



FIRST YEAR LEADERSHIP CLASS

Spring 2019 - Tuesday/Thursday
FLC 200-001-22743
(January 15 – May 9, 2019)

“There are opportunities even in the most difficult moments.”
— Wangari Maathai, *Unbowed*

Class Meeting Time: **T/TH 12:30-1:45**

Class Meeting Place: **Education South (EDS) 135**

Instructor: Crystal Hardeman
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Office Phone: 903-886-5793
Office hours: TBA

Teaching Assistant: Katy Williams
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Office Hours: TBA

Textbooks (required):

Articles will be assigned and can be found on D2L.

Class Description: The purpose of this course is designed to provide valuable academic, social and leadership skills to ensure a successful first year in college. Concepts studied include communication, Servant Leadership, global communication, diversity, and multiculturalism. As such, the course focuses not only on significance of leadership and their applicability to leaders of the past and present, but also includes substantial hands-on, experiential learning opportunities in which leadership will be put into action. This course will help students see themselves as change agents in any environment.

Learning Objectives:

- Demonstrate a fundamental understanding of leadership and the skills necessary for effective leadership
- Describe their own personal leadership orientation and philosophy
- Apply a framework of “social responsibility” to their practice of leadership
- Articulate an understanding of leadership in a global context, including awareness of social justice issues and multicultural competence areas
- Exhibit effective team skills and identify team building skills

- Increase your awareness of opportunities for campus and community involvement
- Recognize the various types of conflict and ways to manage and/or create it
- Interpret and evaluate the servant-leader's role in leadership
- Communicate effectively through both oral and written presentations

Evaluation

Active learning involves more than just attending class and completing course assignments--it requires that you engage in the critical reflection of readings and class discussions, question unclear concepts and ideas, formulate individual perspectives on the issues raised in the course, and actively participate in the exchange of ideas with peers.

Grading Policy:

Grades will be earned and assigned at end of the semester based on the scale below:

A= 90 and above

B= 80-89.9

C= 70-79.9

D= 60-69.9

F= 59.9 and below

NOTHING can be done to change your final grade once it is assigned. (NO extra credit, extra assignments, retaking tests, etc). Multiple opportunities are given to students to earn their course grade, and I suggest that you take advantage of every opportunity early.

Attendance

Class attendance is expected. For each unexcused absence, you will not receive the 10 participation points for that day. An "excused absence" is defined as a documented university approved activity. The instructor reserves the right to change the content or format of all make-up work. The student is responsible for making up missed work.

Excused absences must meet the guidelines below, and you MUST provide written documentation WITHIN ONE WEEK of the absence (a copy of the documentation that I can keep) to make up work. Please notify me ahead of time if you know you will be absent.

- Participation in an activity appearing on the University's authorized activity list
- Death or major illness in a student's immediate family
- Illness of a dependent family member
- Participation in legal proceedings or administrative procedures that require your presence
- Religious Holy Day
- Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off campus physician)
- Required participation in military duty

Students are expected to be in class, ready to participate, on time. Points will be deducted from the daily participation grade for each tardy.

Late Assignments Policy

Class assignments will not be accepted after the due date. The due dates listed for assignments are the LAST chance to submit them. Any student missing an exam or assignment without prior arrangement will receive a score of zero.

Essay Formatting & Presentation Guidelines

We will use APA formatting for all papers in this course. For detailed information, view additional resources on eCollege. General paper guidelines: typed, double spaced, 1" margins, and 12 point font.

A Note on Spelling and Grammar

Professionals throughout the world state that one of the most important skills that they need to be successful is the ability to write well. Sentence structure, spelling, and grammar will be examined when determining a grade for any written assignment.

Communication

TAMUC email will be the official form of communication for this course outside of class time. You **MUST** check your TAMUC University e-mail regularly in case I need to communicate anything regarding the course with you. I will not e-mail you junk, and I request that you do the same for me.

Instructor Availability

If you have a question or concern, TALK to me. I am here to help you become successful students and leaders. I maintain an open door policy whenever I am available in my office. I encourage you to stop by office hours, make an appointment outside of office hours, or drop in whenever my door is open.

Use of Electronic Devices in the Classroom

Cell phones and all other electronic devices must be turned off and out of sight. This is a zero-tolerance policy. If you use a cell phone, iPod, etc. in class (or if your phone rings) and you were not asked to do so for an in-class activity, you will lose 1 point per incident (off your final grade).

Statement on Student Behavior

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (see Student's Guide Handbook). Proper student conduct also includes maintaining a standard of academic honesty. "Academic dishonesty" includes, but is not limited to, plagiarism, cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library 132
Phone (903) 886-5150 or (903) 886-5835 or Fax (903) 468-8148 StudentDisabilityServices@tamuc.edu

Assignment Requirements

Autobiographical Essay _____ 10%

This critical reflection paper should be no less than 700 words and no more than 1000 words. Be sure to dig deeper in order to explain why you are who you are and why certain values are important to you. Help the reader understand where your values and ideals come from. Complete papers should incorporate the following areas:

- a. Who are you? What are your values?
- b. What social identities are salient to you? Why?
- c. What is your personal philosophy in approaching ethical dilemmas?

Campus Change Paper _____ 10%

Students will choose any aspect of Texas A&M University – Commerce and critically examine how and why that aspect of campus could be improved with an increased practice of socially responsible leadership. Students are free to choose Student Organizations, administrative offices, campus events, and even informal organizations (permission for the use of informal organizations is needed from Mrs. Crystal). Included in the paper will be a description of what needs to be changed on campus, how the campus would be different if the change occurred, and why the change would be important to campus. This paper will be no less than 1000 words and no more than 1500 words.

Movie Review _____ 10%

This reflection paper should also be at least 700 words. You will choose a central character from the film and analyze the character from the context of the course material and reflect on the character's presumed perspectives on social responsibility and their respective power and privilege.

Leader Project _____ 5%

Leaders can be found all over the world. This project is an opportunity for you to research a leader and present what you learn about them to the rest of the class. Everyone will choose a different leader, and you are all encouraged to choose someone that you or the rest of the class may not know much about. This is our opportunity to learn from each other and gain an understanding of someone that we might not have heard of before. Everyone will give an individual 5 minute presentation providing an overview of who the leader is, what they did, what their successes and challenges are or were, and what they did in response to challenges they faced. Leaders will be chosen on a first come, first served basis—make your request with Mrs. Crystal by February 5.

Discussions _____ 15%

Every other Sunday by **5 pm**, students are required to post their discussions on the D2L learning management system. These discussions include reflecting on weekly events, drawing connections between activities and socially responsible leadership, responding to the prompts provided within each discussion, and responding to at least two other classmates' posts each reflection week.

Final Project, Presentation, & Vlog _____ 30%

Leadership is an unfolding process, one in which an individual is in relationship with a group dedicated to accomplishing certain goals. This year, students will select groups to work with throughout the entire semester to develop a "scene" to be included in our university's Tunnel of Oppression event. *A Tunnel of Oppression is an interactive event that highlights contemporary issues of oppression. It is designed to introduce participants to the concepts of oppression, privilege, and power. Participants in the event are*

guided through a series of scenes that aim to educate and challenge them to think more deeply about issues of oppression. At the end of the tour, participants are provided with the opportunity to discuss their experiences with each other. Facilitators help participants reflect on their experiences and put their newfound knowledge to use in their everyday lives. Before leaving, participants attend a debriefing where opportunities for involvement in addressing some of the issues presented at the Tunnel are provided.

Each group will be tasked with developing their own scene from start to finish. More details will be provided in class; however, each group will do a rough draft and final draft of a proposal for their choice of scene. **Mark your calendars for this mandatory event it will be on April 24, 2019 5pm-9pm.**

Group Scene Proposal & Participation & Final Presentation (20%): Each group will be responsible for creating their own scene for the Tunnel of Oppression and participating in both the dress rehearsal and actual event. Groups will also be required to debrief their experience in class, with being prepared to discuss the challenges and successes of their project, what they learned, and how they will use what they gained from this experience in the future. Each debriefing presentation will last at least 15 minutes.

Vlog (Video Blog) (10%)—Individual Project

Create a unique, engaging three minute vlog (video blog) summarizing your tunnel of oppression experience. Vlogs should include: what the experience meant to you, what stood out about the experience to you, what you learned from the experience, and how you are going to use the experience in the future. You should connect course content from throughout the year to what you include in your vlog. Upload the video to D2L.

Participation 20%

Active participation is a very important piece of the learning process in this course and takes on many different forms. Active participation requires preparation. You are expected to be prepared for each class session and actively participate in class discussions and activities. Participation includes:

Article Readings—come to class prepared to make connections between the readings and your own lived experiences. For each article reading, come prepared to share at least one thing you enjoyed about the article and one discussion question for the class.

Class Discussions—discussions are opportunities for you to enhance your critical thinking skills, gain new insights and understanding from your peers, and find ways to effectively communicate what you have learned from reading and reflecting on course material. I encourage you to bring to class your comments and questions that offer different perspectives, contribute to moving the discussion and analysis forward, build on other comments and insights made by others in the class, and moves beyond the typical “I feel” or “I think” statements that are not grounded in a deeper reflection on why we have had a particular reaction to course material. The course instructors do not have all the answers in these discussions, and you are encouraged to talk to each other and ask each other questions as we process the material together.

Other participation activities as discussed throughout the semester.