

Social Sciences 3EL3
LEADERSHIP THROUGH EXPERIENTIAL LEARNING
McMaster University
Fall 2019 – DSB B107
Thursday 8:30-10:30

McMaster University
Faculty of Social Science
Office Hours: Thursdays after class

Instructor: Dr. Mela Pothier
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Course Description:

This course explores various theories and models of leadership through experiential education. While focused on leadership, the course also draws on literature from the various social sciences to help frame the context within which social change occurs, and our position within that context. The current local municipal leadership issues will also be examined in this course. The course requires students to engage in the community as a way to apply and refine the concepts and ideas covered in class. Topics covered include power, privilege, institutional and organization change, collaboration, decision-making and managing conflict.

The class will balance some lecture-style components with opportunities for in-class activities, discussions and guest speakers. Students will be called to draw upon their experiences in the field throughout the course for in-class discussions, monthly reflections and group exercises.

Course Objectives:

Upon successful completion of this course you will:

- Have a more critical and nuanced understanding of various forms of leadership
- Understand how power relations and institutions can limit and provide opportunities for social change
- Have considered various strategies for achieving change in the community and workplace
- Have completed 24-hrs in a community fieldwork opportunity
- Have critically reflected on your learning process within the context of experiential learning.

Required Textbooks:

This course has a required textbook, which is available in the bookstore and at the library:

Komives, S.R., Lucas, N., and McMahan, T.R. 2013. *Exploring Leadership: for college students who want to make a difference (Third Edition)*. San Francisco: Josey-Bass.

Additional readings can be found through on Avenue to Learn course page.

A NOTE ABOUT THE USE OF AVENUE TO LEARN IN THIS COURSE:

In this course we will be using Avenue to Learn for the online components of the course. Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation, may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

EVALUATION COMPONENTS

Assessment	Value	Due Date
Community-Based Placement Preference Rankings	0*	Sept 9, 4pm to Ruthanne Talbot exp.ed@mcmaster.ca
Health & Safety and Insurance Requirements	0*	Sept 26
Learning Portfolio <ul style="list-style-type: none">• Personal Learning Plan• 3 Journal Entries• Leadership Philosophy• Overall Presentation	55% 10% 25% 15% 5%	Sept 26 #1 – Sept 30 , #2 - Oct 31 , #3 – Nov 30 Assessed Dec 6 Assessed Dec 6
Action Plan (in class)	20%	Nov 14
Group Presentation	10%	Nov 28
Participation	10%	Throughout term
Response to guest speaker	5%	One week after guest speaker/panel
TOTAL	100%	

COMPLETION OF ALL ASSESSMENTS IS REQUIRED TO PASS THIS CLASS.

* If these forms are not complete by their due dates a penalty of 2% will be deducted from your final mark.

ASSESSMENT DETAILS

Learning Portfolio

As a record of the placement experience and a reflection on your learning process, you will work on a Learning Portfolio throughout the term. The Learning Portfolio will be worth 55% of your final mark. You will create your portfolio on PebblePad. Components of your portfolio will include:

Personal Learning Plan (10%)

In this assignment you will reflect on the skills you hope to develop through the course and your placement. You will define and refine 5 goals for the term, which relate to leadership and develop an action plan for achieving those goals.

Monthly Learning Reflections (25%)

You will be required to submit 500 word journal entries using the Learning Portfolio on a monthly basis (three times in the term at the end of each month). You will assess the progress of your learning goals, reflect on your prior knowledge, make connections between your goals and your experiences, and discuss other challenges and opportunities connected to your placement. The reflections are an opportunity for you to reflect on your learning goals and to draw linkages between the classroom material and your community fieldwork. You are also encouraged to collect **artefacts** that relate to your experience and specifically to the learning goals you have established (may include photographs, materials, or any other artefacts, so long as the privacy of all participants is respected and sources are cited as appropriate).

Leadership Philosophy (15%)

The last component of your Learning Portfolio will be a summary of your Leadership Philosophy. It should be approximately 600-800 words and draw on your experiences in the classroom, connect to course readings, and your community-based placement. This will be completed at the end of the term.

Overall Portfolio (5%) – The overall presentation of the portfolio will be assessed for ease in reading and navigating, and general organization.

Action Plan

This assignment will be completed as a group in class. Students will be asked to identify a change they would like to see happen on campus or a problem they would like addressed. Using the strategies/models of change discussed in class, students will develop a plan to achieve their goal. Groups and topics will be chosen in advance of the in-class activity and some additional time will be given to polish your submission, but the majority of the activity will be completed in class.

Group Presentation

There are five fieldwork opportunities in the course and on the last day of class, students will present a summary of their experiences as a group. Creativity is strongly encouraged for this presentation. Students are encouraged to incorporate video, pictures, art, activities or simulations to demonstrate the knowledge they have gathered through the placement.

Participation

Class participation and engagement is an important component of this course. Therefore, it is expected that all students will be active participants. This means attending all classes, being actively involved in class activities and thoughtful discussion, and completing all assignments.

Attendance in class is a basic requirement of the course. Participation is worth 10% of your final mark. Attendance will be taken and will account for half of this component. In addition, active participation will be assessed, including: contributing meaningfully to class discussions, making space for others to speak, asking thoughtful questions to peers and guests, and coming to class prepared to reflect on required readings.

Students should be aware that some behavior is not conducive to a collaborative learning environment and will be considered negative class participation. These include: missing classes, general nonparticipation in or disruption of class/class activities, coming to class late or leaving early, and distracted use of electronic devices. Computer are welcome in class but should only be used for note taking purposes or assigned in-class work.

Response to guest speaker

There will be two guest panels on leadership and social change (dates below). In the discussion forum on Avenue, you will write a 200-300 word response to one of the panels. Some writing prompts may include: Did you encounter any new ideas/concepts around leadership/social change? How did the speakers make you think differently about who leaders are, or what constitutes social change? Which speaker stood out the most to you and why? You may also ask questions to your classmates about the speakers, and/or respond to questions posed by your peers. This will be marked as completed/incomplete and should be posted one week after the speaker/panel.

COMMUNITY FIELDWORK EXPERIENCE:

Each student will be required to undertake a minimum of 24 hours of volunteer work at one of a few settings that have been pre-arranged for you. Volunteer work will occur over the duration of the term (e.g. it is not to be completed in one day or in one week). These placements will be at various agencies throughout Hamilton (mostly downtown), and all will be accessible by public transit. Some of the in-class activities, assignments and reflections in the course are based on your community fieldwork experience.

The **Community-Based Placement Preference Rankings** form will be distributed during the first class. Students are required to complete the form and submit it to Ruthanne Talbot in the Office of Experiential Learning, either by email or hard copy, by date listed above. Before you begin your community fieldwork experience, you must complete all required health and safety documentation. Details will be provided in class and/or by email.

Please note: if you are required to undertake volunteer experience for another class or as a program requirement, you may not use the same location for this class.

Further Details on Evaluation Components:

More explicate information on the assessments are available on Avenue to Learn page. Students are encouraged to post questions in the online Avenue forum so that everyone can benefit from the answers, or to bring questions to class.

Written Assignments: All of the assignments for this course are to be submitted using the Learning Portfolio and Avenue Drop Box. The format of each of the components will depend on how you design your presentation, but must meet the word requirements noted above. APA style citations should be used, with full citations included. The Action Plan should be typed, double-spaced and use APA style. Please include on the front page your name, student number, the topic title of the assignment and the date submitted.

Submitting Assignments Electronically: All assignments related to the Learning Portfolio are to be prepared on PebblePad. Other assignments (e.g. Action Plan and Group Presentation Slides) must be submitted through the Drop Box function in Avenue to Learn. Assignments will not be accepted by email. Individual assignments submitted electronically must include your last name in the filename, and group assignments should list all members on the first page of the assignment.

Late Submissions: All work is due on the date stated at the time indicated by the dropbox. A late penalty of 5 percentage points per day will apply after the due date (weekends included). Assignments will not be accepted 7 days after the due date. Once the dropbox is closed, you may not submit a late assignment, unless otherwise arranged.

Group Work: For all group assignments, ALL students in the group must be contributing members of that assignment. The expectation is that each student will be an active and respectful member of their group, and contribute to the assignment in a fair and equitable way.

Policy for Returning Assignments/Posting Grades: In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow the return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; all tests and assignments must be returned directly to the student.

And since it is important for student learning and skills development that students receive feedback on their assignments as they progress through the course, you can expect to receive feedback (comments and a grade) on each of your assignments in a timely fashion. This will allow you the opportunity to see how you performed on each assignment and time to discuss any questions you might have with your instructor.

The following possibilities exist for return of graded materials:

1. direct return of materials to students in class;
2. students attach a stamped, self-addressed envelope when submitting the assignments for return by mail (for final capstone assignment only); and
3. submit/grade/return papers electronically.

Arrangements will be finalized for the return of assignments the options listed above by the instructor during the first class.

Grades for assignments may only be posted using the last 5 digits of the student number as the identifying data. Final grades for the course will be posted on MUGSI.

UNIVERSITY POLICY ON ACADEMIC DISHONESTY:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

FACULTY OF SOCIAL SCIENCES E-MAIL COMMUNICATION POLICY

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link (Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010).

McMaster Student Absence Form (MSAF):

This on-line self-reporting tool is for undergrad students to report one absence of up to 5 days per term. The MSAF gives you the ability to request relief for any missed academic work during that one absence. Please note: this tool cannot be used during any final examination period.

You may submit only 1 MSAF per term. This form should be filled out as soon as possible before you return to class after your absence. It is YOUR responsibility to follow up with

your instructor immediately (within 48 hours of submitting the MSAF) in person or by email regarding the nature of the relief that is possible for the missed work.

If you are absent more than 5 days or exceed 1 request per term you MUST visit the office of the Associate Dean in your Faculty. You may be required to provide supporting documentation to the Faculty office. You must NOT submit any medical or other relevant documentation to your instructor. Your instructor may NOT ask you for such documentation. All documentation requests will only come from the Faculty office.

You must visit the following link to locate the MSAF to report your absence:

<https://pinjap01.mcmaster.ca/msaf/>

Access Copyright Regulations:

McMaster University holds a licensing agreement with Access Copyright, the Canadian Copyright Licensing Agency. Information on current regulations for copying for education purposes can be found at the following website: <http://www.copyright.mcmaster.ca/>

STUDENT SUPPORT AND RESPONSIBILITIES

Student Accessibility Services (SAS) (Formerly the Centre for Student Development, CSD): If you have an accommodation letter from SAS, you are required to provide a copy of that letter to your instructor. Please be sure that you arrange academic accommodations through SAS as early as possible in order that the instructor can receive the accommodation letter as early as possible in the term.

What are my responsibilities as a student registered at SAS? Students are responsible to identify themselves to Student Accessibility Services on an annual and regular basis in order to receive accommodations and services. Students are responsible for:

- meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
- providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
- notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
- meeting with individual course instructors to discuss specific needs in relation to the course and their disability; and
- providing the course instructor with their accommodation letter from SAS.

For more information, see the SAS website: <http://csd.mcmaster.ca/sswd/faqs.html>

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of

the student to check his/her McMaster email and course websites weekly during the term and to note any changes

Course Schedule

	Topic	Read Before Class	Assignment Due
Week 1 Sept 5	Course Introduction Learning Portfolio		Placement Rankings – Due Sept 9 to Ruthanne
Week 2 Sept 12	Experiential Learning Goal setting	Exploring Leadership Ch 1 Avenue: <ul style="list-style-type: none"> Eyler, J. (2009). The power of experiential education. <i>Liberal Education</i>, 95(4), 24-31. College of Nurses of Ontario (2019). SMART Goal Setting. Available here .	
Week 3 Sept 19	Theories/Models of Leadership Working in Communities and Hamilton neighbourhoods	Exploring Leadership Ch 2, 3. Buist, S. (2019). <i>Code Red Ten Years Later</i> . Hamilton Spectator. Available here .	
Week 4 Sept 26	Power and Privilege in Leadership	Exploring Leadership Ch 4, 5. Transformative Law Project of Illinois (2013). Checking your privilege. Available here . BuzzFeed (2014). How Privileged Are You? Quiz. Available here . Williams, R. (2014). Not enough women, visible minorities in leadership roles. Hamilton Spectator. Available here . Smith, Puckett, & Simon. (2016). Indigenous allyship: An overview. Available here .	*Personal Learning Plan due Sept 26 *Journal #1 due Sept 30 *Health and Safety due

Week 5 Oct 3	Municipal politics Councillor Nrinder Nann	Bring an article about a local news topic	
Week 6 Oct 10	Advocacy and Social Change	Exploring Leadership Ch 7, 8, 9 The History of Social Change (2018). Available here . Lewis, E. (2018). What's the Difference Between An Activist and An Advocate? Available here .	
	READING WEEK		
Week 7 Oct 24	Panel: Social change in the community	Readings TBD by speakers	
Week 8 Oct 31	Community Engagement at McMaster Intro to action plan	Exploring Leadership, Ch 8 McMaster News. (2019). Finding new pathways. Available here .	*Journal #2 due Oct 31
Week 9 Nov 7	Panel: Leadership in the community	Readings TBD by speakers	
Week 10 Nov 14	<i>Action plan in class</i>	Exploring Leadership Ch 10, 11, 12	*Action Plan due Mon Nov 18
Week 11 Nov 21	<i>Work period</i>		
Week 12 Nov 28	<i>Group Presentations</i>		*Journal #3 due Nov 30 *Leadership Philosophy and final Portfolio due by Dec 6