
EDCP 217 Introduction to Student Leadership
University of Maryland, College Park
Spring Term 2008
Monday and Wednesday: 11:00am – 12:15pm
Jimenez Hall (JMZ), Room 0118

Instructors:

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Office Hours: By appointment for both instructors

Course Description:

The purpose of this course is to encourage you to carefully analyze your responsibilities and commitments in the context of leadership for the common good and for purposeful change. You will come to understand the concept of relational leadership and how it differs from traditional leadership theories. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. You will also develop your own leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skill practice through course activities.

Course Objectives:

Students are expected to:

- Increase self-awareness through the exploration of values, beliefs, culture, and identity.
- Learn the basics of group roles, dynamics, and decision-making in order to function constructively in group settings.
- Understand the nature of coalitions, communities, and systems.
- Appreciate the relationship between ethics and leadership.
- Discover the complexities of leadership and the multi-disciplinary nature of leadership studies.
- Compare and contrast traditional and emergent paradigms of leadership.
- Apply critical thinking to leadership theories and practices.
- Understand gender and cultural influences on leadership.
- Build an awareness of leadership issues facing our communities and society.
- By the end of this course, have a better understanding of the nature of leadership. Begin to develop a personal philosophy of leadership.

Course Expectations:

- Students will come to class prepared for active participation. A quality learning experience in this leadership course rests heavily upon interaction and exchange of ideas among students and the instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining your final grades.
- In class, you will work in small teams to discuss readings, engage in simulations, prepare for guest scholar and leader visits, and use theory to enhance practice through carefully designed groups activities. The teams will allow you to apply leadership theory and concepts in diverse contexts.
- Class attendance is essential and expected. Unexcused absences will be factored into final grades. **Students are expected to notify the instructor prior to an absence from class.** Partial absences (late arrival, leaving early) will also be counted.
- The classroom will be an authentic environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values and voice. Students and the instructors are expected to treat each member with respect.
- Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all class written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Unless otherwise noted, written assignments are to be typed, double-spaced, in 12 point Times New Roman font, with 1” margins. All citations must be in a recognized format such as APA or MLA. Websites must also be cited with their full and accurate URL.
- Students should be prepared to experience learning through many different avenues and participate in each to his or her fullest capacity.
- Usage of electronic and multimedia devices (e.g., cell phones, iPods, laptops) is not permitted during class time, unless permission was obtained from the instructors.
- Students can expect the instructors to come prepared. The instructors will be willing listeners with regard to student concerns. Students may expect the instructors to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students’ and instructors’ schedule.

Code of Academic Integrity:

Students will conduct themselves with the highest standards of academic integrity. The UMCP Code of Academic Integrity defines academic dishonesty as “cheating,” “plagiarism,” “fabrication,” or “facilitating academic dishonesty.” Academic dishonesty is a serious offense, which will not be tolerated in this class and may result in suspension or expulsion from the University. For more information, contact the Office of Student Conduct at 301-314-8204; or visit their website at <http://www.jpo.umd.edu/>

In addition, students will handwrite the following honor pledge on the cover of papers, assignments, and tests:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination. – Sign your name

Religious or cultural observances:

Some class times are in close proximity to religious or cultural observances. If a class date or assignment creates a conflict, please let the instructors know by **February 11th** so we can make appropriate arrangements.

ADA Statement:

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 a documented disability should contact the instructors within the first week of the semester to discuss academic accommodations. Additional information and support is available through Disability Support Services at 301-314-7682 or <http://www.counseling.umd.edu/DSS/>.

Textbook:

- Komives, S. R., Lucas, N., & McMahon, T. R. (2006). *Exploring Leadership: For College Students Who Want to Make a Difference*. San Francisco: Jossey-Bass.
 ISBN-10: 078798213X
 ISBN-13: 978-0787982133
- Additional readings provided in class

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. You may register online via alert.umd.edu or by sending a text message to 411911 keyword: UMD. This course will comply with any university cancellations or delays accordingly.

Please note that this syllabus is subject to changes at any time during this course. All students will be notified if any changes occur.

Summary of Assignments

NOTE: All assignments will be collected at the beginning of the class on which they are due. Assignments turned in late will result in the loss of one letter grade for every 24-hour period after the due date. If you anticipate having trouble turning an assignment in on time, please make arrangements with your instructors in advance. Computer and printing problems are **not** acceptable excuses for late papers.

All assignments must be turned in to as a hardcopies on the class on which they are due, in addition to emailing them to both instructors prior to class time.

Class Participation

A quality learning experience in this leadership course rests heavily on a high degree of interaction and exchange of ideas among students and instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining final grades. In class, you will work in small teams to discuss readings, engage in simulations, prepare for guest scholars and leader visits, and use theory to enhance practice through carefully designed group activities. The teams will allow you to apply leadership theory and concepts in diverse contexts. Class attendance is essential and expected. Participation in the ropes course and community service is required for full participation points. Unexcused absences will be factored into final grades.

Beginning of Class Activity

Due: Each day in class

To make sure you are reading the previous night's assignments, each class day you will have EITHER

- 1) a brief written quiz; OR
- 2) an oral quiz; OR
- 3) a meaning-making reflection.

These are due during the class, cannot be made up if missed, and count toward your overall participation grade.

Assignment #1: My Story – Autobiography

Due: Monday - 2/11/08

Imagine someone interested in writing your biography is interviewing you. What would you say that you would want the world to know about you? What are the “a-ha” moments that have led you to be the person you are today? For this assignment, you are not encouraged to write your life story. Rather, we would like you to capture three stories that have had a profound impact on you and are guiding forces in your current actions.

Each story should include the following components:

- A brief description of the “event”
- What sense you make out of the experience (lessons learned)
- How you are changed as a result of the experience

Last, there should be a one-page reflection of how these three stories have shaped and changed you in the context of leadership. The whole paper should be between 5-7 pages.

Some questions to consider exploring include (these are to help you think about what you want to write. You do not have to answer all the questions.): What is your family history? What are your family traditions and customs? How have these factors influenced your life and perceptions of leadership? Do you have any social identities (i.e. race/ethnicity, ability, religion, gender, sexual orientation, social class) that influence your actions in the context of leadership? When was the first time you realized your leadership potential? Are there any influences outside of your family that have shaped your values and philosophy of leadership? What about the imperfect moments or mistakes that shaped the content of your character? How have mentors and critical incidents transformed you?

Assignment #2: Their Story – Change Agent

Due: Monday - 2/27/08

Turn in the name of the person you are interviewing and the time and date of the interview by **February 13th**.

Identify a leader in the community (campus, neighborhood, place of worship, non-profit, etc.) and interview (preferably in a face-to-face meeting) this person. Formulate your questions in advance. In your interview, gain a greater understanding of the leader's role, how he or she views leadership, whether the person practices "relational leadership" or follows another theory of leadership, and then expand how that person carries out that leadership theory in practice.

Some questions to answer in your 4-5 page paper:

- What is her/his personal biographical background?
- What cultural identities/experiences are most salient for this person?
- What are the experiences that shape them as a leader?
- How did he/she discover purpose in his/her own life? Was she/he called into leadership and did he/she seek it because of convictions she/he held?
- How did he/she learn from the obstacles and challenges she/he faced?
- What has been the lasting impact of this person's leadership? What difference did he/she make?
- What lessons (positive and negative) can be learned from this person's life and leadership experience?
- How does this person view leadership and were there any specific assumptions or beliefs that informed their behavior?
- How does this person communicate with people in her or his organization?
- How does she or he seek to get the people in the organization to work harmoniously together toward common purposes?

In your 4-5 page paper, identify: (1) why you chose this person, (2) your reflections on the leader, (3) their style of leadership, and (4) lessons learned from the interview.

Assignment #3: Ropes Course Reflection Paper

Due: 3/24/08

All students will participate in an experiential learning program with the Campus Recreation Service Department. The Ropes Course is a required component of the course and highlights concepts of the relational model of leadership. Attending the session is expected, but no one will be required to undertake any activity that makes him or her too uncomfortable. Students will be required to summarize their experiences in the ropes course and apply the relational model to the group process that occurred during the experience. **The challenge course is scheduled for the March 10th and March 12th course times from 11:00am to 12:15pm. It is required that you attend both of those**

courses in order to complete the paper. The paper will be a synthesis of the experience where leadership concepts learned earlier will be applied to the ropes course. Questions to help frame the paper will be distributed after the ropes course experience. The paper should be 4-5 pages in length and will be due March 24th.

Assignment #4: Service and Leadership Paper

Due: Monday - 4/23/08

All students will be divided in groups and will be required to participate in a community service project with their group members. Based on your experience engaging in community service with some classmates, you are expected to write a **3-4 page** paper applying topics from the readings and class discussion to your experiences in service. Questions to help frame the paper are as follows:

WHAT? What happened? What did you observe (more than just superficial stuff)? What issue is being addressed? What were the results of the project? What was of particular notice? How did you feel about that?

SO WHAT? What feelings or thoughts seem most strong? How is your experience different from what you expected? What struck you about that? How was that significant? What impacts the way you view the situation/experience? What are some of the pressing needs/issues in the community? How does this project address those needs?

NOW WHAT? What seem to be the root causes of the issue/problem addressed? What kinds of activities are currently taking place in the community related to this project? What contributes to the success of projects like this? What hinders success? **What learning occurred for you in this experience? (please answer this question)** How can you apply this learning? If you were in charge of the project, what would you do to improve it? If you could do the project again, what would you do differently?

In addition to the 3-4 page above paper, you are also expected to reflect for **1 page** on your group process in the development of the community service idea and the dynamics, group processes, and group member roles of your group during the development of the idea and during the service activity.

Final Exam Paper and Presentation: Leadership Action Plan

Final Paper:

Due: Monday - 5/12/08

Reflect on what you learned about yourself during the spring term in relation to your capacity to demonstrate leadership. Reflect on what you see as your leadership strengths and weaknesses and how you will take advantage of both in the future. Briefly describe the leadership philosophy you have developed throughout this class. Also, select an object/metaphor to illustrate your philosophy of leadership and explain why you chose it and how it relates to your philosophy. Has your philosophy changed since the beginning of class? If so, how? Describe two action steps you can take to continue to develop your leadership in the future. This paper should be 5-6 pages long.

Final Presentation:

Due: Group 1: Monday – 5/7/08; Group 2: Monday – 5/12/08

The presentation will be 5 minutes in length and occur on the last day of class. For this portion of the presentation, we would like you to imagine that you are sharing your philosophy of leadership with a future employer. Treat this as a job interview question: What is your philosophy of leadership?

Assignment and Grading

Assignment	Points Possible
Participation	100
2 points will be earned for every class fully attended out of 28 classes (2 points will be earned for enrolling in the class)	56
42 points total will be earned for in class participation 1.5 points are possible for each class and are given for showing interest in class discussions, sharing ideas, perspectives, and questions.	42
Quizzes and Meaning Making Reflection	
Each quiz/ reflection is worth up to 5 points	50
Assignment #1 – My Story: Autobiography	50
Assignment #2 – Their Story: Change Agent	50
Assignment #3 – Ropes Course Reflection Paper	50
Assignment #4 – Service and Leadership Paper	50
Final Exam	75
Leadership Action Plan Paper	50
Presentation	25
<i>Total Points Possible:</i>	425

413-425 points	97 – 100% = A+
400-412 points	94 – 96.99% = A
383-399 points	90 – 93.99% = A-
370-382 points	87 – 89.99 = B+
357-369 points	84 – 86.99% = B
340-356 points	80 – 83.99% = B-
328-339 points	77 – 79.99% = C+
315-327 points	74 – 76.99% = C
298-314 points	70 – 73.99% = C-
255-297 points	60 – 69.99% = D
Less than 363	59.99% and below = F

Who do I go to for what???

Grades/UMEG		MEGAN
Participation/ Attendance		ETHAN
Quizzes and Meaning Making Reflection (10)		ETHAN/MEGAN
Assignment #1 – My Story: Autobiography	5-7 pages	MEGAN
Assignment #2 – Their Story: Change Agent	4-5 pages	ETHAN
Assignment #3 – Ropes Course Reflection Paper	4-5 pages	MEGAN
Assignment #4 – Service and Leadership Paper	4-5 pages	ETHAN
Final – Leadership Action Plan	5-6 pages	MEGAN

EDCP 217 Course Schedule

Date	Topic	Facilitators	Reading Due	Assignment Due
28-Jan	Introduction to the Course			
30-Jan	Introduction to Leadership		Ch. 1	
4-Feb	Changing Nature of Leadership		Ch. 2	
6-Feb	Leadership Approaches			
11-Feb	A New of Understanding Leadership		Ch. 3	Assignment #1
13-Feb	A New of Understanding Leadership			Assignment #2-Part #1
18-Feb	Understanding Yourself		Ch. 4	
20-Feb	Understanding Yourself - MBTI		Ch. 4	
25-Feb	Understanding Others		Ch. 5	
27-Feb	Understanding Others			Assignment #2
3-Mar	Interacting in Teams and Groups		Ch. 7	Service Project Proposal
5-Mar	Interacting in Teams and Groups			
10-Mar	Ropes Course			
12-Mar	Ropes Course			
17-Mar	Spring Break - NO CLASS			
19-Mar	Spring Break- NO CLASS			
24-Mar	Leading with Integrity and Moral Purpose		Ch. 6	Assignment #3
26-Mar	Leading with Integrity and Moral Purpose			
31-Mar	Understanding Complex Organizations and Communities		Ch. 8 - 9	
2-Apr	Understanding Complex Organizations and Communities			
7-Apr	Creating Change		Ch. 11-12	
9-Apr	Creating Change			
14-Apr	Community Service			
16-Apr	Community Service			
21-Apr	Leadership Identity		Ch. 13	
23-Apr	Leadership Identity			Assignment #4
28-Apr	Renewing Groups		Ch. 10	
30-Apr	Renewal of Self		Ch. 14	
5-May	Renewal of Self			
7-May	Final Presentations			
12-May	Final Presentations			Final Paper