Instructor
Dr. Natasha Chapman
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Office Hours
Wednesdays, 1-3 PM
Thursdays, 10-12 AM
In-Person: 1110K Stamp Student Union
Virtual: Google Hangout

Course Description
The purpose of this Social Action sequence is to use leadership theories to inform the practice of addressing social issues in society, on campus, or within the surrounding community. Through this experience, students will (1) identify a current and compelling social issue; (2) explore the historical, social, and political aspects of their chosen issue (3) identify and select applicable leadership theories to confront the social issue; (4) create and develop a social action plan that integrates leadership theories and the social issue to enact change; and (5) implement and evaluate the overall social action project.

Students will begin their investigation of social issues by reviewing theories and models of leadership that promote social action and change. Using models of social change, students will work to navigate the process of putting theory into action. Students will spend a significant amount of time outside of class investigating their selected social issue, developing a social action plan, implementing their plan, and assessing their overall project.

The social action sequence spans two semesters with students registering for two academic credits in the first semester (HESI 320) and one academic credit in the second semester (HESI 321). During the first semester, students will explore, identify, and plan their social action project through a series of readings and assignments. With the development of a social action plan, over the course of the second semester, students will continue to work to implement their plan. The two-semester sequence provides students the time and opportunity to both craft and implement their understanding of leadership and leadership theories in the context of a social issue.

Course Materials
Required
- Additional readings chosen by the students and instructor to be posted to ELMS

Learning Outcomes
- Develop an understanding of leadership for social change and the relationship between leadership and social action
- Explore the relevance of addressing social issues, problems, and topics
- Foster a sustained commitment towards a social issue that can lead to enhanced awareness around other causes
- Identify and apply leadership theories that can inform and guide a social change process
- Develop and identify challenges in integrating theory into practice
• Acquire program evaluation and assessment skills by evaluating the limitations and successes of the project
• Gain an understanding of the commitment required to create, implement, and evaluate a long-term project
• Clarify one’s leadership self-efficacy, values, and ability to work collaboratively in groups and teams

COURSE POLICIES

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://ugsst.umd.edu/courselatedpolicies.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.

Atmosphere
This course will operate as a true seminar, dependent about mutual responsibility for creating a dynamic and meaningful learning environment. I will serve as a discussion facilitator and support unit for you as you explore leadership, social change, and social action in ways that are most meaningful to you. As you will see throughout the syllabus, I have placed a lot of trust and faith in you to take ownership over your own learning and leadership in this Social Action Sequence. You will be largely responsible for choosing your own readings that are informative and helpful, as well as doing the research, planning, and implementation necessary to complete a high quality social action project. You will get out of this experience as much as you put into it. You are expected to do the assigned reading on your own and come to class ready to discuss and apply what you learned from the reading during our class activities and/or online discussions. Therefore, your timely and full participation is expected at all times. I expect you to arrive/post on time, be prepared to regularly contribute to class discussions, and practice and demonstrate your growth in leadership practice.

Our class time together or “online” will be discussion-based as we work to help each other understand social change leadership, social issues, and the process of long-term change planning. We will also serve as consultants and supporters to each other as we move through the planning and implementation of your social action projects. As a class about social issues is likely to spark differing thoughts and opinion, remaining open to conflicting viewpoints and using dialogue rather than debate or competition during class assignments and activities is expected. Class members are also 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.

Course Communication
This is an online, self-managed course, which means we will not have any set class lecture times. Instead, you will be required to submit work and post to discussion boards according to the deadlines indicated on ELMS and in the syllabus. Students are expected to manage, complete, and turn in their work on their own according to the course requirements without prompting from the instructor.
Please be sure to check ELMS, as this will be the main method of communication for the class. Should you want time for a one-on-one conversation, please email the instructor.

**Students with Disabilities**

Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the course. 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](http://www.counseling.umd.edu/DSS)). It is the student’s responsibility to notify the instructor in the first week of the course of any documented disabilities that will need to be accommodated.

**Course Evaluations**

While we hope you will provide timely feedback to instructors, you should also use the university’s campus-wide online course evaluation system, CourseEvalUM. We value this student feedback, and other students will benefit from having evaluation data for all courses readily available. You will be alerted via your university email account when the website is active for this semester. More information regarding this system is available at [www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml](http://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml).

**Course Technology**

You will use ELMS ([elms.umd.edu](http://elms.umd.edu)) to submit all assignments, retrieve any non-textbook readings, and find the latest changes and updates about 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 instructor.

**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 clearly 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 assignments 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.

**Written Assignment Format**

All written assignments should be typed, double spaced, in 12 pt. Times New Roman font with 1 inch margins unless otherwise noted. Online posts should utilize the default font and size in ELMS. Please choose APA or MLA style for in-text citations and reference/works cited pages. If you need assistance with these styles, visit [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/) or the UMD writing labs.
Assignment Submission and Late Work Policy
All completed assignments should be uploaded/posted to ELMS by the date and time indicated in the course outline and/or in the Assignments section on ELMS. When submitting assignments online it is your responsibility to ensure confirmation of successful submission. Instructor reserves the right to change due dates as needed and will provide students with ample notice of adjustments. Late assignments will be accepted only when the student contacts the instructor at least 24 hours in advance of the original due date and time. If your reason for needing more time is acceptable, I will work with you to determine an alternate submission day and time. Approved extensions will receive full credit based upon the new agreed upon due date. The instructor reserves the right to give partial credit or no credit at all for assignments that are submitted late without prior communication from the student.

ASSIGNSMENTS

Social Action Plan Updates & Revisions
Dust off your Social Action Plan from last semester! Students will spend the first week of the course updating their action plan, making calls, sending emails, and setting up meetings and work related to implementing their social action plan. It is expected that by the end of week 2 of the semester, students have a solid, viable plan for engaging in hands-on, in-person work throughout the semester related to the implementation of their social action plan. This should not be taken lightly – you need to have things set in motion to begin actually carrying out your plan no later than week 3.

Social Action Plan Implementation
This is largely determined by you, and apparent through the detail you provide in your progress report(s), impact interview(s), final Social Action Story presentation, and other insights you share with the class about your project implementation efforts through other class discussions. You are not expected to eradicate your chosen social issue – that is unrealistic. However, it is expected that you give good, strong, dedicated effort toward implementing your plan throughout the semester. It is also expected that the plan you create considers the needs of the community you’re working within, and has been implemented in true partnership with that community rather than serving simply your own needs.

Discussion Board Posts
Students will engage in online discussions via the course ELMS site. Topics for each of the prompts will cover one or more of four main areas:

- **Impact Interviews:** Students will speak with members of the community with which they are engaging for their social action project and report on their thoughts, feelings, and experiences to assess the impact their project is having.
- **Progress Reports:** Students will provide updates and rationale for adjustments to their social action project throughout the semester.
- **Personal Learning & Development:** Students will share their own thoughts and feelings about their project experience and their personal growth.
- **Reading Reflections:** Students will read an article or watch a video and apply the learning from that piece to their personal experience.

Students should write and post a response to the prompt provided on each discussion board. Simply click the “reply” arrow under the instructor’s original prompt to post your response. Specific parameters and requirements for each post will be described in the instructor’s prompts. Students are expected to post their responses to the instructor’s prompts on the discussion board by the noted due date. **Word count is specified in each prompt.**
Two Notes:
1. It is imperative that you post your response by the noted due date and time, as your classmates are counting on you to give them ample time to reply to your post (see “replies” below.)
2. It is good practice to write and save your posts in Microsoft Word or other document creation software, and then copy and paste your posts into ELMS. This ensures that you have your posts saved in case something happens with ELMS or your Internet connection while you are attempting to post to the discussion boards.

Discussion Board Replies
Learning from your peers is an important part of the Social Action Sequence. Coaching each other, holding each other accountable, and providing feedback to each other will be key. Therefore, once students have posted their thoughts to the instructor’s prompts on the discussion board, each student will then read each other’s posts and reply to each student with a comment. Simply click the “reply” arrow under the person’s original post to make your comment. You should share your thoughts about what they said, anything they mentioned that you can connect with (similar thoughts or experiences, for example), and any questions or further ideas for consideration you may have for them. Students are expected to make their replies to each other’s posts by the noted due date. Each reply should be at least 100 – 150 words.

Final “Social Action Story” Presentation
Throughout the semester, students will be writing and reflecting on their experience implementing their Social Action Project. You should also be sure you are capturing and collecting photos, videos, quotes, memorabilia, relevant YouTube/TED talk clips, and other digital items that will help you log, track, and then tell the full story of your experience over the entire semester. You will use these items to create a digital/multimedia “Social Action Story” (either a video/movie or a PowerPoint with recorded voiceover) that helps others understand the social issue you’ve chosen, your experience and lessons learned, and the full weight and impact of the work you did with your chosen community through implementing your Social Action Plan. You should use course content from both HESI 320 and HESI 321 (theories, concepts, etc.) throughout. You will share your final presentations with each other at the end of the semester via the class discussion board.

This final project is as much about sharing your personal thoughts and reflections about your experience as it is reporting on your completed project. What did you do? Who did you meet? What have you learned? How have you changed as a result of engaging with this community? What was tough about it? What was thrilling or refreshing about it? What kept you going? What does this experience mean to you? What does it compel you to do moving forward? How has it added to/ altered your understanding of the purpose of leadership? This presentation should be of high quality and showcase thought, meaning, and creativity!

GRADING SUMMARY

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<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Social Action Plan Updates &amp; Revisions</td>
<td>10</td>
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<tr>
<td>Social Action Plan Implementation</td>
<td>20</td>
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<tr>
<td>Discussion Board Posts &amp; Replies</td>
<td>50</td>
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<td>• Post (7 pts), Replies (3 pts) = 10 pts each</td>
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<tr>
<td>Final “Social Action Story” Presentation</td>
<td>20</td>
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COURSE OUTLINE

Due dates for specific assignments are indicated on ELMS.
*Syllabus subject to change with instructor notification

Week 1: Jan 24 – Feb 3
- Review ELMS page and syllabus
- Reconnect with contacts and update Social Action Plan
- Schedule meeting w/Natasha if needed

Week 2: Feb 4-10
- Review Ch. 11 on “Examining Social Change” & Ch. 12 on “Applying the Social Change Model” in LBW
  - Submit updated Social Action Plan on ELMS by 11:59pm on Saturday, February 10th.

Week 3: Feb 11 - 17
- Plan implementation begins!

Week 4: Feb 18 – 24
- **Read** “Educating for Meaning” on ELMS
- Discussion Post 1 – Reading Reflection (prompt on ELMS) due on ELMS by 11:59 PM on Wednesday, February 21st.
- Discussion Replies due on ELMS by 11:59 PM on Saturday, February 24th.
- Plan implementation continues

Week 5: Feb 25 – Mar 3
- Plan implementation continues

Week 6: Mar 4 – 10
- Plan implementation continues
- Virtual Class Meeting (TBD)

Week 7: Mar 11 – 17
- Discussion Post 2 – Progress Report (prompt on ELMS) due on ELMS by 11:59 PM on Wednesday, March 14th.
- Discussion Replies due on ELMS by 11:59 PM on Saturday, March 17th.
- Schedule meeting w/Natasha if needed
- Plan implementation continues

-------------------------------------------------------- SPRING BREAK: MAR 18-24 --------------------------------------------------------
Week 8: Mar 25 – Mar 31
- **Read:** Review Ch.10 in LBW on “Change”, Read Kotter’s “Communicate for Buy-In” on ELMS
- **Discussion Post 3** – Reading Reflection (prompt on ELMS) due on ELMS by 11:59 PM on Wednesday, March 28th.
- **Discussion Reponses** due on ELMS by 11:59 PM on Saturday, March 31st.
- Plan implementation continues

Week 9: Apr 1 – 7
- Plan implementation continues

Week 10: Apr 8 – 14
- **Discussion Post 4** – Impact Interview (prompt on ELMS) due on ELMS by 11:59 PM on Wednesday, April 11th.
- **Discussion Reponses** due on ELMS by 11:59 PM on Saturday, April 14th.
- Plan implementation continues

Week 11: Apr 15 – 21
- Plan implementation continues

Week 12: Apr 22 – 28
- Review the Social Change Model in Ch. 2 of LBW
- **Discussion Post 5** – Personal Development & Learning (prompt on ELMS) due on ELMS by 11:59 PM on Wednesday, April 25th.
- **Discussion Reponses** due on ELMS by 11:59 PM on Saturday, April 28th.

Week 13: April 29 – May 5
- Work on Final Presentation
- Virtual Class Meeting (TBD)

Week 14: May 6 – 11
- **Submit** Social Action Story Final Presentation