



Leadership 433-01 – Special Topics

LEADERSHIP IN COMMUNITY ENGAGEMENT

Spring 2019– Mondays 2-4:30 pm
Room 207 Capers

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Office: Krause Center for Leadership & Ethics (*Behind Bond Hall*)
Hours: Mondays 1200-1400 and 1400-1630 on non- class days & by Appointment

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Course Description and Format: This three credit hour, graded experiential learning class will teach, apply, and reflect on the elements of principled leadership in community engagement. Combining classroom instruction, interactive discussion, and reflective journal writing assignments with front-line collaboration with a community partner, this course will help students assess their leadership style and utilize their leadership skills in service to the local community.

The experiential format of the course will provide impactful, hands-on lessons in leadership theory and development as students serve important community needs. Class meeting formats will alternate between instructional meetings, small group sessions with mentors, and reflective journaling. As noted in the schedule below, seven on-campus classes (usually 2-3:45 pm) will be spread over the semester. Students will be able to dedicate the remaining class periods to service in the community and/or the completion of written assignments due almost weekly. NOTE THAT IF YOU DO NOT HAVE AT LEAST 3 HOURS/WEEK BEYOND THE HOURS SET ASIDE FOR THIS COURSE ON MONDAYS YOU MAY NOT HAVE A SCHEDULE THAT WILL ALLOW SUCCESS IN THIS CLASS. Please determine whether your schedule is a viable fit within the first class period. We are happy to meet with you individually to help you map out (or rule out) a viable schedule for your service in the community.

Registration Fulfillment: This course is an ROTC Fulfillment course. The course can be used as an open elective or as the experiential leadership course required for a [minor in Leadership Studies](#).

Pre-requisites:

- Open only to Juniors and Seniors
- Students must have successfully completed LDRS 101, 111, 201 and 211 prior to enrolling in this course
- Students must have a schedule that can accommodate at least three hours of off-campus service during the community partner organization's normal workweek. This is apart from the Monday afternoon class period (Some organizations may offer weekend hour shifts in addition to other weekday service periods.)

Student Objectives:

1. Students will progress through the developmental steps of preparing, engaging, serving, and leading in a targeted community engagement initiatives
2. Students will identify and track specific goals pertaining to their own demonstration of at least four of seven characteristics of a principled leader
3. Students will reflect on issues of intercultural competence as they pertain to leadership and community engagement
4. Students will demonstrate enhanced knowledge and understanding of an issue of concern in the local community and beyond
5. Students will engage with and learn from community members who have diverse backgrounds and experiences unlike their own
6. Students will reflect on their potential short term and long-term roles as an engaged citizen
7. Students will prepare a poster and/or rehearsed oral presentation to share their observations and reflections and will present in a public forum (Student Excellence Day on April 5th)

Topics/Issues:

Students will select approved initiatives in one of the following issue areas. You will coordinate your training, accountability, and planning with Krause Center Mentors as well as the on-site supervisors.

- Education access, equity, and enrichment (Education)
- Support for Veterans and their families (Veterans)
- Nutrition and food security (Healthy Futures)
- Animal care, protection, and advocacy (Animals)
- Empowering people who have disabilities (Disabilities)

Grading: Students will earn their grade by completing the following staged assignments. In some cases, extra points can be earned by extra hours. Total/3=Final grade

1-	Planning, issue, and agency research briefing, and site visit interview	10 points
2-	Class Participation, including engagement in class discussion, meeting with mentors, timely completion of surveys and assignments, and co-leading specific classes. Class meeting <u>Attendance</u> plus professor discretion.	70 points
3-	Seven Weekly Reflective Journals	70 points
4-	Final Reflective Essay – specific reflection prompt	25 points
5-	Public presentation (Student Excellence Day on April 5)	50 points
6:	At least 25 hours of satisfactory service, documented in <i>Givepulse</i> before April 18 th (Can earn up to 20 extra points for additional hours)	50 points
7:	Final Exam and survey completion: Monday April 29 th at 8 am	25 points
	Total Points	300 points/3

Notes:

Minimum of 25 service hours is required to receive a satisfactory grade in this course. Students who exceed the required 25 hours of service may earn up to 20 additional points (2 point per hours)

Service Options:

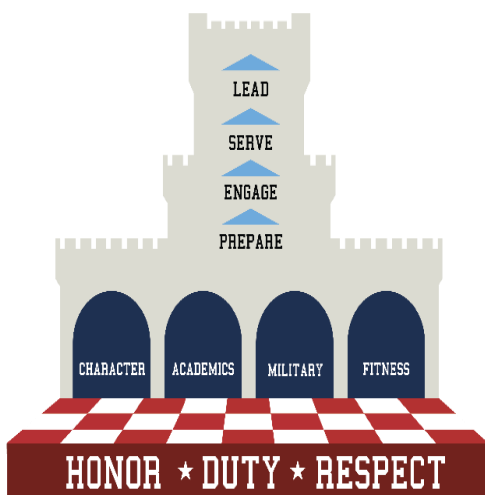
In the first week of class, students will select community organization partners for this course. Maintaining the Citadel's core values of duty, honor, and respect, students will engage with partner make their best effort to meet their obligations to the partner organization in a professional manner, and be respectful of the partner staffs and service populations.

Students will schedule and keep a sustained weekly commitment to their service organization. Students are encouraged to plan and set aside 30-40 hours of time in your schedules over the term in order to achieve 25 hours of service to the community organization. *(This is especially important if the service activities are weather-dependent. If you choose a school be sure to make note of holidays and half-days plus their spring break (which is different from ours) .*

The majority of the service hours should be completed **prior to the April 5th presentation**. The professor and GTA will monitor *Givepulse* records of service time accomplished. Midterm and final grades will reflect the level of completion.

Other Service Learning: Students should note that service hours completed for other classes or TASC cannot count towards your LDRS 433 service expectations. You may volunteer additional hours in the same placement to satisfy other requirement; however, you will not receive points/extra credit for additional service rendered due to another class or TASC requirements.

PRINCIPLED LEADER DEVELOPMENT



Principled Leader Characteristics:

Lead with humility

Embrace a true, authentic self

Act and speak with courage

Develop and value people and resources

Empower and hold others accountable

Respect others by building trust and learning from mistakes

Serve others before self

THE CITADEL EXPERIENCE

WEEKLY Reflections and Final Reflective Essay:

The real LEARNING in service learning occurs when we pause to reflect on the service we have provided and how it relates to larger issues within the community.

You will complete seven “weekly” reflections (see dated plan to follow) as well as a final reflective essay to capture your thoughts. These have specific due dates and times as noted below.

In general, each reflection is scheduled to follow and refer to 3-6 hours of service. Please hold yourself to the schedule and guidelines below. If you are having issues that prevent you being on track please notify Dr. Saylor by email immediately so we can find a remedy.

Please use the WEEKLY template provided unless otherwise instructed (note the first reflection will NOT follow this format). **Email each typed journal entry** as a word attachment (NOT a google doc) to both saylorc@citadel.edu and nadams@citadel.edu.

In the final grading each journal entry will be worth 10 points. **Full credit will be awarded for Journal entries that are on time and address each of the WEEKLY components with some thought and substance.** Students will lose points for late journal entries (without email communication about the issues) and for “thin” or incomplete reporting.

Let us hear your thoughts and your voice as we read this- what are you thinking, hearing, seeing, wondering, frustrated by, encouraged by? Do not just tell us what you did. Tell us how it may be impacting you and those you are working with.

The exact prompts may vary at the beginning or end of the semester, but your “**WEEKLY**” reflection generally will usually follow this templated format. Please copy and paste the prompts into your journal entry and be sure to respond to each part of the prompt:

- **W**hat happened this week at your service site(s)?
- **E**ducational benefits: What did you learn or apply this week?
- **E**thical matters you considered or encountered this week?
- **K**eep thinking ahead: What planning, preparation, and/or events lie ahead? How are you doing on hours? How can you help embed or extend The Citadel’s involvement with the partner site? How might you apply what you are learning and experiencing in future jobs, roles, courses, or volunteering? What have you learned or seen that you might incorporate into your poster presentation?
- **L**eadership: Describe your leadership of self and others, from your site and from The Citadel during the period of the reflection. What have you learned from your observation of leaders in your community site? What examples have you seen of the principled behavior characteristics in action?
- **Y**our overall reflections on this week.

Final Reflective Essay

Students will complete a Final Reflective Essay (***email to saylorc@citadel.edu and nadams@citadel.edu***). The object of this essay is to demonstrate the advancement of your understanding of leadership and civic engagement. Done properly, this essay could be useful as a writing sample in a future graduate application, rank/security clearance consideration, or job application. Please draft your essay in Word and check grammar and spelling. Leave time for thought, proofing, and editing. It is not a good assignment for the “mail it in the night before” method. Make it count.

Many of you may recognize the prompt as one you responded to in LDRS211 and possibly other courses. This is intentional. Your grade on this assignment will reflect the extent to which your insights, broader thinking, writing, and vision of yourself as an engaged citizen have matured since your last essay. You will receive hard copy of the prompt by midterms. In the meantime, you can look back in your sophomore year *taskstream* products (civic engagement essay) at the prompt and scoring essay. Are you challenging yourself to rise to level 4 on these dimensions, which have been applied to college students all over the country?

Public Presentation

Each student will prepare and present a Powerpoint Poster or a well-rehearsed talk with slides (live or via Screencast), to capture what they have done and learned during the semester. These presentations will be shared with the entire class and campus or community guests who attend the April 5th Students of Excellence Day. Mentors will help guide you in approvals, photos, and other collaboration you need from partners to show your work while adhering to their guidelines and procedures.

You will write an abstract about your presentation in time for the **campus-wide submission deadline February 22nd**. You will submit your abstracts for at least one review by Dr. Saylor and/or Mr. Adams before submission. Part of your project grade will be your submission of your first draft for editing. High quality presentations will be displayed at The Citadel's Student Excellence event April 5th and possibly an external conference. Students are encouraged to utilize the staff and facilities of our Oral Communications Lab, Library "Maker space", and multi-media for assistance in preparation and delivery of your presentation. Dr. Saylor and mentors are also available to assist on an individual basis.

The quality of this presentation should be at a level that you would be proud to share with highest ranking officers and campus officials as well as other cadets (April 5th is also GEN Walters' presidential Inauguration Day). It cannot be "slapped together" the week or night before. Please be sure to include these components.

LDRS433-01 FINAL PRESENTATION OPTIONS:

- 1- Single panel Powerpoint poster 36 x 48 (to fit tri-fold; print in library)
- 2- Well-rehearsed Oral presentation of 4-6 minutes, with 3-4 slides (by invitation)

Collaboration OPTIONs (each collaborator must make documented contributions)

- 1- Multi-person poster
- 2- Multi-person oral panel
- 3- Individual poster
- 4- Individual oral panel

Components to be covered:

- 1- Background on the issue with supporting data
- 2- Background on the agency with supporting figures for who they serve
- 3- Photos of service (may come from web if pix aren't allowed such as VAMC)
- 4- Description of service provided
- 5- Feature of a supervisor and/or person served
- 6- Impact of your service on the partner
- 7- Impact of the experience on you
- 8- Leader behaviors you had to call on or saw in action in this site
- 9- Recommendations for potential volunteers
- 10- *Note to professors about planning and preparation process –due with presentation if you are presenting with a group*

SPRING 2019 CLASS PLAN

Dates	Topics	Class Activities	Notes - Tasks
Week 1	<ul style="list-style-type: none"> • Orientation, topic selection, picture and profile; goal setting; • Survey: applying Citadel values and behaviors in a community setting <i>(Computer lab 3:00-4:30)</i> 	<ul style="list-style-type: none"> • Orientation • Review of principled leader characteristics & Citadel Core Values • Personal goals and introductions 	<ul style="list-style-type: none"> • Bring calendar and schedule of courses plus other commitments • You will select your service area/site during class
Class Meeting 1: Mon. January 14th @1400-1630 in Capers 207			
Week 2	<ul style="list-style-type: none"> • I HIGHLY SUGGEST you participate in our MLK Day activities, all credited toward service hours! 	<ul style="list-style-type: none"> • Reflection 1 based on MLK and/or Community due for submission to Saylor/Adams by Thursday, Jan 24th at 22:59 pm 	<ul style="list-style-type: none"> • Should start service hours no later than this week
MLK Day Monday Jan. 21st:			
	<ul style="list-style-type: none"> • 7:30 breakfast • 9-12 parade • 1-5 TRAINING or service at Sweetgrass or Charlestown Landing 		
Week 3	<ul style="list-style-type: none"> • Student Sharing Issue and site information research; and plans; <p>Mentor meetings Faculty and Mentors will be available for individual meetings if needed to complete preparation for service</p>	<ul style="list-style-type: none"> • Bring draft of service hours schedule • Leader behavior goals • Prepare presentation about your site for class 	<ul style="list-style-type: none"> • Bring Plan/Agency form ready to share in class and submit • Complete last Give-pulse sign-ups to plan full semester • Should have completed 3-6 hours
Monday Jan. 28th Class Meeting 2-3:45 in Capers 207			
Week 4	<p>Use time to catch up on site hours and journaling</p>	<ul style="list-style-type: none"> • Reflection 2 due for submission to Saylor/Adams by Thursday, Feb. 7th at 22:59 	<ul style="list-style-type: none"> • Should have completed 6-9 hours
Mon. Feb 4th No Class Meeting BUDDY DANCE TONIGHT!!!! (FOR CREDIT)			
Week 5	<p>Use time to catch up on site hours and journaling - PREP FOR ABSTRACT SUBMISSIONS DUE FEB 22</p>	<ul style="list-style-type: none"> • Reflection 3 due for submission to Saylor/Adams by Thursday, Feb. 14th at 22:59 	<ul style="list-style-type: none"> • Should have completed 9-12 hours
Mon Feb. 11th No Class Meeting			

Dates	Topics	Class Activities	Notes - Tasks
Week 7	Student Sharing		
Mon. Feb 18th Class meeting with Student presentations 2-3:45 in Capers 207	<ul style="list-style-type: none"> Diversity and cultural experiences Progress toward Leadership Goals Presentation and Abstract planning 	<ul style="list-style-type: none"> Come prepared to share about diversity or leadership Come prepared to share plan for poster (or oral presentation) April 5th Reflection 4 due for submission to Saylor/Adams by Thursday, Feb. 21st at 22:59 	<p>Federal holiday- no VAMC or CCSO schools on this day</p> <ul style="list-style-type: none"> Should have completed 12-15 hours <p>SUBMIT EDITED ABSTRACTS BY FEB 22 DEADLINE</p>
Week 8	<i>Use time for site service and/or mentor meetings; and/or to prepare presentations</i>		
Mon Feb. 25th No class Meeting		<ul style="list-style-type: none"> Reflection 5 due for submission to Saylor/Adams by Thursday, Feb 28th at 22:59 	<p>MIDTERM GRADES:</p> <ul style="list-style-type: none"> 4 pts for each service hour documented in Givepulse (est 60) 5 pts for each student share (est 15) /attendance 5 pts for each reflection and abstract (est 25)
Week 9	Communications: Preparing to share your story in poster or oral presentation form		
Class Meeting: Monday March 4th 2-3:45 in special labs TBA		<ul style="list-style-type: none"> Come with outline of content for your poster or presentation 	<p><i>Be sure to notify sites you will be on spring break next week!</i></p> <p>If you have not completed 15-18 hours by now talk to professor about alternatives</p>
Week 10	<i>Use time for site service and/or mentor meetings; work alone or in group to prepare presentation</i>		
Monday March 18th No Class Meeting		<ul style="list-style-type: none"> Reflection 6 due for submission to Saylor/Adams by Thursday, March 21st at 22:59 	<ul style="list-style-type: none"> Should have completed 18-21 hours
Week 11	Student Share Draft of Poster or Practice run of talk		
Class Meeting Monday March 25th 2-3:34 in Capers 207		Leadership Symposium March 28-29	<ul style="list-style-type: none"> Should have completed 21-25 hours
Week 12	Student Share Draft of Poster or Practice run of talk		
Class Meeting Monday April 1 2-3:45 in Capers 207		<ul style="list-style-type: none"> Reflection 7 due for submission to CitLearn by Thursday, April 4th at 22:59 	<p>Student Excellence Presentations Friday April 5 in lieu of other classes</p>

Dates	Topics	Class Activities	Notes - Tasks
<p>Week 13</p> <p>Monday April 8th No Class Meeting</p>	<p>Use time for final site service and/or last journaling</p>	<p>Email electronic copy of poster or oral slides to SaylorC@citadel.edu by Thursday April 11th at 22:59</p>	
<p>Week 14</p> <p>Class Meeting: Monday April 15th 2-3:45 in Capers 207</p>	<p><u>Student Share</u> <u>“Service Before Self”</u> Final Presentations & Civic Engagement Discussion</p>	<ul style="list-style-type: none"> Civic Engagement Final Reflective Essay Due by Thursday, April 18th at 22:59 	
<p>Week 15</p> <p>Early Final option Monday April 22nd 2-3:45 in Capers 207</p>	<p>Early final option only available to students who have:</p> <p>a- Completed 25 hours b- Completed 7 journal entries c- Submitted copy of presentation d- submitted Civic Engagement final essay by Monday April 22nd at 9 am</p>	<ul style="list-style-type: none"> No orders allowed for service after April 23rd 	
<p>Week 16</p> <p>Scheduled Final option Monday April 29th 8 am in Capers 207</p>	<p>Mandatory for those who did not meet standard for early exam option</p>	<p>All hours and documents to be included for credit must be received by 9 am Monday April 29th. You will receive your final grade by COB April 29th</p>	