

Biol 3302: Leadership for Change

Sample Course Syllabus

Course Description:

This course and final project are designed to synthesize the work students have completed during their participation in the Dean's Scholars program and throughout their undergraduate studies. Students will consider personal perspectives about leadership, citizenship, and change. By using students' previous experiences and perspectives, students will consider the leadership necessary for the 21st century, their previous and future growth as a leader, and their role in shaping the future. Different aspects of leadership will be explored, including individual strengths and weaknesses, leadership identity, and articulating a vision for and commitment to change.

Course Learning Objectives:

You will achieve the following objectives upon completion of the course:

- Synthesize your personal perspectives and previous experiences in regard to leadership
- Demonstrate how you have grown in regard to the Dean's Scholars learning outcomes of self-awareness, citizenship, and change
- Create a vision for change in an area of interest and your commitment to that change
- Consider your role as a leader in the 21st century

Course Text:

All readings are available via eReserve and Moodle.

Accommodations:

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services for a confidential discussion of their individualized needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612-626-1333 voice or TTY. Students who are physically or otherwise challenged should also contact the instructor of this course to discuss teaching strategies that might best facilitate their learning.

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 a student's 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 earn a minimum of 238 out of 340 possible points (70%) to earn a grade of "S" for the course.** Points can be earned as follows:

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. By not attending class, you will lose the chance to discuss the material and learn from your peers. **If you need to miss class, you must contact the instructor prior to class and receive consent to miss the class. Each unexcused or unapproved absence will deduct 15 points from your final point total.**

Strongest Self Paper (50 points)

This paper is designed to help you obtain information on your strengths and unique skills. It is focused on gathering positive feedback – in other words, on your “strongest self” – from other people who know you well. You will then develop a “strongest self” portrait based on this feedback, writing it in a formal paper. This paper should be 4-5 pages in length, typed, 12 point font, and double-spaced with one inch margins.

Areas for Growth Paper (50 points)

Leaders who are authentic – who are genuine about their areas for growth as well as their strengths – draw people to them. Good leaders also know where they need support and help from others. Learning how to recognize your own areas for growth can be one of the hardest things to do as a leader. You will gather information about yourself from other people who know you well. You will then develop an “areas for growth” portrait based on this feedback, writing it in a formal paper. This paper should be 4-5 pages in length, typed, 12 point font, and double-spaced with one inch margins.

Capstone Project (200 points)

The capstone project is designed to be a synthesis and application of the overall leadership work students have done throughout the Dean’s Scholars program. It represents the culmination of three years of growth and is an opportunity for students to present a body of work that demonstrates what they have learned and what they plan to do in the future as they address some of the critical questions associated with leadership development and their role as a leader in the 21st century. This project will include a 5 minute (maximum) presentation in class.

Capstone Project Proposal (20 points)

Each student will write a proposal regarding the design, format, and content of their capstone project.

Capstone Project Check-in Summaries (10 points each)

There are two check-in summaries due during the semester in order to ensure that students are staying on track with their project.

Class Policies:

Late Work:

All assignments, except for the capstone project, should be uploaded to Moodle. Assignments uploaded to Moodle by the beginning of class on the due date will be considered on time. Late work will not be accepted, unless you have contacted the instructor before the due date and made prior arrangements. *Please note: Missing a class session does not excuse you from completing any future 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!

Changes to the Syllabus:

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

Topic	Readings and Assignments Due
Welcome to the Final Dean’s Scholars Class! <ul style="list-style-type: none"> • Reconnect – why are you still here? • Overview of syllabus • TED Talk – Brad Meltzer • In-class reflective writing: What do you want to be forever? 	
Assignment Overview <ul style="list-style-type: none"> • Overview of Capstone Project • Overview of Strongest Self Paper and Areas for Growth Paper • In-class reflective activity: Your leadership development timeline 	
Leadership Identity Model <ul style="list-style-type: none"> • Re-visit leadership development timeline 	Readings: <ul style="list-style-type: none"> • Developing a Leadership Identity – Komives
Change Part I <ul style="list-style-type: none"> • “Thick” versus “Thin” change • Intent versus impact • Pitfalls of change 	Readings: <ul style="list-style-type: none"> • Strategies for Change – Komives • What is Social Change? – Komives & Wagner Assignment: <ul style="list-style-type: none"> • Capstone Project Proposal
Strongest Self Paper Discussion <ul style="list-style-type: none"> • Share learning/feedback from assignment 	Assignment: <ul style="list-style-type: none"> • Strongest Self Paper
Change Part II <ul style="list-style-type: none"> • Barriers to change • Your vision of change 	Readings: <ul style="list-style-type: none"> • We Don’t Have to Be Saints – Loeb • One Step at a Time – Loeb • The Real Rosa Parks – Loeb
Commitment to Change <ul style="list-style-type: none"> • The Cathedral Within • Videos – Maggie Doyne & Ending Homelessness • Re-visit your vision of change 	Readings: <ul style="list-style-type: none"> • Commitment – Kerkhoff and Ostick • Finding the Cathedral Within – Shore Assignment: <ul style="list-style-type: none"> • Capstone Project Check-in Summary
Leadership for the Future, Part I <ul style="list-style-type: none"> • Agree/disagree continuum based on article • Envision your future • In-class reflective writing 	Readings: <ul style="list-style-type: none"> • Leadership Challenges in the 21st Century – Bagchi
Areas for Growth Paper Discussion <ul style="list-style-type: none"> • Share learning/feedback from assignment 	Assignment: <ul style="list-style-type: none"> • Areas for Growth Paper
Transitions <ul style="list-style-type: none"> • Theory of Transformation Stages • Exhausted, Existing, or Excited? • Self-Renewal 	Readings: <ul style="list-style-type: none"> • The Mind, Body, and Soul of the Leader – Komives
In Class Capstone Project Work Time	Assignment: <ul style="list-style-type: none"> • Capstone Project Check-in Summary
Capstone Project Presentations	Assignment: <ul style="list-style-type: none"> • Capstone Project
Capstone Project Presentations & Wrap Up	Assignment: <ul style="list-style-type: none"> • Capstone Project