**Instructor Information:**

Kahlin McKeown                                              301-314-7161
Programming & Advising Coordinator                         kmckeown@umd.edu
Department of Fraternity and Sorority Life                 Office Hours- by appointment only
0221 Stamp Student Union

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

**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:** 978-1118399477

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

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

## Assignments

**Leadership Definition, Part I**                                        **Due: Thursday, September 10**
Without using outside resources (i.e. databases, books, internet sources), students will write a personal definition of leadership. For this assignment, students will provide a 1 sentence definition of leadership and no more than 2 page (double-spaced) explanation of how they came to this definition. Students' explanations can include examples of their personal leadership experiences or observations. This definition will help students more fully critique, evaluate and apply leadership theory in class and in the final project.

**Leadership Definition, Part II**                                        **Due: Thursday, November 19**
Students will revisit their personal leadership definition from the beginning of the course. By the end of semester, students' will have been exposed to leadership theories and models such as the Relational Leadership Model and the Five Practices of Exemplary Leadership and engaged in collaborative/culminating leadership project (i.e. leadership theory to practice project). Therefore, this paper will illustrate how students' definition of leadership has changed over the course of the semester. Students will write a 4-5 page paper (double-spaced) describing their evolved personal leadership definition. In this assignment, students are expected to address their original definition of leadership, what their new definition is, explain which theories and activities influenced their new definition, and how they have come to understand and incorporate class topics and leadership models into their new definition and continued practice of leadership.

**Journal Assignments**
Throughout this course, there will be many opportunities to reflect on a leadership theory or model in relationship to your personal leadership experiences, those of your fraternity/sorority, or leaders in the media.  In three (3) journal assignments throughout the semester, students will demonstrate their understanding of course material through reflection and connecting theories/leadership frameworks to practice.  Journals should be 2-3 pages (double-spaced) in length and should address the topics and prompts listed below.

Journal 1: Reflection and critique of chosen leader                **Due: Thursday, September 24**
- Choose a leader in a Greek organization and spend some time observing his/her actions and decisions.  How does this person utilize class concepts/theories (including RLM and SCM)?
- How might the leader be more effective by using concepts from class?

Journal 2: Five Exemplary Practices reflection                        **Due: Thursday, October 15**
- Using Kouzes and Posner's Five Exemplary Practices, reflect on your own leadership experience: how have you used these practices in the past?  How might these practices inform your future leadership?
- How have you seen others integrate these practices into their leadership? (You may use a leader in the Greek community, a political leader, business leader, or leader in any other field as long as you give background and context to your application.)

Journal 3: Diversity and leadership reflection                        **Due: Thursday, October 29**
- How have course concepts about diversity informed your leadership?
- Why is diversity and appreciation of difference important and/or relevant to leadership?

**Theory to Practice Project (Semester-Long Project)**
The objective of this theory-to-practice project is to explore and demonstrate how leadership theories are applied in practical contexts. In groups of 4-5 students, students from HESI 217 will work with student organizations to advise and guide them on increasing their individual and collective leadership capacities. The instructor will provide feedback throughout the semester.

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

HESI 217 students will work with the undergraduate leadership or advisor of the student organization to gain introductory information about the student organization. The instructor will help to guide each group through their submission of project-related assignments throughout the semester to help focus attention and provide relevant feedback. In order for this project to be effective, students must meet, interact, or observe their group a minimum of 5 times throughout the semester.

HESI 217 students will guide the student organizations in activities and exercises that directly relate the leadership principles and theories learned in-class and support the middle or high school student organization in a particular focus or project designed by the student organization. The HESI students should help the student organization to further their mission, vision, and/or goals through their activities or exercises.

**Project Plan:**                                                    **Due: Thursday, October 1**
Each HESI 217 group will develop a project plan that generally outlines how they will work with the student organization. This project plan will include:

- Identifying how the Relational Leadership Model and the Five Practices of Exemplary Leadership will be communicated to the student organization
- Description of potential activities to facilitate with the student organization
- An outline of each visit, session, or observation with the student organization (minimum of 5 times throughout the semester)
- Evaluation strategies: of self, peers, and participants
- Each group members' roles and responsibilities with the project

**Site Evaluation:**                                              **Due: Tuesday, November 3**
                                                    (please bring a printed copy with you to class)
The evaluation and assessment of HESI 217 students' work with selected organizations will come from self-evaluations, feedback from the leadership or advisor of the organization, and feedback from the instructor. Midway through the semester, students will provide feedback to their peers to help improve future interactions. Peer feedback for each member of the group is also provided to the instructor at the end of the semester.

Students will write a 2-3 page (double-spaced) evaluations of their work and the work of their peers.

- What is your level of participation with the project?
- Describe your role with the students and how you see it relate to leadership theories, your strengths, and area for growth.
- What new perspectives are you gaining so far about leadership?
- What is your evaluation of your teammates' role on the project?
- What recommendations can you make to your teammates on how they can improve their own leadership capacity?
- What will you do to enhance your experience and the project for your remaining time on-site?

**Final Presentation:**                                                 **In class: December 3 & 8**
At the end of the semester, HESI217 students will develop a 20 minute group presentation that illustrates the following points (all points must be addressed in the presentation):

- Description of engagement and work with the selected student organization
- Activities facilitated with the student organization
- An evaluation and assessment of the student organizations' leadership capacity
- Identify areas for improvement, based on course concepts (such as the Relational Leadership Model or the Five Practices of Exemplary Leadership)
- Group and individual reflections of bringing leadership theory to practice

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

**Final Paper:**                                                        **Due: Thursday, December 3**
In 5-6 pages (double-spaced), each student will write a final reflection on their role in the "Theory to Practice" final project. This reflection will require students to utilize results taken from their "Strengths" assessment and "Leadership Practices Inventory" and feedback received from their peers or on-site participants on how they may improve their own leadership capacities. This final paper is a focused reflection on the theory to practice project. Students will respond to questions such as:

- What did the theory to practice project teach you about yourself as a leader?
- How did you demonstrate your leadership strengths throughout this course?
- What new perspectives did you gain from this project, in relation to leadership in applied contexts?
- How have you seen course concepts/frameworks play out in your HESI217 group this semester?
- Which theories, frameworks, and concepts were most prevalent in your group? Which were not prevalent? Why do you think that is?
- How might the concepts and experiences from class inform how you approach group work in the future?

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

- Class attendance (arriving on time and staying for entire class)
- Attention during class (no cell phone or laptop usage)
- Active engagement in class activities and discussions
- Preparedness for class (completion of assigned readings)
- Exhibit your growth in leadership skills
- Demonstrate the application of theory and models
- Investment in learning process (effort, energy, and/or enthusiasm for learning and for class content)

**Grading Criteria**

All assignments will be graded with the following criteria:

**Content:**
> The degree to which the student responds to all the specific items in the assignment. The degree to which a student 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 papers and presentations. Written assignments should be of very high quality. Grammar, syntax, punctuation and structure of assignments should support and enhance the concepts that the student intends to convey. The organization, clarity and polish of the group presentation should do the same.

- Class members are expected to seek approval for extensions of assignment deadlines **prior to due dates**. All assignments are due on ELMS prior to the start of class for that day.

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

**Grading Summary**

| | | |
|---|---|---|
| Leadership Definition, Part I | | 20 pts |
| Leadership Definition, Part II | | 30 pts |
| Journal Assignments (each worth 20 pts) | | 60 pts |
| Final Project | | 140 pts total |
| | Project Plan | 20 pts |
| | Site Evaluation | 20 pts |
| | Group Presentation | 60 pts |
| | Final Paper | 40 pts |
| Overall Participation | | 50 pts |
| | | |
| Total | | 300 pts |

| | | |
|---|---|---|
| A+ = 97 – 100% (4.0) | C+ = 77 – 79.99% (2.3) | F = below 60% (0.0) |
| A = 93 – 96.99% (4.0) | C = 74 – 76.99% (2.0) | |
| A- = 90 – 92.99% (3.7) | C- = 70 – 73.99% (1.7) | |
| B+ = 87 – 89.99% (3.3) | D+ = 67 – 69.99% (1.3) | |
| B = 84 – 86.99% (3.0) | D = 64 – 66.99% (1.0) | |
| B- = 80 – 83.99% (2.7) | D- = 60 – 63.99% (0.7) | |

**Course Policies**

**Atmosphere**
Class members are encouraged to demonstrate an open attitude toward dealing with views presented by fellow students. Class members are expected to act in a supportive manner with respect to fellow class members' participation in class activities and discussion. Class members are expected to be open to learning the acceptance of alternate cultural perspectives, values, positions, and lifestyles. This open posture to diversity is considered imperative for work involving leadership.

**Academic Integrity**
In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating, fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course.

The Honor Pledge is a statement all undergraduate students are asked to uphold in every assignment. Students will be asked to re-affirm The Pledge on all written assignments submitted for grades as well as on the midterm and final. The Pledge reads:
**I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.**
**<u>sign your name</u>**

More information about academic integrity and the Honor Pledge is available online at
<u>www.shc.umd.edu</u>

**Attendance**
Class attendance is essential and expected. The university has instituted a new attendance policy related to medically necessitated absences (available at http://www.president.umd.edu/policies/docs/V-100G.pdf). The general attendance policy is available at http://www.testudo.umd.edu/soc/atedasse.html. The information contained in this syllabus adheres to both these policies.  Unexcused absences and absences from a portion of a class session (e.g., late arrivals or early departures) will be factored into your participation grade.  Please do your best to notify the instructor as soon as possible if you might have an attendance issue either in person or via email.

**Religious Observations**
Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students' requests for excused absences and make-up test requests due to reasons of religious observances.  Be mindful that it is the student's responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided as soon as possible.

**Course Cancellations/Delays**
Please check with 301-405-SNOW or the university website (www.umd.edu) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays. (alert.umd.edu). This course will comply with any university cancellations or delays accordingly.

**Students with Disabilities**
Both in compliance with and in the spirit of the American with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class.  Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

**Course Evaluations**
While we hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there are more formal ways we will engage in evaluation as a class. One of these is the university's campus-wide online course evaluation system, CourseEvalUM.  Your participation in this system will make a real contribution to our academic program. We value this student feedback, and other students will benefit from having evaluation data for all courses readily available.  CourseEvalUM will be open for students to complete their evaluations at the end of the semester and can go directly to the website (www.courseevalum.umd.edu) to do so. Students will be alerted via their official University e-mail account when the website is active for this semester. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate.  More information regarding this system is available at www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

# HESI217 Syllabus, Fall 2015
## Tuesday & Thursday, 2:00 PM – 3:15 PM

|  | Date of Class | Class Topic | Assignment Due | Reading Assignment Due |
|---|---|---|---|---|
| Week 1 | September 1 | Welcome/Introduction |  |  |
|  | September 3 | Leadership Overview |  | EL3 Chapter 1 (p 5-37) |
| Week 2 | September 8 | Generations of Leadership Theories |  | EL3 Chapter 2 (p 47-88) |
|  | September 10 | Relational Leadership Model | Leadership Definition Part I Due | ELC Chapter 3 |
| Week 3 | September 15 | Social Change Model |  | Leadership for a Better World- Chapter 2 |
|  | September 17 | Model the Way |  | K&P p 41-71 |
| Week 4 | September 22 | Inspire a Shared Vision | Final Project- Select Organization | K&P p 99-127 |
|  | September 24 | Challenge the Process | Journal #1 Due | K&P p 155-185 |
| Week 5 | September 29 | Enabling Others to Act |  | K&P p 213-241 |
|  | October 1 | Encourage the Heart | Final Project- Project Plan Due | K&P p 271-301 |
| Week 6 | October 6 | Understanding Self- LPI processing | Complete Leadership Practices Inventory |  |
|  | October 8 | Challenge Course (class will be at the ERC) |  |  |
| Week 7 | October 13 | Strengths & Values | Complete StrengthsQuest Assessment Strengths Peer Evaluation Due (bring copies of both of these to class) | EL3 Chapter 4 |
|  | October 15 | Processing Strengths (in groups) | Journal #2 Due |  |
| Week 8 | October 20 | Group Time for Final Project (DFSL Consulting) |  |  |
|  | October 22 | Diversity and Leadership (Inclusive Language Campaign) |  | EL3 Chapter 5 |
| Week 9 | October 27 | Diversity and Leadership |  |  |
|  | October 29 | Interacting in Teams and Groups | Journal #3 Due | EL3 Chapter 8 |
| Week 10 | November 3 | Group Time for Final Project | Final Project- Site Evaluation Due (bring to class) |  |
|  | November 5 | Ethical Leadership & Conflict in Groups |  | The Good, Bad, and the Difference (Cohen) |
| Week 11 | November 10 | Group Decision Making |  | EL3 p 329-333 |
|  | November 12 | Creating Change |  | EL3 Chapter 10,11 |
| Week 12 | November 17 | Time for Final Project- Consult with Instructor |  |  |
|  | November 19 | Identifying your Critical Issues | Leadership Definition Part II Due |  |
| Week 13 | November 24 | THANKSGIVING- No Class |  |  |
|  | November 26 | THANKSGIVING- No Class |  |  |
| Week 14 | December 1 | Group time for presentations |  |  |
|  | December 3 | Final Project Presentations | Final Project- Paper Due |  |
| Week 15 | December 8 | Final Project Presentations |  |  |
|  | December 10 | Wrap up/evaluations |  |  |