HESI 217 Introduction to Student Leadership

Fall 2015

SECTION 0101 TTH 12:30 PM-1:45 PM

HESI 217 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 two frameworks are: the Relational Leadership Model (RLM) from *Exploring leadership: For college students who want to make a difference* and the Five Practices of Exemplary Leadership from *The leadership challenge: how to make extraordinary things happen in organizations*. Students will explore these leadership frameworks through in-class experiential exercises, individual reflection and group work. A primary objective of this course is for students to gain firsthand experience in the study and practice of leadership theories through application. This course will help students to understand and identify the complexities of leadership education.

Instructors Information
Instructor: Steve Young
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Office: 1121 W Biology-Psychology Bldg.
Office Hours: by appointment
Teaching Assistant: Ryan Sachs
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Learning Outcomes
As a result of completing 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, and politics

Demonstrate an effective application and evaluation of leadership theories (i.e. the Relational Leadership Model and the Five Practices of Exemplary Leadership) through a collaborative/culminating leadership project

Demonstrate an ability to embody leadership philosophies while effectively collaborating and working with others

Course Logistics
HESI 217 will meet on TTH from 12:30 pm-1:45 pm in Francis Scott Key Hall Rm. 0126.
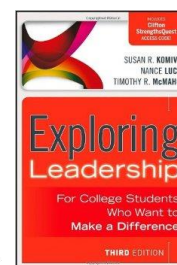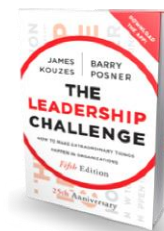
Course Materials
Komives, S. R., Luca, N. & McMahon, T. R. (2013). *Exploring leadership: For college students who want to make a difference.* (3rd.). San Francisco, CA: Jossey-Bass.

ISBN-10: 1118399471 **ISBN-13:** 9781118399477

Continued on page 2

Course Materials *continued*

Kouzes, J. M., & Posner, B. Z. (2012). *The leadership challenge: how to make extraordinary things happen in organizations.* (5th ed.). San Francisco, CA: Jossey-Bass.

ISBN: 978-0-470-65172-8

Any supplemental course readings will be available on the HESI 217 ELMS course space.

Course Philosophy

This course will be taught from the standpoint of leadership as a process. You will be active participants in this process engaging in dialogue and experiences that will challenge and/or confirm your views on leadership. The goal with this course is not to just talk about leadership but more importantly to recognize, showcase, and practice relational leadership.

HESI 217 Attendance Policy

University policy excuse the absences of students for illness, religious observances, participation in University activities at the request of university authorities and compelling circumstances beyond a student's control. Students who miss a single class for a medical reason must make a reasonable effort to contact the instructors in advance, and upon return to class present a self-signed note which acknowledges that the information provided is accurate. For subsequent medical absences the student must submit a note from their health care provider. Should you need to miss class for a religious observance please notify the instructors of this in advance of the class meeting date you will miss. Students are responsible for material covered during missed class meetings.

Course Progress Meetings with Instructor

As your instructors for this course, it is important that we effectively model the core principles of Relational Leadership. With this being said, you will be asked to meet with your instructor at the mid-point of the semester to assess how you are impacting and being impacted by this course,

- This will be a short 15 minute meeting with the instructor to discuss how this course is or is not helping you to understand and practice leadership.

- For completing the Course Progress Meeting you will earn 10 points toward your mid-class participation grade.

Prepping for your Course Progress Meeting

-Review learning outcomes on page 1 of syllabus. To what extent are the learning outcomes for this course thus far being or not being achieved for you?

-Review the Learning Assessments. What questions might you have about upcoming assignments or projects?

-Think about how you see yourself applying relational leadership to the roles you perform in your life (i.e. son or daughter, college student, sibling)

Course Progress Meeting Appointments will be scheduled the last week of September/first week of October.

Week of October 12-16

Week of October 19-23

HESI 217 Course Calendar

Class Meeting Date	Instructional Topics	Readings	Assignment Due
Tues., September 1	Introductions Review Course Syllabus Experience with Leadership Survey Defining the Leadership Challenge	None	None
Thurs., September 3	Overview of the Five Practices of Exemplary Leadership Followership Behavior Purposes of Leadership	Exploring Leadership Chapter 1	None
Tues., September 8	Leadership Myths Major Theories of Leadership Leadership Theories Debate	Exploring Leadership Chapter 2	Did You Read The Syllabus Quiz? TAKE IN CLASS
Thurs., September 10	Exemplary Leadership Practice #1: Modeling The Way Part I	Leadership Challenge Chapters 2&3	None
Tues., September 15	Exemplary Leadership Practice #1: Modeling The Way Part 2	Leadership Challenge Chapters 2&3	Leadership Critical Thinking Journal #1 http://ter.ps/hesi217journ
Thurs., September 17	Outdoor Challenge Course	None	Submit Student Organization Leadership Analysis Survey IN CLASS
Tues., September 22	Relational Leadership Model Part I Leadership Sources of Power	Exploring Leadership Chapter 3	None
Thurs., September 24	Relational Leadership Model Part II	Exploring Leadership Chapter 3	Challenge Course Participation and Reflection Survey http://ter.ps/ropessurvey
Tues., September 29	Exemplary Leadership Practice #2 Inspiring A Shared Vision Part I **Guest Speaker: Food Recovery Network**	Leadership Challenge Chapters 4&5	Submit name of organization for Relational Leadership Experience http://ter.ps/edcp217 Sign Up for Course Progress Meeting with Instructor
Thurs., October 1	Exemplary Leadership Practice #2: Inspiring A Shared Vision Part II	Leadership Challenge Chapters 4&5	Group Project Phase #1: Sneak Peek Coming Soon Poster http://ter.ps/hes217group
Tues., October 6	Research & Information Gathering Blog Meeting#1	None	Food Recovery Network Post-Classroom Visit Survey
Thurs., October 8	Research & Information Gathering Blog Meeting #2	None	Leadership Critical Thinking Journal #2 http://ter.ps/hesi217journ
Tues., October 13	ALL ABOUT GROUPS Group Development Group Roles Group Dynamics Group Decision Making	Exploring Leadership Chapters 8&9	None

Thurs., October 15	The 7 Cs of Social Change Leadership	Exploring Leadership Chapters 10&11	None
Tues., October 20	Exemplary Leadership Practice #3: Challenging The Process Part I	Leadership Challenge Chapters 6&7	15 Minute Course Progress Meeting with Instructor
Thurs., October 22	Exemplary Leadership Practice #3: Challenging The Process Part II	Leadership Challenge Chapters 6&7	Group Project Phase #2: Project Development Plan http://ter.ps/hes217group Mid-Semester Class Participation Points Team Member Feedback Survey (in class)
Tues., October 27	Research & Information Gathering Blog Meeting #3	None	None
Thurs., October 29	Character, Talents, Strengths, & Leadership **Guest Speaker: Wiseguy**	Exploring Leadership Chapter 4	VIA Character Strengths Assessment https://viacharacter.org/Survey/Account/Register
Tues., November 3	Diversity and Leadership Strengths Quest Assessment	Exploring Leadership Chapter 5	Strengths Quest Assessment http://strengths.gallup.com
Thurs., November 5	Ethical Leadership Misleadership Behavior	Exploring Leadership Chapter 6	None
Tues., November 10	Leading with Moral Courage **Guest Speaker: Dr. Andrew Schmidt, Toxic Leadership**		Leadership Critical Thinking Journal #3 http://ter.ps/hesi217journ
Thurs., November 12	Exemplary Leadership Practice #4: Enabling Others To Act Part I	Leadership Challenge Chapters 8&9	Group Project Phase #3: Feedback Screening Rough Draft Group Presentation http://ter.ps/hes217group
Tues., November 17	Exemplary Leadership Practice #4: Enabling Ohers To Act Part II	Leadership Challenge Chapters 8&9	Group Project Phase #3: Feedback Screening Rough Draft Group Presentation http://ter.ps/hes217group
Thurs., November 19	Relational/Social Change Leadership Experience Presentations	None	Relational Leadership In Action Flyer http://ter.ps/relational
Tues., November 24	Research & Information Gathering Blog #4	None	Leadership Practices Inventory
Tues., December 1	Exemplary Leadership Practice #5: Encouraging The Heart Part I	Leadership Challenge Chapters 10, 11, & 12	How The Five Practices of Exemplary Leadership Relate To Your Major Newsletter http://ter.ps/newsrubric
Thurs., December 3	Exemplary Leadership Practice #5: Encouraging The Heart Part II	Leadership Challenge Chapters 10, 11, & 12	None
Tues., December 8	Group Presentations: Student Organization Leadership Analysis	None	SSP Group Project Oral Presentation
Thurs., December 10	Group Presentations: Student Organization Leadership Analysis	None	SSP Group Project Oral Presentation Group Project Phase #4: Written Report Leadership Critical Thinking Journal #4 Final Class Participation Team Member Feedback Survey (complete in class)

Grading By The Numbers: Calculating Your Leadership Performance!

Learning Assessment/ Grading Event	POINTS
Did You Read The Syllabus Quiz?	*applied to class participation points
15 Minute Course Progress Meeting with Instructor	*applied to class participation points
Challenge Course Participation and Reflection Survey	*applied to class participation points
Mid-Semester Class Participation	100
How The Five Practices of Exemplary Leadership Relate To Your Major Newsletter Project	100
Relational Leadership in Action Activity	100
Final Leadership Class Participation	100
Leadership Critical Thinking Journals (4)	200
Scholarship in Practice: Group/Team Project (Student Organization Leadership Analysis)	400
TOTAL POINTS	1000

Grading Scale:

A+ 100%-97%   A 96.9%-94.0%   A- 93.9%-90.0%

B+ 89.9%-87.0%   B 86.9%-84.0%   B- 83.9%-80.0%

C+ 79.9%-77.0%   C 76.9%-74.0%   C- 73.9%-70.0%

D+ 69.9%-67.0%   D 66.9%-64.0%   D- 63.9%-60.0%

F 59.9%-0.0%

All assignment grades will be posted on the ELMS HESI 217 Course Site.

HESI 217 Learning Assessments

ALL LEARNING ASSESSMENTS FOR THIS COURSE WILL BE POSTED ON THE ELMS CANVAS COURSE SITE.

This project will assess students' ability to: (1) facilitate and communicate knowledge of leadership philosophies and theories, (2) critically evaluate the use and utility of leadership theories, and (3) understand how effective planning, modeling. Preparing, critiquing, revising, and perfecting can bring about a successful outcome. Groups will teach each other about leadership, demonstrate the use of the Relational Leadership Model and 5 Practices, and use leadership theories to develop reflective, innovative, and creative ways to interpret select situations and events. Midway through the project, students will present a rough draft presentation for evaluation by the instructor, peers, and external reviewers. Groups are expected to incorporate the feedback given and make relevant additions before presenting their final product.

Scholarship in Practice Semester Long Group Project: Student Organization Leadership Analysis

400 Points

This is an applied assessment in which you will work in groups of five to conduct an in-depth relational leadership analysis of a University of Maryland Student Organization. Groups will be randomly assigned on ELMS. This project consists of four phases:

Phase #1: Sneak Peak Coming Soon Poster (50 points)
Phase #2: Project Develop Plan (50 points)
Phase #3: Rough Draft Final Presentation Feedback Screening (100 points)
Phase #4: Final Group Presentation (100 points)
            Final Group Written Summary Report APA Format (100 points)
See pages 16-18 of syllabus for detailed instructions on this assignment.

Grading Rubrics: http://ter.ps/hes217group

Challenge Course Participation and Reflection Survey

During our September 17th Class Meeting, we will visit the Outdoor Recreation Center and participate in the Low Ropes/High Ropes Challenge Course. This is an opportunity to engage in the observation, reflection, and processing of leadership in an external setting to our classroom. The Challenge Course is located behind the Eppley Recreation Center. You must sign a waiver to participate in the course that will be provided to you the class meeting before the course. After completing the course go to the link below to complete a reflection survey on the experience: Mid-Semester Class Participation 10 points

http://ter.ps/ropessurvey

Relational Leadership in Action Activity (100 points)

KEY COMPONENTS OF THIS ASSIGNMENT:
- Participate in a Relational Leadership Event
- Create a promotional flyer of the experience communicating how you practiced and applied the Relational Leadership Model
- Present your flyer to the class and share how you contributed to the event and were impacted by the experience

Steps and Instructions for completing this assignment:

(1) Identify a social cause or social change issue that you are passionate about. The links below provide sample lists of social causes or issues to get you thinking:

Hearts & Minds: List of Issues for Social Change
http://heartsandminds.org/issues/index.htm
Philanthropedia: List of International and National Social Causes
https://www.myphilanthropedia.org/top-nonprofits/
University of Maryland Social Problems & News Topics
http://lib.guides.umd.edu/content.php?pid=289162&sid=2391804

(2) Research non-profit organizations whose mission represents the social cause or social change issue you have selected. Do key word searches using the links below to complete this step:
Idealist
http://www.idealist.org/
Volunteer Match
http://www.volunteermatch.org/
Better World Handbook
http://www.betterworldhandbook.com/action10(orgs).html

(3) Review the website of the organization you have selected to learn about any experiences for engaging in Relational and Social Change Leadership. Examples of volunteer experiences previous HESI 217 students have engaged in are listed below:
- Days End Farm Horse Rescue   Boo! Run for Life
- Food for All DC   Kids Enjoy Exercise Now
- Kid Power Inc.   A Wider Circle
- Community Forklift   The Friendship Circle
- American Red Cross   St. Francis Xavier Head Start Program
- Easter Seal   Our Daily Bread
- ConKerr Cancer   Food Recovery Network   The Friendship Circle

Complete the short survey at this link to communicate to the instructor the organization you will be working with for this assignment: http://ter.ps/edcp217

(4) Prep by familiarizing yourself with the Relational Leadership Model Chapter 3 in the Exploring Leadership text.

(5) Volunteer as a Relational/Social Change Leader with the event or organization you have selected. See Guidelines and Expectations:

Guidelines & Expectations for this Assignment
- There is no time commitment requirement for this assignment. You are not required to put in a certain number of hours with the social change event/organization that you have selected. Focus on Quality over Quantity. Be sure though that at the conclusion of the experience you are able to articulate how you applied or engaged in the relational leadership components and the 7 Cs of Social Change Leadership.

- If you are a member of an organization that is participating in a relational leadership/social change event this Fall you may use this experience to fulfill this requirement. Be sure the event relates to a social cause or issue provided in the Step #1 links.

- You are welcome to partner up or work in small groups for this assignment if you like. In other words, you and a classmate can chose to participate in the same relational leadership event/experience. However, you must each create a promotional flyer that is unique to your own experience. Therefore, your promotional flyers should be distinctive in terms of content and design.

(6) Create a promotional flyer on your Relational Leadership Event that includes the following:

- The name of the organization you worked with, Your name, HESI 217, Fall 2015, Relational Leadership in Action, How this experience addressed the components of Relational Leadership: Purposeful, Inclusive, Empowering, Ethical, and Process Oriented. **Promotional Flyer Samples:**

Links to excellent samples of HESI 217 student flyers are listed below.

Sample #1: Boo Run for Life   Sample #3: Kids Enjoy Exercise Now
http://ter.ps/hesi217fly1   http://ter.ps/hesi217fly3

Sample #2: Food for ALL DC
http://ter.ps/hesi217fly2

Sample #3: Kids Enjoy Exercise Now
http://ter.ps/hesi217fly3

Access the following link for specifics about this assignment as well as a Grading Rubric:

http://ter.ps/relational

Leadership Critical Thinking Journals (50 points each)

At four points during the semester, you will submit a Leadership Critical Thinking Journal focusing on an instructor approved topic that pertains to the course readings. These are short 2-3 page (not including Title Page) writing pieces that provide you the opportunity to apply your critically thinking skills to leadership theories, concepts, and principles discussed in the readings and in class. By critical thinking skills, I mean being able to state your opinion or a persuasive argument and support it by facts, evidence, or experience. The Critical Thinking Journals are worth 50 points each and should be in the following format: Typed, Double Spaced, 2-3 pages plus Title Page. Title Page should include the Name or Title of Topic, Your Name, HESI 217, Leadership Critical Thinking Journal # , and Fall 2015. A complete list of approved writing topics/prompts can be found at the following link: http://ter.ps/hesi217journ Be sure to correctly cite any sources using the APA Formatting and Style Guide https://owl.english.purdue.edu/owl/section/2/10/ Leadership Journals should be submitted as file uploads on ELMS. ***Journals will be graded based content, substance, clarity of ideas, application of course concepts, and grammatical, spelling, and formatting correctness.***

How The Five Practices of Exemplary Leadership Relate To Your Major Project (100 points)

For this assignment you will develop a newsletter that showcases how each of the Five Practices of Relational Leadership relates to or pertains to your major. If you are a Letters & Sciences student then you will choose an intended major of interest that will provide direction for this assignment.

The newsletter should be in a Microsoft Word Newsletter Template http://www.nl.poweredtemplate.com/brochure-templates/newsletters/free/index.html and focus on answering at least one question from each the five exemplary leadership practices. I have provided a sample list of questions below:

- **Modeling The Way:**
  -What is your major concerned about? What does your major care about?
  -What values guide your major?
  -How do your personal values mesh with the values of your major?

- **Inspiring A Shared Vision:**
  -How does your major ignite or inspire leaders to action?
  -What common good does your major's vision inspire?
  -How is your major looking toward the future?

- **Challenging The Process:**
  -How is your major engaged in innovation or experimentation?
  -How does or has your major or field of study taken risks and challenged the Status Quo?
  -How does your major support new and exciting ideas?
  -In what ways are the leaders of your major or field of study pioneers?

- **Enabling Others To Act:**
  -How does your major support collaboration and building relationships?
  -How does your major focus on serving the needs of others?
  -In what ways does your major utilize or require "teamwork?"
  -How do leaders in your major develop their constituents?

- **Encouraging The Heart:**
  -How does your major recognize or appreciate the contributions of individuals?
  -How does your major celebrate its values and successes?
  -How does your major build a sense of collective identity and community spirit?

A complete instructional and resource guide for this assignment, including Grading Rubric, can be found at the following link:

   http://ter.ps/newsrubric

Access a rough draft sample newsletter at this link:

   http://ter.ps/hesi217news

Fall 2015 HESI 217 Important Dates

Tuesday, September 8	Did You Read The Syllabus Quiz? due
Tuesday, September 15	Leadership Critical Thinking Journal #1 due
Thursday, September 17	Group Selection of Student Organization for Leadership Analysis Scholarship in Practice Final Project due
Thursday, September 24	Challenge Course Participation and Reflection Survey due
Tuesday, September 29	Submit name of organization for Relation/7 Cs of Social Change Leadership Activity
Thursday, October 1	Group Project Phase #1: Sneak Peak Coming Soon Poster due
Tuesday, October 6	Food Recovery Network Post-Classroom Visit Survey due
Thursday, October 8	Leadership Critical Thinking Journal #2 due
Tuesday, October 20	Course Progress Meeting w/ instructor (complete by Friday, October 24)
Thursday, October 22	Team Member Feedback Survey (complete in class) Group Project Phase #2: Project Development Plan due
Thursday, October 29	VIA Character Strengths Assessment due
Tuesday, November 3	Strengths Quest Assessment due
Tuesday, November 10	Leadership Critical Thinking Journal #3 due
Thurs., Nov. 12 & Tues., Nov. 17	Group Project Phase #3: Feedback Screening Rough Draft Final Presentation
Thursday, November 19	Relational/7 Cs of Social Change Leadership in Action Flyer
Tuesday, November 24	Leadership Practices Inventory due
Tuesday, December 1	How the Five Practices of Exemplary Leadership Relate To Your Major Newsletter due
Tuesday, December 8	Group Project Final Oral Presentation
Thursday, December 10	Group Project Final Written Summary Report due Leadership Critical Thinking Journal #4 due

Leadership Assessments

There are several Leadership Assessments you will complete that will be applied to your Final Class Participation Grade for this course.
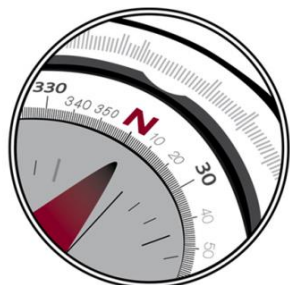
Strengths Finder

- Access Code on inside back cover of Exploring Leadership text
- 30 minute online assessment
- Customized Report that lists your top five talent/strength themes
- http://strengths.gallup.com

VIA Character Strengths Survey

- 120 Questions
- 15 Minutes
- Measures 24 Character Strengths
- https://www.viacharacter.org/Survey/Account/Register
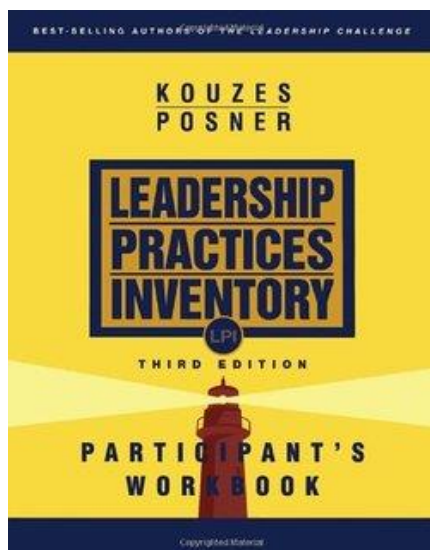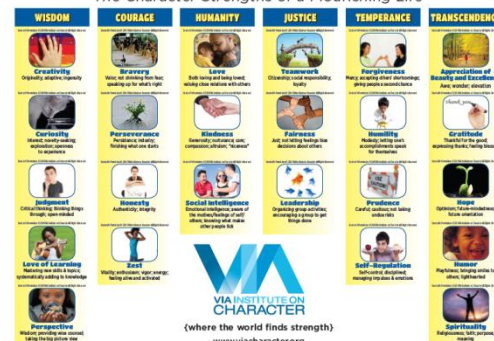
Leadership Practices Inventory

- Measures the 5 Practices of Exemplary Leadership
- Utilizes 360-degree feedback model
- 10-15 minutes to complete any of the 30 item assessments
- Hard Copy to be distributed and taken in class

HESI 217 Guest Speakers!

Throughout this course you will get to hear from several guest speakers who engage in and practice Relational/Social Change Leadership or possess expertise in an area of leadership that pertains to the course readings and classroom lessons. Profiles of these speakers are listed below and it is expected that students come to class prepared with questions to ask the guest speakers. Guest Speaker information will also be posted on ELMS.

Food Recovery Network was founded in Fall 2010 by Camila Pascual and several other University of Maryland students. Three students from different campus organizations came together to form the Food Recovery Network (FRN) at Maryland. They put together a team, got student groups to volunteer one night a week, and worked with Dining Services to start recovering leftover food. Camille Pascual, a co-founder of this organization, will visit our class on Tuesday, September 29th to discuss how this organization uses Relational Leadership to accomplish positive social change. http://foodrecoverynetwork.org

WiseGuy.com was founded by a group of University of Maryland alumni who wanted to help create a more collaborative and interactive learning environment for college students. With large lecture halls and thousands of other students it's easy to feel like you have to go the road alone. Wiseguy's vision is to create university centric online communities that empower students to build meaningful peer relationships and help each other succeed academically and beyond. On Thursday, October 29th Wiseguy will visit our class to discuss how they practice relational leadership to achieve their organization's mission and vision. http://wiseguy.com

Dr. Andrew Schmidt earned his PhD in Industrial/Organizational Psychology from the University of Maryland in 2014. He wrote his doctoral dissertation on "Toxic Leadership" and will be visiting our class on Tuesday, November 10 to discuss the five dimensions of "Toxic Leadership." Although the focal point of this course is Relational Leadership it is important as relational and social change leaders to understand destructive forms of leadership behavior that might deter the effective practice of relationship leadership. To get a glimpse of Dr. Schmidt's Toxic Leadership research go to: https://www.linkedin.com/pulse/what-toxic-leadership-andrew-schmidt-phd

Classroom Conduct and Expectations

Electronic Device Policy

No computers, phones or tablet devices are permitted during our class meetings. I understand and have considered all of the valid arguments for permitting laptop and tablet computers in the classroom. However, in my experience the reality is that they present an irresistible distraction and detract from the cooperative learning environment. For this reason the use of computers and phones will not be permitted during class meetings. If a computer is required to accomplish a class objective for the day I will provide it or give you advanced notice to bring one with you. I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready If l find myself or other students to be distracted by your behavior I will ask you to leave the room.

University of Maryland Code of Academic Integrity

The University of Maryland is an academic community. Its fundamental purpose is the pursuit of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. Accordingly, the Code of Academic Integrity is designed to ensure that the principle of academic honesty is upheld. While all members of the University share this responsibility, the Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with the students.

Definitions:
ACADEMIC DISHONESTY: any of the following acts, when committed by a student, shall constitute academic dishonesty:

(1) CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
(2) FABRICATION: intentional and unauthorized falsification or invention of nay information or citation in an academic exercise.
(3) FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of the Code of Academic Integrity.
(4) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Honor Pledge: On every examination, paper, or other academic exercise not specifically exempted by the instructor, the student shall write by hand and sign the following pledge:

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

The entire University of Maryland Code of Academic Integrity can be found at the following link:
http://www.president.umd.edu/policies/docs/III-100A.pdf

Mutually Derived Expectations

You, as a student, have the right to expect that:
- ✓ All work is evaluated by reasonable, objective and transparent criteria intended to assess learning.
- ✓ All students are treated with equality, professionalism and respect.
- ✓ I will, when possible, integrate contemporary examples, videos, and activities to reinforce learning.
- ✓ I will be available to assist with coursework and offer referrals to campus resources upon request.
- ✓ I will read and respond to your emails within 24-48 hours on weekdays.
- ✓ I will do my best to answer any questions you have, and if I don't know the answer, I'll do my best to work with you so we can find it (in other words, I won't just make stuff up).

I, as an instructor, have the right to expect you will:
- ✓ Devote the necessary time and energy to master the course material.
- ✓ Take personal responsibility for ensuring that your coursework is completed and submitted well before any established deadlines.
- ✓ Conduct yourself as a young professional, including (and especially) when communicating in writing. Visit http://ter.ps/email for some friendly guidance to ensure your writing represents you appropriately.
- ✓ Monitor your email and Canvas announcements at least several times per week.
- ✓ Adhere to all course and university policies, deadlines, requirements, and grading criteria.
- ✓ Treat your classmates with the same respect that you would expect from me.
- ✓ Seek assistance when you need it and see that your questions are answered to your satisfaction.

Policy on Students with Documented Disabilities: If you have a documented disability please communicate this to the instructor immediately following the first class meeting. Disability Support Services will assess what academic accommodations you are eligible for based on the documentation you provide to them. DSS is part of the Counseling Center and housed in Room 01016 of the Shoemaker Building. http://counseling.umd.edu Email: dissup@umd.edu Phone: 301-314-7682

Learning Assistance Services: Learning Assistance Services (LAS) is located in the Counseling Center, Shoemaker Building just behind The McKeldin Mall and offers a variety of services for students in need of educational or psychological assistance. Writing, math, study, and time management resources are also available through LAS. http://

HESI 217 ELMS Canvas Course Site:

This course will utilize the University of Maryland's ELMS Canvas electronic (online) learning management tool. A module has been created for each week of the semester and each module includes readings, visual aids, and assignments pertaining to the weekly class meetings. There will also be several discussion forums posted on ELMS that relate to your To access the HESI 217 Course Site log onto ELMS with your Directory ID at the following link: http://elms.umd.edu

Please note: This syllabus is subject to change at any time during the course of the semester. You will be notified in writing of any changes that occur. Class session topics may need to be adjusted to accommodate guest speaker availability.

# Submitting Assignments and Policy on Late Assignments

Course Requirements

All assignments unless otherwise noted by the instructors should be submitted and uploaded on ELMS. Writing assignments should be typed, double spaced, and include a Title Page with the following : HESI 217, Section 0101, Your Name, and Date. **All Late Assignments will result in a grade of zero.** A late assignment is defined as an assignment not submitted by the deadline date and time as posted on ELMS. Assignments must be uploaded and submitted on ELMS by 12 :30 pm on the assignment due date. Assignments that are to be submitted in class must be submitted within the first 15 minutes of class in order to avoid a late grade penalty of zero points.
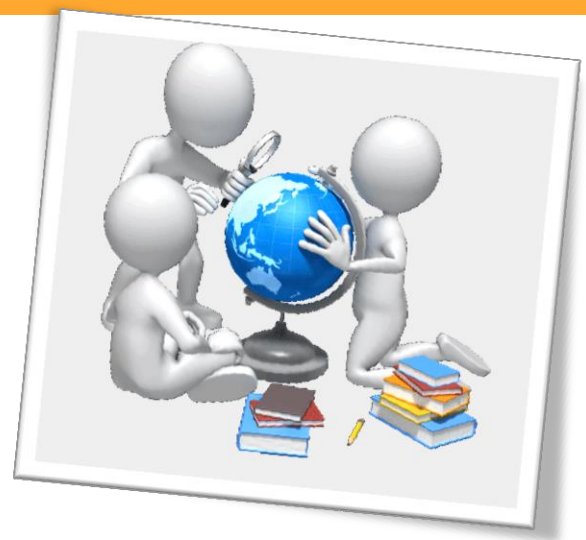
How to Prevent Earning Zero Points for a Late Assignment:

-Develop proactive behavior and begin working on assignments well in advance of the due dates.

-Mark all assignment deadlines on your calendar at the start of the semester.

-Log into the ELMS Course Site on a regular basis. Assignment due dates are posted here.

-Have a back-up plan for the unexpected. (i.e. computer crashes)

Assignment Grading Rubrics

Grading Rubrics Links are provided for the following assignments. Grading Rubrics all are also posted on ELMS.

How the Five Practices of Exemplary Leadership Relate To Your Major Newsletter Project

http://ter.ps/newsrubric

HESI 217
How the Five Practices of Exemplary Leadership Relate to My Major Newsletter Project
Grading Rubric

Criteria	Excellent	Average	Poor
Content 75 points	-Addresses at least one question from each of the five practices -No misspellings or grammatical errors -Utilizes a minimum of 3 different professional resources that are correctly cited in accordance with APA -Conveys a clear understanding of how the 5 practices of exemplary leadership apply to the major -Is two pages in length -Includes a reference list	-Does not address at least one question from each of the five practices -Has multiple misspellings or grammatical errors -Utilizes less than three different professional resources -Content is somewhat vague and does not demonstrate a clear understanding of how the 5 practices of exemplary leadership apply to the major -Is less than two pages in length -Does not include a reference list	-Missing content from more than one exemplary leadership practice -Many misspellings and grammatical errors -Doesn't utilize any resources or fails to cite any resources -Content lacks congruity and fails to demonstrate an understanding of how the 5 practices of exemplary leadership apply to the major -Is less than one page in length -Does not include a reference list
Style & Design 25 points	-Professional feel or look to newsletter -Good use of images or visuals -Shows high level of regard for the five practices	-Newsletter is lacking a professional feel -Lacking aesthetic appeal (images and visuals) -Shows a medium level of regard or understanding for the five practices	-Assignment is not in newsletter template -Assignment does not include any images or visuals -Assignment does not demonstrate a high level of regard for the five practices
TOTAL POINTS	100	75	50

Relational Leadership in Action Activity (Flyer and Presentation)

http://ter.ps/relational

Relational/7 Cs of Social Change Leadership in Action Activity
Grading Rubric

Criteria	Excellent	Average	Poor
Content 50 points	-Addresses all components of the Relational Leadership Model and all 7 Cs of Social Change Leadership -No spelling or grammatical errors -Includes all content items as listed in Step #6 -Experience is directly tied to a social change issue or cause	-Addresses some but not all components of the Relational Leadership Model and some but not all of the 7 Cs of Social Change Leadership -A few spelling and grammatical errors -Missing one or two items as listed in Step #6	-Addresses few or no components of the Relational Leadership Model and few or no Cs of Social Change Leadership -More than just a few spelling or grammatical errors -Missing three or more items as listed under Step #6
Style & Design 25 points	-Has professional look and appeal (see samples) -Displays color and images to visualize experience -Complements content well	-Lacking in professional look and appeal -Little use of color or images -Connections to content lacking clarity	-No professional look or appeal -No use of color or images -Doesn't complement content at all -Lacks congruence to content
Presentation 25 points	-Effectively communicates impacts and contributions of event -Articulates application of relational leadership principles and the 7 Cs of social change leadership -Demonstrates energy and enthusiasm for experience	-Somewhat unclear in communicating impacts and contributions of event -Articulates application of some but NOT ALL relational leadership principles and the 7 Cs of social change leadership -Lacking a bit in conveying energy and enthusiasm for experience	-Slim to no communication of impacts and contributions of event -Articulates FEW if NO application to relational leadership principles and the 7 Cs of social change leadership -Conveys little to no energy and enthusiasm for experience
TOTAL POINTS	100	75	50

Scholarship in Practice Group Project: Student Organization Leadership Analysis

http://ter.ps/hes217group

Phase #4: Final Group Presentation Grading Rubric

Criteria	Excellent	Average	Poor
Content 50 points	-Addresses at least 10-15 Questions as listed under Phase #4 -Is 30 minutes in length -Successfully demonstrates application of course concepts	-Address more than 5 but less than 10 Questions as listed under Phase #4 -Is 15-20 minutes in length -Demonstration of application of course concepts is adequate but not lacking somewhat in clarity	-Addresses less than 5 Questions as listed under Phase #4 -Is less than 15 minutes in length -No clear connections made to leadership concepts and principles
Style & Design 25 points	-Effectively utilizes color and visuals to walk class through the leadership analysis -Conveys professional appeal and high level of regard for project	-Lacking somewhat in visual appeal -Haphazard use of images and visuals (i.e. visuals don't match content)	-Little to no use of visuals/images -Presentation has little to no professional appeal (i.e. bland, simplistic)
Delivery 25 points	-Articulate, clear, and energetic communication of content -All team members have speaking roles -Little to no filler words such as um, like, and you know	-Articulate communication of content but delivery is lacking in energy and enthusiasm -Most but not all team members have speaking roles -Consistent use of filler words such as um, like, and you know	-Presentation is not articulate and team does not appear to be prepared -Presentation displays little to no energy or enthusiasm -Only or two team members have speaking roles -Filler words distract from overall presentation quality
TOTAL	100	75	50

Leadership Critical Thinking Journals: List of approved topics and writing prompts

http://ter.ps/hesi217journ

HESI 217
Leadership Critical Thinking Journal Topics

At four points during the semester you will submit a Leadership Critical Thinking Journal. These are short 2-3 page writing projects (not including title page) that will allow you the opportunity to apply your critical thinking skills to the topic of leadership. The approved topics for these journals pertain to concepts and principles discussed in the required readings. A list of approved topics can be found below. Critical Thinking Journals should be typed, double spaced, and include a Title Page with the following: The Journal Title Topic, Your Name, HESI 217, Leadership Critical Thinking Journal #, and Fall 2015. Submit on ELMS.

*Provide your insights on student apathy and its impact on Social-Change Leadership on college and university campuses.

*Discuss how you established credibility in a past or present leadership experience. How did credibility contribute or not contribute to your effectiveness as a leader?

*Share your insights on the roles questions play in leadership. What questions do you think are important for leaders to ask and why?

*Write about your thoughts on possessing a "future oriented" approach to leadership. What impact might "forward thinking leadership" have on an organization's development?

*Explain why you believe or don't believe that members of a community have a shared responsibility to participate in leadership.

*Discuss your experience with leadership as a Process vs. Positional Role.

Did You Read The Syllabus Quiz?

To ensure you have read and reviewed the HESI 217 Course Syllabus you will take a "Did You Read The Syllabus Quiz?" at our Tuesday, September 8th class meeting. The Quiz is open note meaning you can refer to the syllabus to answer the questions. You will not need to access any external links to answer the Quiz Questions. It will consist of 10 items highlighting information that will be helpful to you in performing successfully in this course. If you respond to all the quiz items and earn a 70% or higher (7 out of 10 items correct) you will earn 10 points toward your mid-semester class participation grade. Greater than three items incorrect earns you zero points.

Class Participation: Modeling The Way!

Much of your success in HESI 217 rests on your motivation and ability to apply the leadership concepts and principles that comprise the framework for this course. It is one thing to study leadership but applying and practicing leadership is also of great importance. Throughout this course you will be asked to engage in discussion, activities, and exercises that will help you to experience relational leadership in action. You will earn a mid-semester and end of the semester (cumulative) class participation grade.

How you will earn your **Mid Semester Class Participation Grade: Maximum 100 Points**

-Class Meeting Attendance: You will receive two points for each class meeting you attend. Yes, just showing up and staying the entire class period gets you a point! Excused absences will earn points. Unexcused absences do not earn any points. (30 points- 14 Class Meetings plus two FREE points!)

-Course Progress Meeting with Instructor (10 points)

-Did You Read The Syllabus Quiz? (10 points)

-Outdoor Challenge Course Participation & Survey (10 points: must complete both course and survey to earn points)

-Quality and Timely Completion of Assignments through 10/22/15 Class Meeting (10 points)

-Adheres to Classroom Code of Conduct and Expectations as listed on page 12 of syllabus. (10 points)

-Team Member Feedback on Scholarship in Practice Group Project (10 points)

-In-Class Communication & Practice of Leadership (10 points)

TOTAL POINTS = 100 Points

How you will earn your **Final Class Participation Grade: Maximum 100 Points**

-Class Meeting Attendance: You will receive two points for each of the 12 class meetings you attend between October 27 and December 10. Unexcused absences do not earn any points. (25 points- 12 Class Meetings plus one FREE point!)

-Team Member Feedback (10 points)

-Quality and Timely Completion of Assignments from 10/2715 Class Meeting through 12/10 Class Meeting (20 points)

-Adheres to Classroom Code of Conduct and Expectations as listed on page 12 of Syllabus (10 points)

-In Class Communication & Practice of Leadership (20 points)

-Completion of Leadership Assessments (15 points: three @ 5 points each)

TOTAL POINTS: 100 Points
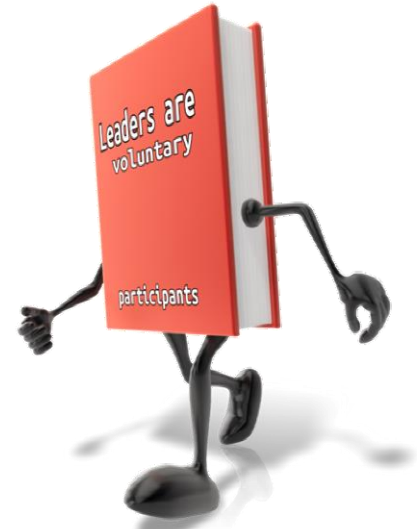
Leadership Studies Minor

The Minor in Leadership Studies promotes college student leadership development by educating undergraduate students *for* and *about* leadership in a complex world. The goal of the Minor is to prepare students to serve effectively in formal and informal leadership roles in campus, local, national, and global contexts. The Minor also encourages students to identify a working philosophy of leadership that can advance students' thinking around ethics, civic engagement, and the importance of working within diverse and multicultural environments. These areas are critical aspects of leadership that require faculty and students to build and critically evaluate existing theoretical, research-based, and practical knowledge of leadership. **Students in the Minor can use their knowledge, skills, and competencies gained from this academic program to enhance their sense of self, engagement with others, and better identify their values in future aspirations.** Core courses in the Minor are sequenced to meet increasingly complex sets of learning outcomes across cognitive, personal development, and group/organizational domains.

Eligibility In order to apply for the minor in Leadership Studies, students must:

1. Complete at least 30 credit hours prior to application to the program.
2. Be in good academic standing.
3. Complete HESI 217 with a C- or better.
4. Have not completed the last 9 credits of Minor coursework and no later than one full academic year before the expected date of graduation.
5. Must complete an application form and met the Minor in Leadership selection criteria.

Interested in Learning More? Want to Apply? Visit our **Leadership Studies Program Website** for more details, information on applying, and more. You can also email our coordination team at leadershipstudies@umd.edu.

Scholarship in Practice Group Project: Student Organization Leadership Analysis

This is an applied assessment in which you will work in groups of five to conduct an in-depth relational leadership analysis of a University of Maryland Student Organization.

Items to consider in choosing a Student Organization:

-To what degree will your group have access to the organization's information and members?

-How willing or open is the organization to allowing a group member (s) to interview, attend meetings etc.?

-Will the information you gather on this organization have breadth and depth?

-Is the size of the organization too small or too large that it inhibits information access and gathering?

-Is your group simply choosing a student organization based on convenience (i.e. group member is part of the organization) or is the group willing to go out of their comfort zone and chose an organization that will make this project a challenging, learning experience?

4 PHASES OF THIS ASSIGNMENT

- **Phase #1: Sneak Peak: Coming Soon Poster!   50 points**

  Identify a University of Maryland student organization that exemplifies socially responsible and collaborative leadership. Develop a "Sneak Peak Poster" that introduces your organization and group to the class. Your poster should address the following topics and be

-Mission and Values of the organization
-The Organization's History
-Why you chose this organization
-A catchy theme or slogan that relates to the organization
-A stay tuned message that entices the class to want to learn more!

Phase #1 Requirements/Expectations:

-Develop a promotional poster to present to the class highlighting all of the items listed above.
-Poster should be on standard size poster board that instructor will provide to each group
-Remember this is a poster so creativity in presenting the information is welcome!

Strategies for finding and selecting a student organization:

-Attend the First Look Fair on the McKeldin Mall: Wednesday, September 16th from 10:00 am-3:00 pm or Thursday, September 17th from 9:00 am-2:00 pm

-Browse student organizations online at the following link: http://orgsync.umd.edu/browse_student_organizations

-LSCL Service Opportunities link: http://thestamp.umd.edu/leadership_community_service-learning/service_opportunities

- **Phase #2: Project Development Plan   50 points**
  After your group has completed Phase #1, you will meet to devise a plan for how you will approach the final project. Your group's "Project Development Plan" should include the following:

  -a strategy timeline of how your group will interact with the organization

-a description of the course concepts and principles your group will utilize in conducting the leadership analysis of your selected student organization

Two questions to consider in creating your "Project Development Plan":

In relation to the final project, how will your group use the <u>Relational Leadership Model</u> to enhance (a) your group's process and (b) work with your group's selected organization?

In relation to the final project, how will your group use the <u>Social Change Model</u> to enhance (a) your group's process and (b) work with your group's selected organization?

Specific items and requirements to include in your Project Development Plan:

-The Name of Your Student Organization

-The Name and E-mail Address of the Contact Person for this organization

--A list of goals the group hopes to accomplish through conducting a Leadership Analysis of this organization
-Course concepts and principles (thus far) that you will assess for your leadership analysis of this student organization

-Measures or methodologies you will utilize to assess the organization's use or application of course concepts

-What role or roles each group member sees themselves playing in the group *(see pages 323-324 Exploring Leadership text)*

-How you might effectively work through the Stages of Group Development *(see pages 313-320 Exploring Leadership text)*
The Project Plan should be in the form of a 3 page outline (not including Title Page) highlighting the aforementioned items. Be sure to include a Title Page with the following information:

-Group Team #

-Project Development Plan

-Name of Student Organization

-Names of all individual group members

-HESI 217

-Fall 2015

Phase #3: Rough Draft Presentation (Feedback Screening)   100 points

This phase will essentially be a Rough Draft version of your Final Group Presentation to allow the class and other external observers to provide your group feedback on the content, style/design, and delivery of your presentation. The Rough Draft does not need to have all of the bells and whistles, however it should adhere to the following requirements:

-Be in a Power Point, Prezi or Video produced format OR another format pre-approved by instructor

-Be approximately 10-15 minutes in length

-List the questions your group is exploring **(see potential list of questions under Phase #4)**

-List the goals and learning outcomes of your group
-Conclude presentation with a list of 3-5 open ended questions for the class/audience to provide oral and constructive feedback on the rough draft presentation (i.e. How effectively is our group applying leadership concepts from this class? To what degree do the research tools we are using match the goals or questions we are looking to answer? Share your thoughts on our learning outcomes. Assess how achievable our goals are. What can we do to make the presentation more visually or professionally appealing? Were the speaking roles balanced? How is our group on track with this project? How are we not on track?)

-Develop and distribute a short feedback survey for class/audience to provide written feedback of the rough draft presentation

Phase #4: Final Group Presentation/Written Summary Report   (200 points)

Final Group Presentation   100 points
Each team will be responsible for creating a 30 minute oral presentation on the process, outcomes, and findings of their Student Organization Leadership Analysis. Each team or group member must have a speaking role in the

presentation. There will also be 5-10 minutes for questions and feedback from the audience. Your presentation method can be in a Power Point, Prezi, or Video format. The presentation method your group chooses should best allow your team to share information you feel is important for the class to know. Your presentation does not need to cover all details of the project but below is a sample list of questions to help provide guidance with this project:

Potential Questions to explore with your Student Organization Leadership Analysis:

As a group you will want to narrow down this list of questions to those which are of greatest relevance to your learning outcomes for this project:

-In what ways is the organization engaging in Relational and Social Change Leadership?

-To what level or degree are the members of the organization functioning as leaders and participants?

-Do the participants appear to display a high organizational commitment? Why or why not?

-How are positional leaders of the organization involving members in the leadership process and sharing leadership with the participants?

-How is the organization's leadership purposeful?

-How is the organization's leadership tapping into the creative energies of its members or participants?

-Does the organization take time to reflect on their successes and failures? (i.e. why did the experience happen like it did?)

-How is this student organization exhibiting each of the components of Relational Leadership? (purposeful, inclusive, empowering, ethical, process oriented)

-How is this student organization debunking leadership myths we discussed in class? (i.e. one must hold a formal title to be a leader, leaders are born not made)

-How is this student organization confirming the truths about leadership we discussed in class? (i.e. leadership occurs at all levels, leadership is teachable)

-How does the leader's behavior in this organization show concern or consideration for its members?

-Have the positional leaders of this student organization created a shared vision among the group members? If so, how?

-How is the organization demonstrating inclusiveness by understanding, valuing, and actively engaging diverse views?

-What sources of power is the organizational leader using to get results (i.e. expert, reverent, coercive, reward, informational)

-Are the dynamics of this student organization encouraging or controlling?

-To what degree is the organization's leadership driven by honesty, values, and doing the right thing?

-What standards of behavior guide this student organization?

-How is this student organization process oriented? How might they be using collaboration, reflection, feedback, civil confrontation, and community building to achieve their mission and goals?
-How is the organization maximizing the skills and strengths of its individual members?

-To what degree are the leaders of this organization ensuring that all participants are heard, made visible, and values for their contributions?

-How is this student organization leading with integrity?

-What strategies, if any, are being used to create an ethical climate within the organization?

-How is the leadership modeling moral purpose?

-Does this organization's community display diversity in terms of ideas, skills, experiences, and world views?

-What is the purpose of this student organization?

-How do members of this organization relate to each other?

-If the organization is an ongoing group, how do the leaders sustain the motivational level of its members?

-Define the organization's group dynamics: How does the group make decisions? How does the group handle conflict?

-To what extent is this organization utilizing group building roles and task roles?

-What are the group norms for this organization? What is acceptable and expected?

-How are the leaders of this student organization utilizing the four domains of leadership strength? (i.e. executing, influencing, building relationships, and thinking strategically)

-To what degree is this organization focusing on team performance vs. team development?

-Why does this organization exist? What is its mission?

Final Group Written Summary Report 100 points

In addition to the group presentation of your Student Organization Leadership Analysis, your team will also compose a 10 page written summary report (APA Format not including Title Page) of your process, outcomes, and findings. This report should include the following:

-An overview of the organization you are conducting the leadership analysis on

-The research tools and activities you utilized to collect information on this organization

-The leadership concepts, theories, and principles from the textbook (s) and classroom discussions your group chose to focus on with this organization and why

-A synopsis of recommendations for the organization and how the organization might implement these recommendations in the future

-An analysis of how your team transitioned through the stages of Group Development (i.e. forming, storming, norming, performing, adjourning)

Course Evaluation: https://courseevalum.umd.edu