HESI 318Z: WORK FOR CHANGE COURSE
SPRING 2018

COURSE DESCRIPTION
Work for Change blends academic rigor (classroom learning) and concrete experience (internship) to provide students with a comprehensive opportunity that is centered on service, professional development, and leadership.

Students will gain important professional skills by committing to an internship at a local nonprofit or government agency for 8-10 hours a week throughout the semester. The internship experience will allow students to examine leadership as a process (not just as a position), observe organizational behavior, explore potential career fields, develop career-related skills, establish a work history, and network. The internship experience will serve as a method to integrate classroom theory with real-life experiences.

Through dialogue, engaging activities, and assignments the academic component of this learning experience will provide a space for students to make meaning of their internship experience, identify ways to apply course concepts, problem solve with others, and reflect on lessons learned.

COURSE OBJECTIVES & LEARNING OUTCOMES
Work for Change seeks to foster socially responsible leadership in students by focusing on: professional development, leadership potential, work across difference, and critical reflections on service-learning.

As a result of this class students will understand all aspects of high quality critical service-learning.
- Students will be able to list the three elements of service-learning.
- Students will engage in all three elements of service-learning.
- Students will be able to articulate how these elements are transferable to other aspects of their lives.

As a result of this class students will understand their leadership potential.
- Students will be able to articulate their philosophy of leadership.
- Students will be able to identify ways in which they hope to lead in the future.

As a result of this class students will further their understanding of working across difference.
- Students will be able to articulate their understanding of the culture of their workplace.
- Students will be able to articulate how they have navigated the culture of their workplace.
- Students will be able to articulate how their social location has played a role in how they interact with others.

COURSE INSTRUCTORS
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COURSE INFO & FORMAT
In class on Tuesdays, 2-4 PM
EDU 3233 (Benjamin Bldg)

As a requirement of this course, you must secure an internship with a local nonprofit or government agency. You will be expected to complete 8-10 hours of weekly service (or an average of 100 hours for the semester).

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.
As a result of this class students will increase their professional development.

- Students will be able to identify three things that they have learned that have increased their professional development.
- Students will be able to articulate three ways that they still need to develop as a young professional.

REQUIRED RESOURCES
You will not need to purchase textbooks for this course.

The course will rely on ELMS (elms.umd.edu) as an educational tool that connects students and encourages intellectual engagement outside traditional classroom boundaries. You will use ELMS to 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.

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
Atmosphere
We hope to create an open and encouraging class experience. 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. This open posture to diversity is considered imperative for work around issues of leadership and community engagement.

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.

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

All assignments will be graded using the following criteria:
- **Content**: The degree to which you respond to all the specific items in the assignment. The degree to which you indicate your recall and understanding of the material and concepts covered in the course.
- **Introspection**: The degree to which you are insightful, thoughtful, innovative and self-aware in the application of course concepts to your individual or observed experiences.
- **Elaboration**: The degree to which you provide detail, depth, and development in your work. Instructors will be looking for your ability to reason and provide rationales for conclusions, the use of critical thinking, the development of examples and analogies, and the application of course concepts.
- **Synthesis**: The degree to which you “bring it all together” and incorporate class concepts and theory in the creation of new insights, unique products and/or creative solutions.
- **Form**: The care and clarity with which you complete assignments and presentations. All assignments should be of very high quality. Grammar, syntax, punctuation and structure of assignments should support and enhance the concepts that you intend to convey. The organization, clarity and polish of a presentation should do the same.

Instructors are willing to provide feedback on assignments prior to due dates. To get this feedback please request feedback and provide a copy of the draft 48 hours or more in advance of the final due date.

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>B + 87.00%</td>
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<td>C + 77.00%</td>
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**Note**: In addition to 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.

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.
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). 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 class 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
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). You should not exceed the suggested length of assignments. Additionally, the suggested length does not include reference pages when included.

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
Participation (30 points)
A quality learning experience in this 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 weighted 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**: See Course Expectations
- **Engagement**: The degree to which you raise and answer questions. The degree to which you share ideas, observations, and personal experiences. Your ability to draw relationships between current and earlier discussions and synthesize new ideas with previous concepts.
- **Gatekeeping**: The degree to which you encourage others to share and develop their views and ideas. Your awareness of power dynamics and the degree to which you share space. The degree to which you actively listen to others. Your ability to elaborate on your peer’s thoughts and opinions.
- **Internship**: Your ability to discuss your internship experience in authentic and complex ways. The degree to which you make intentional connections to your internship experience and course concepts.
- **Preparation**: The degree to which you come prepared to class and provide evidence of understanding. This means that in order to participate fully in class, all assigned readings must be completed. Failure to do so will prevent you from contributing fully during class activities and discussions. In addition to the readings, you may be asked to come to class having prepared other materials or completed other tasks. It is important for you to prioritize this preparation as it will allow us to be more efficient with our time in class.

**Learning Contract (15 points)**

This assignment will be a shared experience between you and your site supervisor that should provide direction for your internship. The contract should describe learning outcomes, shared expectations, internship projects and responsibilities, and evaluative measures for your experience.

*The Learning Contract will be due on ELMS by 11:59 PM on Monday, February 5th.*

**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 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 your classmates that summarizes the information you present to the class. The presentation should be approximately 3 minutes.

*You will present you Mission Possible during Class #3 on February 13th. Bring 9 hard-copies of your one-page handout to class.*

**Journal Entries (10 points each, 40 points total)**

In order to assess your learning, over the course of the semester you will be required to submit journal entries related to course content, your internship, or other relevant issues. We will provide prompts for these journals, however, you will be expected to elaborate upon your ideas and develop a thoughtful response. Journal Entries should be 2-4 pages in length. See “Grades” and “Writing Guidelines” as a reminder of our assessment criteria.

*Due dates for Journal Entries can be found in ELMS Assignments and in the Course Schedule below.*

**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 the knowledge you develop over the course of the semester, your course and internship experiences, and your own assessment of your strengths and weaknesses, you will be asked to develop a Socially Responsible Leadership Development Plan. This plan should include two parts:

1. **Part I: Narrative (3-5 pages)**
a. Your narrative should address the following questions:
   • Based on the course readings, self-reflection, AND feedback from your supervisor, what are your strengths and areas for growth?
   • What experiences in your life 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?

b. Be sure to incorporate relevant course readings and materials, refer to class activities or conversations, and provide specific examples from your internship and other life roles.

c. Remember to cite your resources when appropriate.

2. **Part II: Development Goals (2-3 pages)**
   a. Based on what you shared 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?
   b. After you have developed your goals, share 2-3 strategies 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 on food insecurity, you may commit to reading a specific book (or several) on the topic, serve regularly with the campus food pantry, attend city council meetings to understand local plans or policy on the issue, or reach out to a local organization developing urban gardens.
      • If your goal is to develop relationships with people from a different culture you may choose to join a culturally-based student organization or sign up to have a speaking partner through the University’s English Language Program.
      • Be creative and think outside the box! Additionally, the more specific you are about your action items, the more likely you will achieve them.

*Your Socially Responsible Leadership Development Plan will be due on ELMS by 11:59 PM on Monday, May 7. Bring a copy to class on Tuesday, May 8th (hard copy or electronic).*
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| Class 1 | 1/30/18 | Welcome & Introduction to Work for Change              | Read:  
  - Martimianakis, Maniate, & Hodges (2009) – Sociological Interpretations of Professionalism  
  **Bring one tip about professionalism in the workplace to class.**                                                    |
| Class 2 | 2/6/18  | Introduction to Critical Service-Learning & Leadership | Read:  
  - Cress (2013) – What is Service-Learning?  
  - Eyler & Giles (1999) – Chapter 1, Identifying the Learning Outcomes of Service  
  - Komives, Lucas, & McMahon (2013) – Chapter 1, An Introduction to Leadership  
  **Learning Contract due on ELMS at 11:59 PM on Monday, February 5th.**                                                  |
| Class 3 | 2/13/18 | Critical Service-Learning Part 2                      | Read:  
  - Eyler & Giles (1999) – Chapter 1, Identifying the Learning Outcomes of Service  
  - Gholson (2005) – Charity Display  
  - Martin, SeBlonka, Tryon (2009) – The Challenge of Short-Term Service Learning  
  **Present Mission Possible in class. Bring 9 hard-copies of one-page handout to class.**                                    |
| Class 4 | 2/20/18 | Introduction to Leadership Part 2                     | Read:  
  - Dugan (2017) - Chapter 1, The Evolving Nature of Leadership  
  - Northouse (2013) - Chapter 1, Introduction  
  **Journal 1: Leadership & Self due on ELMS by 11:59 PM on Monday, February 26th.**                                          |
| Class 5 | 2/27/18 | Introduction to Culture & Social Identity             | Read:  
  - Bell (2007) - Chapter 1, Theoretical Foundations for Social Justice Education  
  **Journal 2: Implicit Association Test due on ELMS by 11:59 PM on Monday, March 5th. Bring a copy to class (hard copy or electronic).** |
| Class 6 | 3/6/18  | Social Identity & Leadership                          | Read:  
  - Teaching Tolerance (n.d.) – [Test Yourself for Hidden Bias](#)  
  **Listen to:**  
  - Munoz (2005) - [Getting Angry Can be a Good Thing](#)  
  - Olmstead (2001) - [The Serenity to Change the Things I Can](#)  
  - Rosin & Spiegel (2007) - [The Culture Inside](#)  
  **Journal 2: Implicit Association Test due on ELMS by 11:59 PM on Monday, March 5th. Bring a copy to class (hard copy or electronic).** |
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| Class 7 3/13/18 | Professional Development | Read:  
• Timmy Terrapin’s Resume  
• Timothy Terrapin’s Resume  
• Terp Guide  

*Journal 3: Social Identity due on ELMS by 11:59 PM on Monday, March 13th.*

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| Class 8 3/27/18 | Asset-Based Community Development | Watch:  
• Ospina (2017) - *Leading Collectively: Insights from Social Change Organizations*  

Read:  
• Kretzman & McKnight (1993) – Building Communities from the Inside Out  
• Hufford and Miller (2006) - Piecing Together the Fragments  
• Godsoe & Walters (2004) - How Young Women are Transforming Themselves  

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<th>Class 9 4/3/18</th>
<th>ABCD &amp; Your Internship</th>
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| Class 10 4/10/18 | Demonstrating Integrity & Ethical Leadership | Read:  
• Cohen (2003) - Work Life  
• Kidder (1995) - Excerpts from Chapter 1 & 2 of How Good People Make Tough Choices  
• Komives, Lucas, & McMahon (2013) - Chapter 6, Leading with Integrity & Moral Purpose  

*Journal 4: Ethical Dilemma due by 11:59 PM on Monday, April 16th.*

| Class 11 4/17/18 | Navigating Organizational Culture | Read:  
• Schein (2004) - Chapter 1, The Concept of Org Culture_Why Bother  
• Schien (2004) - Chapter 2, The Levels of Culture  
• Schein (2004) - Chapter 10, Cultural Typologies  
• Watkins (2013) - *What is Org Culture and Why Should we Care?*  
• Coleman (2013) - *6 Components of a Great Corporate Culture*  

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<th>Your Leadership Style</th>
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<td>Class 13 5/1/18</td>
<td>Panel: Activating Socially-Responsible Leadership for the Future</td>
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| Class 14 5/8/18 | Plan Summaries, Evaluations, and Wrap-Up | **Socially-Responsible Leadership Plan due on ELMS by 11:59 PM on Monday, May 7th. Bring a copy to class (hard copy or electronic).**

**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.