COURSE INFORMATION
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Instructor
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College of Education

Leadership & Community Service-Learning
1110 Stamp Student Union
Office Hours by Appointment
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Course Description
The purpose of this course is to use leadership theories to inform the practice of addressing social issues in society, on campus, or within the surrounding community. Through this course, 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
- Komives, S. R. & Wagner, W. (2009). *Leadership for a better world; Understanding the social change model of leadership development*. San Francisco, CA: Jossey-Bass.

- 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 the addressing a social issue
- Develop and identify challenges in integrating theory into practice
- Acquire program evaluation and assessment skills through 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
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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.

Our class time together 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.

I will rarely lecture to you in class. 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. Therefore, your attendance and full participation in class is expected at all times. I expect you to arrive on time, be prepared to regularly contribute to class discussions, and practice and demonstrate your growth in leadership practice.

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.

Academic Integrity
In all class work and assignments, students are expected to exercise 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.

Upon your entering the UMD community in your first year, you were informed of the University's honor pledge for assignments: "*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*" While I will not require you to write this on each of your assignments, I do hold you to this pledge, as supported by University policy. More information about academic integrity and the Honor Pledge is available online at www.shc.umd.edu.

Attendance
As stated earlier, your success in this class is heavily dependent upon your initiative and dedication. We will conduct some class session in person and others online, either through official meeting times or through required email and discussion board conversations. **If you are unable to attend an in-person or virtual class meeting, you need to contact me at least 24 hours in advance.** Contact within 24 hours is only acceptable for medical or emergency reasons. You are letting both me and your peers down when you do not attend, and you are being disrespectful if you do not contact us in advance to let us know you will be absent.

Officially, attendance will follow the University's general attendance policy (www.testudo.umd.edu/soc/atedasse.html), and the attendance policy related to medically necessitated absences (www.president.umd.edu/policies/docs/V-100G.pdf). As the student, you are responsible for familiarizing yourself with the University's policies on attendance and appropriately adhere to the policy.

Understandably, there are situations where **excused absences** are appropriate (i.e. religious observances, request from University authorities, illness of self or dependents, and compelling circumstances beyond the students' control), **but these absence will only be counted as excused when the student makes a reasonable attempt to inform the instructor prior to class**, except in case of emergencies. A reasonable attempt means notifying the instructor as soon as possible and providing any appropriate documentation. Any absences that occur without a reasonable attempt to inform the instructor prior to class will be considered unexcused. **For both excused and unexcused absences, students are still responsible for coursework missed and for turning in assignments on time.** Additionally, occasional in-class activities, assignments, and assessments may occur, sometimes without advance notice. These will only be available for make-up if your absence is excused.

Religious or Spiritual Observations
Because we are a diverse community and enroll students with many spiritual beliefs, I will be sensitive to students' requests for excused absences and make-up assignment 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 of plans for religious absences should be provided at least three weeks in advance.**

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), I am happy to work with students who have a disability that impacts learning in this class. **Per University policy, it is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities.** Contact the Office of Disability Support Services (DSS) to document a disability and identify appropriate accommodations (301-314-7682). Visit www.counseling.umd.edu/DSS for more information.

Course Technology
You will use ELMS (elms.umd.edu) to submit certain 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.**

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

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

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.** 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/ or the writing labs here at UMD.

Assignment Submission and Late Work Policy

All completed assignments should be uploaded 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. If you turn in an assignment late without contacting me first, you will not receive credit for the assignment, except in the case of extenuating circumstances beyond your control.

GRADING SUMMARY
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Participation	20
Social Issue Annotated Bibliography	30
Social Connections Research	25
Change Agent Site Visit and Interview	25
Social Change Blogging	50
Social Action Project Plan	50
TOTAL	**200**

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)	

ASSIGNMENTS

Participation

See description of class atmosphere under course policies for rationale. You are, required to be prepared and contribute regularly to our class discussion and engage in class activities. You are not expected to have all the "right" answers in every class, nor should you dominate every in-class discussion. **However, you should come to class each day with a specific thought or question from the readings and be prepared to share.** Your success in class participation will depend on how well prepared you are and how willing you are to engage in class discussion. Thus, your participation can be based on contributions to in-class discussions, sharing your ideas and relevant personal experiences, asking questions of the instructors and other students, and directing the instructors and class to new and relevant material. An overall participation grade will be assigned upon completion of the class. Specific elements of participation to pay attention to include:

- Class attendance (arriving on time and staying for entire class)
- Attention during class (no cell phone or laptop usage unless indicated by instructor)
- Active engagement in class activities and discussions (includes sharing and listening)
- Preparedness for class (completion of assigned readings, sharing specific thoughts and questions regarding the reading, bringing any necessary readings and materials, etc.)
- Demonstrating the application of course learning through classroom activities and discussions

Social Issue Annotated Bibliography

Create an annotated bibliography on a selected social issue. Research and review existing literature on your topic to gain a breadth and depth of understanding around the social issue you will address and investigate throughout this two-semester seminar. This annotated bibliography must include at least **5-8 scholarly readings**. For each individual reading, you will provide a brief summary of the article, identify central points, and describe how the social issue or topic is addressed in your reading. Look for sample annotated bibliographies in APA or MLA reference books. Each reference includes an approximately 250 word description. Remember, your individual annotated bibliography is intended to help you explore your selected social issue in more breadth and depth. So, to achieve this outcome, you may choose to identify additional points of interest in your readings beyond what is recommended here.

Social Connections Research

After researching your chosen social issue, you will generate a list and short description of UMD student groups and academic departments/centers, UMD faculty and staff, local community organizations, and (inter)national associations or programs that research or work with your chosen social issue. You should include the mission or purpose of the organization, the ways they go about addressing the social issue (events, meetings, research, etc), any signature programs or literature put out by the group, and any other important information that will help you as you move forward with creating your social action plan.

Change Agent Site Visit and Interview

You will select one of the groups you found through your social connections research to contact, visit, engage with, and conduct an interview of a key member of the group. It is expected that your experience will be immersive, meaning you have the opportunity to see the group "in action" either in the community or conducting research. You will design your own questions and submit those to the instructor prior to conducting your interview. You will write a blog entry about your experience. (See blogging description below).

Social Action Plan
Your will create a 2 -3 page social action plan (single-spaced). This plan should take the form of a formal proposal that you could present to interested stakeholders. It should address the following questions: (1) What is the social issue you have chosen to address and why? (2) An analysis of how the social change model of leadership (and any other relevant leadership, if you choose) inform and guide your plan. (3) What is the specific problem you'd like to address/ the change you would like to make? What do you hope to accomplish? (4) Your specific outline/timeline of what you will do to work toward your stated outcomes. (5) How will you know you plan has been successful? How do you plan to evaluate? (6) What are the challenges and limitations you foresee in this process? This plan must include a timeline that indicates when and what you will be doing with the project throughout the next semester. This is not a traditional research paper – it should be in the format of a report/plan.

Social Change Blogging
Throughout the course you will maintain a blog about your social issue, social change leadership, and what you are learning throughout the seminar. There will be no more than one blog assignment per week. Some of the blog entries will be assigned by the instructor with a reflection prompt from the week's reading. Other weeks you will be asked to post a video, news article, or other multimedia items connected to your social issue and/or social change leadership. The instructor will indicate word limit and other specifics for each entry. We will discuss blog set-up instructions further in class and/or on ELMS.

Syllabus subject to change with instructor notification
Course meetings are Wednesdays from 5:15-6:15pm unless designated otherwise

Week	Date	Topic	Reading Due	Assignment Due	Class Location
1	9/1 (Tues)	Course Intro/Planning			LCSL
2	9/9	Social Change Model of Leadership Overview	LBW Ch 1-2		LCSL
3	9/16	Consciousness of Self	LBW Ch 9	Blog setup (by Friday 11:59pm)	LCSL
4	9/23	Congruence	LBW Ch 10	Social Issue Selected Blog 1	LCSL
5	9/30	Commitment	LBW Ch 11	Blog 2	Margaret Brent A (2112 Stamp)
6	10/7	*Work on your own*		Annotated Bibliography (By Friday 11:59pm)	N/A
7	10/14	Collaboration	LBW Ch 6	Blog 3	Margaret Brent A (2112 Stamp)
8	10/21	Common Purpose	LBW Ch 7	Connections Research (By Friday 11:59pm)	Margaret Brent B (2112 Stamp)
9	10/28	Controversy with Civility	LBW Ch 8	Blog 4	Thurgood Marshall (2113 Stamp)
10	11/4	Citizenship	LBW Ch 5	Blog 5	Thurgood Marshall (2113 Stamp)
11	11/11	*Work on your own*		Site Visit/ Interview Reflection (Blog 6) (by Friday 11:59pm)	N/A
12	11/18	Becoming a Change Agent	LBW Ch 12	Blog 7	Charles Carroll A (2203K Stamp)
13	11/25	NO CLASS - THANKSGIVING			
14	12/2	Discuss Draft Plans		Blog 8	Margaret Brent B (2112 Stamp)
15	12/9	Action Plan Sharing		Action Plan	Thurgood Marshall (2113 Stamp)

Blog 1: Multimedia Item
Blog 2: Individual Values Reflection
Blog 3: Multimedia Item
Blog 4: Group Values Reflection
Blog 5: Individual Values Reflection
Blog 6: Site Visit/Interview Reflection
Blog 7: Multimedia Item
Blog 8: Multimedia Item
Further specifics for each prompt will be provided in class or on ELMS