


LDR 3950.0W61 Capstone-Service Learning Practicum 2 credit hours University of Central Florida COURSE SYLLABUS			
Instructor:	<i>Dr. Stacey Malaret and Kelly Gill (GTA)</i>	Term:	<i>Spring 2021</i>
Office:	<i>Ferrell Commons 165</i>	Class Meeting Days:	<i>Web</i>
Phone:	<i>Dr. Stacey Malaret: 407-823-6492</i>	Class Meeting Hours:	<i>Web</i>
E-Mail:	Stacey.Malaret@ucf.edu and Kelly.Gill@ucf.edu	Class Location:	<i>n/a</i>
Website:	<i>Via Canvas</i>	Office Hours:	<i>8am-5pm</i>

I. University Course Catalog Description -Service Learning course developed from the Social Change Model of Leadership. PR: LDR 2001 and LDR 2002 and LDR 3215; Must be a current 2nd year LEAD Scholar.

II. Course Overview -Students will have the opportunity to concentrate on service learning and leadership while participating in the 2 credit hour course offered through the LEAD Scholars Office.

III. Course Objectives -By the end of this course through independent research, self reflection, group discussions, projects, and graded assessments, students will be able to:

- Analyze the leadership role in the change process
- Attempt to make a difference and take responsibility for significant issues in society.
- Make a difference in the community through a leadership role/project

Curriculum Goals

- Serve effectively in formal and informal leadership roles in a range of settings;
- Combine knowledge with judgment and imagination to creatively solve problems with others;
- Apply the modes of inquiry and knowledge bases of many disciplines to the study and practice of leadership;
- Think critically about leadership knowledge and practice;
- Exercise moral judgment, imagination, and courage in the practice of leadership;
- Imagine worthwhile visions of the future and inspire others to join in bringing about change when desirable or necessary; and
- Continue students' development as leaders by self-directed learning.

IV. Course Prerequisites -PR: LDR 2001, LDR 2002 and LDR 3215; Must be a current 2nd year LEAD Scholar.

V. Course Credits -2 credit hours

VI. Required Texts and Materials -n/a

VII. Basis for Final Grade

First week engagement activity and Career Services pre-survey	5 points, due by 11:59pm; 5 points, due by 11:59pm
First Discussion post	20 points, due by 11:59pm
Journal 1	50 points, due by 11:59pm
Journal 2	50 points, due by 11:59pm
Academic and Co-Curricular Plan of Study/Meeting	100 points, due by 11:59pm
Proposal Form	110 points, due by 11:59pm
Elevator speech recording	56 points, due by 11:59pm
Journal 3/Resume	50 points, due by 11:59pm
Journal 4	50 points, due by 11:59pm
Service Project Critique	185 points, due by 11:59pm
Class Discussion posts	8 posts total, 10 points each (80 points), due by 11:59pm
Final Paper	134 points, due by 11:59pm
Service Verification Form	Complete/Incomplete, due by 11:59pm
LEAD Scholars involvement	100 points, due by 11:59pm
Career Services Post-Survey	5 points, due by 11:59pm

Grades of A-F will be assigned during each semester in this course. Grades will be based upon such activities as class participation/attendance, homework assignments and papers. Each faculty member shall be responsible for determining the respective percentages of course grade weighted for each activity. The A-F breakdown is as follows:

A 930-1000	B- 800-829	D+ 670-699
A- 900-929	C+ 760-799	D 630-669
B+ 870-899	C 730-759	D- 600-629
B 830-869	C- 700-729	F below 600

VIII. Grade Dissemination

You can access your scores at any time using “myUCF Grades” in the portal. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: <https://myucfgrades.ucf.edu/help/>)

IX. Course Policies: Grades

Per instructor policy i.e.:

Class Policies and Expectations:

1. All papers must be typed. 12-point Times New Roman font, with 1 inch margins on all four sides of paper. Additional guidelines will be given in class.
2. **There will be graded assignments. 10% will be deducted for each calendar day that your assignment is late. (Hence, if a late assignment is received 10 days after the original due date the number of available points will be 0).**
3. If a submitted assignment does not meet requirements, it will be graded accordingly. If you have any questions regarding an assignment, contact me via phone or e-mail ASAP.
4. Grades are non-negotiable.
5. Class assignments and topics are subject to change as needed. Students will be given adequate notice of altered due dates.
6. Be respectful of others in the class- both their opinions and comments online...
7. Approach the class with a positive attitude and an eagerness to learn.
8. Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.
9. Rewrite Policy: Rewrites are not allowed unless the instructor gives special consideration for a paper and “sends a paper back” to the student to resubmit on Canvas. In this case a student will have 7 calendar days to send “attempt 2” to the instructor for consideration.

X. Course Policies: Technology and Media

The online portion comes to you through Canvas. In order to take this course, you must have regular online access, familiarity with Canvas, the ability to send and receive e-mail on a regular basis, and basic internet navigating abilities.

XI. Course Policies: Student Expectations

Inclusion, Safety, and Disability Accommodation at UCF: The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, political beliefs, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

Title IX – EO/AA - <http://www.eeo.ucf.edu/> & askanadvocate@ucf.edu

Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu> / & sas@ucf.edu

Diversity and Inclusion Training and Events – www.diversity.ucf.edu

Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>

UCF Compliance and Ethics Office - <http://compliance.ucf.edu>

Professionalism Policy: As this is a web based class please use good judgement in discussion posts, email etiquette and overall communication with students, graduate assistants and professors in this class.

Academic Conduct Policy: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult *The Golden Rule*, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, *The Golden Rule* Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your student conduct file and receiving a zero on the work in

question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course and reported to Student Conduct. Confirmation of such incidents can also result in suspension or expulsion from the University.

University Writing Center: The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu> or call 407.823.2197.

Service-Learning Statement: This course may be a UCF sanctioned service-learning class. **Students will spend a minimum of 75 hours over the course of the semester on a service-learning activity in a single service agency (this averages out to 5-6 hours/week).** This activity will address a need in our community, support our course objectives, involve a connection between the campus and the world around it, challenge students to be civically engaged, and involve structured student reflection. We'll spend time reflecting on our service-learning experience through online discussions and other graded assignments. While there is a 75 hour minimum for service to pass the course, your service-learning efforts will be the core of much of the learning in the course. Therefore your "grade" for service-learning will come from the tangible class-related projects that come out of it rather than simply from completion of the 75 hours minimum requirement.

Our service-learning work in this course will include executing a community service experience based on the social change model. This will allow students to work with a real world audience and will ensure that the significant time you put into your class project leads to meaningful results. If any student has a valid objection to a proposed service-learning project or placement, he or she must let me know during the first week of class or before the drop/add deadline so we can discuss other options for you to enroll in a LEAD class.

Career Services NACE Competencies Statement: This course will provide you knowledge and skills related to these NACE Competencies: [leadership, career development, professionalism/work ethic, leadership and communication]. **We will focus a lot especially with career development this semester with your final paper, resume, elevator pitch and academic planning meeting.** These skills will help prepare you in securing internship or employment opportunities. This is also a great opportunity to take what you are learning in this class and see how it will help you in your chosen career! You can learn more about these competencies and how to include them in your resume at UCF Career Services: career.ucf.edu | 407.823.2361

LEAD Scholars Service hours: The 75 hours required for this class will also count for your LEAD Scholars service hour requirement. **As a result, you must turn in your service hour form to your instructor AS WELL AS turn in your form via upload on your student portal on lead.sdes.ucf.edu/students**

XII. Important Dates to Remember

The University academic calendar can be found at <https://calendar.ucf.edu/2021/spring> . Course dates and assignments are tentative and can be changed at the discretion of the professor.

Last Day to Drop/Swap: Friday, January 15, 2021 11:59 PM

Add Deadline: Friday, January 15, 2021
 Deadline for Academic Engagement: Friday, January 15, 2021
 Mid – Term Examination week:
 Withdrawal Deadline: Friday, March 26, 2021
 Final Examination Week: Wednesday, April 28, 2021 -
 Tuesday, May 4, 2021

XIII. Schedule *

Assign- ment Due	Due Date	Information to list and topics to discuss in assignment
1) First week engagement activity and 2) Career Services pre-survey	January 14 (both are due)	Please complete the active service quiz and pre-survey to be updated during the first week of school. See assignment links for details
Introducti on post (not part of the 8 required)	January 22 (Goal: Agency should be verified, and all applications/background checks should be completed)	<p>Please answer the following in your introduction discussion post</p> <ul style="list-style-type: none"> Where will you be performing your service this semester? Why did you choose to work with this agency? How will you make a difference in the community? This is your academic engagement assignment that you must complete the first week of school for financial aid purposes.
Journal 1	February 5 (Goal: 6 hours should be completed)	<ul style="list-style-type: none"> (Goal: 6 hours should be completed) Name, journal number, service site, hours completed up to date of journal Name and contact information of service site supervisor (A site should be established and hours completed to receive credit, unless waived by instructor). Responsibilities you will have at service site Three SMART goals you have set for yourself for the semester at the service site (click here to learn more about SMART goals: http://www.projects smart.co.uk/smart-goals.html (Links to an external site.))

Journal 2	February 19 (Goal: 18 hours should be completed)	<ul style="list-style-type: none"> Name, journal number, service site, hours completed up to date of journal Ways in which you intend on accomplishing the three goals you have set in Journal 1 What ideas you have for your service project What is your personal leadership philosophy?
Academic and Co-Curricular Plan of Study/meeting	February 26 (Goal: 23 hours should be completed)	<ul style="list-style-type: none"> Step 1: Complete the Academic and Co-Curricular Plan of Study (word doc linked in Canvas) and ALSO answer the questions at the end. You will upload this to Canvas. Step 2: Meet with me either 1:1 in my office or over Skype if you are not local and we can discuss your plan and I can provide feedback. Both steps should be completed by 2/22 to be considered on time.
Proposal form due	March 5 (Goal: 30 hours should be completed)	<p>Proposal Form: Capstone students must organize and initiate an approved community service project at their service site.</p> <p>The project may be one that you have initiated yourself with your site supervisor or an event that has been going on regularly at the service site for which you become responsible. While your site supervisor may play an active role in assisting with the project, you should be the primary person in charge. After the event has passed you must turn in a critique of the event. The paper must be typed, double spaced, in 12-point font, with one inch margins around all sides of the paper and should address the following:</p> <ul style="list-style-type: none"> Service Project idea Tentative Dates for the project If this project is a regular event that already occurs at your service site, how will you assume full responsibility for the event? If you are initiating a new project at your service site, how will you work with your site supervisor to plan and coordinate it? How will you fundraise or provide donations to the agency to help them in their mission? What are potential aspects of the project that may require a “back-up” plan to ensure its success?
Elevator speech recording due	March 12 (Goal: 35 hours should be completed)	<p>Elevator Pitch Assignment Description</p> <p>In this assignment, you will learn to give a very short, well organized talk that “pitches” YOU in order to pique the interest of an audience or move them to action.</p> <p>Assignment Overview and Topic Selection</p> <p>You will create, develop, and present an elevator pitch. The term “elevator pitch” was coined to refer to a sales pitch that could be delivered during a 30-second elevator ride. Your elevator pitch will be a bit lo</p>

		<p>nger, but no more than two minutes in length. The talk will need to be tightly organized, well rehearsed, and delivered without notes or visual aids.</p> <p>For this assignment, you should respond to the following prompt: "Tell me about yourself." Picture yourself being asked this question by a potential employer, an interviewer or someone you want to impress.</p> <p>Process</p> <p>You have one deliverable for this assignment, your two-minute oral presentation which you will video and upload to this assignment. The following steps will assist you in completing this assignment.</p> <ol style="list-style-type: none"> 1. Plan your organization and delivery techniques. 2. Practice your talk several times to perfect the timing and flow. 3. Film your response 4. Upload your video <p>Special Features of this Assignment</p> <p>Your presentation should include the following characteristics:</p> <ul style="list-style-type: none"> •An attention-getting opener and a graceful closing with a take-away message. NOTE: You will not have a graceful closing if you run over your time limit. •An enthusiastic delivery. You must make a connection with the audience and hold their attention. • A length of no more than two minutes.
Journal 3/Resume	<p>March 26</p> <p>(Goal: 46 hours should be completed)</p>	<ul style="list-style-type: none"> ▪ Name, journal number, service site, hours completed up to date of journal ▪ Submit updated college resume as an additional attachment ▪ Report any updates on service project ▪ Progress toward goals set for semester included in Journal 1
Journal 4	<p>April 9</p> <p>(Goal: 58 hours should be completed)</p>	<ul style="list-style-type: none"> ▪ Name, journal number, service site, hours completed up to date of journal ▪ List and explain 5 readings, films, videos, artworks, articles, books, etc. and how they have influenced your outlook on leadership ▪ Now that you have almost finished LEAD Scholars, what is your current leadership philosophy (you should have done an initial philosophy in your first semester class)?

Service project critique	<p>April 16 (Goal: 66 hours should be completed)</p>	<p>This paper should be a two-page reflective paper addressing the following topics. The paper must be typed, double spaced, in 12-point font, with one-inch margins around all sides of the paper.</p> <ul style="list-style-type: none"> • The details of your service project • How your service site benefited from the project • How did the fundraising go? What did you do and what were the results? • What went really well with your project • What aspects of your project you would change if you were to do it again <p>You may turn in your service critique at any point before the due date after your project is completed.</p>
Class discussion posts (8 required, 1 must be initiated by you)	<p>April 23 (Goal: 71 hours should be completed)</p>	<p>Eight posts will be required by student members (this does not count the intro post). Posts will count for 10 points each. One discussion post must be initiated by you and you can respond to the other seven (you can also initiate all 8 posts). Discussion posts will be graded on content.</p>
LEAD involvement and Career Services Post Survey	<p>April 24 (Goal: ALL 75 hours should be completed)</p>	<p>All LEAD Scholars Involvement must be uploaded by Friday, Apr. 24 at 11:59pm for the class and also to the portal by April 30. Your Leadership Week event, 2 LEAD events and 2 Impact events will be counted here</p> <p>Career Services Post-Survey (follow link on assignments)</p>
Final Paper	<p>April 28 (Goal: ALL 75 hours should be completed)</p>	<ul style="list-style-type: none"> ▪ The paper must be typed, double spaced, in 12-point font, with one inch margins around all sides of the paper. This paper must be three pages in length and address the following topics using first-hand experience as examples. <p>As part of the Leadership capstone experience, you are required to write a 3+ page research paper which explores the relationship between leadership studies and your other courses of study at University of Central Florida. The topic is up to you, but it must make a connection between leadership studies and your chosen profession or declared major(s) (or, in the case of students in the Interdisciplinary Studies program, at least one of your other minor areas). This paper may build on previous research, but the final product must be entirely unique to LDR 3950 (please see the section on "Academic Conduct Policy" in the previous section of the syllabus).</p> <p>This paper must have at least four citations and a works cited</p>

		page.
Service verification form-75 service hours	April 29 (Goal: ALL 75 hours should be completed)	Verification for your 75 service hours is due on or before Apr. 29 at 11:59 pm via Canvas-you must also submit these hours to the LEAD office on your student portal or via the front desk

*Syllabus assignments and due dates are subject to change.

XIV. Assignments: All assignments will be submitted via canvas.

Late Policy: 10% per day will be deducted for late assignments up to nine calendar days after the due date. Points may also be deducted for improper length, not addressing the topics listed, and multiple spelling or grammar errors. Within two weeks of submitting your assignment, you will receive a grade via Canvas. If you do not receive this grade confirmation, it is your responsibility to contact the instructor. It is recommended that you save all sent e-mails so the dates can be confirmed.