PRLC 1820: Community Issues in Leadership
Spring Semester

Instructor
NAME:
OFFICE: Norlin Library, 4th Floor Undergraduate Enrichment Programs Suite, Room S435
EMAIL: OFFICE HOURS:

Course Hours and Locations
Tuesdays: 6:00pm – 7:50pm (Hale Science 230)
Thursdays: Each student is pre-assigned to a Thursday recitation.
There will be 3 early recitations – 3:30-5:30pm (Contact PLC Office for room assignments)
There will be 3 late recitations – 5:30-7:30pm   (Contact PLC Office for room assignments)

Course Description
PRLC 1820 "Community Issues in Leadership" is a 15 week 3-credit "Leadership Applications" course required to fulfill the PLC curriculum an earn an academic minor in Leadership Studies. This course explores challenges to leadership at the community level such as drug abuse, poverty, the decline of community infrastructures, care of the aged, etc. The course focuses attention on the development of effective leadership responses at the community level (university, city, state and national levels). Approved for GT-SS3. Approved for the College of Arts & Sciences requirement for Contemporary Societies.

PLC Program Objectives Assigned to this Course
The Presidents Leadership Class frames its curriculum in terms of leadership competencies affiliated with the following Leadership Education Domains:

PO-1: Critical Thinking & Analysis: By the end of the semester, students can think critically, make a reasoned and research-based argument, and engage with the arguments of others.

PO-2: Academic & Professional Excellence: By the end of the semester, students can communicate effectively verbally, in writing, and through various other mediums.

PO-3: Creativity & Implementation: By the end of the semester, students can demonstrate creativity in their approaches to thinking and leading.

PO-4: Ethical Leadership & Behavior: By the end of the semester, students can articulate the foundations of their own moral and ethical reasoning; and discuss, apply, and integrate various leadership and management concepts and practices.

PLC Program Requirements for First Year Students: Spring Semester

1. Schedule late spring Individual Meetings with the the PLC Director and with Program Staff.
- ☑ Each student will sign up for a 10 minute spring semester meeting with PLC Director Steve Dinauer in late spring prior to departure for the summer. The Director will send out a sign-up sheet when the individual meetings are to be scheduled.
- ☑ Each student will sign up for a joint 10-minute meeting with PLC Manager of Student Affairs Jessie Kasynski and PLC Manager of Experiential Learning Silas Binkley, to be completed before leaving for summer vacation. A sign up sheet will be circulated.
- ☑ Your CA will provide you direction on when and how they want to have an initial meeting with each of their recitation members. This will occur in the first few weeks of spring semester.

2. 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.
- ☑ The PLC staff point of contact is Silas Binkley.
- ☑ Weekend themes and dates will be detailed after the semester begins.

3. "Look the Part" /Dress Code and Professional Attire
- ☑ Attire for First Year PLC students on regular class nights is Business Casual. You are expected to wear your PLC nametag to class on Tuesday nights. You must also bring your "Nameplate Tent" to class every Tuesday, printed in a font large enough to be read by the class instructor from the front of the room. Whenever we have a Guest Speaker or Lecturer, Class Oral Presentations, or Guests we will all wear Business Formal. Refer to your PLC Student Handbook for more information. Your CA will more fully explain PLC's attire expectations for the lectures, guest speakers, and recitation periods.

- ☑ Our approach to attire is based upon the axiom "In order to act the part, one must look the part." Researching the impact of attire, a 2012 study published in the *Journal of Experimental Social Psychology* 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, impacts how others view them as well.

4. Attend Every Class
- ☑ Attendance at every class session is mandatory and expected. The CA's each take attendance for their recitation at every class session and every recitation meeting.

☑ Absences are to be arranged with your CA **prior to** the class or recitation session.

☑ CA's will require make-up work for missed recitations, generally 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 impact 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 of your 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 challenged and developed. The goals of the course warrant and demand *thorough preparation and wholehearted 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.*

5. Continue to update your PLC/LSM Leadership Portfolio (e-portfolio)

☑ Whether or not you ultimately elect to minor in leadership studies, as a member of PLC you are required to create, maintain, and complete a Leadership e-portfolio as part of our PLC Program Assessment measures.

☑ This e-portfolio is your place to demonstrate attainment of the learning outcomes associated with membership in the PLC program and to track your participation in experiential weekends, applied learning, service, internships and for upper and lower division walkabouts.

6. Attend PLC Sponsored Sessions

☑ First Year PLC students must attend at least one professional development session during the spring semester of PLC **OR** one PLC Social or Community Relations event. Please contact Silas Binkley, Manager of Experiential Learning, or the PLC Student Staff member in charge of PLC Community Relations for the semester schedule.

7. What Not to Do

☑ **Audio and/or video recording** of any portion of class is prohibited except when approved to accommodate a disability in accordance with CU Boulder policy.

☑ **Distractions** such as ringing cell phones, eating, chewing gum, using smart phones, tablets, notebooks or laptops to web surf or text, and wearing sunglasses that inhibit interpersonal dialogue and the ability of your fellow students to concentrate are prohibited.

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. 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 Leadership e-portfolio utilizing the template created by the PLC Office specifically for PLC students.

PLC students not completing the LSM are still required to update the leadership e-portfolio as part of each PLC course as the e-portfolio is also your place to demonstrate attainment of the student learning outcomes associated with the PLC 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 walk-abouts, and internships) when viewed through a leadership lens. PLC students who complete the PLC Pathway will submit their final e-portfolios to the PLC professional faculty and staff as part of their Senior Check-In.

As part of your grade for this PLC course (1820), you must complete the section of your e-portfolio affiliated with this course which is "**Leadership Applications.**" In the Leadership Studies Minor, this course is the course devoted to *providing you with the knowledge of how to persuade, guide, build and develop teams of diverse individuals and to direct those individuals as a team in the accomplishment of a shared goal.*

E-Portfolio Reflection for "Leadership Applications":

At the end of this course, each student upload their final paper for the course (an individual reflection of their participation in the Human Centered Design Group Project) as their reflection for this course. An assignment prompt is provided on D2L. The paper will be graded by the instructor as part of the course grade. The paper will also serve as the required LSM reflection for the e-portfolio.

LSM "Leadership Applications" Student Learning Outcomes:

L-1   Demonstrated ability to critically examine one's strengths and weaknesses in motivating others to accomplish a defined goal.

L-2 Demonstrated ability to compare and contrast different leadership approaches to directing others.

L-3 Demonstrated ability to design diverse teams to maximize performance

L-4 Demonstrated ability to construct mechanisms to evaluate the performance of others in a work group and to use that assessment to positively influence behavior

Graded Assignments

Assignment/ Project	Percentage of Total Grade	Grade Type	PLC Domain(s)Addressed by Assignment	LSM Objective(s) Addressed by Assignment
Recitation Participation (CA)	15%	Letter based on Points out of 100	PO-2	
HCD Team Participation (Score Recommended by your HCD Team-mates)	3%	Letter based on Points out of 100	PO-2 PO-4	
Leadership Approaches to Directing Other (PLC Alumni Interview Paper)	15%	Letter based on Points out of 100	PO-1 PO-2	
Exploring Community Issues in Leadership Paper	15%	Letter based on Points out of 100	PO-2 PO-4	
Group Oral Presentation on HCD Community Partners Project & Executive Summary	40%	Letter based on Points out of 100	PO-1 PO-2 PO-3 PO-4	
Participation in one experiential weekend and in one PLC Professional Development or Community Event (Must complete both to earn passing grade—upload evidence to your e-portfolio)	2%	Pass/Fail	PO-2	L-1
Final Individual Paper for the Course (Reflection on the HCD project)	10%	Letter based on Points out of 100	PO-2 PO-3 PO-4	

Note: Instructor awards all grades. Scores from team mates and from CA are recommendations to the instructor.

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%

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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.

Missed Class 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 class or recitation. For a list of approved absences please consult the relevant posted CU policies on missing classes. For all unexcused absences, your CA will require a 3-page paper on a relevant topic selected by the CA as "make up" work to regain participation points for missed class lectures or missed recitations. This makeup paper will be pass/fail and must "pass" to earn back the missing participation points.

Late Paper Policy: Late papers cannot earn an "A". Points are deducted for late papers. Please see your instructor for additional details should you wish to ask for a paper extension prior to the paper deadline.

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, 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 we may make appropriate changes to the class records. See policies at:
http://www.colorado.edu/policies/classbehavior.html
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; 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.

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.

Desire2Learn: There are assigned readings posted to Desire2Learn ("D2L"). D2L also will be updated periodically throughout the semester with important information regarding this course. As a result, students are expected to log-on to D2L each week with the week commencing on Sunday afternoon. Written assignments will be submitted using D2L's Dropbox feature. Note, the D2L Dropbox automatically submits your papers to an anti-plagiarism program. Instructor may also advise students to check D2L at specific times, as the course requires. A link to D2L 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.

Required Texts and Materials

Komives, S., Lucas, N., & McMahon, T. (2013). *Exploring leadership* (2d ed.). San Francisco: Jossey-Bass. (Note: This book will be used again in for PRLC 1820 in the Spring 2016)

SEE CLASS-BY-CLASS SCHEDULE FOR WEEKLY ASSIGNMENTS AND DATES.

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January 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17 WEEK #1 IN CLASS: Welcome Back & Introduction to the course "What Does it Mean to be a Member of and to Serve A Community"	18	19 RECITATION:Ice Breaker Activity and Introduction to Recitation for Human Centered Design. Create Teams of Two to Team-Teach Recitation for the next 5 weeks based on Strengths Quest data from first semester. Assign the 5 weeks. CA will teach Week 1.	20	21
22	23	24 WEEK # 2 IN CLASS: Human Centered Design Guest Speaker: Ashley Elmblad Prior to Class have read the Introduction and the chapters on Mindsets in the Field Guide to Human-Centered Design, pp.09-26;	25	26 RECITATION: Prior to Recitation have read HCD SHORT COURSE WEEK "INTRO" #1 HCD Course materials. CA will lead. At the end of the session, as a recitation, devise a rubric for how each team-teach team will be evaluated. Those teaching will also self-evaluate. L-1, L-3, L-4	27	28

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Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31 WEEK # 3 IN CLASS: "Being in Communities: Contexts for the Practice of Leadership" Prior to Class have read Context for the Practice of Leadership" in Exploring Leadership, pp. 285- 399	Notes:			

February 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 RECITATION: Student led HCD SHORT COURSE "Discover" #2 HCD Course materials. At end of session, team will use rubric to evaluate and score the team-teach duo. Duo will self-evaluate L-1, L-3, L-4	3	4
5	6	7 WEEK # 4 IN CLASS: "Making a Difference with Leadership in Communities" Prior to Class have read Part IV in Exploring Leadership, pp. 405-521 Paper Assigned: Community Issues in Leadeership	8	9 RECITATION: Student led HCD SHORT COURSE "Ideate"" #3 HCD Course materials. At end of session, team will use rubric to evaluate and score the team-teach duo. Duo will self-evaluate L-1, L-3, L-4	10	11
12	13	14 WEEK #5 INTRODUCTION TO COMMUNITY PARTNERS and RECITATION TEAMS ASSIGNED TO PARTNERS IN CLASS: "Community Issues & Leadership" Lecture Prior to Class Have Read Readings Posted to D2L.	15	16 RECITATION: Student led HCD SHORT COURSE "Prototype" #4 HCD Course materials. At end of session, team will use rubric to evaluate and score the team-teach duo. Duo will self-evaluate L-1, L-3, L-4	17	18

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February 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
19	20	21 WEEK #6 IN CLASS: "Inclusive Excellence: MultiCulturalism, Gender Politics, Adaptive Leadership, and Team Diversity" Prior to Class Have Read Readings Posted to D2L.	22	23 RECITATION: Student led HCD SHORT COURSE "Move" #5 HCD Course materials. At end of session, team will use rubric to evaluate and score the team-teach duo. Duo will self-evaluate L-1, L-3, L-4	24	25
26	27	28 WEEK #7 **COMMUNITY ISSUES PAPER DUE** Guest Speaker: Andrea Moore on "Discovery" and Community --- How NOT to be a Tourist in the Lives of Other people.	**Notes:**			

March 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 In Recitation, Groups Design a Rubric to Evalute Team Performance and Individual Performance. Review Chapter 8 "Interacting in Teams and Groups" and use Table 8.1 "Assessing Your Group" as a starting point. Prep for In Class Experience Next Week. Begin Discovery Phase	3	4

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March 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
5	**6**	**7** IN CLASS: **In Class: In Place of a Midterm Exam, in class, the recitation teams present a plan of how they will schedule and execute their HCD project, assigning tasks, etc. Each team has 10 minutes to present. Business Formal.**	**8**	**9** Reciations Discover: Reporting out on Discovery Phase. All three Afternoon recitations meet together to share. All three evening recitations meet together to share. Recitation Olympics Challenge.	**10**	**11**
12	**13**	**14** IN CLASS: Guest Speaker David B. Balkin, Professor of Management at the Leeds School of Business & experet on Change Management. Topic: How Leaders Make Change Happen./ _Alternate Speaker:_ Dan Lewis, Leaderhip Alliance, Denver.	**15**	**16** Reciations Ideate Discuss, Debate, Decide and Ideate Watch Video for Discussion. How does this change or support how you approach the Ideate Phase: **Chimamanda Adichie's TED Talk:** **The Danger of a Single Story** http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html. You can also read the TED Talk transcript here: http://bit.ly/112fZPB	**17**	**18**

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Sun	Mon	Tue	Wed	Thu	Fri	Sat
19	**20**	**21** "Understanding Change" Prior to Class Re-read Chapter 10 and Chapter 11 in Exploring Leadership **Approaches to Leading Others: PLC Alumni Interviews Paper Assigned**	**22**	**23** Recitations Part 1. Discussion of Interview Etiquette, the value of networking, and how to utilize the PLC Linked In Alumni Opportunity Network. Discuss: http://www.inc.com/jeff-haden/harvard-psychologist-says-this-trait-matters-most-10-ways-to-make-a-great-first-.html Part 2. Prototype Phase **The Prototype Stage in Action** The Pepper Eater Team is working in rural Ethiopia to create a simple tool that dramatically improves pepper processing. Learn more about the prototyping methods the team is using as part of the human-centered design process: http://bit.ly/MiJSC4 MIT's Kevin Kung is working on a project in Kenya to transform organic waste into charcoal. Learn more about Kevin's journey through the human-centered design prototyping process here: http://bit.ly/HCDinKenya	**24**	**25**
26	**27** SPRING BREAK	**28** SPRING BREAK	**29** SPRING BREAK	**30** SPRING BREAK	**31** SPRING BREAK	**Notes:**

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April 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	**3**	**4** IN CLASS: Young PLC Alumni Panel Guest Speakers TOPIC: Adventures in Leadereship: Successes and Failures in Leading Teams	**5**	**6** Part 1: Peer Edit Approaches to Leading Others papers Part 2: Recitations Move/Impliment Phase Roll Out work	**7**	**8**
9	**10**	**11** In Class: Making Change Stick: Case Studies of Successful Change. Prior to Class read materials posted to D2L. **Approaches to Leading Others Paper Due**	**12**	**13** Recitations Move/Impliment Work Time	**14**	**15**
16	**17**	**18** In Class: Guest Speaker Panel of Student Leaders at CU on Making Changes in the CU Campus Community	**19**	**20** Recitations Rehearse their Final Presentations	**21**	**22**
23	**24**	**25** In Class: Course Wrap Up	**26**	**27** Recitations Meet with Community Partner to Share What they Will Report Out	**28**	**29**

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May 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 GROUP PRESENTATIONS: TEAM JEAN TEAM EMILY TEAM HANNAH	3	4 GROUP PRESENTATIONS: TEAM ALEX TEAM LAUREN TEAM SAM	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	Notes:		

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