GLOBAL LEADERSHIP IN A VIRTUAL CONTEXT
HESI 318I•SPRING 2018

COURSE DESCRIPTION
This blended course is an international learning experiment that joins students and faculty from the University of Maryland (UMD), Hong Kong Polytechnic University (PolyU), and the Royal University of Phnom Penh (RUPP) in a virtual, interactive environment. Using lectures, dialogue, group work, and case studies, students will explore the role of socially responsible leadership in a global context in response to the question, “How do we learn to understand, analyze, and address complicated global problems while working with highly diverse groups of people and perspectives?”

This course uses a selected global issue as a means to explore the complexity of the issue and develop understanding of and leadership skills in diverse, multicultural and global environments. This semester we will take a deep dive into the global issue - the digital divide.

Students will learn and work virtually with international partners to explore and critically examine the digital divide and report on the various challenges, options and views surrounding it. As a final project, students will apply problem-solving skills and use their personal, acquired, and co-constructed knowledge about leadership, intercultural competencies and the digital divide to respond to a live case study with recommendations for stakeholders.

LEARNING OUTCOMES
After successfully completing this course you will be able to:
- Recognize your own mental models and assumptions about leadership
- Work collectively with diverse others to develop a shared definition of socially responsible leadership
- Effectively interact in virtual spaces and productively apply digital technology in group processes
- Apply intercultural competencies when engaging with cross-cultural and cross-institutional peers
- Use written and verbal methods of communication to analyze and describe complex social issues from local, national and international points of view
- Identify strategies and provide recommendations for leadership challenges to address a global issue

COURSE INSTRUCTORS
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CLASS FORMAT
This blended course is conducted primarily online. You will also be expected to attend these 6 mandatory in-person sessions:
February 2, 6:30 – 9 PM
February 9, 6:30 – 9 PM
March 2, 6:30 – 9 PM
March 9, 6:30 – 9 PM
March 16, 7 – 9:30 PM
April 20, 7 – 9:30 PM

Location: 1110 Stamp Student Union (1st Floor, Leadership & Community Service-Learning Office)

COURSE COMMUNICATION
Instructors will communicate time-sensitive information via ELMS announcement. When contacting instructors use their UMD email address provided above. Check out these helpful hints to writing professional emails ter.ps/email.
REQUIRED RESOURCES
Technology is integrated into the design and delivery of this course in a variety of ways. The course will rely on ELMS (elms.umd.edu) 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.

You will use ELMS to complete weekly modules, retrieve readings and other course materials, submit assignments, and find any changes to the course schedule. It is imperative that you have a clear understanding of how to use ELMS, and it is your responsibility to check it regularly and without prompting from the instructors.

You may also be asked to use other online applications commonly accessible and usable by the general public for certain assignments. While the instructors can provide some guidance and resources, it is your responsibility to become familiar with these tools and allow yourself adequate time to become comfortable with their functionality in order to complete assigned projects on time and with high quality.

You will not need to purchase textbooks for this course.

UNIVERSITY POLICIES AND RESOURCES
As a student, you have the responsibility to be familiar with and uphold the Code of Academic Integrity and the Code of Conduct, as well as for notifying your course instructors in a timely fashion regarding academic accommodations related to absences and accessibility as indicated below.

You also have the right to know the expectations set by University Policy. The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students.

University Policies outlined at this link are particularly relevant to your experience in academic courses: http://ugst.umd.edu/courserelatedpolicies.html. Topics that are addressed in these policies include academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, copyright and intellectual property.

COURSE POLICIES & EXPECTATIONS
Attendance
The unique design of this class requires you to attend 6 in-person sessions. See page 1 of the syllabus for specific dates/times and plan accordingly. During these sessions our class will virtually engage with students from Hong Kong Polytechnic University (PolyU) and the Royal University of Phnom Penh (RUPP) in Cambodia. During this time, we will hold cross-institutional conversations on global leadership, social responsibility, and other course content. You will also use the time to work in virtual teams and complete group activities or assignments. Thus, you must be present to engage fully in this learning experience.

We understand that sometimes life priorities can make this challenging. However, the expectation is that you will be present for each in-person meeting. Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material. Please notify instructors via email as early as possible and prior to the start of class should you need to be absent. Unexcused or frequent
abscences can result in the loss of participation points. Routinely arriving or leaving late can result in the loss of participation points as well.

**Civil Discourse**
Deep and meaningful learning often comes as a result of cognitive and emotional dissonance. 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.

**Cross-Institutional Partners**
This course is part of UMD International Affairs Global Classrooms Initiative (GCI). GCI courses offer UMD students the opportunity to participate in engaged, significant, and easily accessible credit-bearing international experiences that mirror in process, means, and impact the type of professional interactions that you will encounter upon graduation -- cross-cultural, project-based, technology-mediated work, aimed at developing global professionals who will make a positive impact.

We are excited about the cross-institutional partnership we have developed with RUPP and PolyU. We have a unique opportunity to learn about leadership in a complex and dynamic way. Instructors from UMD, PolyU and RUPP will facilitate in-person meetings. While class modules and lessons have been developed by instructors with this partnership in mind, you will find some differences in student expectations and deliverables across institutions due to variances in credits earned, class objectives, and course scheduling. If you have questions regarding specific expectations for UMD students, please revisit the syllabus or ask an instructor for clarification.

Culture represents the fundamentals of our communication system. It influences how we approach work and how we participate on teams. You can expect that work and learning style differences, language differences, attitudes regarding disclosure and conflict, and individual preferences may create potential for misconception and miscommunication. Working through these challenges requires intentional leadership practice. Learning about people’s cultures has the potential to give us a mirror image of our own. We have the chance to try new ways of learning and problem-solving, challenge assumptions about the “right” way of doing things, and consider a variety of approaches to reaching shared goals.

**Grades**
Grades are not given, but earned. Your grade is determined by your performance on course deliverables and learning assessments and is assigned individually (not curved). If earning a particular grade is important to you, please speak to an instructor at the beginning of the semester so that we can offer some helpful suggestions for achieving your goal.

Grades for all assignments will be posted on the course ELMS page. If you would like to review any of your grades, or have questions about how something was scored, please email an instructor to schedule a time to meet. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.
Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone we have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

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<th>Final Grade Cutoffs</th>
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<td>+ 97.00% + 87.00% + 77.00% + 67.00%</td>
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<tr>
<td>A 94.00% B 84.00% C 74.00% D 64.00% F &lt;60.0%</td>
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<tr>
<td>- 90.00% - 80.00% - 70.00% - 60.00%</td>
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Group Work
In this course, you will complete two graded group projects and engage in small group work during in-person sessions. Power dynamics inherently surface in social interactions. A common phenomenon during group work is the unequal distribution of labor. While instructors will provide tools to help you work effectively, it will be your group’s responsibility to negotiate roles, challenge inequities, develop “leader-full” teams in which all members contribute to the leadership process, and identify strategies to address member accountability.

You are urged not to let problems develop to the point where they become serious. Try to solve the problem among yourselves using the leadership strategies and tools from class. If you can’t, bring it to an instructor. If the instructor is convinced that someone has not carried their fair share, that person’s grade can be reduced to as low 0 if the instructor believes it is warranted. To minimize equity concerns around group projects, your project grades will reflect both individual and group deliverables.

Late Assignments
Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. Assignments should be turned in on time, so please plan appropriately to avoid unnecessary penalties. Any assignment submitted after the due date will be reduced by 10% of the grade earned. An additional 10% reduction will be applied for each 24-hour period after the original time due. Excuses are not necessary. Instructors will not hunt down missing assignments and it is your responsibility to ensure that they are turned in by the stated deadlines. These rules apply to individual and group assignments.

Note that if an assignment fails to follow the instructions provided, a grade of zero can 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 instructors regarding any questions associated with assignments. Unless otherwise indicated, all assignments must be submitted in ELMS.

Seek Help When Needed
You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and course preparation, so we encourage you to consider visiting http://ter.ps/learn and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting http://ter.ps/writing and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit http://www.counseling.umd.edu.
Technology
Technology can support student learning, but it can also become a distraction (Lloyd, Dean and Cooper, 2007, p. 493). Research indicates that multitasking (e.g., surfing the internet, texting, or using social networks during lecture) has a negative impact on learning (Clapp, Rubens, Sabharwal, & Gazzaley, 2011; Ellis, Daniels, Jauregui, 2010; Hembrooke & Gay, 2003). This course is centered on virtual learning and collaboration and we aim to highlight the utility of technology in the classroom. As stewards of the learning environment we ask you to act as responsible digital citizens and practice tech etiquette.

You are welcome to use a laptop or tablet in this class as long as it is purposeful and contributes to your learning. Much of our in-person sessions will be interactive and discussion based. If you are unable to contribute to the discussion or are otherwise distracted by your computer or tablet, you will be asked to refrain from using it in class.

If you bring a cellphone to class, please be sure it is either off or set to a silent mode. Texting and/ or instant messaging is not allowed during class as a matter of respect to the learning community. If you have critical communication to attend to, please excuse yourself and return when you are ready. If your cellphone is needed to accomplish a class objective for the day the instructors will prompt you.

Writing Guidelines
Guidelines for writing in this class will vary in level of formality from assignment to assignment. Expectations regarding spacing, page length, and other specifications will be outlined in the assignment details on ELMS. The following guidelines apply to all assignments:

- You should not exceed the suggested length of assignments. Additionally, the suggested length does not include reference pages when included.
- Reference sections should be included when in-text citations are used (i.e. referring to, or quoting outside sources) in the assignment. Citations and reference sections should adhere to APA Style Guide formatting.
- The quality of writing is also of high importance. You are encouraged to submit drafts of papers and other written assignments to the Writing Center (http://ter.ps/writing).

COURSE ACTIVITIES & ASSIGNMENTS

Online Modules (20%)
Most weeks you will complete an online module on ELMS that will guide you through the class content. The modules will highlight weekly topics, direct you to readings and other resources, encourage online discussion, prompt reflection, and check for understanding. You will complete 10 modules over the course of the semester. Each will be graded for completion. The modules will not serve as a substitute for the syllabus, so please be sure to visit the syllabus regularly for course information and expectations.

All modules (except Week 1) should be completed by Friday at 5 PM (EST) each week. Specific dates can be found in the Course Outline section of this syllabus and on ELMS.

Class Preparation and Participation (25%)
Full engagement and follow through in this class, both online and in-person, will be important elements in developing a vibrant learning community. As with all University courses, your presence and participation is expected and is a vitally important aspect of this class. You are expected to work through weekly modules and attend all in-person sessions. Active and constructive participation requires that you are not only prepared and timely, but that you are adhering to established course guidelines and contributing to an overall positive learning environment.
Given the format employed in this course design and the topic of leadership, your participation in discussions and learning activities is critical. However, it is important to note that how one 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 when 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 should actively listen and show consideration to the feelings and opinions of others. Students are also encouraged to act as gatekeepers to the conversation encouraging the participation of others as well as posing questions to one another.

You will receive a Preparation and Participation grade mid-semester with an opportunity for it to increase or decrease depending on your performance the remaining weeks of the semester.

**Group Project 1: The Digital Divide in the DMV (20%)**
Group Project 1 was developed to give you an opportunity to intentionally apply leadership practices in a group process. This project also aims to immerse you in local concerns regarding the digital divide and encourages you to grapple with a far-reaching social issue that is present all over the planet. You will see firsthand how personal, local experiences connect to universal, global ones.

For this project, you will only be working with students from UMD. Each team will be designated a specific aspect of the digital divide to research and share with the class online and in-person.

The deliverables for this project include:
- **A Team Agreement** that communicates group member roles, responsibilities, shared goals, and strategies for working effectively.
- **A Team Wiki** that serves as a living collaboration in which each team member contributes by adding and editing content on the digital divide.
- A 1-2 page **Site Visit Report** that captures your visit to a community organization that addresses the digital divide in PG County and/or surrounding communities.
- **A Social Issue Brief** that provides a 1-2 page written summary of knowledge gained surrounding the digital divide in PG County and/or surrounding communities.
- A one-page **Infographic** that gives a quick and clear visual representation of data or knowledge on the state of the digital divide in PG County and/or surrounding communities.
- **A Team and Peer Performance Evaluation** that provides an assessment on the team’s and each individual’s performance during the project. Your team will participate in a **Team Feedback Session** where you will meet virtually with an instructor to discuss your Team Performance Evaluations and discuss strategies for applying lessons learned for future group projects.

Specific expectations and details for this project can be found on ELMS. Due dates for each assignment can be found in the Course Outline section of this syllabus and on ELMS.

**Group Project 2: Accessible and Appropriate Technology in Rural Cambodia (20%)**
Case method will be used during Group Project 2. The case method is a participatory, discussion-based way of learning where students gain skills in critical thinking, communication, and group dynamics. It is a type of problem-based learning. Group Project 2 and case method involves trust that you and your
peers have the answers, helps you see a situation from varied perspectives, employs active learning, and builds the capacity for critical thinking.

For this project, you will be assigned to a team that includes students from UMD, PolyU, and RUPP. As a group you will use effective team and cross-cultural practices to analyze a service-learning case study. Your team will develop a framework for making decisions in order to share your analysis and provide recommendations for stakeholders involved in the service-learning scenario.

The specific group deliverable for this project will be shared in class. In addition to the group deliverable, you will also complete the following individual assignment:

- A 2-3 page Team and Personal Performance Reflection that describes how the project shaped your understanding of class-related material; serving as an opportunity to reconsider events, thoughts and feeling regarding the team process and your individual development from a fresh perspective. The Team and Personal Performance Reflection will be due on ELMS by 11:59 PM on 4/28/18.

Executive Summary (15%)
Your final assignment for the course will be an Executive Summary, no longer than 5 pages. This comprehensive yet succinct paper should summarize and synthesize what you have learned about the digital divide over the course of the semester. The Executive Summary should be written in such a way that a reader could rapidly become acquainted with the complex social issue. It should highlight impact, implications, and recommendations for change.

Specific expectations and details for this project can be found on ELMS. The Executive Summary will be due on ELMS by 11:59 PM on 5/10/18.
**COURSE SCHEDULE**

**Note:** This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. You will be notified when significant changes are made. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

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<tr>
<th>WEEK OF</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
<th>IN-PERSON SESSIONS</th>
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<tr>
<td>WK 1</td>
<td>Course Intro &amp; Overview</td>
<td>Complete ELMS Module 1 by 5 PM on Monday, 1/29</td>
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<tr>
<td>WK 2</td>
<td>Global Leadership &amp; Virtual Teams</td>
<td>Complete ELMS Module 2 by 5 PM on Friday, 2/2</td>
<td>Friday, 2/2 6:30 – 9 PM</td>
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<td>WK 3</td>
<td>Intercultural Competencies &amp; Cross-cultural Communication</td>
<td>Complete ELMS Module 3 by 5 PM on Friday, 2/9</td>
<td>Friday, 2/9 6:30 – 9 PM</td>
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<td>WK 4</td>
<td>Socially Responsible Leadership &amp; the Digital Divide</td>
<td>Complete ELMS Module 4 by 5 PM on Friday, 2/16</td>
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<td>Submit Team Agreement by 11:59 PM on Sat., 2/17</td>
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<td>WK 5</td>
<td>Site Visit</td>
<td>Team Wiki Completed by 11:59 PM on Sat., 2/24</td>
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<td>WK 6</td>
<td>Exploring Leadership</td>
<td>Complete ELMS Module 5 by 5 PM on Friday, 3/2</td>
<td>Friday, 3/2 6:30 – 9 PM</td>
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<td>Submit Site Visit Report by 11:59 PM on Sat., 3/3</td>
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<td>WK 7</td>
<td>Critical Success Factors for Digital Divide Solutions</td>
<td>Complete ELMS Module 6, submit Social Issue Brief, and submit Infographic by 5 PM on Friday, 3/9</td>
<td>Friday, 3/9 6:30 – 9 PM</td>
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<td>WK 8</td>
<td>Context of Case Study</td>
<td>Complete ELMS Module 7 by 5 PM on Friday, 3/16</td>
<td>Friday, 3/16 7 – 9:30 PM</td>
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<td>Submit Team and Peer Performance Evaluation by 11:59 PM on Sat., 3/17</td>
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<td>WK 9</td>
<td>SPRING BREAK</td>
<td>Assignment TBA</td>
<td>Friday, 4/20 7 – 9:30 PM</td>
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<td>WK 10</td>
<td>Case Study Analysis and Preparation</td>
<td>Complete ELMS Module 8 by 5 PM on Friday, 3/30</td>
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<td>WK 11</td>
<td>Case Study Analysis and Preparation</td>
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<td>WK 12</td>
<td>Case Study Analysis and Preparation</td>
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<td>WK 13</td>
<td>Case Study Presentations</td>
<td>Assignment TBA</td>
<td>Friday, 4/20 7 – 9:30 PM</td>
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<td>WK 14</td>
<td>Leadership Lessons: Cross-Cultural and Virtual Teams</td>
<td>Complete ELMS Module 9 by 5 PM on Friday, 4/27</td>
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<td>Submit Team and Personal Performance Reflection by 11:59 PM on Sat., 4/28</td>
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<td>WK 15</td>
<td>Course Wrap Up</td>
<td>Complete ELMS Module 10 by 5 PM on Friday, 5/4</td>
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<td>WK 16</td>
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<td>Submit Executive Summary by 11:59 PM on Thursday, 5/10</td>
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