



## PRLC 1810 | Leadership Foundations and Applications I | Fall 2018

### Instructor

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**OFFICE:** Norlin Library, 4<sup>th</sup> floor Undergraduate Enrichment Programs Suite, Room S435

**OFFICE HOURS:** Please email me to schedule a specific time to meet to discuss course related matters. Mondays, Tuesdays and Wednesday are generally the best days to meet with me.

### Class Advisors (CAs)

Jesus Banuelos-Rivera, Alice Mueller, Greg Miller, Becca Randolph, Jake Vendl, and Hannah Wineman (CAs will share preferred contact information directly with their students)

### Course Hours and Locations

Tuesdays (Lecture): 6:00pm – 7:50pm (Hale 230)

Thursdays (Recitation): confirm meeting time and location with your CA

### Course Description

PRLC 1810 introduces you to fundamental principles of leadership. The course will further hone and develop not only your understanding of leadership theory, but also your ability to apply theory in real-world contexts. Central to the course are PLC's competencies, including: academic and professional excellence, critical thinking and analysis, creativity, implementation, ethical reasoning, and community impact. Over the course of the semester, your learning will be shaped by classroom lectures, recitation discussions and activities, guest speakers, and assignments. Examples of course assignments could include: case studies, research papers, memos, group work, and oral presentations. PRLC 1810 is required of all first-year PLC students and is the first of five PLC courses required to fulfill the PLC curriculum and earn an academic minor in Leadership Studies.

### Course Structure

This is not a "sit-and-get" style lecture course. You are expected to be active contributors and designers of your own learning, growth and development. Tuesday nights, the entire cohort meets together for "lecture." Although Tuesdays are called lectures, student engagement, participation and dialog is standard. These class sessions will primarily fall into the following two categories:

- *Foundational Lecture:* class sessions designed to introduce each new topic or concept. The main goal is to provide everyone with a base-level working knowledge and common language for the topic at hand. Most often, these evenings will focus on developing an understanding of the theoretical, academic, and research basis of the respective topic. Readings, viewings, or other multi-media will be provided.
- *Application Lecture:* class sessions designed to highlight the real-world leadership applications of the specific topic. The main goal is to encourage students to think deeply

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and draw connections from theory to practice. This may be accomplished through guest speakers, student-led discussions or presentations, or case studies, for example.

- *Assignments:* Each unit will culminate with an assignment. The main goal of the unit-specific assignment is to provide an opportunity to synthesize and share learnings.

### PLC Competencies

*Academic and Professional Excellence, Critical Thinking and Analysis, Creativity, Implementation, Ethical Reasoning, and Community Impact*

PLC frames its curriculum and experiential programming in terms of broad competencies that are the keystones to our leadership education because they cut across every profession, academic discipline, and human endeavor where leadership is practiced. The six competencies and their corresponding skills are central to all aspects of PLC. PLCers should quickly start to see how concepts discussed in class are related to experiential weekends, other programming, and subsequent course work.

### PLC Program Requirements for First Year Students

#### 1. Schedule individual meetings with the instructor, PLC staff and your Class Advisor (CA) to be completed by October 1<sup>st</sup>.

- Details on how to sign-up for your one-on-one meetings will be provided in class
- Your CA will provide you direction on when and how they want to have an initial meeting with each of their recitation members.

#### 2. Sign the PLC Code of Conduct and Academic Code Agreement

- Students will sign and date the PLC Code of Conduct and Academic Code Agreement within their copy of the PLC Student Handbook. Bring this to your fall meeting with PLC staff.

#### 3. Attend one Experiential Weekend

- Students will sign up and attend at least one Experiential Weekend in the first semester.
- This requirement includes attending, participating, and completing of all written work associated with the trip.
- Weekend themes and dates will be announced after the semester begins.

#### 4. “Look the Part” /Dress Code and Professional Attire

- Attire for First Year PLC students on regular lecture nights is Business Casual. You are expected to wear your PLC nametag to lecture every Tuesday night. You must also bring your name tent to class every Tuesday, printed in a font large enough to be read by the speaker from the front of the room. Whenever we have a guest speaker, class presentations, or other guests we will all wear Business Formal. Refer to your PLC Student

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Handbook for more information. Your CA will more fully explain PLC's attire expectations for the lectures, guest speakers, and recitations.

- Our approach to attire is based upon the axiom "In order to act the part, one must look the part." A 2012 study published in the *Journal of Experimental Social Psychology* researched the effect of attire and coined the phrase "embodied cognition" to describe the idea that we think not just with our brains but also with our bodies. The researchers found that people's perception of their own responsibility, competence, honesty, reliability, and trustworthiness, among other qualities, are heightened when they dress professionally and this, in turn, effects how others view them as well.

### 5. Attend Every Lecture and Recitation

- Attendance at every class session is mandatory and expected. The CAs take attendance for their students at every lecture and recitation.
  - *In addition to attendance, CAs will be tracking other factors including: tardiness, texting or other non-class related usage of technology, adherence to dress code, preparedness and participation.*
- Absences are to be arranged with the instructor AND your CA **prior to** lecture or recitation.
- CAs will require make-up work for missed lectures or recitations. This will most often be a reflection paper on the missed session. An "excused" recitation absence is at the sole discretion of the CA and the instructor.
- Unexcused class and recitation absences will directly affect your course grade.
- Class conflicts, including exam conflicts are the responsibility of the student. You must arrange, ahead of time, for conflicting course exams to be proctored. Discuss this with your CA the very first week of class as you review your course syllabi for all courses.
- Preparation is expected. This course begins your journey as critical thinkers and ethical leaders. Your understanding of leadership, and of personal and professional ethical standards will be developed, challenged and solidified. The goals of the course warrant and demand *thorough preparation and wholehearted, active participation*. Your preparation and knowledge of the subject material are critical to our discussion-based format. Showing up for recitation without being properly prepared and with hopes of "just getting by," or keeping a low profile, will not work. It is important that you read each session's objectives and complete the assigned reading prior to attending recitation. *Failure to do so will become evident during lecture and recitation, and will result in a lower Preparation and Participation grade.*

### 6. Practice Professionalism

- As a member of the PLC community, you are expected to always demonstrate the highest level of professionalism and respect.
- Treat everyone (fellow classmates, student staff, professional staff and faculty) with respect and assume positive intention. If you have a concern or critique, be proactive about sharing feedback and expressing opinions in a respectful and constructive fashion.

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- When you commit to something, follow through. This applies in all situations, from group work to participation in PLC events.
- Keep in mind, you are always representing CU and PLC, even when you are outside of the classroom and off campus. Your behavior and words reflect not only on you as an individual, but also on PLC as a program.
- If at any time, your behavior is determined to be less than professional, *your grade may be impacted* and in especially egregious instances, *your standing in PLC may be impacted*.

### 6. Begin your PLC/Leadership Studies Minor Portfolio (E-Portfolio)

- Whether or not you ultimately elect to minor in Leadership Studies, as a PLCer you are required to create, maintain, and complete a PLC/LSM Leadership E-Portfolio as part of our PLC Program Assessment measures. Instructions will be given during week 8 of this course.
- This work you will compile as part of your PLC/LSM E-Portfolio is used to demonstrate attainment of PLC's learning outcomes and to track your participation in experiential weekends, applied learning, service, internships, and applied leadership experiences (ALEs).

### 7. Create your Linked-In Account and Join the PLC Opportunity Network

- All PLC students must create a LinkedIn Profile and join the PLC network. Details and instructions will be covered in week 8 of the course. After you create your profile, you will need to request access to the PLC network.

### 8. Learn How to Use Canvas

- There are assigned readings posted to Canvas.
- Canvas also will be updated periodically throughout the semester with important information regarding this course. Students should regularly check Canvas for course updates, assigned and readings, supplemental materials, and assignments and rubrics.
- Written assignments will be submitted to your CA using Dropbox on Canvas. Note, Dropbox automatically submits your papers to Turnitiin, an anti-plagiarism program.

### 9. Attend PLC Sponsored Sessions and Community Events

- First Year PLC students must attend at least one professional development session **OR** one PLC Social or Community Relations event during the first semester of PLC.

### 10. What Not to Do

- **Audio and/or video recording** of any portion of class is prohibited except when approved in accordance with university policy regarding accommodations. Any instances should be discussed in advance with the instructor and/or CA.
- **Distractions** such as ringing or loudly vibrating cell phones, eating, texting, should be avoided. I believe that electronic devices (tablets, notebooks, laptops etc.) can be valuable tools to take notes, organize your thoughts, or to look up supplemental information. However, I will not tolerate the use of electronic devices for other purposes (homework for other classes, social media, surfing the web, shopping etc). Not only does

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this limit your ability to be actively engaged in lecture, but it is also a distraction to those sitting nearby. The CAs will help monitor for instances of the misuse of technology. If this becomes a major problem over the course of the semester, I reserve the right to ban the use of all electronic devices in lecture (with the exception of any devices related to accommodations).

### THE LEADERSHIP STUDIES MINOR

In addition to its role in the PLC program, this course is also a requirement for the PLC Pathway of the CU Leadership Studies Minor (LSM). Completion of the Leadership Studies Minor requires students to take an introduction to leadership course (3 credits), 9 credits of leadership coursework across three categories (Leadership Foundations, Leadership Application, Leadership in Context), and a leadership capstone course (4 credits). Students also must complete a PLC/LSM Leadership ePortfolio utilizing the template created by the PLC Office specifically for PLC students. You will receive hands-on instruction about how to access this template through Google Sites as part of your recitation.

PLC students not completing the LSM are still required to update the PLC/LSM leadership ePortfolio as part of each PLC course. The ePortfolio is also your place to demonstrate attainment of the student learning outcomes associated with PLC's leadership education domains and to exhibit the experiential and applied learning that comes from your co-curricular experiences (such as experiential weekends, upper and lower division walkabouts, and internships) when viewed through a leadership lens. PLC students who complete the PLC Pathway will submit their final ePortfolios to the PLC professional faculty and staff as part of their Senior Check-In.

As part of your grade for this PLC course (1810), you must complete the section of your ePortfolio affiliated with this course which is "Becoming a Leader" (Foundations). In the Leadership Studies Minor, this course is the course devoted to helping you discover what it means to be a leader and introduces you to the idea that leadership is a skill that can be taught, studied, and learned. You are introduced to leadership theories, models of moral and ethical leadership, research perspectives on leadership, the personal side of leadership including activities designed to raise self-awareness of individual strengths and weaknesses as a leader, and models of adaptive leadership related to understanding and respecting differences among individuals and cultures as leaders are both relationship builders and social architects.

#### LSM "Becoming a Leader" Student Learning Outcomes:

- L-1. Raise self-awareness and recognize individual strengths and weaknesses.
- L-2. Understand multiple leadership theories and apply them to enhance leadership effectiveness.
- L-3. Appreciate the importance of moral courage and ethical leadership.
- L-4. Sharpen ability to think strategically about leadership challenges.
- L-5. Build analytic and critical thinking skills to support decision making.
- L-6. Adapt leadership practices to differences among individuals, cultures, and situations.
- L-7. Enhance their ability to speak and write clearly, concisely, and convincingly

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**GRADING SCALE**

A	93% to 100%	B-	80% to 82.9%	D+	67% to 69.9%
A-	90% to 92.9%	C+	77% to 79.9%	D	63% to 66.9%
B+	87% to 89.9%	C	73% to 76.9%	D-	60% to 62.9%
B	83% to 86.9%	C-	70% to 72.9%	F	Below 60%

**Extra Credit:** A limited number of extra credit opportunities may be offered. The number of extra points allowed and to which grade category they might apply is at the discretion of the instructor.

**Graded Assignments**

Assignment/Project	Percentage of Total Grade
<b>Preparation for and participation in lecture</b> <i>This includes attendance, readiness for lecture (name tags, name tents, attire, etc.), and active participation. CA will help track and recommend grade.</i>	15%
<b>Preparation for and participation in recitation</b> <i>This includes attendance, readiness for and participation in recitation discussion and activities. CA will recommend a grade.</i>	15%
<b>Weekly reflections</b> <i>Graded for completion and depth of thought. Not graded for correctness, right/wrong, but ability to make and support an argument. CA will review weekly reflections and recommend grades.</i>	10%
<b>Summer Pre-Work and Reading (Scavenger Hunt and Start with Why)</b>	4%
<b>StrengthsQuest</b>	2% (pass/fail)
<b>"Who Am I" assignment</b>	8%
<b>Leadership theory mini-presentation</b>	5%
<b>Personal leadership philosophy memo</b>	5%
<b>Ethics op-ed</b>	8%
<b>Election tracking</b>	3%
<b>Final group project and presentation</b>	15%
<b>Participation in one experiential weekend <u>or</u> in one PLC Professional Development or Community Event</b>	2% (pass/fail)
<b>Online Presence</b> <i>E-Portfolio creation complete with personal summary (1%), resume (1%), and photo (1%) uploaded; E-Portfolio pre (2%) and post reflections (2%); and LinkedIn profile (1%).</i>	8%

**Note:** Instructor awards all final grades. Your CA tracks lecture and recitation attendance and participation, provides written feedback on assignment drafts, and will make grade recommendations, but the instructor of record is the final grading authority.

**Missed Lecture or Missed Recitation Policy:** You must get pre-approval from **both** your instructor and CA, in writing (e-mail) a minimum of 48 hours prior to missing lecture or recitation. For a list of approved absences please consult the relevant posted CU policies on missing classes.

**Late Assignment Policy:** Late papers cannot earn an "A." One letter step is deducted for each 24-hour period your assignment is late (e.g. a B+ paper turned in two days late becomes a B- paper). If there are emergency circumstances, please be proactive and reach out to the instructor as soon as possible (before the deadline!) to discuss the possibility of an extension. Extensions are granted on a case-by-case basis and are not guaranteed.

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**Classroom Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, ethnicity, country of origin, color, culture, religion, creed, politics, veteran status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. The CAs and the instructor will gladly honor your request to address you by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that appropriate changes are made to the class records. See policies at:

<http://www.colorado.edu/policies/classbehavior.html>

[http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

**Discrimination and Harassment:** The University of Colorado at Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships policy apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

**Honor Code:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at:

<http://www.colorado.edu/policies/honor.html>

<http://www.colorado.edu/academics/honorcode/>

**Disability:** If you qualify for accommodations because of a disability, please submit to the instructor a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities.

Contact: 303-492-8671, Center for Community N200, and

<http://www.Colorado.EDU/disabilityservices>.

If you have a temporary medical condition or injury, see the guidelines at

<http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>.

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Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at <http://www.colorado.edu/disabilityservices>.

**Religious Observances:** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, the student is responsible to inform their CA and the instructor, Dr. Zabel, at least two weeks in advance of the conflict to request special accommodation. Note, in order to accommodate the student, assignments or exams might be required to be due in advance of the dates listed in this syllabus. See full details at

[http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html).

**Canvas:** Assigned readings and other important course information will be posted to Canvas. Canvas also will be updated periodically throughout the semester with important information regarding this course. As a result, students are expected to log-on to Canvas regularly. Written assignments will be submitted on Canvas and must be submitted as word documents. Students will need to confirm with their CA how the CA wants drafts submitted (most likely through Google Drive). Note, Canvas automatically submits your papers to Turnitin, an anti-plagiarism program. Instructor may also advise students to check Canvas at specific times, as the course requires. A link to Canvas may be found within your "myCUInfo" homepage: <http://mycuinfo.colorado.edu>.

**CU Learning Resources:** CU Boulder has world-class learning resources available to its students such as writing and math labs, academic strategy seminars, etc. Please feel free to approach the PLC program staff, or your CA if you are struggling in this class or in any other class on campus, and we will help you identify the appropriate learning resources. Even high-achieving and successful PLC students sometimes need assistance, so lean on us and give us the chance to help.



## UNIT 1 | STARTING THE JOURNEY

“Practice self-awareness, self-evaluation, and self-improvement. If we are aware that our manners - language, behavior, and actions - are measured against our values and principles, we are able to more easily embody the philosophy, leadership is a matter of how to be, not how to do.”

– Frances Hesselbein (former CEO of Girl Scouts USA)

### Unit 1 Learning Objectives

- Recall key themes from *Start with Why* and evaluate applicability to personal leadership journeys
- Identify personal strengths and areas for growth

### Unit 1 Skills

- Self-assessment and evaluation
- Reflective writing

### Unit 1 Competencies

- Academic and professional excellence
- Critical thinking and analysis

### Week 1 | 28 August | Business Formal (for photos)

#### ***Foundational Lecture: Defining Leadership Philosophy***

- Introduction to the course and overview of the upcoming semester
- Discussion of *Start with Why*
  - Why Leadership, Why You, Why Now?
- Read/Review: *Start with Why* Simon Sinek
- Assign: StrengthsQuest

### Week 2 | 4 September | Smart Business Casual

#### ***Application Lecture: Leading from your Strengths***

- Leading from your Strengths: understanding who you are as an Individual and a Leader
  - Facilitated debrief of StrengthsQuest results
- Assign: Who Am I

## UNIT 2 | LEADERSHIP IN CHANGING TIMES

“The greatest danger in times of turbulence is not the turbulence – it is to act with yesterday’s logic.”

– Peter Drucker

### Unit 2 Learning Objectives

- Demonstrate understanding of historical and contemporary leadership theories
- Formulate and articulate personal leadership philosophy
- Draw connections between leadership theory and leadership in practice
- Assess real-world leaders’ leadership styles and strengths

### Unit 2 Skills

- Collaboration
- Group work
- Research
- Presentation and public speaking
- Giving and receiving feedback

### Unit 2 Competencies

- Academic and professional excellence
- Critical thinking and analysis
- Community impact

### Week 3 | 11 September | Business Casual

#### *Foundational Lecture 1: Formative Models of Leadership*

- Why Theory?
  - What is leadership
  - Who are leaders/followers?
- Assign: Leadership Theories group projects

### Week 4 | 18 September | Business Formal

#### *Foundational Lecture 2: Contemporary Models of Leadership*

- Evolving Leadership: Current Research and Scholarship
  - Authentic Leadership
  - Relational Leadership
- Group mini presentations and mini-feedback workshop
- Assign: Personal leadership philosophy statement

### Week 5 | 25 September | Business Formal

#### *Application Lecture: Young Alumni Panel*

- A panel of young PLC alumni from various fields will be invited to share their leadership experiences and insights

## UNIT 3 | ETHICS: LEADING WITH CONVICTION

"Relativity applies to physics, not ethics."

– Albert Einstein

### Unit 3 Learning Objectives

- Demonstrate understanding of key ethical frameworks
- Examine ethical implications of current controversial topics
- Construct and present a persuasive argument

### Unit 3 Skills

- Research
- Persuasive reasoning (written and oral)
- Public speaking

### Unit 3 Competencies

- Academic and professional excellence
- Critical thinking and analysis
- Ethical reasoning

### Week 6 | 2 October | Business Casual

#### ***Foundational Lecture: Do the Ends Justify the Means?***

- Overview of ethical key frameworks
- *Remember Parents' Lecture Friday 5 October! Attendance is required.*
  
- Assign: Self-driving cars op-ed

### Week 7 | 9 October | Business Formal

#### ***Application Lecture: Ethics and the Law – A Case Study***

- Ethics and the Law
  - Guest Speaker, PLC alumna Lisa Saccomano, Deputy DA, Boulder County

## UNIT 4 | LEADERSHIP IN THE DIGITAL AGE

"The Internet is becoming the town square for the global village of tomorrow."

– Bill Gates

### Unit 4 Learning Objectives

- Recognize challenges and opportunities created by the digital realities of today's society
- Evaluate and update personal brand/image as projected in the digital realm
- Create a digital space to document leadership journey, growth, and accomplishments

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### Unit 4 Skills

- Use digital platforms to convey information
- Build LinkedIn skills and fluency

### Unit 4 Competencies

- Professional excellence
- Creativity
- Ethical reasoning
- Community impact

### Week 8 | 16 October | Business Casual

#### **Foundational Lecture: #leadership**

- Exploring the implications of the interconnected, information-at-our-fingertips, always-on space we live in today.
  - Leadership and ethics implications
  - How to be smart, discerning consumers of information
  - Understanding your digital presence
- Assign: LSM eportfolio and LinkedIn profile

### Week 9 | 23 October | Smart Business Casual

#### **Application Lecture: Digital Innovation and Compassion – Facebook legacy settings**

- Invited guest speaker: [Dr. Jed Brubaker](#), Assistant Professor in Information Science and director of the Identity Lab that researches digital identity, social media, and human centered computing.
- *Don't forget to attend the PLC LinkedIn session on Wednesday the 24th. Attendance is mandatory*

## UNIT 5 | CIVIC-MINDED LEADERSHIP

“We shall never change our political leaders until we change the people who elect them.”

– Mark Skousen (American economist and writer)

### Unit 5 Learning Objectives

- Evaluate the relationship between civics and leadership
- Consider strategies to elevate the nature and quality of civic discourse
- Understand how leaders leverage the civic and policy process to advance change
- Raise awareness about candidates and issues on the 2018 ballot

### Unit 5 Skills

- Research
- Data analysis
- Public speaking

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### Unit 5 Competencies

- Implementation
- Ethical reasoning
- Community impact

### Week 10 | 30 October | Business Casual

#### ***Foundational Lecture: Leadership in Civics, Policy, and Politics***

- Assign: Each student will be assigned a candidate/ballot measure to track through election night and will be responsible for writing up a short summary (think AP Wire brief). Be prepared to report out in class/recitation the following week.

### Week 11 | 6 November | Business Casual

#### ***Application Lecture: Election Night***

- Election night watch party and facilitated discussion
- Students will be responsible for tracking an assigned candidate or ballot initiative

### Week 12 | 13 November | Business Casual

#### **Special Session: PLC: A World of Opportunities**

- Roundtable sessions on experiential weekends, walkabouts, LSM, ALEs and more

### Week 13 | 20 November | Fall Break

- No lecture or recitation

### Week 14 | 27 November | Business Formal

- Taste of PLC – All students required to attend. Additional opportunities to volunteer for the evening will be announced prior to the event.
- Guest Speaker: Wisdom Amouzou, Executive Director at Empower Community High School and PLC alum

### Week 15 | 4 December | Business Formal

- Final Project Presentations
- Presentations will span three sessions and students are required to attend all (Tuesday 4 December, Thursday 6 December, and Tuesday 11 December)

### Week 16 | 11 December | Business Formal

- Final Project Presentations
- Presentations will span three sessions and students are required to attend all (Tuesday 4 December, Thursday 6 December, and Tuesday 11 December)

### Assigned Final Time TBD

- Course wrap-up and transition