**Description:**

The ELPS 125 course is designed to provide an introduction to the concept of leadership, including an exploration of contemporary leadership knowledge and skills that may be utilized in a variety of disciplinary contexts and settings. Leadership is interdisciplinary, multidisciplinary, and multi-dimensional. The course will flow through: 1) an exploration of self, 2) understanding self in the context of others, and 3) recognition of broader social systems and ways of influencing them. Two learning experiences are central to this class: service-learning and critical reflection. This is an Engaged Learning course, approved for the Service-Learning category, and thus satisfies the Loyola University Chicago Engaged Learning University Requirement.

Since this is a Service-Learning (Engaged Learning) course, you will be learning in several different dimensions. You will encounter theories and concepts around leadership (academic knowledge), but you will also encounter learning about your own identity (personal growth) and your role in the community (civic learning). In many ways, this course will provide you with a different way of thinking, including social perspective taking, introspection, critical self-reflection, and self-awareness.
Central Themes

• **(Re)Learning Leadership.** This class will grapple with the concept of leadership exploring its meaning and wrestling with many of the (mis)perceptions about it. We will explore who can exercise leadership, what skills and abilities are important for leadership, and how leadership can be practiced across various disciplines, contexts, and settings.

• **Exploring Identity and Context.** Engaging in leadership necessitates a strong understanding of self. This course -- through classroom, coursework, and service-learning experiences -- will help students critically examine their social identities, values, and experiences and also explore how one’s personal characteristics interact with organizational, social, and other contextual factors in the leadership process.

• **Building Efficacy.** Students will gain greater confidence in their ability to engage in leadership. Self-improvement is not just about learning particular skills or techniques; students must also develop an internal appreciation and conviction in their own power, agency, and capacity to practice leadership.

Central Pedagogies

• **Service-Learning.** Service sites provide students with the opportunity to explore principles covered in class as well as rich experiences for further reflection on both their identities and aspects of leadership. The service-learning component is carefully integrated into the course structure and will be used to explore the three, previously stated, central themes. Students must, therefore, be prepared to learn while actively engaged in service and to continually reflect upon the deeper meaning of their service experiences. The more students invest in the experience, the more they stand to gain from it.

• **Critical Reflection.** Classroom activities are designed to stimulate student reflection and meaning-making regarding thoughts, feelings, and experiences associated with leadership. Service also provides a shared reference point for community learning and collective reflection on course themes. This affords the opportunity to move beyond routine reflection about students’ past experiences to deeper levels of critical reflection about students’ current and ongoing experiences. This includes examining considerations of identity, context, and process as they are happening versus solely after the fact.

*Items in this syllabus are subject to change to enhance the course and update the course. Notice will be given in class and via email.*
Outcome & Objectives:

Learning Outcome
Students will demonstrate enhanced understanding of and efficacy related to fundamental principles of leadership.

Objectives
Upon completion of this course, students will be able to:

- Understand fundamental concepts of leadership, including essential knowledge, attitudes, and skills;
- Identify a conceptualization of leadership consistent with personal life experiences and values;
- Foster an internal foundation of leadership efficacy;
- Demonstrate increased awareness of self in the context of group processes;
- Recognize unique ways in which leadership manifests through service;
- Recognize unique ways in which leadership manifests across disciplinary contexts.

IDEA Objectives
The following outcomes are deemed ESSENTIAL to this course:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learning to apply knowledge and skills to benefit others or serve the public good

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

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/. At the end of the semester you will be promoted to complete your evaluation at this site by clicking on the Student IDEA Log In.

Institutional Policies & Philosophies:
Students are encouraged to visit the following website which provides information related to (among other topics): academic honesty, accessibility, the School of Education conceptual framework, ethics reporting, and electronic communication policies: http://www.luc.edu/education/syllabus-addendum/

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’ knowledge, skills, and
attitudes as well as ability to serve others through the examination of leadership as a construct focused on social justice.

Diversity
This course approaches the topic of leadership from a lens grounded in social justice. Particular attention is paid to culture and leadership and the differing ways in which social identities influence how one views and experiences the concept. Students will be introduced to content and pedagogies that emphasize leadership as a tool for empowerment. Students will also engage in a service-learning experience to help demonstrate the need for leadership that reflects -- and contributes to -- a diverse and socially just society.

Conceptual Framework Standards
The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “Professionalism in Service of Social Justice.” This framework is consistent with the design and content of this course. Specifically, the course will increase students’ knowledge, skills, and attitudes as well as ability to serve others through the examination of leadership as a construct focused on social justice. The conceptual framework is described here: www.luc.edu/education/mission/.

Dispositions
All courses in the SOE assess student dispositions. In this course, the following dispositions will be assessed: Professionalism, Inquiry, and Social Justice. Students may locate the rubric on LiveText. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum. Please refer to Addendum A for more information and go to the syllabus addendum link.

Reading Materials:

Course Readings:
There is no required text for this course. Content will draw on a variety of sources with all readings available through the university’s electronic (ePortfolio) system, Taskstream. To access Taskstream and the first assignments, follow the directions below:

1. Go to www.LUC.edu/eportfolio
2. Click on Taskstream Login on the left hand side of the screen
3. Use your universal Loyola username and password to login in
4. Then select the “Leadership Minor” box.

StrengthsFinder Code:
StrengthsFinder is a personal assessment inventory. You must purchase a code and complete the survey. This will generate a report for you that will be used in class. If you have taken the inventory in the last year and are able to submit the report you received (in a pdf format), you do not need to purchase and complete the inventory again. The inventory can be accessed via: http://www.strengthsquest.com/content/141212/Purchase.aspx for $9.99. This link is also available in the Week 4 materials on the ePortfolio. (Instead of purchasing texts, this will be the one cost associated with this course).
Requirements & Expectations:

Preparation
This course is designed so that learning emerges from group discussion and student engagement with each topic as well as through personal reflection and participation in the service-learning experience. As such, preparation through completion of each week’s readings as well as thoughtful reflection on the topics is critical not only for each individual’s intellectual development, but the group’s collective development as well. Readings have been purposefully selected for their relevance to the given topic and contribution to the overall literature. Given much thought has gone into the selection of readings, students are expected to complete them in advance of each class. Occasional quizzes and reading for meaning activities may be incorporated into the grading structure should evidence emerge that students are not completing the necessary reading.

Class Participation
Given the format employed in this course design and the topic of leadership, 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 on a topic, and generally increase the complexity and richness of the discussion. Students are also encouraged to act as gatekeepers to the conversation encouraging the participation of others as well as posing 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 frequently absent</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>
<tr>
<td>SIGNIFICANCE OF CONTRIBUTIONS</td>
<td>Contributions add complexity to the conversation and support or build off of others’ contributions</td>
<td>Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared</td>
<td>Contributions repeat what others have shared and thus do not advance the conversation</td>
<td>No or minimal contributions are offered</td>
</tr>
<tr>
<td>GENERAL ENGAGEMENT</td>
<td>Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions</td>
<td>Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/ or discussions</td>
<td>Minimal contributions are offered in the small or large group; Appears disengaged from activities and/ or discussions; Addresses core issues in activities and/or discussions quickly &amp; shifts to personal conversations/off-topic material</td>
<td>No contributions are offered</td>
</tr>
<tr>
<td>GATE-KEEPING LISTENING/ ATTENDING SKILLS</td>
<td>Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students’ thoughts</td>
<td>Student occasionally encourages the participation of others; recognizes the contributions of others</td>
<td>Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor</td>
<td>No or minimal contributions</td>
</tr>
<tr>
<td></td>
<td>Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers’ learning processes</td>
<td>Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers’ learning processes</td>
<td>Is dismissive (verbally or nonverbally) of others’ feelings and opinions; Displays a lack of interest; Does not actively support peers’ learning processes</td>
<td>Inconsiderate of others’ feelings and opinions; Does not actively listen or support others’ learning</td>
</tr>
</tbody>
</table>
Attendance
Students 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 students will be present for the full class session each week. If students miss a class, arrive late, or leave early, they are responsible for identifying and obtaining missed material from peers. **Within two weeks after a missed class, students are expected to send the instructor a short essay on the assigned readings for the class that was missed. This essay should be between 3 – 5 pages, double-spaced, and summarize the core content of the readings and your reactions to it.** Please notify the instructor via email prior to the start of class if you need to be absent. Any unexcused absence will result in the loss of participation points for that day. Routinely arriving or leaving late will result in the loss of participation points as well.

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 communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with an ethic of care. 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. The importance of engaged, sustained, civil dialogue cannot be overstated; it is the very heart of leadership.

Cell Phones
Students who bring a cell phone to class should be sure it is either off or set to a silent mode. Use of phones is not allowed during class as a matter of respect to the learning community. I understand that there may occasionally be times when exceptional circumstances require students to be accessible by phone (for example, if you are waiting to hear news about a family member in the hospital). In situations like these, please inform me prior to class, have your phone on silent, and excuse yourself from the classroom if you receive all call or text that requires your immediate attention.

Email
Email will be used as the primary mode of correspondence to each students’ Loyola email account for this course, and it is imperative that students check their Loyola University Chicago account daily. Please also check Loyola spam mail to ensure course related messages are not misdirected.

Sakai
The syllabus will be placed in Sakai, so you will be able to access it electronically during the semester.

Learning Portfolio (ePortfolio)
This course (and all other courses in the Leadership Studies area) will make significant use of Loyola's ePortfolio system (TaskStream). In general, students will be asked to post assignments to the ePortfolio. Information, tutorials, and log-in information for the ePortfolio is found at: http://www.luc.edu/eportfolio/

Assignments:

Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. Assignments are expected to be turned in on time so please plan appropriately to avoid unnecessary penalties. *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 students’ responsibility to ensure that they are turned in by the stated deadlines.

Note that if an assignment fails to follow the instructions provided, a grade of zero will be assigned. This includes adherence to page/word lengths and formatting as well as addressing the core content specified for each assignment. Students are encouraged to consult with the instructor regarding any questions associated with assignments. Unless otherwise indicated, *all assignments must be submitted by posting them to your ePortfolio.*

Service-Learning Participation

*Students are required to complete 25 hours of community-based work (service-learning) at one of the organizations distributed in class (see handout) as part of ELPS 125-01E, with specific projects and duties to be determined by community partners.* Dedicated course time will be provided to review the expectations associated with the service component of this course.

Twenty percent of your final grade is tied directly to assignments related to your service-learning participation. **However, because this is an Engaged Learning course, if students do not complete the 25 service hours required within the specified parameters of this course, they will not receive a passing grade for the class regardless of how well they do on graded assignments.** Required due dates for identifying selected service-learning sites and monitoring the completion of service hours are outlined below:

- **Week 2 (Sept. 11, 2017)**
  1. After researching all four organizations, complete the Community Site Planning form in Taskstream to reflect upon what you are planning for your community service-learning site, including your rationale and steps you are taking toward orientation, training, and scheduling service hours.

- **Week 3 (September 25, 2017):**
  1. Service site description and learning outcomes entered into *LOCUS* (see instructions in Taskstream).
  2. Submit a 250 word description of why you chose the service site you did and what you hope to gain from this experience? Include a photo and the name of your service site in your submission.
Note: Entering information on LOCUS and the description of your site on the ePortfolio are worth 5 points in total.

- **Week 12 (11/27/17):** Required 48 hours after class ends:
  Engaged Learning Reflection. This is worth 10 points.
  Referencing Loyola’s mission statement above, compose a written reflection (at least 2 pages, double-spaced) on your ePortfolio that connects to the following:
  
  **Loyola University Chicago’s mission statement:**
  “We are Chicago’s Jesuit Catholic university - a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith.”

  - **Connect your in-class and out-of-class experience to Loyola’s Mission.**
  - **How did your Engaged Learning experience help you to connect to the university’s mission?**
  - **How did the Engaged Learning experience in this course impact your personal, intellectual, civic, and/or professional development?**

In addition to this being an assignment, you can also use this reflection to earn your Loyola Experience Engagement Key. Complete details can be found at www.luc.edu/eportfolio/engagementkey

- **Week 14 (12/11/17):** Required 48 hours after class ends:
  Service Hours Log – 25 hours must be completed. This is worth 5 points.
  (1)Submitted on your ePortfolio (must be SIGNED by you and your site supervisor). You may take a photo of the document to upload it.
  (2)You may use the template provided in Week 14 of your ePortfolio or submit a form provided by your service site

Regular attendance at service sites is essential. Service site supervisors will be contacted by the instructor in the middle of the semester to confirm students are on track to complete hours. Not only will our community partners be dependent on students’ attendance, these experiences will provide students with a practical experience through which to make sense of course content. Additionally, it will not be possible to complete many of the assignments associated with the class if students are not meeting the service requirement. Students should approach their service site with a mindset that is open to learning about “leadership in action.” Community partners should be viewed as co-educators contributing to both students’ personal development and course learning. This is a reciprocal relationship based on mutual investment. Students should conduct themselves with respect and professionalism, provide their most competent work, and communicate effectively with everyone connected with the organization. Additionally, students should be sure to discuss with on-site supervisors the appropriate protocol for notifying them of unexpected absences and rescheduling missed hours when rare situations happen that prevent them from attending (e.g., if a student becomes ill).
Critical Reflection Exercises

Reflection plays an essential role both in leadership and service-learning. Reflection generally involves: (1) thinking intently about our experiences, (2) careful contemplation of our actions and their effects, and (3) interpreting meaning to what happens to us. Put another way, reflection serves as a bridge between our experiences and our thinking; it is how we turn our lived experiences into meaning-making.

This course includes a variety of both formal (graded) and informal (ungraded) reflection exercises, with the goal of encouraging students to be more thoughtful, deliberate, and meaningful as they attempt to understand themselves, their experiences, and how they interact with the world. For each formal reflection exercise outlined below, students are expected to give careful thought to the prompts and then produce a meaningful, reflective essay that addresses each component of the assignment. Each reflection should be between 700-800 words (approximately 250 words for each prompt).

Reflection Exercise #1: What is your Emerging Leadership Philosophy?
Due: Week 2 – week of 9/18/17, 48 hours after class ends, submitted on your ePortfolio.
These may be shared in class presentations throughout the semester.

Portray your thoughts through the creative medium of music and film and respond to the following three prompts while completing this statement: “This is who I am, and these are the events that have defined my identity and how I understand, experience, and enact leadership. I want you to know that . . .”

- How do you define the term leadership?
- How is your definition of leadership influenced by your personal values?
- What else has informed your definition of leadership and its meaning?

Presentations should be the length of one song, 2:30 - 3:30 minutes in length. (If there is time in class and with permission of students, we may demonstrate a few of the videos.)

iMovie is recommended as the program to create your movie, due to its small learning curve. If you do not have a Mac, you may use one at the IC or feel free to use any other software you would like. Your movie should be posted to your ePortfolio, preferably as an embedded movie as to not have your video removed from Youtube for any song copyright issues. This movie will then be a great launch pad for you when you begin to create your Leadership ePortfolio at the end of the Leadership minor program!

Reflection Exercise #2: Finding and Clarifying Your Strengths
Due: Week 4 – week of 10/2/17, 48 hours after class ends, written reflection submitted on your ePortfolio and Save and post your StrengthsFinder results (pdf) on your ePortfolio

Prompts:
- State your 5 talents and briefly assess the degree to which you believe they accurately reflect your strengths.
- Where do you envision your strengths showing up (or being most useful) at your service site?
- How might you use your strengths as a leader within your chosen passion or profession?

**Reflection Exercise #3: This I Believe**

*DUE: Week 5 – week of 10/16/17, 48 hours after class ends, submitted on your ePortfolio*

Prompts:

Select and read two of the six “This I Believe” readings posted in the ePortfolio. After reviewing them, respond to the following:

- What two readings did you select? Why did you select the readings you did?
- How do the readings align with your own beliefs? How do they differ?
- Write your own “This I Believe” statement. The statement should be approximately 250 words and should communicate a belief you have that relates to efficacy, such as a belief in your own abilities to achieve something (which may include a sense of collective efficacy when working with others).

**Reflection Exercise #4: Navigating Your Social Identities**

*DUE: Week 7 – week of 10/23/17, 48 hours after class ends, submitted on your ePortfolio*

Prompts:

- Which of your social identities are most salient to you and why? Please focus on at least two of your most salient identities (for example, race, gender, sexual orientation)
- How do these social identities show up or surface in your service site?
- How do these identities shape or inform your understanding of leadership?

**Interpreting Leadership in Context**

The objective of these assignments are for students to gain a broader understanding and appreciation of how context (including social identities) influences leadership.

**Interview and Written Reflection on Leadership**

*DUE: Week 8 – week of 10/30/17, 48 hours after class ends submitted on your ePortfolio*

First, identify someone who you perceive to be a leader in a **professional area of interest**. For example, you might want to interview a faculty member from your major, or use LUConnect to reach out to an alumni who is working in a career that you would like to pursue in the future. If you are passionate about a social issue, you may want to meet with a local politician, community organizer, or a staff member at a community agency (it could be someone at your service site). Set up a **face-to-face** dialogue with this person (i.e., not via email, phone, or skype). Think about what topics and information you want to discuss ahead of time, and formulate questions in advance. When you meet, your goal is to gain a greater understanding of:
• How your dialogue partner defines or understands leadership in general;
  o How your dialogue partner practices or exercises leadership both in their
career and in other aspects of their lives;
• How the various social identities of your dialogue partner affect their leadership;
  o How your dialogue partner believes various social identities impact or affect
their workplace and/or community; and
• How your dialogue partner approaches making groups and teams most effective.

Remember, you are an active partner in this dialogue not a passive receiver of information.
Therefore, you should be engaging in the subject matter, seeking clarification of information, and
even (appropriately) challenging your dialogue partner in an effort to obtain the most helpful
information possible. Once you have completed your dialogue, you will write a reflection that
should be between 700-800 words introducing the reader to your interviewee, explaining why
you chose to interview this person, and explaining the top three lessons you learned from your
dialogue partner. Keep in mind that the overall goal is to identify the most important lessons that
will help you in your leadership development process. These can be specific things that your
dialogue partner told you, but they can also be realizations from reflecting on your dialogue.

**Photo Elicitation on Leadership**

*DUE: Week 10 – week of 11/13/17, 48 hours after class ends submitted on your ePortfolio*

Photo elicitation involves the use of photographs that a person is either shown or asked to take as
a means to evoke information, feelings, and/or memories that explain a specific phenomenon.

This reflection involves taking photographs that you feel are representative of three key terms
regarding social identities:
  • Inclusion
  • Power
  • Authority

Students should take 1-2 photo(s) that best captures their understanding of each term, for a total
of 3-6 photos. Students are encouraged to take many photographs and select the best one for each
concept from the broader set of photographs. If students are taking photos of people and/or if are
taking photos at a service site (or at another location where sensitive information may be
present), please check in with someone at the location to ensure that it is appropriate to do so
first.

For *each* photograph, the student should construct a single paragraph that
  (1) defines the lesson as they understand it and
  (2) interprets the photo and how it represents the lesson.

**EXPRESS Project**

The purpose of this assignment is to think creatively about leadership and capture your emerging
philosophy in a way that reflects your learning and narrative styles. Learning outcomes for the assignment include:

- The ability to articulate a personal conceptualization of leadership grounded in course content;
- Understanding of how one’s philosophy of leadership reflects personal life experiences and social identities; and
- Application of one’s service experiences to their understanding of leadership.

This culminating assignment asks you to consider your evolving definition of leadership within the context of course learning. The assignment is an opportunity to express in your preferred format your definition of leadership as well as offer insights into how your service experience has informed your definition. Your final product should address the following prompts:

- What is your evolving understanding of leadership, and how has it changed over the course of this semester (if at all)?
- What personal insights or discoveries this semester helped inform your evolving understanding of leadership?
- How do your social identities and various social contexts influence the ways you understand and/or exercise leadership?
- In what ways did your service site offer insight into or help you further comprehend leadership?
- How do you anticipate putting your leadership definition into practice in the future?

You are encouraged to be creative in how you construct your final product. You could create a spoken word piece, film a video blog, craft a photographic representation, or any other means of expression that foregrounds your voice in the process. You may, of course, also write a traditional paper. Ultimately, the EXPRESS Project will be completed in two parts.

**Part I: EXPRESS Presentation**

*DUE: Week 13 – 12/4/17 in class*

You will be asked to summarize your EXPRESS Project in a 5-minute presentation in class. Again, you are encouraged to find creative ways to articulate your voice and ideas on leadership. After you present your work, your classmates and the instructor may provide you with brief feedback.

**Part II: Curated EXPRESS Project**

*DUE: Week 14 – last class on 12/11/17* -Prior to the start time for your final exam submitted on your ePortfolio

Utilizing the feedback from your classroom presentation, make any final modifications to your EXPRESS Project. If you took a creative approach (e.g., a song, video, painting), you must “curate” the work. This involves a written explanation of approximately 500 words that addresses the following:

- How does your work represent your philosophy of leadership?
• What personal insights or discoveries this semester inform your evolving understanding of leadership?
• In what ways did your service site offer insight into or help you further comprehend leadership?
• How do you anticipate putting your leadership definition to practice in the future?
• What feedback did you receive in Part I from your instructor and peers? Did you choose to implement it? Why or why not?

Both traditional papers and curation statements should include relevant citations to course material. There should be at least three written citations (in a paper), or references (spoken or visual) to class readings. In addition, please make connections with at least 2 class discussions or activities.

Students who choose to write a more traditional paper should submit a paper that is approximately 5 pages in length (not including the title page or references). Papers should conform to formatting guidelines such as APA, MLA, or other guidelines used within your major. Be sure to cite references of class material and discussions in addition to any text you use.

Students should not exceed the suggested length of assignments. Additionally, the suggested length does not include the title or reference pages. The quality of writing is also of high importance. Students are encouraged to submit drafts of papers and other written assignments to the Writing Center for initial feedback (http://www.luc.edu/tutoring/Writing_Center.shtml).

**Evaluation & Grading:**

All coursework and assignments must be completed by the end of the term as grades of incomplete are generally not assigned. The distribution of points is provided below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Engagement</td>
<td>20</td>
</tr>
<tr>
<td>Service Site Participation</td>
<td>20</td>
</tr>
<tr>
<td>Critical Reflection Exercises (4 @ 5 pts each)</td>
<td>20</td>
</tr>
<tr>
<td>Interpreting Leadership in Context</td>
<td>20</td>
</tr>
<tr>
<td>Express Project</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The following point spread will be used to determine the final course grade:

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

Assignments in this course will be graded according to the rubric provided on the next page:
<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>Achievement of Specified Learning Outcomes</td>
<td>The assignment demonstrates strong achievement across designated learning outcomes</td>
<td>The assignment demonstrates evidence of meeting the designated learning outcomes</td>
<td>The assignment meets the majority, but not all of the designated learning outcomes</td>
<td>The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes</td>
</tr>
<tr>
<td>Demonstrated Understanding of Content</td>
<td>Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas</td>
<td>Demonstrates adequate competence in articulating central points of core content</td>
<td>Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points</td>
<td>Assignment is not completed or does not demonstrate accurate or full understanding of content</td>
</tr>
<tr>
<td>Complexity of Thought &amp; Creativity</td>
<td>Demonstrates significant complexity of thought as well as creative approaches in both content and structure</td>
<td>Complexity of thought is of adequate depth and elements of creativity are present in work</td>
<td>Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate</td>
<td>Assignment is not completed or lacks complexity of thoughts required for graduate-level work</td>
</tr>
<tr>
<td>Sophistication of Application to Practice</td>
<td>Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations</td>
<td>Application to practice is accurate and adequate</td>
<td>Application to practice varies in accuracy and does not take into account varying perspectives and considerations</td>
<td>Assignment is not completed or application to practice fails to take into consideration context</td>
</tr>
<tr>
<td>Depth of Analysis</td>
<td>Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations</td>
<td>Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations</td>
<td>Depth of analysis varies greatly; fails to consistently assess strengths and weaknesses, make connections between various content areas, and/or add meaningful interpretations</td>
<td>Assignment is not completed or depth of analysis is not consistent with requirements of collegiate-level work</td>
</tr>
<tr>
<td>Appropriate Structure, Style, and Grammar</td>
<td>The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or APA style</td>
<td>The final product is well organized and clearly structured with only minimal grammatical and APA style errors</td>
<td>The final product suffers from problems associated with organization and structure and/ or grammatical and APA style errors</td>
<td>Assignment is not completed or final product is poorly organized, structured, and/or possesses significant grammar and/ or APA style errors</td>
</tr>
</tbody>
</table>
### Course Calendar

<table>
<thead>
<tr>
<th>DATE</th>
<th>THEME &amp; READINGS</th>
<th>TASKS/WHAT’S DUE</th>
<th>GUIDING QUESTIONS</th>
</tr>
</thead>
</table>
| Week 1 8/28/17 | **Introduction**  
*Readings:*
- Read and bring copy of syllabus to class  
- Learning through Serving – Ch. 1: What is Service-Learning?  
- Learning through Serving – Ch. 2: Building and Maintaining Community Partnerships  
- Learning through Serving – Chapter 6 pg. 95-101: Reflection in Action | **Assignments:**  
- Have Ch. 1, 2, and 6 read for class and be ready to discuss!  
FOR WEEK off due to Labor Day (9/4/17) – please research the community organizations offered in class and be prepared to select one next class. | **Class:**  
What is the study of leadership? What are the course requirements and what is expected of me? What makes this class different from previous classes?  
**Service:**  
What is service-learning? What are the service requirements for this class? |
| 9/11/17  (no class meeting) | **Community Service Site**  
*Community Service Site Research*
Complete the Community Service Site Action Plan form in Taskstream. Research the community organizations distributed in class by:  
- Reviewing each of their websites  
- Determining which one you will choose  
- Identifying training, orientation, and hours  
- Begin Scheduling, training and volunteering |  
**Service:**  
Although there will not be class this week, it is a week dedicated to your community site. Once you have identified your site and met with your site, complete the web form linked in Taskstream. |
<table>
<thead>
<tr>
<th>Week 2 9/18/17</th>
<th>Leadership &amp; Service Part I: Navigating Leadership and Service</th>
</tr>
</thead>
</table>
- Matusak Chapter 3: The Two Sides of Leadership  
| **Assignments:** | - Reflection #1 (due 48 hours after class)  
- [Next Week: Week 3 reading is extremely dense and you are encouraged to read it multiple times and take thorough notes and bring questions] |
| **Class:** | - What is your leadership story? How did you arrive there? What makes your story unique/different than others? What is leadership for social change? |
| **Service:** | - Is service always good? Why do we do service? What are some links between service and leadership? |

<table>
<thead>
<tr>
<th>Week 3 9/25/17</th>
<th>Leadership &amp; Service Part II: Navigating Leadership and Service</th>
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</table>
| **Assignments:** | - Discuss your chosen service site from community list  
- Submit a 250 word description of your service site in your ePortfolio and include a picture  
- Enter information into LOCUS |
| **Class:** | - What are the core components of leadership? What distinguishes and how do we reconcile concepts like: leadership v. management, process v. position, and power v. authority? |
| **Service:** | - How can the evolving nature of leadership influence the way we engage in service? |
**Week 4**  
10/2/17

**Understanding Self Part I: Strengths and Values**

**Readings:**
- Read about each of your 5 strengths in the StrengthsFinder report you received after taking the inventory
- Matusak Chapter 4: Use Your Internal Compass

**Assignments:**
- Complete the StrengthsFinder Survey (bring results to class)
- Reflection Exercise #2 (due 48 hours after class)

**Class:**
What are your strengths and core values? How do your strengths and values align? How do your strengths relate to the way you practice leadership?

**Service-Learning:**
How do your strengths and values align with your service activities? What strengths and values are represented at your site?

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**Week 5**  
10/16/17

**Understanding Self Part II: Building Efficacy**

- Leadership for a Better World: Chapter 9
- Two of the six This I Believe Statements (PDF on ePortfolio)

**Assignments:**
- Reflection Exercise #3 (due 48 hours after class)

**Class:**
What is efficacy? What experiences have empowered you? When and where do you feel constrained? What lessons have you learned (and internalized) about your own capabilities and agency?

What makes you “you”? How do social categories affect our sense of who we are? What meaning do we make of our various identities?

**Service-Learning:**
What concerns do you have about doing service? How do you build
Understanding Self Part III:
Understanding Your Social Identities

Video:
Danger of a single story
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

Readings:

efficacy at your service site? How do you balance effort v. effect?

Which of your social identities are most salient at your service site?
Which are least salient?
<table>
<thead>
<tr>
<th>Week 7</th>
<th><strong>Understanding Self Part IV: How Social Identities Affect Leadership</strong></th>
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<tbody>
<tr>
<td>10/23</td>
<td><em>Readings:</em></td>
</tr>
<tr>
<td></td>
<td>• Learning through Serving - Ch. 5:</td>
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<tr>
<td></td>
<td>Creating Cultural Connections</td>
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<tr>
<td></td>
<td>• Harro, B. (2013). The cycle of socialization. In M. Adams,</td>
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<td></td>
<td>W. Blumenfeld, C. Castañeda, H. W. Hackman, M. L. Peters, &amp;</td>
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<td></td>
<td>X. Zúñiga (Eds.), <em>Readings for diversity and social justice</em>.</td>
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<td></td>
<td>• Western, S. (2013). Diversity and leadership. In *Leadership: *</td>
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<td></td>
<td><strong>Assignments:</strong></td>
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<td></td>
<td>• Reflection #4 (due 48 hours after class)</td>
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<td><strong>Class:</strong></td>
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<td>What are the dangers of a singular story? How and why do people</td>
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<td>feel disenfranchised? How do identities shape how individuals</td>
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<td>understand, experience, and enact leadership?</td>
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<td></td>
<td><strong>Service-Learning:</strong></td>
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<td>How do social identities manifest themselves at your service site?</td>
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<td>How are multiple voices and stories reflected at your service site?</td>
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<tr>
<td>Week 8 10/30</td>
<td>Groups &amp; Teams Part I: Cultivating Groups &amp; Teams</td>
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<tr>
<td><strong>Assignments:</strong></td>
<td>Leadership in Context -- (due 48 hours after class)</td>
</tr>
<tr>
<td><strong>Class:</strong></td>
<td>How do groups and teams form and function? What is the importance of dialogue? How do we build collaboration and common purpose?</td>
</tr>
<tr>
<td><strong>Service-Learning:</strong></td>
<td>What do teams look like at your service site? How are multiple perspectives engaged and communicated?</td>
</tr>
<tr>
<td>Week 9 11/6</td>
<td>Groups &amp; Teams Part II: Moving from Personal to Collective</td>
</tr>
<tr>
<td><strong>Assignments:</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Class:</strong></td>
<td>What does it mean to engage in collective leadership? What are the conditions that foster this? What benefits are accrued?</td>
</tr>
<tr>
<td><strong>Service-Learning:</strong></td>
<td>What personal benefits do we get from serving others? How and when does service work become mutual?</td>
</tr>
</tbody>
</table>
| Week 10 11/13 | **Groups & Teams Part III: Creating (and Maintaining) Inclusive Environments**  
**Readings:**  
**Assignments:**  
- Photo Elicitation on Leadership  
**Class:**  
What is the difference between diversity and inclusion? What personal and organizational factors contribute to a climate of inclusion?  
**Service-Learning:**  
What role do clients and community members have in shaping the climate of your service site? |
|---|---|---|
| Week 11 11/20 | **Leadership in Practice Part I: Navigating Power & Authority**  
**Readings:**  
**Assignments:**  
- None  
**Class:**  
Do we assume that leadership is good? If so, why? What is the relationship between leadership and power? What is my relationship with and reaction to authority? What are the different types and dimensions of power? What are my own sources of power?  
**Service-Learning:**  
How would you map the power dynamics at your service site? How do you navigate and make sense of “organizational politics”?
<table>
<thead>
<tr>
<th>Week 12 11/27</th>
<th><strong>Leadership in Practice Part II: Change, Resilience &amp; Persistence</strong></th>
<th><strong>Assignments:</strong></th>
<th><strong>Class:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Readings:</strong></td>
<td></td>
<td>What is change? What is the role of disequilibrium and dissonance? What does it look like to navigate power dynamics? How do we persist, remain resilient, and maintain critical hope in toxic situations?</td>
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</table>

**Assignments:**
- Engaged Learning Reflection (due 48 hours after class)
- Optional: Submit for your Loyola Experience Engagement Key. Information available at www.luc.edu/eportfolio/engagementkey
<table>
<thead>
<tr>
<th>Week 13 12/4</th>
<th><strong>Leadership in Practice Part III: Personal Evolution</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments:</th>
<th>- EXPRESS Presentation in Class (Part I)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class:</strong></td>
<td>What does leadership mean to me now? How has my understanding of leadership evolved or changed over the semester? What leadership lessons can I take from others?</td>
</tr>
<tr>
<td><strong>Service-Learning:</strong></td>
<td>How has my service experience informed my evolving understanding of leadership? What lessons can I learn from my classmates’ service experiences?</td>
</tr>
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<thead>
<tr>
<th>Exam Week Week 14 12/11</th>
<th><strong>Leadership, Renewal, and Next Steps And FINAL EXAM WEEK</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td>Life Entrepreneur – Embracing Renewal and Reinvention</td>
</tr>
</tbody>
</table>

| Assignments: | - Service Log Due (25 hours submitted)  
Final EXPRESS Project (Part II) |
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</thead>
<tbody>
<tr>
<td><strong>Class:</strong></td>
<td>Where do we go from here? What’s next in my leadership journey? What’s next in the leadership studies sequence?</td>
</tr>
<tr>
<td><strong>Service-Learning:</strong></td>
<td>How will you incorporate service into your life? How has your service experience influenced your professional goals and/or personal passions?</td>
</tr>
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Appendix A
Loyola University Chicago
School of Education
Syllabus Addendum

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.