EDL 3003 - Introduction to Leadership

Instructor: Eliot Howard  eliot.howard@utsa.edu  458-8243
Office: Student Leadership Center, UC 1.00.40B
Classroom: MH 3.03.20
Class Meetings Tuesdays and Thursdays, 4:00-5:15 pm
Office Hours: Wednesdays 8:30-9:30 am, Fridays 2:00-3:00 pm, or by appointment

Overview  “The task of the leader is to get his people from where they are to where they have not been.” - Henry Kissinger.

This course is designed to connect with students “where you’re coming from”, starting from what you know, value and do as leaders, and then moving you forward by challenging your perspectives & assumptions and supporting your development as engaged, ethical leaders who make a positive difference by empowering others.

This course will briefly survey historical and contemporary leadership concepts and introduce students to a theoretical framework for student leadership development. We will engage in group discussion and creative process to refine personal concepts of leadership and then examine the opportunities for practical applications through a service-learning project. Lectures, discussions and reflective journaling will prepare students for further exploration of leadership supporting positive social change.

Course Objectives

• Describe, compare and contrast historical and contemporary leadership theories
  o In class discussions & written assignments
  o Name author(s), explain key concepts, contextual details, strengths and limitations

• Articulate and refine a personal understanding of the what, how and why (processes, practices, and purposes) of leadership
  o Poster – visual montage or concept map
  o Explanatory essay (2-3 pages recommended, 5 pages max.)
  o Poster session & critique

• Identify essential leadership competencies and self-assess your proficiency with respect to those competencies
  o Based upon your personal understanding essay
  o Using the table format provided, briefly define competencies
  o Outline criteria that distinguish exceptional/average/poor proficiency
  o Provide examples to support self-assessment

• Create a self-improvement plan related to at least two of those leadership competencies
  o (2-3 pages recommended, 5 pages max.)
  o Include 3-5 SMART goals (Specific, Measurable, Attainable, Relevant & Timely)
  o Identify key resources
  o Identify accountability measures – progress reporting & incentives

• Apply your understanding of leadership theory to a small group service learning project
  o Developing a group presentation detailing an interactive social justice lesson plan
  o Exploring your group’s process, identifying objectives, service activity and outcomes
  o Working with and learning from a faculty advisor, civic leaders and citizen activists
  o Articulating the dimensions of leadership inherent in the project and insights gained
Text & Course Materials


Supplemental readings will be provided by your instructor

Class Participation
Class participation will be considered in terms of both attendance (25 points) and quality of contributions (75 points) and accounts for 10% of your final course grade

Attendance
Since emergencies sometimes come up unexpectedly, you are allowed one unexcused absence. Any further non-attendance counts as an “absence.” A student is tardy who arrives after the instructor takes class attendance. Two tardies = one absence in the following calculation.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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<tbody>
<tr>
<td>25</td>
<td>One or no absences</td>
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<tr>
<td>15</td>
<td>Two absences</td>
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<td>5</td>
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<td>0</td>
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Quality of Participation
Students will earn the full 75 point value provided they are consistently attentive and active in class discussions, listening as well as posing questions and contributing in thoughtful and relevant ways.

Points will be deducted for conspicuous inattention to- or lack of participation in-class discussions as well as for inappropriate participation. Contact the instructor during the course if you are unsure regarding your class participation.

As you read the course assignments each week, consider the following and be ready to discuss these topics in class:

1) Why was this reading assigned?
2) How does this reading relate to other course material?
3) What elements of leadership theory or practice does this reading help you understand?
4) Describe the questions this reading raises?

Class Communication
Messages and reminders concerning the course will be disseminated through email. Students will be contacted using the email address that they provide at the first class session.

Late Assignments
All assignments are due at the beginning of class on the due date. If absent, assignments must be submitted in advance to the instructor via e-mail or dropped off at the Student Leadership Center, UC 1.00.40B. Assignments turned in after the beginning of class but within one day of the due date will result in a 10% reduction to the assignment grade; assignments will not be accepted (0 points awarded) more than one day following due date. No extra credit assignments are available in the course.
**Electronic Devices During Class**

As with many classes, students will silence all electronic devices for the duration of the class. Failure to do so will result in loss of class participation points. Use of laptop in the classroom is only permitted at the discretion of the instructor. Texting, social networking (i.e., Facebook, etc), or emailing during class is prohibited and can result in a loss of participation points.

**Service-Learning Project**

Each team will research and draft a detailed plan for a 45-minute interactive site visit and lesson about a significant facet of contemporary social justice activism within Bexar County.

Learning objectives for service-learning projects: (each student will...)
- Provide 10 hours of service as a researcher/educator engaged with the local social justice activist community, helping to inform UTSA students about a current social justice issue
- Investigate how service is integral to leadership, articulate your reflections as components of a final group presentation
- Identify and demonstrate effective self-, peer- and positional leadership strategies through team research and planning process.
- Articulate deeper insight into civic engagement and the landscape of local social justice activism

Using the template to be provided, teams will develop and document a service-learning lesson plan to meet the following criteria:
1) Identify a timeline accounting for 10 hrs of involvement per team member
2) Coordinate with advisor to define a specific topic connected to the assigned theme
3) Provide an initial outline by mid-term, with at least two intended learning outcomes and a budget detailing any proposed expenses
4) Visit and interview at least two community organizations and/or first-person resources
5) Write a detailed lesson plan, incorporating a site visit, speaker and/or archival material highlighting the local history and ongoing connections to the theme
6) Create a poster summarizing your team’s research

Each team’s site visit proposal will be considered for incorporation in a new Student Leadership Center initiative we are calling the Social Justice in San Antonio Experience. This program is being developed as a local counterpart to the Civil Rights and Social Justice Experience and is planned for Saturday, April 2, 2016.
**Graded Course Activities**

Your final grade will incorporate these elements.

**Reflection Posts** 10%
Write reflection entries and submit them weekly; these should be no more than 800 words in length. Entries will be assessed for depth of thought relating your impressions of the readings and classroom discussions of the assigned topics. Details about how to get full credit for these tasks will be identified in the first class session.

**Class Participation** 10%
You will receive a grade for your attendance and class participation via in-class discussions and group activities. Giving and receiving appropriate constructive feedback will be a key component of class participation. Being absent or unable (for whatever reason) to participate during in-class activities will lower this portion of your grade.

**Reading Quizzes** 20%
Multiple choice, true/false and short answer questions to provide additional incentive for careful preparation for class discussions.

**Personal Leadership Concept** 20%
You will develop a mind-map, info-graphic, collage or sculptural representation of leadership which should thoughtfully convey who you are as a leader: your values and vision for a better world, sources of grounding and inspiration and how service and leadership connect with your life experience and personal aspirations. A 3-5 pg. explanatory paper will accompany the poster assignment. Both class sessions one week will serve as a “poster presentation symposium”, and your 2-3 minute presentation will also count toward this grade.

**Competencies Inventory & Plan** 20%
You will develop an inventory identifying essential leadership competencies as well as a rubric for self-assessing your proficiency with respect to those competencies. Your development plan should detail thoughtful strategies for achieving substantive improvement in two or more leadership competencies. Your proposal should be well-researched, and align with your personal, academic and career goals. Identify these elements in your proposal:
- Faculty/staff/community mentoring
- Learning outcomes phrased in assessable (SMART) terms
- Strategies, resources and action steps
- Strategies for assessment

**10-Hour Service-Learning Project** 20%
Assigned small groups will research a local contemporary social justice issue and develop an educational site visit to engage other students in taking action. Your group’s project will be evaluated for the following elements:
- Service-learning plan drafted by your team, reviewed and approved by your advisor
- Final poster presentation (15 minutes) overviewing the focus issue and the proposed site visit, identifying intended participant learning objectives, summarizing your team’s research
- Detailed site visit presentation plan (3-5 pages)
- Advisor and peer feedback, individual self-reflection