

## **EDUC-U450 Foundations of Residential Leadership Course Syllabus**

### **Instructors:**

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### **Class Time & Location:**

Tuesday 6:00 PM – 8:30 PM  
Spruce B109

### **Office Hours:**

By appointment; Jocelyn or Joe would be more than happy to meet you at any point throughout the semester – just shoot either one of us an e-mail and we'll get something set up.

### **Course Goals:**

The Residential Programs and Services (RPS) student staff at Indiana University are involved on a daily basis in working with residents on their personal development and the development of a supportive, educationally engaging, and rewarding multicultural community. This course is the first part of an on-going educational, developmental, and training program intended to help you be successful. Its major objective is the introduction and exploration of the foundations of residential leadership, the residential curriculum and its application, and student development that will help you in working with a diverse population of residents. The information and skills you gain from this course will be meaningful and applicable long after your residence hall experience, regardless of where your career takes you. This course will focus on theory and provide a framework to assist you in working with students. This class is not about day-to-day related activities, processes, or policy application. If hired, you will learn about all these aspects as they pertain to your center and leadership position during August training.

### **Educational Outcomes:**

1. Students will gain knowledge of the history of residence life and an understanding of the educational mission and guiding principles for RPS.
2. Students will be able to understand the fundamentals of diversity and inclusion and apply it to their work with a diverse population of students in a residence hall.
3. Students will be able to define leadership and adapt it to their personal leadership style.
4. Students will be able to articulate the impact of their behavior and attitude on a community and develop skills needed to foster a positive community.
5. Students will develop effective communication skills needed to successfully assist and educate peers and lead others in resolving conflict.
6. Students will be able to identify their values and beliefs and how that impacts their work as a student leader.

7. Students will be able to establish and maintain healthy, positive working relationships with their peers.

**Course Requirements:**

This is a 400-level course and the goal is not focused on task orientation or memorization, but rather on examination of material, critical thinking, reflection, and knowledge development. At the same time it serves as a requirement for those pursuing the CommUNITY Educator or Resident Assistant position. Active engagement and full participation in all assignments is expected. Please come to class prepared by: (1) bringing the readings to class each week for discussion and reference; (2) come with questions; and (3) a positive learning attitude.

**Participation:**

Every person brings experience and knowledge to this learning process. Without your full participation, others will be cheated of your knowledge and you will not have the opportunity to learn from and engage with your peers. To be fully engaged you are expected to be present and participate in all activities for class. Class attendance is critical and cannot be made up. If you find that you cannot attend class due to an emergency please communicate this to your facilitator as soon as possible. If the absence is excused (verification required) your facilitators have the option of working with you to develop an additional assignment to make up a portion of the missed points.

In addition to participation in class the second part of this engagement is coming to class having done the readings, online discussions (see below), and assignments. This will enable you to be active in the activities. Points assigned each week are based on attendance and the **quality of your engagement**, not quantity, in the class. Participation points = 32 (4 points per week).

**Reading:**

Each week you will have assigned reading to complete before the next class. The readings are located on Canvas under Files. You should be reading the folder labeled with the upcoming week (read Week 2 folder *before* Week 2 class). Please note: the readings are frontloaded, meaning that you will do more reading for class particularly in the first week to give you a holistic foundation for subsequent weeks.

**Online Discussions:**

In order to enrich the discussion about the reading we will be participating in an online discussion each week before class which will count towards your attendance/engagement for the week. Each person in the class will be responsible for posting in the Canvas discussion twice each week. At minimum, you should contribute one original post each week and a thoughtful response to at least one other person's post. All posts for discussion are due 24 hours before class time.

**Late Assignments:**

Readings, projects, and papers are due on the date listed on the syllabus and should be turned in before class, if online submission, and at the beginning of class if a physical copy is required. If your instructor chooses to accept an assignment late, up to 25% of the total possible points will

be deducted. If you anticipate being absent on the date an assignment is due, turn in your assignment by submitting it electronically, sending it with a classmate, or turning it in early.

### Keys to Success

As a student enrolled in the Foundations of Residential Leadership course, it is expected that you will complete the assigned items prior to the beginning of every class period. You will find all of the assignments listed in the “Assignments” tab on Canvas, and all course work, with the exception of in-class presentations, will be submitted on Canvas. Also, all of the assigned readings will be listed under the “Files” section by week they are due. It is anticipated that you will bring these readings to class, either as a hard-copy or electronically and, in order to be fully prepared, it is expected that you come to class with questions that will generate class discussion.

### Grade/Points Earned:

A+ 98-100	B+ 87-89	C+ 77-79	D+ 67-69
A 93-97	B 83-86	C 73-76	D 63-66
A- 90-92	B- 80-82	C- 70-72	D- 60-62
			F 59 or below

### Assignments and Grading:

Assignment	Week Due	Points
Campus Resource Quiz	2	3
True Colors Word Sort	2	In/complete
Personal Timeline	3	5
Current Staff Member Interview	3	5
Bulletin Board Description	4	5
Bulletin Board Presentation	5	10
My Story Outline	6	3
My Story Video	7	10
Program Plan	7	8
Case Study Final	8	15
Reflection Paper	8	4
Participation/Online Discussion/Attendance	each week	32 (4 pts/wk)
	TOTAL	100

### Additional Credit

There will be an opportunity to receive up to three (3) points of extra credit if you attend the Residential Life Open House and write a thoughtful one-page reflection that analyzes how that experience informs your potential work as a student leader in residence life at IU. The Open House will take place on Sunday February 4<sup>th</sup> from 6-8pm in the McNutt North Dining Hall.

### Accommodations:

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical hearing, vision neurological, etc.). You must have

established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced.

Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library, Room W302. Walk-ins are welcome 8 AM to 5 PM, Monday through Friday. You can also locate a variety of campus resources for students and visitors that need assistance at: <http://www.iu.edu/~ada/index.shtml>

Your facilitators can also work with you to make accommodations that you may need, please let them know if you have any needs.

If you are seeking an accommodation for a required religious observance you need to submit the necessary form by week two. This form can be found in the Canvas Student Resources folder. For more information about accommodations see the IUB website or speak with your facilitator.

### **Academic Misconduct:**

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. The university may discipline a student for academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources.

Student academic dishonesty includes:

- Cheating
- Fabrication
- Plagiarism
- Interference
- Violation of Course Rules
- Facilitating Academic Dishonesty

If a student is found to have been academically dishonest, they will be assigned an academic sanction.

These may include the following:

- Lower grade for the assignment
- Failing grade for the assignment
- Repeat or resubmit the assignment
- Complete an additional assignment to substitute for the work in question
- Withdraw from the class with a “W” or “F” at the instructor’s discretion
- Lower grade for the course, including a “F”
- Referral to Student Ethics

- ✓ **A serious act of academic dishonesty will involve failing the course.**
- ✓ **A grade of “Incomplete” can be given if the matter is not resolved by the close of the course.**

- ✓ **If a failing grade, “F,” is administered, the Registrar is notified. This will not permit a student to “F/X” the course in the future.**

For a more thorough explanation of academic misconduct, students are encouraged to visit:  
<http://www.indiana.edu/~code/code/responsibilities/academic/index.shtml>

Counseling and Psychological Services (CAPS): Support for students who are looking for an opportunity to discuss problems with someone they can trust, including but not limited to serious mental health crises. IU Health Center, 4th floor, 855-5711

Writing Tutorial Services (WTS): Offers free help at any phase of the writing process, from brainstorming to polishing the final draft. When you visit WTS, you'll find a tutor who is a sympathetic and helpful reader of your prose. Herman B. Wells Library, 1st floor (West Tower), Learning Commons Area, 855-6738

## Class Schedule & Required Readings

### **Week 1      Introductions & Foundations**

*No readings*

### **Week 2      Leadership & Residence Life**

Due:      Campus Resource Quiz, True Colors Word Sort

*Brief History of Indiana University Residence Halls*, p. 1-4

*Herman B Wells: Champion for racial equality at Indiana University*. Hinkle, S.E., (2001). Indiana University Student Personnel Association, pp. 10-31

*Toward a Deeper Understanding of College Students*, pages 1-5

*Residential Curriculum Introduction*, pages 1-2

Northouse, P.G. (2016). *Leadership theory and practice* (7th ed.), pp. 1-17. Los Angeles, CA: SAGE.

Kouzes, J.M. & Posner, B.Z. (1995). *The leadership challenge*, pp. 8-18. San Francisco, CA: Jossey-Bass.

### **Week 3      Identity and Introduction to Theory**

Due:      Personal Timeline, Current Staff Interview

*Toward a Deeper Understanding of College Students*, pages 6-8

Blimling, G.S. (2015). Student learning in college residence halls: What works, what doesn't, and why. San Francisco, CA: Jossey-Bass. (pp. 122-129)

### **Week 4      Psychosocial Development**

Due:      Bulletin Board Description - present in class

Optional but encouraged: Bulletin Board Parties in the Community Leadership & Development Center (CLDC in Read Residence Center)

Sunday February 4th 3-8pm

Monday February 5th 6-9pm

Tuesday February 6th 6-9pm

Wednesday February 7th 4-8pm

Understanding others. Martinez, K. (2006). In J.E. Owens, S.R. Komives, N. Lucas & T.R. McMahon *Exploring Leadership: For College Students Who Want to Make a Difference*. San Francisco: Jossey-Bass.

*Toward a Deeper Understanding of College Students*, pages 9-11.

**Week 5      Cognitive & Moral Development**

Due:      Bulletin Board Presentation – present in class  
*Toward a Deeper Understanding of College Students*, pages 12-14.

**Week 6      Campus Environments & Community Development**

Due:      My Story Outline  
*Toward a Deeper Understanding of College Students*, pages 15-17  
Stages of Community Building  
RPS Community Definitions and Expectations  
RPS Learning Communities Introduction  
Creating Effective Experiences

**Week 7      Peer-Helping & Mediation**

Due:      My Story, Program Plan  
Essential Listening and Confrontation Skills  
Mediation Purpose and Process

**Week 8:      Theory to Practice**

Due:      Reflection Paper, Case Study Final – present in class  
*No readings*

## Assignment Descriptions

### Assignment #1: Campus Resource Quiz (Due Week 2)

**Purpose:** Being a student staff member in Residential Life requires you to be a knowledgeable resource for residents on campus. The assignment is designed to help you explore a variety of campus resources, offices, and services that may be useful to students you work with.

To access this assignment, go to the Assignments or Files section of Canvas, and download the file (Campus Resource Quiz). Please complete the attached document, save, and resubmit it through the Assignment page on Canvas.

### Assignment #2: True Colors Word Sort (Due Week 2)

**Purpose:** This activity gives us one kind of framework to examine different leadership styles and engage in self-reflection about how we work with others. We will do an in-class activity accompanying this assignment.

To access this assignment, go to the Assignments or Files section of Canvas, and download the True Colors Word Sort document. Follow directions on the document to complete the word sort, and submit your 4 colors in order from most points to least points on the Assignments page on Canvas.

Submission Example: (most) Orange, Gold, Green, Blue (least)

### Assignment #3: Personal Timeline (Due Week 3)

**Purpose:** Self-reflection and examining who you are is a critical first step to understanding how you interact with others and the environment around you. This assignment aims to help you analyze significant life events as they have shaped your beliefs, values, behaviors, attitudes, and dispositions.

**Directions:**

Create a timeline of 5-8 of the most significant events that have impacted you in your life. These should not include things such as being born, but should instead focus on experiences, relationships, and environments that have made you who you are today. Identify the specific significance of each aspect you decide to include and precisely how you were impacted.

This assignment should be submitted electronically as a PowerPoint slideshow. Include a note in your submission about the 3 events you will share with your classmates in class.

Be sure to hold onto this timeline because it will be helpful in completing the My Story assignment later in the course.

#### Assignment #4: Current Staff Member Interview (Due Week 3)

**Purpose:** Student staff members in Residential Life experience their roles and work in different ways. This assignment aims to help you gain an understanding of an experience of a current staff member working in a residence center.

**Paper Guidelines:** Double-spaced, Times New Roman 12 pt font, 1-inch margins. Please include a title page containing your name and course number, and at least two full pages of content. This paper should not exceed three pages of content.

#### **Directions:**

Choose a current RA or CUE to interview and set-up a time to meet with them face to face. Develop 3 to 5 good questions about being a student staff member. The questions should be designed to elicit qualitative information that will enhance your understanding of being a student staff member. For example, the answer to “how many times are you on duty each month” can vary from center to center, would only be one-word, and is relatively meaningless information at this point. Below are some suggested questions that you may want to consider or that may give you further ideas.

After your interview, spend a little time processing what you have discussed. Put your interviewee’s responses in context with what you thought their answers might have been. Think about how you might use the information/wisdom they shared. Then write a two-page paper that contains your reflection on what you learned from your discussion with the staff member. This paper should be neither a simple paraphrase of the staff member’s responses nor a transcript of the interview. Rather, your paper should be a reflection that includes some synthesis about what you gained from the interaction. Talk with your instructor(s) if you need assistance in clarifying your questions or identifying a current staff member to interview.

Potential questions for interviewing a current Resident Assistant (RA):

- Favorite/least favorite part of being an RA?
- What was the best advice you were given...best advice you’d give?
- In what ways has your life changed as a result of being an RA?
- What has been the most difficult situation you’ve dealt with?
- How have you balanced being a leader on the floor and a staff member with being a friend to your residents?
- What did you take away from the U450 class that helps you in carrying out your duties?
- What are rounds and weekly meetings really like? What’s their purpose?

Potential Questions for Interviewing a current CommUNITY Educator (CUE):

- Favorite/least favorite part of being a CUE?

- What was the best advice you were given...best advice you'd give?
- In what ways has your life changed as a result of being a CUE?
- How do you explain your role in the residence hall?
- There is only one CUE in each building. Describe your relationship and interaction with other CUEs. Describe your relationship and interaction with the RAs in your building.
- Of all the programs you have presented so far, what has been your favorite program? Why?
- There can be a lot of tension and silence around issues of diversity; how do you handle this?

## Assignment #5: Bulletin Board (Due Weeks 4/5)

**Purpose:** Being able to effectively engage an audience through a passive medium is an important communication skill. This group assignment enables you to practice identifying student needs, presenting information in an educational and engaging way, and building positive working relationships with others. Through this process, you will be able to articulate how student needs can be addressed through the use of passive programming and make use of RPS resources to accomplish a task.

### Description:

In groups of 3-4, create a bulletin board that could be displayed in a residence hall. Your group will choose one learning goal from the Residential Curriculum to focus on. Based on that learning goal, identify a need that you will address through your board. Be creative in this assignment as it is practice for the many passive programs (bulletin boards, flyers, pamphlets) you may be assigned as a staff member or a student leader.

### Assignment Timeline:

Week 3: Bulletin board groups designated.

Week 4: Bulletin Board Description due on Canvas. Present a summary of description in class.

Week 5: Present completed bulletin board in class.

### **PART 1: Bulletin Board Description (DUE Week 4)**

Write a brief description of your bulletin board that addresses the following components:

- Identify one learning goal from the Residential Curriculum (Academic Engagement, Understanding Self & Others, Local & Global Citizenship, General Well-Being).
  - Identify a student need within your selected learning goal and explain how your bulletin board attempts to address this need.
  - Answer: What do you hope students will gain from this board?
  - Answer: What students do you think you will reach with this board? Who will you miss?
- Submit your description as a word document on Canvas by class time on Week 4.

A group representative will give a brief 2-minute summary in class about your board, addressing the above questions. There will be time for your classmates to ask your group questions about how your board addresses the student need, so be prepared to respond and take feedback.

## **PART 2: Bulletin Board Presentation (DUE Week 5)**

Your group's bulletin board should begin with regular rolled butcher block paper and should measure approximately 36 inches wide and 45 inches in length. Use print and objects that are large enough to be easily read from a few feet away. Make sure your group's design has something that draws your audience in and then includes aspects that entice your viewers think. Your group will be given 5 minutes to present your bulletin board to the class on Week 5, explaining the student need that is addressed by your board and how the board attempts to address that need in a creative way.

### **Resources:**

This assignment is also an opportunity to learn about resources. The Community & Leadership Development Center (CLDC), located in the Clark Wing of Read Residence Center, is one of those resources. They have many colors of bulletin board paper, markers, glue, a machine that cuts out letters, and other materials. You can visit during their regular hours (Sunday-Thursday 3:00 – 9:00 PM) or during one of the U450 class parties that will be announced in class. At the parties, class instructors will be present as a resource. You may also consider contacting your current Resident Assistant or Residence Manager about supplies.

Reviewing the examples on Canvas may be useful to get an idea of what bulletin boards have looked like in the past. Additionally, remember that this is a group project with 3-4 individuals. As such, all members of the team should be contributing equally to produce the final product.

## **Assignment #6: My Story (Due Weeks 6/7)**

**Purpose:** The ability to reflect on and seek understanding of experiences is key to recognizing how one interacts with others and their environment. This assignment provides an opportunity to deeply examine personal experiences and analyze development through student development theory.

### **Description:**

Review the personal timeline of your life that you created earlier in the course. Perhaps now you have thought of something else that you left out of your original timeline but is representative of "who you are", so you may want to add this perspective to your story. Choose 3-5 of these significant life events and analyze them through the lens of the developmental theories learned in class. You will need to use at least 3 theories throughout your My Story assignment, so you can use the same theory for multiple events where you might be in different stages, or you can have more than 3 theories.

For this assignment, you will be completing a digital story. A digital storytelling project is a process that results in a short video that helps you organize your experiences and illustrates your learning using meaningful images, fitting music, and a well-written script. This script answers essential questions about your expectations and experiences. This assignment is a multi-step process; first you should create an outline, which is used to guide your thinking while you create the video. You will then create your digital story. This assignment should be no shorter than three minutes in length, and no longer than five minutes.

### **Assignment Timeline:**

Week 6: My Story Outline due on Canvas. Present a summary of description in class.

Week 7: My Story Digital Story due on Canvas

### **PART 1: My Story Outline (DUE Week 6)**

Write a detailed outline that includes 3-5 selected events from your Personal Timeline that include the following components:

- Brief explanation of event
- 1-2 theories that support and help to explain the event and its significance
- Direct connections between the event and theory

### **PART 2: My Story Digital Story (DUE Week 7)**

Create an original digital story that clearly explains and analyzes 3-5 selected events from your Personal Timeline. Your digital story must meet the following requirements:

- Presents 3-5 select events from your own developmental story
- Applies at least three (3) theories to your own developmental story
- Three (3) to five (5) minutes in length
- Clear narration that guides the story

### **Resources:**

On Canvas under Files → Student Resources you will find a folder for the My Story assignment. Here you will find a breakdown of how to compose your digital story and instructions for software that may assist you in putting this project together. There are also sample projects from previous years. Once this assignment is completed, it should be uploaded into the assignment section of Canvas. This process can take *hours* depending on your internet connection speed. Please make sure to finish your assignment early, so that you have time to upload the file.

### **Assignment #7: Program Plan (Due Week 7)**

**Purpose:** Program planning is an important part of being a leader and an educator in a residence hall. Active programs are those with face-to-face interaction and intentional engagement. While they may look fairly simple to the participant or observer, quality and meaningful programs require thought, attention to detail, and work behind the scenes. This assignment will enable you to practice creating intentional opportunities for others to engage in and learn from.

**Description:**

The program prompts below describe situations of needs that may occur in the residence hall. After selecting one prompts, use the “Student Engagement Plan (SEP)” form (found on Canvas) to create an original program that addresses this need. Address the following components below to successfully create your program plan:

**Framing the Program**

- Brainstorm a list or 3-5 ways in which those needs could be met through a program.
- Select one and describe it in a little more detail.
- What are the expected participant outcomes of this program? (i.e. What will they gain?)
- Who will likely participate in the program? Who will you miss? Why?
- How does this program incorporate your understanding of the student development theories?

**Planning the Program**

- What is your timeline for planning the program?
- How will you market your program?
- Will you be collaborating with others or including outside resources? Who/what?
- What supplies or financing will you need for this program? How will these be obtained?

**Completing the “Student Engagement Plan (SEP)”**

- **Name:** Your name
- **Program Title:** Name of the program
- **Facilitator(s):** List the individuals responsible for planning and execution of the program. (Please include names and position titles where possible)
- **Purpose:** Copy and paste your program prompt here.
- **Materials/Preparation:** What supplies do you need for this program? Do you need a room reservation? Did you bring in someone to assist in the program? Did you use resources provided by an area on-campus?
- **Planning:** List the tasks prior to the day of the event. What do you need to accomplish beforehand? Who might you need to get in contact with? How will you advertise this event? What kinds of things would you do to elicit student participation?
- **Activity Outline:** Provide an outline of the program. What will it look like? What will attendees be doing?
- **Assessment Strategies:** How will you know if your program is effective? What can you do to understand what attendees learned? Will you have a check-in or exit survey for attendees? What questions will you ask?

**Document to submit to Canvas**

Submit your completed *Student Engagement Plan (SEP)* on Canvas in Assignments.

**Program Prompts:**

1. Residents in your community of first-year students are beginning to talk about their classes with you and their peers. Create an active program that connects residents to new academic resources that will help them build skills or explore areas of interest for major and/or possible careers.

2. It is the middle of the fall semester and your community of residents mostly lives in single rooms. Create an active program that helps students begin to identify with a community where they feel support and engage in reflection about how their own values and beliefs impact their interaction with others.
3. Recent events in the nation have stirred controversy and strong feelings among your first-year residents. Create an active program that enables residents to acknowledge aspects of their identity and engage in a civil dialogue with fellow residents who have differing values and beliefs.
4. Residents have begun to think about living situations for the next year. Create an active program that helps residents investigate and understand their own budgeting and decision-making and/or connects them to specific resources that aid in the managing personal finances.

### Assignment #8: Case Study Final (Due Week 8)

**Purpose:** Being a student leader requires thought and practice. This group assignment is an opportunity for you to practice working collaboratively to identify and solve a problem.

**Description:**

In groups of 4, analyze a selected case study using the “Analyzing a Case” document. Create and present your process to the class, using a visual aid (PowerPoint, slideshow, Prezi, etc.) to guide your in-class presentation. Your group will present for no longer than 5 minutes explaining your case, thought process, and solution. There will also be an opportunity for your classmates to ask questions about your case study. Submit your visual aid to Canvas by class time during week 8.

Your presentation should include the following:

- A visual aid (PowerPoint, slideshow, Prezi, etc.) that is concise and clear. Key bullet points and/or visual representations are best. Do not include your script or an excessive use of words on your slides, as this is ineffective in communicating your message to your audience.
- Brief introduction of case study scenario
- Identification of primary needs, both short- and long-term
- Explanation of desired goals and outcomes for the given scenario
- Key facts that are essential to understanding and navigating the situation
- Identification of additional information that needs to be known
- Mention of 1-3 theories that can be used to better understand the issue or context
- A list of possible solutions to the issue
- Identification and explanation of the chosen intervention or response, including rationale
- Well-balanced participation from all group members
- Duration of presentation should be no longer than five (5) minutes

## Assignment #9: Reflection Paper (Due Week 8)

**Purpose:** Students will be able to analyze their experiences from U450 through a careful one-page reflection of coursework, readings, and past discussions. This assignment is an opportunity to articulate how class experiences have shaped you personally and professionally.

### **Directions:**

You will need to submit a one page typed reflection answering the following questions about what you've learned or how you've grown as a person in your U450 class:

- What was the most challenging part of your U450 experience? How does this inform your areas of growth as a student leader?
- Reflect on one discussion or concept talked about in class that was particularly impactful in shaping how you view working with others. Explain how this discussion or concept changed your perspective in terms of working with others.

**Paper Guidelines:** This paper should be one page single-spaced, Times New Roman, 12-point font, with 1-inch margins. Submit your completed paper to Canvas.