<td>Leadership Challenge</td>
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<tr>
<td>October 5</td>
<td>Challenge Course (Class will be held at the ERC)</td>
<td>Final Project- Project Plan Due</td>
<td>Pp 271-301</td>
</tr>
<tr>
<td>October 10</td>
<td>Strengths &amp; Values</td>
<td>Complete StrengthsQuest Assessment</td>
<td>Exploring Leadership</td>
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<tr>
<td>October 12</td>
<td>Processing Strengths in Groups</td>
<td>Strengths Peer Evaluation Due</td>
<td>Chapter 4</td>
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<tr>
<td>October 17</td>
<td>Issues in Fraternity/Sorority Life (DFSL Consulting)</td>
<td></td>
<td>Secret Thoughts of the</td>
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<tr>
<td>October 19</td>
<td>Diversity and Leadership</td>
<td>Journal #2 Due</td>
<td>Ritual</td>
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Expanding Idiot Logic
Exploring Leadership Chapter 5
<table>
<thead>
<tr>
<th>Week 9</th>
<th>October 24</th>
<th>Diversity and Leadership (Current FSL Events)</th>
<th>Bring 2 examples of current issues in the FSL community with diversity/inclusion as the focus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>October 26</td>
<td>Interacting in Teams and Groups</td>
<td>Journal #3 Due</td>
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<tr>
<td>Week 10</td>
<td>October 31</td>
<td>Group Time for Final Project</td>
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<td></td>
<td>November 2</td>
<td>Location and Time Change**</td>
<td>VOICES of Social Change: Mark Lamont Hill, 6 pm, Hoff Theater</td>
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<tr>
<td>Week 11</td>
<td>November 7</td>
<td>Ethical Leadership &amp; Conflict in Groups</td>
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<td></td>
<td>November 9</td>
<td>Creating Change</td>
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<td>Week 12</td>
<td>November 14</td>
<td>Time for Final Project – Consult with Instructor</td>
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<td></td>
<td>November 16</td>
<td>Identifying your Critical Issues (Additional time to Consult with Instructor)</td>
<td></td>
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<tr>
<td>Week 13</td>
<td>November 21</td>
<td>Questioning Our Relevance – A Dialogue</td>
<td>Challenging the Relevance of Fraternity and Sorority Life Due How We Sell Brotherhood…..</td>
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<tr>
<td></td>
<td>November 23</td>
<td>NO CLASS</td>
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<tr>
<td>Week 14</td>
<td>November 28</td>
<td>Group time for presentations</td>
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<td></td>
<td>November 30</td>
<td>NO CLASS</td>
<td>*All extra credit assignments due</td>
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<tr>
<td>Week 15</td>
<td>December 5</td>
<td>Final Project Presentations</td>
<td>Final Project- Paper Due</td>
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<tr>
<td></td>
<td>December 7</td>
<td>Final Project Presentations</td>
<td></td>
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<tr>
<td>Week 16</td>
<td>December 12</td>
<td>Wrap up/evaluations</td>
<td>Peer Evaluations Due</td>
</tr>
</tbody>
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