05:300:402:06
Special Topics in Education: First-Year Fellowship
Spring 2016
1.5 credits
Tuesday, 8pm-10pm
Douglass Student Center meeting rooms

<table>
<thead>
<tr>
<th>Instructor: Kwame Phillips</th>
<th>Email: <a href="mailto:kwame.phillips@echo.rutgers.edu">kwame.phillips@echo.rutgers.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number: 848-932-4092</td>
<td>Office Location: Douglass Student Center, Room 206</td>
</tr>
<tr>
<td>Office Hours: Monday – Friday, 10am-5pm or by appointment</td>
<td>Prerequisites or other limitations: Students must be accepted into First-year Fellowship by the Department of Leadership &amp; Experiential Learning.</td>
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<tr>
<td>Mode of Instruction:</td>
<td>Permission required:</td>
</tr>
<tr>
<td>___ Lecture</td>
<td>___ No</td>
</tr>
<tr>
<td>x Seminar</td>
<td>x Yes</td>
</tr>
<tr>
<td>___ Hybrid</td>
<td>Directions about where to get permission numbers: email <a href="mailto:robyn.ginese@rutgers.edu">robyn.ginese@rutgers.edu</a></td>
</tr>
<tr>
<td>___ Online</td>
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<td>___ Other</td>
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Course Description

Course catalog description:
Maximizing student introductions to leadership concepts and opportunities on campus, this emerging leadership seminar targets first-year students interested in developing foundational leadership skills and becoming involved campus leaders. With personal development, purpose, citizenship, and diversity as core values, the first circuit of this emerging leadership program offers a diverse array of calendar events all year long aimed at exposing students to a wide-variety of engagement opportunities. Understanding the demand of students’ schedules, our intention is to offer participants an opt-in experience whereby they can create their own leadership portfolio by choosing events that are the most interesting and convenient for them. The Fellowship is a 7-week leadership seminar offered in the spring semester, consisting of interactive workshops and experiences that enhance self-awareness and prepare students for future leadership roles. Class topics cover different areas of leadership including but not limited to:

- Priority management
- Goal setting
- Servant leadership / Social movement
- Multicultural competence
- Personality inventories
- Ethical decision-making
- Teambuilding
- Experiential leadership retreats/projects
Participants will interact with Peer Leadership Mentors (PLM’s), sophomores and juniors who serve as mentors for the Fellows.

**Learning goals:**
Through full participation in this section, students will:

- Identify and practice foundational leadership concepts
- Build ambition and creativity while furthering campus engagement and one’s identity as a student leader
- Cultivate a sense of community and global awareness in establishing their role as servant leaders
- Develop personal, professional, and transferrable skills for future leadership roles to aid in individual growth
- Articulate the benefits of diversity for the betterment of individual communication skills and capitalizing on strengths within group dynamics
- Practice the art of initiative and follow-through in an intentionally ambiguous and unstructured experience
- Demonstrate knowledge of leader-follower relationships and social awareness through implementing a Culminating Social Change project

**Accommodations:**
Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

**Academic Integrity Policy:**
Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to http://academicintegrity.rutgers.edu/integrity.shtml for a full explanation of policies.

**Course Requirements:**
**Attendance Policy:**
“It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting. Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.”

Pending religious observation, full attendance is expected at every workshop. One excused absence will be accepted with instructor’s approval as long as instructors are notified more than 48 hours in advance, however more than one absence will result in points being deducted from the final grade. Full participation is expected in all classroom discussions, as well as in all group projects, activities, and simulations. Students are expected to fully contribute and complete reflections, blogs, and assignments, as well as meet regularly with peer mentors.
Course Expectations:
Class is meant to be interactive. Students are expected to be present and fully engage in all activities, simulations, class dialogue, group work, and projects. Unless otherwise noted, all written assignments, group projects, etc., are due at the time and date listed in the syllabus. If you experience an unavoidable personal situation that prevents you from completing work on time, please inform the instructor prior to the date the work is due. Late work will result in points taken off, a lowering of the assignment grade, and/or an “F,” depending on the assignment. Students are expected to arrive to class on time and stay for the entirety of the class, communicating with their instructor if there are any conflicts. If a student has to miss a class, it is an expectation that they communicate with the instructor and attend another cohort’s seminar that week so they don’t miss the material. In addition to participating in the Fellowship workshops, students are expected to attend programs and participate in experiences (sponsored by different departments throughout the Division of Student Affairs and the university community), meet with a Peer Mentor, and complete a Culminating Social Change Project in order to fulfill the requirements of the First-year Leadership Experience.

Grading policy:

Mandatory Requirements & Assignments:
- 7-week mandatory leadership curriculum (workshops including a service project)
- Culminating Social Change Project
- Meetings with a Peer Mentor
- 15 participation points (earned through event attendance throughout the year)

Each of these requirements align with several of the learning objectives for the class and completion of the practicum is determined when all facets of the class are satisfied.

Students will be assigned a standard grade based on:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Workshop Attendance &amp; Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Culminating Change Project</td>
<td>30%</td>
</tr>
<tr>
<td>Completion of Points through Event Attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Written Reflections</td>
<td>10%</td>
</tr>
<tr>
<td>Peer Mentor Meetings</td>
<td>10%</td>
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Key Assignments
There are a number of assignments that will be distributed throughout the semester including reflection papers and several interactive simulations. All of these assignments will be discussed in class, but the Culminating Social Change Project is detailed here:

The Department of Leadership & Experiential Learning emphasizes the importance of identifying ones passion and turning it into purposeful initiative. The Culminating Social Change Project is your call to action in starting your own social change movement.
• Groups of 5-6 students will choose a social change topic.
  o Topics may include (but are not limited to): LGBT issues, race issues, women’s rights, ableism, hunger issues, feminism, etc.
• Be sure to choose a topic that the majority of your group agrees upon (i.e. make sure you care about the subject).
• Students must submit their topic to their facilitator by March via email and have it approved before they begin working.
• Each project must:
  o Identify a target audience for which a social change is necessary
  o Identify a target audience to market your project to
  o Utilize social media platform(s) and in-person engagement to disseminate your project’s information and insight
  o Build a social following and engage followers
  o Illustrate how you utilized leadership skills gained through the Fellow’s Practicum in order to legitimize your movement and make it a success
• Each team must submit a two-page description of their project that includes why the topic was chosen, what they discovered through the process, and how they identified leadership styles playing out within their group and in the response of participants engaged in the project. Groups must also create a tri-fold poster board demonstrating the results of their Culminating Social Change project that will be presented at the Banquet in April.
• All projects (paper including links to social media sites and tri-fold poster board) must be submitted to your facilitator one week prior to the Banquet.

Example Rubric:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Beginning (15-16 points)</th>
<th>Developing (17-19 points)</th>
<th>Accomplished (20-22 points)</th>
<th>Exemplary (23-25 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culminating Social Change Project</td>
<td>Project topic gained no followers, group did not work well together, and results were generally unclear and lacked focus overall.</td>
<td>Project topic was too broad and group struggled to make it relatable to followers. As a result, paper and presentation were unclear.</td>
<td>Project topic was insightful and specific, group worked well together to create the movement and gain followers, and results were present but obvious and/or somewhat inconsistent.</td>
<td>Project topic was insightful and specific, group gained followers and created a movement around campus (that can be followed up on after the class is complete). The reflection was well-developed and insightful.</td>
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Graduate School of Education grading scale

A  = 90 - 100 points
B+ = 85 – 89
B  = 80 – 84
C+ = 75 – 79
C  = 70 – 74
F  = Below 7
## Course Schedule by Week

<table>
<thead>
<tr>
<th>Workshop Theme</th>
<th>Date</th>
<th>Meeting Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teambuilding/ Moral-building</td>
<td>02/02/2016</td>
<td>Douglass Student Center, Meeting Room E</td>
</tr>
<tr>
<td>Personal Development</td>
<td>02/09/2016</td>
<td>Douglass Student Center, Meeting Room E</td>
</tr>
<tr>
<td>Priority Management &amp; Goal Setting</td>
<td>02/16/2016</td>
<td>Douglass Student Center, Meeting Room E</td>
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<tr>
<td>Diversity/Multicultural Competence</td>
<td>03/01/2016</td>
<td>Douglass Student Center, Meeting Room E</td>
</tr>
<tr>
<td>Servant Leadership</td>
<td>03/22/2016</td>
<td>Douglass Student Center, Meeting Room E</td>
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<tr>
<td>Ethical Decision Making</td>
<td>04/12/2016</td>
<td>Douglass Student Center, Meeting Room E</td>
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<tr>
<td>Passion &amp; Purpose</td>
<td>04/19/2016</td>
<td>Douglass Student Center, Meeting Room E</td>
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