

# **Biol 2301: Leadership and Service**

## **Sample Course Syllabus**

### **Course Description:**

This two credit course is designed for you to reflect on the importance of civic responsibility and service in leadership, understand how personal values, experiences, and identity influence perspectives on social issues, and learn techniques for effective work with diverse communities. The course provides you with an opportunity to partner with a community organization during the semester based on articulated service outcomes. You will reflect on your work with the organization throughout the semester and consider your experiences as they relate to the content covered in the course.

### **Course Objectives:**

At the completion of the course, the goal is that through the course readings, assignments, class discussions and activities, and your service-learning experience, you will be able to:

- Explain different ideas and definitions of service
- Define citizenship and how you want to act as a citizen in your community
- Understand the social change model of leadership
- Know your level of intercultural competence
- Describe strategies to increase your level of intercultural competence
- Develop skills to work effectively in diverse communities
- Analyze how personal values, experiences, and identity influence perspectives on social issues
- Articulate the connection between civic responsibility, service, and leadership

### **Service Objectives:**

Service objectives are determined by the needs of the organization and developed in partnership with the Community Service-Learning Center at the University of Minnesota. Your service-learning experience will be focused upon issues related to the biological sciences, health sciences, your future career goals, and/or a social issue in which you have a particular interest.

### **Course Text:**

Komives, S. R., Wagner, W., & Associates. (2009). *Leadership for a Better World*. San Francisco: Jossey-Bass.

\*The course text is available at the University Bookstore or through other online stores.

Other required readings will be available via links on Moodle.

### **Accommodations:**

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: <http://ds.umn.edu/student-services.html>.

If you are registered with Disability Services, you are eligible to receive accommodations from the University when doing service-learning in the community. While not all buildings where community groups are located are 100% accessible to students with physical disabilities, service-learning staff can work with you to find a service-learning site that meets your needs. If you have an invisible disability, we encourage you to talk with your service-learning liaison and/or your DS specialist to discuss the type of work environment and structure you need to be successful during your community experience.

### **Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at <http://www.mentalhealth.umn.edu>.

### **Assignments & Grading:**

This course is graded Pass/Fail (S/N). You must fulfill the obligations of your service learning experience (minimum of 20 hours of service) and earn a minimum of 70% (133 out of 190 points) to earn an "S" in the course.

### **Community Service**

An essential component of this course is your engagement in the local community. You are required to complete a minimum of 2-3 hours of service in a community organization each week over the semester, for a minimum of 20 hours. All hours must be completed by the last day of the semester. Your site must be established before the end of fourth week of the semester. You may not change sites after this date, as it will be difficult for you to complete a minimum of 20 hours of service at that point.

You are also required to attend one of the Community Service-Learning Center's training workshops, "Community Involvement in Practice" or "Critical Perspectives on Community Involvement." You must also complete any trainings or orientations required by your service-learning organization.

### **Attendance & Participation**

Attendance is expected, as being in class will allow you to be actively involved in the course content and participate in class activities. If you don't attend class, you will lose the chance to discuss the material and learn from your peers, and your peers will lose the chance to learn from you. If you need to miss class, you must contact the instructor prior to class and receive consent to have an excused absence from class. You may be asked to provide documentation for your absence. Excused absences are likely to include illnesses and emergencies. Each unexcused or unapproved absence will deduct 10 points from your final point total. As described previously, class participation includes completing readings on time, being involved in class exercises, and being engaged in large group and small group discussions.

### **Reflective Journal Entries (50 points)**

One of the most effective ways for students to reflect on their service-learning is through consistent journaling. Starting in the fifth week of the semester, responses to journal prompts will be due every week. These prompts will ask you to reflect on your service in the community and the class content. There will be 10 total journal prompts this semester and 5 "all-or-nothing" points are possible per journal, meaning that if you write a journal and submit it before the deadline (early submissions are always welcome!), you will earn all 5 points. If you do not write a journal, or write a journal and submit it after the deadline, you will earn 0 points for that journal. While the journals are "all-or-nothing" points, I expect that each journal should be at least 200 words long and have correct spelling/grammar.

### **Reading Frameworks (30 points)**

Throughout the semester, you will complete six reading frameworks, worth 5 points each. These frameworks are a way for you to reflect on the readings and critically think about the concepts. On the weeks the reading frameworks are due (specific dates outlined on the syllabus), the reading frameworks must be submitted on Moodle, as your comments and questions will be incorporated into the class discussion that week. The reading frameworks are "all-or-nothing" points, meaning that if you submit the reading framework before the deadline (early submissions are always welcome!), you will earn all 5 points. Otherwise, you will earn 0 points for that reading framework.

### **IDI Assessment (10 points)**

You will take the IDI (Intercultural Development Inventory) assessment online and the class will receive an overview of the IDI. You will also schedule a time to meet one-on-one with a staff member for your individual interpretation. The IDI is "all-or-nothing" points, meaning that you must complete all three of these requirements (take the IDI online, be present in class during the IDI overview, and meet with a staff member) to earn 10 points for the assignment (no partial points).

### **Final Service and Leadership Digital Story (100 points)**

The purpose of this final project is for students to create a multimedia presentation about service and leadership in the form of a digital story. A digital story is the result of a narrative that is written, recorded as audio, and amplified with a sequence of images. This story should be compelling, meaningful, and personally relevant. This project will be completed over the course of the semester. You will use your journals as the foundation for your digital story. Depending on your experience with the software tools, this project may take in excess of 15 hours. Be sure you manage your time wisely and allow opportunities for revision if necessary.

## **Class Policies:**

### **Late Work:**

No late work. No excuses. You are all leaders, and characteristics of a leader include being responsible and accountable, so I expect that all assignments will be submitted by the deadline specified on Moodle and in the syllabus (deadline = date and time). Late work will not be accepted and will count as 0 points, unless you have contacted the instructor before the due date and made prior arrangements. *Missing a class session does not excuse you from completing any assignments on time.*

### **Academic Integrity:**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in university courses are expected to complete coursework with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "N" for the course. If you have any questions regarding the expectations for a specific assignment, please ask!

Academic integrity also applies to community work done for academic credit. Any of the following actions constitute academic dishonesty within a community-based learning context and will be addressed in the same way as any other act of academic dishonesty:

1. Misrepresenting hours completed at a community site or spent working on a community project (students can count time spent off-site doing work that is required to complete a project for a community organization).
2. Writing reflections or completing other assignments about events or activities the student was supposed to attend and participate in, but did not actually attend or participate in.
3. Signing in at a site or training session and leaving before the hours or training was completed OR signing in for a friend or classmate at a site.
4. Writing reflections based on previous community work or documenting hours done at a community organization during a previous semester and misrepresenting it as your current service-learning experience.

### **Changes to the Syllabus:**

Please remember this syllabus is a working document to guide us during the semester. There may be times we decide to pursue different subjects than what are directly stated in the syllabus. There may be additional readings and assessments distributed by the instructor. Guest speakers may also be included in the class throughout the semester. Therefore, this document is subject to change.

## Service-Learning Policies:

### Confidentiality and Privacy Issues within the Service-Learning Context:

Community organizations participating in service-learning expect students to work to the best of their abilities and act in a responsible manner. Furthermore, many service-learning students will be working with individuals who fall into protected categories, such as children, seniors, or individuals with disabilities. Be aware that through your service-learning, you may come to know information about individuals that is covered by rules and ethical guidelines about confidentiality. You should speak to your community supervisor about how confidentiality obligations apply to you. Examples of how these issues might arise in your service-learning include:

1. You should not take photographs of anyone at your service-learning site without following the policy the organization has in place. This often involves getting written permission from the individual and/or written permission from the parent/guardian of children under 18 years of age.
2. During class discussions, be careful about revealing any information that could be used to personally identify any individual you work with in your service-learning.
3. In written assignments and especially when using online learning tools (Moodle, class blogs, etc.), be particularly attentive about the information you disclose about your service-learning experience, in case the site you are using is publicly available online. Refrain from mentioning the name of your organization and change the names of any individuals you write about if you are utilizing these online tools for your class.

### Background Checks:

Please note that Criminal Background Checks are also required for many service-learning placements, especially those that involve working with “vulnerable populations” such as children, the elderly, and individuals with disabilities. If the agency asks about any convictions and you have a criminal record:

- Be honest. Failure to state convictions that are then uncovered in a background check will likely result in your immediate dismissal from your service organization.
- Ask the agency representative to explain what types of convictions are not acceptable (these often involve convictions such as those involving theft, violence, drug sales, and/or crimes against minors).
- If you believe that your record could disqualify you from the approved service-learning options, please be proactive and talk to Monica McKay, your service-learning liaison, to discuss alternative placement options.

### Non-Discrimination and Religious Service:

According to the University of Minnesota Board of Regents policy on Equity, Diversity, Equal Opportunity and Affirmative Action, the University shall:

“Provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.”

This policy applies to service-learning provided as part of any academic course, so the Community Service-Learning Center (CSLC) shall only develop partnerships with organizations that comply with this policy and offer volunteer opportunities to any and all interested students. **If your instructor allows you to do your service-learning at an organization that is not a CSLC partner, CSLC staff must contact the organization to ensure their compliance with this non-discrimination policy before your work with them will be approved for class credit.** Organizations that exclude any potential volunteers on the basis of any of the criteria listed in the non-discrimination policy will not be a permissible service-learning site. In order for you to receive academic credit, the site must qualify as a “University of Minnesota program” that is equally available to all members of our community.

You may perform service-learning with faith-based organizations, including religious institutions such as churches, mosques, synagogues, temples, etc., if the organization complies with the non-discrimination policy. However, service done as part of an academic course **cannot include any of the following religious activities: providing religious education/instruction, conducting worship services, or engaging in any form of religious proselytizing.** CSLC staff ensures that our community partner organizations comply with these guidelines as well. Again, if your instructor allows you to do your service-learning at an organization that is not a CSLC partner and you would like to work with a faith-based organization or a religious institution, please consult with Monica McKay, your service-learning liaison, before beginning your service to make sure your proposed experience adheres to these guidelines.

Topic	Readings and Assignments Due
<b>Course Introduction</b> <ul style="list-style-type: none"> <li>Defining service-learning</li> <li>Syllabus overview</li> <li>Community Service-Learning Center</li> <li>Semester expectations</li> </ul>	
<b>Class Expectations &amp; Defining Service and Citizenship</b> <ul style="list-style-type: none"> <li>Establishing class ground rules</li> <li>Zones of learning</li> <li>What is service? How do I want to serve?</li> <li>Is it Citizenship? activity</li> <li>Exploring community involvement</li> </ul>	Readings: <ul style="list-style-type: none"> <li>Moodle: In the Service of Life – Remen</li> <li>Book: Ch. 5: Citizenship – Bonnet</li> </ul> To Do: <ul style="list-style-type: none"> <li>Service referral form</li> <li>Post introduction on Moodle</li> <li>Register for CSLC training</li> </ul>
<b>Service, Social Change, and Leadership</b> <ul style="list-style-type: none"> <li>Social Change Model of Leadership</li> <li>Videos - pitfalls of social change</li> <li>Starfish Hurling and community service</li> </ul>	Readings: <ul style="list-style-type: none"> <li>Book: Ch. 1: What is Social Change? – Wagner</li> <li>Book: Ch. 2: Overview of the Social Change Model of Leadership Development – Cilente</li> </ul> Assignment: <ul style="list-style-type: none"> <li>Reading framework for Ch. 1</li> <li>Reading framework for Ch. 2</li> <li>Complete the IDI online</li> </ul> To Do: <ul style="list-style-type: none"> <li>Register for CSLC training</li> </ul>
<b>Intercultural Competence</b> <ul style="list-style-type: none"> <li>IDI presentation</li> <li>Intercultural competence activity</li> </ul>	To Do: <ul style="list-style-type: none"> <li>Register for CSLC training</li> <li>Your service-learning site must be established</li> </ul>
<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>Test Your Awareness</li> <li>The lioness and the antelope</li> <li>Leadership, service, and critical thinking</li> </ul>	Readings: <ul style="list-style-type: none"> <li>Moodle: What It Means to Think Critically – Brookfield</li> <li>Moodle: Question Everything – Sean</li> <li>Moodle: Lioness Takes Pity on Antelope</li> </ul> Assignment: <ul style="list-style-type: none"> <li>Journal #1</li> </ul>
<b>Collaboration and Conflict</b> <ul style="list-style-type: none"> <li>Working together to solve a problem</li> <li>Videos – Justice with Michael Sandel</li> </ul>	Readings: <ul style="list-style-type: none"> <li>Book: Ch. 6: Collaboration – England</li> <li>Book: Ch. 8: Controversy with Civility – Alvarez</li> </ul> Assignments: <ul style="list-style-type: none"> <li>Reading framework for Ch. 6</li> <li>Reading framework for Ch. 8</li> <li>Journal #2</li> </ul>
<b>Identity &amp; Influences on Service and Leadership</b> <ul style="list-style-type: none"> <li>Building self-awareness</li> <li>Danger of a Single Story – TED talk</li> <li>Identity privilege</li> </ul>	Readings: <ul style="list-style-type: none"> <li>Moodle: The Complexity of Identity – Tatum</li> <li>Moodle: White Privilege: Unpacking the Invisible Knapsack – McIntosh</li> </ul> Assignment: <ul style="list-style-type: none"> <li>Journal #3</li> </ul>
<b>The Dynamics of Power in Action</b> <ul style="list-style-type: none"> <li>Interactive activity</li> </ul>	Assignment: <ul style="list-style-type: none"> <li>Journal #4</li> </ul>

Topic	Readings and Assignments Due
<b>Digital Story Work – Story Circles</b>	Assignment: <ul style="list-style-type: none"> <li>Journal #5</li> </ul>
<b>Digital Story Work – Technology</b>	Assignment: <ul style="list-style-type: none"> <li>Journal #6</li> </ul>
<b>Critiquing Service</b> <ul style="list-style-type: none"> <li>Intent versus Impact</li> <li>Pitfalls of service</li> <li>Critiquing the amount of service/service requirement</li> </ul>	Readings: <ul style="list-style-type: none"> <li>Moodle: The Benefits of Volunteerism – Tugend</li> <li>Moodle: Is Gap Year Volunteering a Bad Thing? – Papi</li> <li>Moodle: To Hell With Good Intentions – Illich</li> <li>Moodle: Charity Display? – Gholson</li> <li>Moodle: Shamed in Edina for Using Food Stamps – Bulger</li> <li>Moodle: Some Health Programs Overseas Let Students Do Too Much, Too Soon – Fischer</li> <li>Moodle: The Inadequacy of Donating Medical Devices to Africa – Miesen</li> </ul> Assignment: <ul style="list-style-type: none"> <li>Journal #7</li> </ul>
<b>Your Commitment to Service</b> <ul style="list-style-type: none"> <li>If I could, I would...</li> <li>Burnout</li> <li>The Cathedral Within - video</li> <li>How to start a movement – TED talk</li> </ul>	Readings: <ul style="list-style-type: none"> <li>Book: Ch. 11: Commitment – Kerkhoff and Ostick</li> <li>Moodle: The Cathedral Within – Shore</li> </ul> Assignment: <ul style="list-style-type: none"> <li>Reading framework for Ch. 11</li> <li>Reading framework for The Cathedral Within</li> <li>Journal #8</li> </ul>
<b>No Class – Digital Story Work</b>	Assignment: <ul style="list-style-type: none"> <li>Journal #9</li> </ul>
<b>Final Service and Leadership Digital Story Presentations</b>	Assignment: <ul style="list-style-type: none"> <li>Journal #10</li> <li>Final Service and Leadership Digital Story</li> </ul>
<b>Final Service and Leadership Digital Story Presentations</b>	Assignment: <ul style="list-style-type: none"> <li>Final Service and Leadership Digital Story</li> </ul>