

GENERAL INFORMATION

- Course Title:** Student Leadership, Workshop and Program Development (**CSA 15:245:602**)
- Course Credit:** 3 hours
- Catalog Description:** The course will explore leadership theory and practice as a foundation for working with and training student leaders in higher education settings. Individual styles and skills, team development and ethical concerns of leadership will be included. Theoretical and practical aspects of working with students in workshop and program development settings and effective evaluation and assessment of those programs are an integral part of the course.
- Text/Resources:** Gladwell, M. (2008). *Outliers: The story of success*. New York, NY: Little, Brown and Company. **(Required)**
- Komives, S. R., Lucas, N., & McMahon, T.R. (2013). *Exploring leadership: For college students who want to make a difference*. (3rd ed.). San Francisco, CA: Jossey-Bass. **(Required)**
- Proctor, S. D. (1999). *The substance of things hoped for: A memoir of African-American faith*. Valley Forge, PA: Judson Press. **(Required)**
- Sandberg, S. (2013). *Lean in: Women, work, and the will to lead*. New York, NY: Alfred A. Knopf. **(Required)**
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. **(Optional)**
- Course Goal:** This course is intended to assist students to develop an understanding of contemporary leadership style and theories used to design programming and workshop initiatives across the various functional areas in the field of student affairs.

Supporting Goals:

The course goal will be achieved by addressing the following supporting goals:

1. To explore the evolution of leadership via contemporary and historical models.
2. To foster an understanding of leadership theory and its application in working with student organizations and student leaders.
3. To critically examine how context influences the practice of leadership.
4. To understand how to make a difference through effective leadership practices.
5. To explore factors that lead to student success and persistence.
6. To critically understand the role of leadership Student Affairs on college and university campuses.

Course Format

Given the broad scope of topics to be covered, this course will rely heavily on extensive reading as well as instructors facilitated and student-led discussions.

Unit Topics

- I. Leadership for a Changing World
- II. Exploring Your Potential for Leadership
- III. Context for the Practice of Leadership
- IV. Making a Difference with Leadership

GRADING AND COURSE REQUIREMENTS

You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone or no one can receive an "A." There are five different course requirements (with assigned point values) specified below.

Activity	Points
1. Class Participation	10
2. Literature Circles	20
3. Case Study Project	30
4. Leader Profile Group Project	40
Total	100

1. CLASS PARTICIPATION

10 points

An important aspect of this course is the exchange of ideas, opinions, questions, and information. Consequently, you are expected to come to each class fully prepared to participate, both by contributing important information from assigned readings and by contributing to class discussion.

Points will be awarded for participation in class discussion as follows:

Unusually good contributions	09-10 points
Good contributions	07-08 points
Minimal, but acceptable contributions	05-06 points
Essentially no contribution	00-04 points

In arriving at this total, points will be awarded in several class discussions as follows:

Obviously well-prepared, significant contributions	09-10 points
Well prepared, good contributions	07-08 points
Some preparation, minimal contribution	05-06 points
Simply there, little or no contribution, no participation	00-04 points

Your point total is determined by averaging ratings of your contributions over several class sessions.

2. LITERATURE CIRCLES

20 points

You will be assigned one peer-reviewed book to review. **Discussions should not simply summarize the readings**, but rather should highlight your critical reflections and engage your colleagues in a meaningful dialogue. Discussions should address the following questions, preferably but not necessarily in order:

1. What was the most useful or interesting point you learned from the book?
2. Did the book support or refute past class readings and class discussions--if so, how?
3. Did the book support or refute your personal observations and perspectives on higher education student leadership--if so, how?
4. How might you apply the information articulated in the book to your work (presently and/or in the future)?

Attention to detail in providing a well-thought out review is critical for engaging class discussion. Classroom discussions of the respective books will be facilitated using the **Literature Circle (Appendix B)** format and will be graded by instructors using the Literature Circle Evaluation form (**Appendix C**). Relevant handouts and materials should be provided to class members.

3. PROGRAM DEVELOPMENT CASE STUDY PROJECT

30 points

This course requirement is an individual project that will require you to develop a program that you deem necessary within your respective assistantship. The only **required** criterion in the development of your program is that diversity must be the underlying need for the program. Please see the tentative calendar (**Appendix A**) and presentation evaluation form (**Appendix D**) for further details regarding this course activity.

Case Study Requirements: This program development case study component should be **5-8 pages** (double-spaced) in length, excluding references. In addition to diversity as an underlying premise of the development of your program, be sure to include the following: 1). Case narrative which provides contextual details about the respective office of your assistantship and a brief description of the actors in your office. 2). Include a theoretical basis, based on course discussions and literature on various leadership models, for the development of your program (e.g., explain the type of leader/leadership needed to make your program successful). 3). Identify gaps in your respective office and what other student populations could benefit from the development of your program. 4). Create a title for your program. 5). Identify and justify the student population that will benefit from your developed program. 6). Identify and include critical individuals (staffing needs) who will help manage the newly developed program. 7). Discuss areas of possible concern (e.g., assessment/evaluation, budgeting/financial constraints). In this program development case study, you should, in other words, advance, discuss, and outline a particular plan of action in a clear and concise manner. Project development case study is worth **30 points**.

4. GROUP PROJECT: LEADER PROFILE (BRIEF AND PODCAST)

40 points

As a group, you will choose to profile a leader at Rutgers or another two-year or four-year institution. For this assignment, you are to conduct a general interview with a leader at the higher education institution of your choosing. **Note:** Several criteria must be addressed in the written brief component of this assignment with a more condensed version of the leader profiled shared in the oral podcast presentation (*See below for*

detailed description). Please see the tentative calendar (**Appendix A**) and presentation evaluation form (**Appendix E**) for further details regarding this course activity.

Brief Requirements: Please provide a **3 - 4 page** (single-spaced) **brief** that profiles your chosen leader. Be sure to include the following: 1) Descriptive narrative that provides biographical account of leader; 2). Information pertinent to the leadership position; 3). Leadership style of chosen leader; discussion should integrate literature from course readings (use APA citation style); 4). Description and method of a specific program developed during the leader's tenure in her/his respective position; and 5) Key findings from the general interview (e.g., greatest accomplishment, greatest challenge, views on the future of leadership in his/her respective field/higher education, advice for future leaders, especially student affairs). Briefs must also include an attached appendix of the interview protocol utilized. **Brief is worth 25 points.**

Technology Requirements: Podcast should be a maximum of **12 minutes** and a minimum of **10 minutes**. As a group, you will engage the class with commentary and facilitate discussion approximately 18-20 minutes--about your profiled leader (brief). Podcast should combine video and audio features. Podcast should be visually attractive and creative. Podcast can be finalized upon completion into a .wmv (Windows) or .mov file (Mac). Final podcast should be uploaded to <http://www.youtube.com> as a **PRIVATE LINK**. **This should NOT be a public link.** For more information on how to create a podcast go to <http://www.youtube.com/watch?v=-hrBbczS9I0>. **Podcast is worth 15 points.**

GRADES

Final grades will be assigned as follows:

For a grade of:

- "A" At least 90 total points
- "B" An accumulated point total between 80 and 89
- "C" An accumulated point total between 70 and 79
- "D" Any point total below 70

OTHER

Class Attendance

If you must miss class, please let us know in advance by contacting either instructor at (732) 932-7496, x. 8350 (Dr. Bonner), (732) 932-7496, x. 8306 (Dr. Banda) or Edrice Wyatt at (732) 932-7496, x. 8334. You are responsible for all materials covered in class and for completing any work assigned.

Class Procedures

You are expected to turn in all assignments by the dates outlined in the tentative course calendar (**Appendix A**). Extenuating circumstances will be evaluated on an individual basis.

Tentative Course Calendar

Appendix A lists the *tentative* course calendar. Please note that this calendar *is subject to change*. Any necessary amendments will be announced in class.

Academic Dishonesty

Matters relating to academic dishonesty will be handled in accordance with the guidelines specified in the Rutgers University Academic Integrity Policy (http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf).

Students with Disabilities

Students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This office is located in the **Rutgers Office of Disability Services** (dsoffice@rci.rutgers.edu), *Lucy Stone Hall*, 54 Joyce Kilmer Avenue, Suite A145, Suite A145, Piscataway, New Jersey 08854. They may be contacted directly at (848) 445-6800.

Conferences with the Instructors

We will be available to meet with students during regularly scheduled office hours or by appointment. We will also be available for conferences immediately before or after class. If you need to reach us by telephone or e-mail, our number and address are *below*.

Graduate School of Education (GSE)

Room 350

(732) 932 - 7496 x.8350 (office number)

fred.bonner@gse.rutgers.edu (e-mail address)

Graduate School of Education (GSE)

Room 346

(732) 932-7496 x.8306 (office number)

rosie.banda@gse.rutgers.edu (e-mail address)

**APPENDIX A
*TENTATIVE CALENDAR**

Date	Topics
Sept. 9	Introduction and Overview (ASSIGN LITERATURE CIRCLE GROUPS)
Sept. 16	Part I (Komives, Lucas, & McMahon-Chapters 1 & 2) (ASSIGN LEADERSHIP PROFILE GROUPS) *Note: six 4 member teams and one 3 member team
Sept. 23	Part I (Komives et al.-Chapter 3)
Sept. 30	Proctor book (All Groups-LC)
Oct. 7	Part II (Komives et al. -Chapters 4 & 5)
Oct. 14	Part II (Komives et al.-Chapter 6): ONLINE CLASS
Oct. 21	Sandberg book (All Groups-LC)
Oct. 28	Part III (Komives et al.-Chapters 7 & 8)
Nov. 4	Part III (Komives et al.-Chapter 9)
Nov. 11	Gladwell book (All Groups-LC)
Nov. 18	Part IV (Komives et al.-Chapters 10 & 11): ONLINE CLASS
Nov. 25	Part IV (Komives et al.-Chapter 12) CASE STUDY – DUE
**Dec. 2	Individual team meetings, if needed, at designated 15 minute intervals. TBD
**Dec. 9	LEADER PROFILE PRESENTATIONS BRIEF AND PODCAST DUE
**Dec. 16	LEADER PROFILE PRESENTATIONS BRIEF AND PODCAST DUE

***Subject to change**

**Class will be held at the GSE Lecture Hall, Room 124

APPENDIX B LITERATURE CIRCLE

A Literature Circle is a student centered reading activity for groups of 4-6 students. Each member of a circle is assigned a role to facilitate group discussion of the literature they have previously read. Literature Circles provide opportunities for students to control their own learning as well as opportunities to share thoughts, concerns and their understanding of the events that occurred in the literary work.

In each group, the members assume various roles. The facilitator will explain and model each of these roles before members are asked to assume responsibility. Each role is important because it provides group members with a unique lens from which they can critically think about and reflect on concepts from the readings. Additionally, this activity provides students with an opportunity to use the range of their various cognitive abilities and perspectives (Stein & Beed, 2004).

Connector – Good leaders draw on prior knowledge and experience to help them understand what they are exposed to and are thus able to use that knowledge to make connections. By teaching peers how to connect broad concepts to their daily lives they are able to better infuse solutions to problems (Harvey & Goudvis, 2000). In the role of connector, a student will find connections among articles (assigned readings) and various other sources of data (e.g. radio, television, film, newspaper, and personal experiences). The task is to provide a connection among the various elements discussed during weekly classroom engagements (i.e. typically among assigned articles) and the articulated data sources mentioned above.

Discussion Director - Questioning is effective for improving comprehension because it provides students with a purpose for reading, focuses attention on what must be learned, helps develop active thinking while reading, helps monitor comprehension, helps review content, and relates what is learned to what is already known (Armbruster, Lehr, & Osborn, 2001). The discussion director responsibility is to ask questions about the article that the group has been assigned to read in order to challenge the group to think broadly. Questions should be open-ended and should generate thoughtful discussion.

Passage Master - It is the passage master's job to decide which passage is worth discussing. This job involves identifying passages to be seen and shared with the group. It is his/her responsibility to plan for how the passages will be shared with the group.

Illustrator - The illustrator is the graphic artist of the group. It is his/her responsibility to draw a representation of the reading.

Other Roles that may be utilized include: The **critical thinker** develops questions for critical thinking based on Blooms Taxonomy. The **technologist** designs a technology-based activity that connects the article readings with current media and writings. The **investigator** locates background information on the topic that will be useful to gain a deeper understanding of the topic. The **summarizer** is responsible for summarizing the reading.

**APPENDIX C
LITERATURE CIRCLE EVALUATION FORM**

PRESENTER (S) _____

RATING DEFINITIONS

EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
 ACCEPTABLE - OK, BUT SOME ROOM FOR IMPROVEMENT
 FAIR - MARGINALLY ACCEPTABLE
 INADEQUATE - DID NOT MEET CRITERIA

FINISH _____ START _____	EXCELLENT 4.0 POINTS	GOOD 3.0 POINTS	FAIR 2.0 POINTS	INADEQUATE 1.0 POINTS	COMMENTS
PRESENTATION / DISCUSSION					
1. PROVIDE A GOOD INTRODUCTION/OVERVIEW OF THE BOOK?					
2. CONNECTION TO LEADERSHIP/LEADERSHIP THEORY?					
3. ALLOW SUFFICIENT CLASS PARTICIPATION (QUESTIONS AND DISCUSSION)?					
4. ENGAGE COLLEAGUES IN CRITICAL DIALOGUE AS OPPOSED TO JUST PRESENTING SYNOPSIS?					
5. SELECTED ROLES WORKED COHESIVELY, EFFECTIVELY, AND EFFICIENTLY?					

TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS:

**APPENDIX D
PROJECT DEVELOPMENT CASE STUDY EVALUATION FORM**

PRESENTER (S) _____

RATING DEFINITIONS

- EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
- ACCEPTABLE - OK, BUT SOME ROOM FOR IMPROVEMENT
- FAIR - MARGINALLY ACCEPTABLE
- INADEQUATE - DID NOT MEET CRITERIA

FINISH _____ START _____	EXCELLENT 3.0 POINTS	GOOD 2.0 POINTS	FAIR 1.0 POINTS	INADEQUATE 0.0 POINTS	COMMENTS
PROJECT DEVELOPMENT CASE STUDY PAPER					
1. INFUSE DIVERSITY AS THE UNDERLYING FOUNDATION OF DEVELOPED PROGRAM?					
2. PROVIDE A GOOD NARRATIVE OF THE CONTEXT OF THE CASE?					
3. PROVIDE AN ADEQUATE THEORETICAL BASIS?					
4. IDENTIFY GAPS IN RESPECTIVE OFFICE?					
5. CLEARLY IDENTIFY AND JUSTIFY STUDENT POPULATION THAT BENEFITS FROM PROGRAM DEVELOPMENT?					
6. INCLUDE KEY INDIVIDUALS WHO WILL MANAGE DEVELOPED PROGRAM?					
7. DISCUSS AREAS OF POSSIBLE CONCERNS (E.G., ASSESSMENT/EVALUATION, FINANCIAL/BUDGET)?					
8. PROVIDE A GOOD SUMMARY OR CONCLUSION?					
9. WRITTEN IN A CLEAR AND CONCISE MANNER WITH FEWER THAN THREE GRAMMATICAL MISTAKES?					
10. PROPER USE OF APA?					

TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS:

APPENDIX E LEADER PROFILE EVALUATION FORM

PRESENTER (S) _____

RATING DEFINITIONS

- EXCELLENT - SURPASSED EXPECTATIONS
- GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT
- ACCEPTABLE - OKAY, BUT SOME ROOM FOR IMPROVEMENT
- FAIR - marginally acceptable
- INADEQUATE - DID NOT MEET CRITERIA

FINISH _____ START _____	EXCELLENT 5.0 POINTS	GOOD 3.0 POINTS	ACCEPTABLE 2.0 POINTS	FAIR 1.0 POINTS	INADEQUATE 0.0 POINTS	COMMENTS
BRIEF (25 TOTAL POSSIBLE POINTS)						
1. PROVIDE A GOOD DESCRIPTIVE NARRATIVE OF BIOGRAPHICAL ACCOUNT OF LEADER/POSITION?						
2. PROVIDE A GOOD DISCUSSION AND INTEGRATION OF LITERATURE PERTINENT TO THE LEADERSHIP STYLE OF CHOSEN LEADER?						
3. PROVIDE AN ADEQUATE EXAMPLE OF A PROGRAM EITHER DEVELOPED/SUPPORTED BY LEADER?						
4. INCLUDE FINDINGS AND INTERVIEW PROTOCOL FROM THE INTERVIEW OF LEADER?						
5. WRITTEN CONCISELY AND EFFECTIVELY WITH LESS THAN THREE GRAMMATICAL ERRORS?						
TOTAL POINTS OF BRIEF _____						
PODCAST (15 TOTAL POSSIBLE POINTS)						
FINISH _____ START _____	EXCELLENT 5.0 POINTS	GOOD 3.0 POINTS	ACCEPTABLE 2.0 POINTS	FAIR 1.0 POINTS	INADEQUATE 0.0 POINTS	COMMENTS
6. COMBINED VISUAL AND AUDIO FEATURES IN A CREATIVE MANNER?						
7. PRESENTATION EFFECTIVELY INTEGRATED ALL GROUP MEMBERS?						
8. MET TIME REQUIREMENT?						
TOTAL POINTS OF PODCAST _____						

TOTAL POINTS/GRADE: _____ BRIEF + _____ PODCAST = _____ TOTAL
COMMENTS/SUGGESTIONS: