LDR 3215.1 Leadership Through Service: An Advanced Leadership Experience 2 credit hours University of Central Florida COURSE SYLLABUS		
Instructor:	**Dr. Stacey Malaret**	Term:	**Fall 2016**
Office:	**FC 165**	Class Meeting Days:	**Wed.**
Phone:	**407-823-6492**	Class Meeting Hours:	**8:30-10:20am**
E-Mail:	**Stacey.malaret@ucf.edu**	Class Location:	**FC 165-FC 168D-Black**
Website:	**Via Canvas**	Office Hours:	**8:30am-5pm**

I. University Course Catalog Description

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

II. Course Overview

The purpose of this course is to explore the notion of social change and service-learning and to challenge students to see themselves as agents of that change. This class is geared toward helping students understand how to translate idealism into tangible social change. The geographic focus of the class will be on local community change rather than national or global.

The primary output for this class is to develop a "Change Project", which will culminate in a presentation and a term paper that addresses the who, what, why, when, where, and how of a proposed social/planning change of the student's choice in their class' service focus.

This class will be focusing on youth or individuals with special needs during the entire semester.

The class will include exploration of principles of community organizing, the role of the nonprofit sector, and organizational collaboration as we try to determine appropriate roles of planners in affecting social change. This class will also discuss race, class, and gender and our role as planners to interact with communities and people that are often different than our own.

Volunteer Programs that are eligible for this class include the following:

OCA-aftercare in Winter Park for individuals with autism: http://www.gooca.org/Volunteer/page=131
OCA Volunteer app online is only for summer camp right now, but here it is:
https://app.campdoc.com/!?r=oca%20cit

Nathaniel's Hope Buddy Break: http://www.nathanielshope.org/events-programs/buddy-break/
Nathaniel's Hope app: http://www.nathanielshope.org/wp-content/uploads/03.04-FORM-Buddy-Application.doc

UCP: http://www.ucpcfl.org/ways-to-help/volunteer/
UCP volunteer app: https://www.ucpcfl.org/service-learners/

Gliding Stars: http://glidingstars.org/florida.html
Gliding Stars app: http://www.glidingstars.org/wp-content/uploads/2015/07/CENFL_Volunteer_Registration_2016-2017.pdf

The class will follow a seminar format with students expected to actively participate in discussions and debate, challenge assumptions and stereotypes in order to facilitate a rich learning environment, and work together to support one another's projects, offering constructive criticism and valuable input. This class is designed to force you to confront your idealism and challenge you to develop a plan to move the world closer to the one you envision.

Change is both a process and an outcome. Consequently, leading change involves being effective in guiding the process as well as attaining the end goal. Even when we can readily acknowledge that the outcome of a certain change would be highly beneficial, it is often challenging to move through the phases and complexities of the change process. We face this dilemma in every aspect of life but it has never been more imperative to meet the challenges and embrace the opportunities presented by change than in today's society. Given the nature and rate of change in society, people engaged in leadership must become highly competent in working with individuals, communities and organizations to bring about needed change and develop human capacity to utilize change effectively. Therefore, this course is designed to provide an overview of the concepts and issues involved in leading change and to enhance your ability to bring about and participate in change.

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
- Analyze the idea of community service and civic responsibility
- Understand the theories and processes of change in different contexts (organizations, communities, society, or political arena);
- Examine the skills and abilities involved in leading change in different contexts and attempt to make a difference and take responsibility for significant issues in society.
- Understand contemporary leadership theories and practices as related to citizenship and civic engagement

Curriculum Goals

- Serve effectively in formal and informal leadership roles in a range of settings;

- Help others exercise leadership and hold other leaders accountable;
- Develop cooperation and teamwork while inspiring commitment and trust;
- 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 and LDR 2002; Must be a current 2nd year LEAD Scholar.

V. Course Credits

2 credit hours

VI. Required Texts and Materials

Leadership for a Better World: Understanding the Social Change Model of Leadership Development by Susan R. Komives and Wendy Wagner (for reference)

VII. Basis for Final Grade

Change Paper	185 points
Final Social Change Presentation	150 points
Online postings-10 posts (Class Discussion Topics)	100 points
Attendance/Participation in class	155 points
Reflection Journals (4 @ 50 pts each)	200 points
Social Change Goals/Timeline	100 points
Social Change Movie Review	100 points
Service Verification form (25 hours minimum needed to receive a grade)	n/a
First week engagement activity	10 points
Total Points Available	**1000 points**

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. If you miss class, it is best to contact a class member to see if an assignment has been given. You are responsible for obtaining and knowing the assignments given in class and turning them in on time. All assignments must be turned in at the beginning of class on the due date. You must turn in all assignments at the beginning of class on the due date. If you or the assignment(s) are not present when the assignment is collected, the assignment will be late and you will not receive full credit. You will lose points equivalent to 1 letter grade if your assignment is late and an additional letter grade per business day after the due date.
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.
7. Approach each class with a positive attitude and an eagerness to learn.
8. All cellular phones must be turned off.
9. Extra Credit Policy: Extra credit will be granted at the discretion of the faculty member.
10. 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.
11. Rewrite Policy: Rewrites are not allowed.
12. Group Work Policy: Everyone must take part in a group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

X. Course Policies: Technology and Media

This is an "M" or mixed-mode course, meaning that it is partly a face-to-face course and partly an online course. 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

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit **UCFCares.com** if you are seeking resources and support or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to academic distress, homelessness, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8am and 5pm by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811 or please call 911.

Attendance and Participation: Class contributions are based on your active, quality participation in the class. Students will be evaluated on their contribution to class discussions. Each student is

expected to attend class on time and stay for the full class. Lateness or early departure from class severely decreases your participation grade. Attendance is not equal to class participation. In order to receive a good grade for class participation, you must actively and regularly contribute in class discussions and activities. Attendance at all classes is required. You are allowed one excused absence (but you are still responsible for any assignments and material on all days you miss class Absences after your first excused absence will be reflected in your final grade. Only documented medical and family emergencies are not considered in evaluating attendance (Student Health Center notices not accepted).

Professionalism Policy: Offer specifics about your policy on professionalism or late arrivals. Per university policy and classroom etiquette; mobile phones, iPods, *etc*. **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc*., and have been warned may suffer a reduction in their final class grade.

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 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. Confirmation of such incidents can also result in expulsion from the University. Any student failing to adhere to these policies will be referred to Student Conduct and may receive a Z grade for the course. For a copy of the UCF Golden Rule click here: http://goldenrule.sdes.ucf.edu/handbook

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 25 hours over the course of the semester on a service-learning activity.** 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 class conversations, online discussions, within your committees, and other graded assignments While there is a 25 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 25 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. The service-learning/community service will begin with a signed agreement among the students, the agency contact person, and the instructor. 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.

LEAD Scholars Service hours: <u>**The 25 hours required for this class will also count for your LEAD Scholars service hour requirement**</u>. As a result, you must turn in your service hour form to your instructor to be signed prior to turning in your form to the LEAD front desk.

XII. Important Dates to Remember The University academic calendar can be found at http://www.registrar.sdes.ucf.edu/calendar/academic/2013/fall/. Course dates and assignments are tentative, and can be changed at the discretion of the professor.

XIII. Schedule

Week and Date	Content	TOPIC ASSIGNMENTS/READINGS DUE
Week 1 August 24	**IN CLASS** Introduction to course/group project, Review Social Change Model	Engagement quiz (Aug. 25)
Week 2 August 31	**IN CLASS** Root causes/ FISH Philosophy	Sign up for committees or choose Agencies
Week 3 Sept. 7	**IN CLASS** OCA training	View Module 1
Week 4 Sept. 14	**IN CLASS** IES panel. Rethinking College: The Film: https://youtu.be/P2FyQsdA0nY; Inclusive Education Services panel (9-9:45am). http://ies.sdes.ucf.edu/ **http://www.r-word.org/So-Many-Alternatives-to-the-R-word.aspx** **https://www.youtube.com/watch?v=bTOhmxOty9w**	
Week 5 Sept. 21	**IN CLASS** Green Dot Training	Social Change Goals
Week 6 Sept. 28	**IN CLASS** 8:45 am: Amy Zeh- Service Learning Showcase/Certification information; 9:15: Undergraduate Research; 9:30: Knights with Distinction conversation	Journal 1
Week 7 Oct. 5	**IN CLASS** Panel of community agency representatives	
Week 8 Oct. 12	**Social Change work/service hours outside of class**	Journal 2
Week 9 Oct. 19	**Social Change work/service hours outside of class**	
Week 10 Oct. 26	**Social Change work/service hours outside of class**	Journal 3
Week 11	**Social Change work/service hours outside of class**	Social Change Movie Reflection

Nov. 2		Paper
Week 12 Nov. 9	<mark>IN CLASS</mark> Diversity and Inclusiveness in the Social Change Model of Leadership, FERPA	Journal 4
Week 13 Nov. 16	**Social Change work/service hours outside of class**	
Week 14 Nov. 23	**Social Change work/service hours outside of class** (Thanksgiving Week)	*All 10 online postings must be submitted by this week*
Week 14 Nov. 30	<mark>IN CLASS</mark> Presentations	-Final Social Change Presentations -Your LEAD Service form must be turned into your instructor for verification.
Finals-Week 15 Dec. 7	**Finals week-turn in final paper via Canvas on or before DECEMBER 7-no class during finals**	Change Project Paper

* Note: The Schedule is subject to revision

XIV. Essay and Project Assignments
Papers, Projects, and Requirements: Students will be required to complete the following projects as a member of our community of scholars in this class. Each project will be discussed in detail by the instructor. Assigned readings will be discussed in class and counted as participation grades.

Social Change Goals/Timeline: Base these on class discussions/needs of the community. **100 pts.**

Journals: The instructor will pose 4 journal assignments. Successful students will reflect on each part of the reflection questions in full to receive full credit. 4 @ 50 points each=**200 pts.**

Online postings: Each student will be responsible for posting at least one reflection question, article, YouTube video, etc. to the group in regards to the class topic and responding to others' postings as well. A minimum of 10 postings is required during the course of the semester (at least 1 post must be one new discussion that you pose, however you are encouraged to post multiple unique discussions). **100 pts.**

Social Change Movie Reflection: Students will write a review of a movie that has a message of social-change. Successful papers will reflect on your service learning activities, readings, class discussion, and committee work in addition to the movie. Instructors should approve your movie choice if not listed below. Suggested movies based on your class topic include:

- o Individuals/Youth with special needs- ***Radio, Temple Grandin, I Am Sam**, **The Other Sister**, Rain Man, What's Eating Gilbert Grape, Extremely Loud Incredibly Close, A Beautiful Mind, Riding the Bus With My Sister, There's Something About Mary, Mozart and the Whale, Mr. Blue Sky, Monica and David, Front of the Class, Jimmy, Autism: The Musical, Forrest Gump, The Ultimate Gift, etc.*

2 FULL pages, double spaced, 12-pt font. 100 pts.

The Change Project: Identify a Problem and CHANGE IT.

Change Paper: <u>185 pts.</u>
Final Social Change Presentation: <u>150 pts.</u>

"You can only change an emergent phenomenon by creating a countervailing force of greater strength. This means that the work of change is to start over, to organize new local efforts, connect them to each other, and hope that their values and practices emerge as something even stronger."

 Margaret Wheatley

Requirements of the Change Project

<u>Formal Change Paper</u>*:* As a final assignment, **each** student will write a 3-page paper. Each student will be given a specific topic of social change to study and to plan for (as assigned by your class section). <u>185 pts.</u>

You will focus on your specific area of service and will write about what you want to see happen in regards to social change based on your experience (ie-a computer lab, mentoring program, reading club, etc.), not social change that has happened in the past. There is great latitude on what can be chosen, for whom the social change will benefit, however the area within which environment the social change work will be done has been assigned based on your class section.

You will develop a plan of action to bring about the change that you want – this plan will be based on responding to the following:

Who: Who is impacted? Who is part of the change process? Who holds the existing
power? Who will be targeted with the change effort?
What: What is the main issue? What are the sub-issues that need to be addressed as well? What did you/your committee do this semester in regards to serving the need of the area you are addressing?
Where did you volunteer? Describe your volunteer agency.
Why: Why does this social issue warrant an organized response?
When: What kind of timeline will it take to achieve the desired change listed in the "What" section? What are the key milestones along the way?
How: What tactics or strategies for change will be pursued and utilized?

<u>Final Presentation</u>: You will conduct a PROFESSIONAL presentation discussing your service-learning activities, your change project, the steps you took, and the solution(s) that you have implemented (entire group will present at the same time). Feel free to use pictures, video, music or anything to add 'wow' to your project. <u>150 pts.</u>

Attendance, Participation and Attitude: The instructor firmly believes that *leaders are not born but made.* Thus, in order to provide students with the tools to be an effective leader; attendance, participation and a positive attitude is MANDATORY as a member of this program and class. Excused misses are the result of sickness (doctor's note required), family emergency, or any circumstance deemed appropriate by the instructor. A student can only be excused from class if he/she contacts the instructor by phone, email or in person BEFORE class begins AND receives a returned response. Unexcused absences will result in loss of points.

Class participation is expected in every aspect of the class and is worth 15.5% (**155 points)**. Students must add their opinions, knowledge, and experience in order for us all to benefit as life-long learners and members of the community of scholars. Having a poor attitude will not be tolerated by the instructor and •may result in an individual meeting and evaluation in the program.

First week engagement activity: LEAD Scholars are very engaged in the local community. In the first year of the academic program, you were provided with the opportunity to develop leadership though acts of service. Please complete a brief survey about the social change model of leadership and community service using the following link:

http://ucf.qualtrics.com//SE/?SID=SV_4U9ml09xY8ZpHlH

Please reflect on your experience and answer with specific details. Once your answers are submitted, please upload a copy of the final screen as evidence of completion. This must be uploaded in Canvas to your LDR 3215 instructor for a grade.