Instructor Information:

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Office Hours
Office hours are scheduled by appointment. You can schedule an appointment through the following link: https://johndugan.youcanbook.me/

Description:

Professionals working in Higher Education may be offered the opportunity or even required as part of their position to serve as undergraduate course instructors in areas ranging from leadership studies to first year seminars. Thus, learning how to design and deliver curricula, manage classroom environments, and contribute to transformative learning experiences become important skillsets albeit ones often underdeveloped through graduate preparation programs.

Master’s degree students in the Higher Education program may apply to serve as a teaching intern (TI) for the first course in the minor sequence ELPS 125: Introduction to Leadership. Much like a “traditional” internship experience, the student performs work delivering the course, is supervised and mentored by the primary instructor, and takes part in a separate course to process what they are learning.

Content for ELPS 527 introduces material that supports TI’s knowledge and ability to engage effectively as an instructor. This includes exposure to content from: bell hooks’s Teaching to Transgress and Teaching Critical Thinking, Parker Palmer’s The Courage to Teach, Stephen Brookfield’s The Skillful Teacher, and Sharon Daloz Parks’s Leadership Can Be Taught.

Outcome & Objectives:

Learning Outcome
Students will be able to design and deliver a curricular leadership learning experience.

Objectives
Upon completion of this course, students will:
1. Demonstrate competence in facilitating student learning in an academic classroom;
2. Possess increased efficacy for the design and delivery of academic learning experiences;
3. Understand how to structure and manage classroom learning environments;
4. Engage with students in developmentally meaningful ways that contribute to a positive learning environment;
5. Deepen their understanding of leadership as a concept and how it is learned; and
6. Articulate a philosophy of teaching.

**IDEA Objectives**
The following outcomes are deemed *ESSENTIAL* to this course:
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

The following outcomes have been deemed *IMPORTANT* to this course:
- Acquiring skills in working with others as a member of a team
- Developing skill in expressing oneself orally or in writing
- Learning to apply knowledge and skills to benefit others or serve the public good

Note that course objectives will be evaluated electronically at the end of the semester. The link that follows is for the IDEA Campus Labs website: [http://luc.edu/idea/](http://luc.edu/idea/). At the end of the semester you will be prompted to complete your evaluation at this site by clicking on the Student IDEA Log In.

**Institutional Policies & Philosophies:**

**Conceptual Framework**
The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “*Social Action Through Education.*” This framework is consistent with the design and content of this course. Specifically, the course will increase students’ abilities to apply critical perspectives to their understandings of, experiences with, and enactment of leadership in an academic classroom setting. This is accomplished through the design and delivery of an undergraduate course curriculum grounded in social justice as well as critical self-reflection on what it means in engage in social action through education.

**Diversity**
This course addresses the myriad of ways in which diversity influences the processes of designing and delivering a course on the topic of leadership. Particular attention is directed toward examining how social location informs classroom dynamics as well as the pedagogical considerations associated with delivering content related to diversity. All of this is done to increase the ability of educators to better serve the needs of an increasingly diverse higher education context.

**Conceptual Framework Standards**
This course houses a core assessment for the following Conceptual Framework Standard:
CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions
The School of Education at Loyola University Chicago requires the assessment of all students across professional dispositions associated with their field in each class. Each of the dispositions identified by the Higher Education program is assessed in this course. These can be found under the course listing in LiveText. At the end of the semester you will be evaluated across these dispositions in LiveText.

Reading Materials:
The required texts for this course are available for purchase at the Loyola Bookstore or online. Please purchase your books as soon as possible.

Required Texts
There are no required texts for this course. All readings will be provided via the Sakai site.

Recommended Texts

Additional Readings
Additional readings will be provided via Sakai. You are not required to print or bring these to class but are responsible for reading them. The instructor may add additional readings not listed in this syllabus during the course of the semester.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Requirements & Expectations:

Attendance
Graduate-level courses meet only once a week and this course will meet only sporadically throughout the semester. This makes attendance absolutely essential. You must be present to engage fully in the course content. I understand that sometimes life priorities can make this challenging. However, the expectation is that you will be present for the full class session each week. Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers. Within two weeks of a missed class, you are expected to send the instructor a short essay on the assigned readings for the class you missed. This essay should be between 1-3 pages, single spaced, and summarize the core content of the readings and your reactions. Note that this document will not be graded or evaluated for feedback as it is a substitute for missing a class session. Please notify the instructor.
via email prior to the start of class should you need to be absent. Any absence will result in the loss of participation points for that day. Routinely arriving late, leaving early, or stepping out of class sessions will result in the loss of participation points as well. Additionally, expectations related to attendance apply to your work in the classroom as a TA for your section of ELPS 125.

**Preparation**

This course is designed using a traditional seminar format in which much of the learning is emerged from group discussion and student engagement with each topic. As such, preparation through completion of each week’s readings as well as thoughtful reflection on the topics are critical not only for each individual’s intellectual development, but the group’s collective development as well. Readings and multimedia sources have been purposefully selected for their relevance to the given topic and contribution to the overall literature.

**Participation**

Given the seminar format of this course, student participation in discussions and learning activities is critical. However, it is important to note that how a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the *quality* of the contributions. For the purposes of this course, participation is valued in which students build upon one another’s comments, provide meaningful connections to practice, share critical observations and insights, and increase the complexity and richness of the discussion. Students are also encouraged to act as gatekeepers to the conversation and encourage the participation of others as well as pose questions to one another. To achieve this, a variety of pedagogical approaches are used to ensure that each individual’s preferred learning style is addressed over the course of the semester. A portion of the final grade is dedicated to participation and a rubric is provided that outlines how this will be assessed.

<table>
<thead>
<tr>
<th>EVALUATIVE DIMENSION</th>
<th>“A” GRADE</th>
<th>“B” GRADE</th>
<th>“C” GRADE</th>
<th>“D/F” GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROMPTNESS</td>
<td>Arrives on time for class and is prepared to begin at the designated time as well as following any breaks; does not leave early</td>
<td>Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early/ is absent</td>
<td>Demonstrates a pattern of lateness, absence, or early departure that interferes with course objectives.</td>
<td>Consistently late to class, does not return from breaks in a timely manner, leaves class early, and/ or is absent frequently</td>
</tr>
<tr>
<td>QUALITY OF CONTRIBUTIONS</td>
<td>Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/ or life experiences</td>
<td>Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based</td>
<td>Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based</td>
<td>No or minimal contributions or arguments are offered</td>
</tr>
</tbody>
</table>
Civil Discourse
Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with students. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view.

Cell Phones/ Computers/ On Call
Please be sure your cell phone is either off or set to silent mode. Should you need to respond to a call during class, please leave the room in an undisruptive manner. You do not need a computer
or tablet in class to take notes but are welcome to have one if it useful for referencing course readings. *Texting or messaging of any kind is not allowed during class as a matter of respect to the learning community.* Should you be on call as part of professional responsibilities, please advise me at the start of the semester. You should also have a conversation with your supervisor to help them understand that you are a student and interruptions during class time should be on an emergency basis only.

**Email/ Sakai**

Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail to ensure course related messages are not misdirected. Additionally, Sakai will be used as a source of continual updates about course material.

**APA Style/ Writing**

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Guidelines for this will be covered at the start of the semester and a handout posted on the Sakai site. Should papers have significant errors in APA formatting, they will not be accepted as complete. Quality of writing is also of high importance. Students are encouraged to submit drafts of papers to peers for initial feedback. If a student has significant concerns regarding their writing ability, they should consult the University Writing Center (http://www.luc.edu/writing/).

**Assignments, Evaluation, & Grading:**

**Assignment Expectations:**

Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. *Any assignment submitted after the due date will be reduced by a half letter grade. An additional full letter grade reduction will be applied for each 24-hour period after the original time due. Extensions will not be granted.* Note that the instructor will not hunt down missing assignments, and it is your responsibility to ensure that they are turned in by the stated deadlines.

*If an assignment fails to follow the instructions provided, a grade of zero will be assigned.* This includes adherence to page lengths and formatting as well as addressing the core content specified for each assignment. Detailed explanations of assignments are provided in the assignments section of the Sakai site. Students are encouraged to consult with the instructor regarding any questions.

For all assignments focused on writing, students will be provided substantial feedback regarding content, structure, and grammar/ APA style. It is the student’s responsibility to ensure that the feedback provided for an assignment is integrated into the next assignment. If problems repeatedly appear across assignments, the percentage of point deduction will be increased. Students should not exceed the suggested length of assignments. Additionally, *the suggested length does not include the title page or reference pages.*
All coursework and assignments must be completed by the end of the term as grades of incomplete are generally not assigned. The following point distribution will be used:

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Final Grade</th>
</tr>
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<tbody>
<tr>
<td>100 – 94</td>
<td>A</td>
</tr>
<tr>
<td>93 – 90</td>
<td>A-</td>
</tr>
<tr>
<td>89 – 87</td>
<td>B+</td>
</tr>
<tr>
<td>86 – 84</td>
<td>B</td>
</tr>
<tr>
<td>83 – 80</td>
<td>B-</td>
</tr>
<tr>
<td>79 – 77</td>
<td>C+</td>
</tr>
<tr>
<td>76 – 74</td>
<td>C</td>
</tr>
<tr>
<td>73 – 70</td>
<td>C-</td>
</tr>
<tr>
<td>69 – 60</td>
<td>D</td>
</tr>
<tr>
<td>59 – 0</td>
<td>F</td>
</tr>
</tbody>
</table>

Assignments:

Assignments and potential point distributions are detailed below:

- Participation: 10 points
- Teaching Supervisor Assessment: 50 points
- Self-Assessment of Performance: 20 points
- Final Reflection Assignment: 20 points

Total: 100 points
## Sequence/Weekly Calendar:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
</table>
| January 19 | Introduction                  | ▪ Overview of Syllabus  
▪ Expectations                                     |
| January 26 | NO CLASS                      |                                                   |
| February 2 | The Heart of Teaching         | Consider the following reflection prompts:  
▪ What most surprised you in terms of course  
dynamics, reactions to content, and learning  
during the first two weeks of class? What most  
extcited you?  
▪ How is your relationship with your teaching  
partner evolving?                                         |
| February 9 | NO CLASS- Town Hall Meeting   |                                                   |
| February 16| Powerful Pedagogies           | Consider the following reflection prompts:  
▪ How would you describe the pedagogical  
approach being employed in the classroom? How  
is this co-created by both teachers and students?  
▪ What pedagogical approaches feel comfortable  
for you? What challenge how you thinking about  
learning?                                                |
<p>| February 23| NO CLASS                      |                                                   |
| March 2    | TBD                           |                                                   |
| March 9    | NO CLASS- Spring Break        |                                                   |
| March 16   | TBD                           |                                                   |
| March 23   | NO CLASS                      |                                                   |
| March 30   | TBD                           |                                                   |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>April 6</td>
<td>NO CLASS</td>
<td></td>
</tr>
<tr>
<td>April 13</td>
<td>NO CLASS- Easter Break</td>
<td></td>
</tr>
<tr>
<td>April 20</td>
<td>TBD</td>
<td>Meeting with Instructor/ Supervisor Assessment of Learning Due</td>
</tr>
<tr>
<td>April 27</td>
<td>TBD</td>
<td>Self-Assessment of Learning Due</td>
</tr>
<tr>
<td>May 4</td>
<td>NO CLASS</td>
<td>Final Reflection Due</td>
</tr>
<tr>
<td></td>
<td>FINALS WEEK</td>
<td></td>
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</tbody>
</table>
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.