

# **EDUC-U 207 / LEAD IU – Leadership Training**

**Spring Semester 2019; ED 1204**

**Monday, 1:00 – 3:30 PM**

## **Course Description**

Leadership Training is a course focused on preparing student leaders to address current issues on campus and in their communities. Students will discover individual strengths and personal values, examine communication skills and group dynamics, and discuss theories and ethics in leadership.

## **Course Instructor**

Instructor: Joseph Diodato

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Office: Alice M. Nelson Administration Building, Suite 101D (Housing Assignments) – 801 N. Jordan Ave.

Office Hours: By appointment

## **Course Purpose**

This course will allow students to explore personal values and goals, learn about characteristics (inherited and acquired), recognize motivation sources, and survey a variety of leadership approaches/styles. Participants will leave the course with a better understanding of “self” and how leadership fits into their daily lives.

## **Learning Objectives**

As a result of this course, students should:

1. Critically assess personal characteristics, strengths and areas of growth (Critical thinking)
2. Cultivate a personal understanding of leadership (Informative literacy)
3. Comprehend how culture, background and values impact the practice of leadership (Intercultural knowledge)
4. Develop insight into what ethical leadership entails (Ethical reasoning)
5. Become comfortable engaging in activities that allow for the practical application of leadership skills (Life-long learning)

## **Course Expectations**

- Students in this course are expected to be an active learner, which requires each student to take an active role in their own learning and to share the learning process with the class. The following are components of active learning:
  1. *Attendance at all class sessions* is critical to promoting a learning community within the class. Each member benefits from the viewpoints of the other members. If you need to miss a class for unforeseen reasons, you are responsible for getting all information covered in class and contacting the instructor when you are reasonably able to do so. It is good to make these arrangements with a classmate in advance.
  2. *Read all assigned materials* and make note of questions, inconsistencies, areas of interest, and connections you find to other readings.
  3. *Active participation in class discussions* allows each student to test out his or her own assumptions about professional practice, as well as expand the worldview of others in the class.
- All assignments should be turned in by the assigned due date and time, and in compliance with all the criteria listed in the assignment instructions.
- All students are expected to abide by Indiana University “Code of Student Rights, Responsibilities, and Conduct.” This code can be found at <http://www.dsa.indiana.edu/Code/>
- You earn participation points through “reasonable” participation throughout the entire semester; i.e. your comments and ability to engage in class activities indicate you have done the reading and are reflecting on the material both in and out of class. Habitual tardiness and other behaviors (like putting your head on the

desk, reading the newspaper, text messaging, etc.) will result in decreased participation points as well, depending upon the intensity and severity of the behavior.

- When using electronic communication, internet etiquette is expected. It is expected that you will not be text messaging, using the internet, etc. during class. The instructor will have their cell phone turned on at all times so that you can be sure that in the rare circumstance of a campus emergency, we will all be informed.

### **Academic Dishonesty**

- Academic dishonesty (including cheating on exams, plagiarism in papers, and offering someone else's work as your own) is not consistent with ethical conduct and is unacceptable. In cases of academic dishonesty, university guidelines will be followed. Any student caught cheating or plagiarizing will fail the course. A student's right to appeal such dismissal is outlined in the materials distributed at student orientation meetings.
- To avoid plagiarism, give credit to sources (i.e., use citations) whenever you use someone else's language or ideas. Simply including a reference list at the end of your paper is not sufficient; rather, use of citations in all written work for this class should be detailed and specific. In this class, we will use APA style. You may not turn in work that you have done or are currently doing for another course. Unless you feel inclined to purchase the APA style manual, I recommend any of the following online (free!) resources:
  - [Capella University's APA Module](#)
  - [APA Made Easy: A Student's Guide to APA Formatting](#)
  - [Purdue OWL](#)

### **Indiana University Policy on Plagiarism**

- This course follows the Indiana University policy on plagiarism, which states:  
*Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.*
  - a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
  - b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
    1. Directly quoting another person's actual words, whether oral or written;
    2. Using another person's ideas, opinions, or theories;
    3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
    4. Borrowing facts, statistics, or illustrative material; or
    5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

(Code of Student Rights, Responsibilities, and Conduct. Indiana University. <http://dsa.indiana.edu/Code/>)

### **Accommodations for Students with Special Learning Needs**

- Students with disabilities or special learning needs, either permanent or temporary, that affect their participation in the course should notify the professor during the first two weeks of class to discuss needed accommodations. Adaptations of teaching methods and class materials, including text and reading materials or testing, will be made as needed to provide equitable participation.
- Additionally, those students will need to register for this accommodation with the Office of Disability Services for Students (Franklin Hall 096, 855-7578), who will inform instructor of the needed services

and accommodations. If at all possible, please talk to the instructor about these situations prior to class sessions.

### **Religious Observance Conflicts**

- Any student with a religious observance that conflicts with class expectations may request reasonable arrangements by following guidelines in the “Policy on Accommodations for Religious Observances, University Faculty Council, March 28, 2000.” These guidelines can be found at <http://dsa.indiana.edu/Code>

### **Writing Tutorial Services**

- The college experience is a time to hone one’s writing skills and academic abilities. Proofing papers, making revisions, and/or seeking writing assistance are to be expected. Students are to seek assistance at the Writing Tutorial Services in Ballantine 206. Please call 855-6738 or visit <http://www.indiana.edu/~wts/> to schedule an appointment or drop by their office to pick up some of the written handouts available.

### **Required Course Texts and Readings**

All readings will be posted on Canvas.

### **LEAD IU**

This course is one of the many curricular components of the LEAD IU program. LEAD IU is a comprehensive student leadership development programming offering students opportunities to develop leadership skills in variety of formats: in class learning, out of class retreats and workshops, and directed independent study projects. LEAD IU courses fulfill an elective credit requirement towards any degree program on the Bloomington campus. If you are interested in participating in other aspects of the LEAD IU program, please talk to your instructor or visit our website, <http://leadiu.indiana.edu>

### Course Schedule

Date	Topics	Readings and Assignments Due
Week 1 (March 4)	Course Introductions and Introduction to Leadership, Why Are You Here?	N/A
Week 2 (March 11)	Spring Break – University Closed	Work on Group Presentations Proposal
Week 3 (March 18)	StrengthsQuest/Understanding Where You Fit in Leadership	<ul style="list-style-type: none"> <li>• Strengths Top 5: <b>Due Monday 3/18 by noon</b></li> <li>• Assignment #2: Leadership Definition: <b>Due Wednesday 3/20 by 11:59pm</b></li> <li>• Presentation Proposal: <b>Due Saturday 3/23 by 11:59pm</b></li> </ul>
Week 4 (March 25)	Identities in Leadership	Assignment #1a: Week 4 Readings & Discussion Post <ul style="list-style-type: none"> <li>• Original Post: <b>Due Friday 3/22 by 11:59pm</b></li> <li>• 2 Peer Responses: <b>Due Sunday 3/24 by 11:59pm</b></li> </ul>
Week 5 (April 1)	Leadership & Social Justice	Assignment #1b: Week 5 Readings & Discussion Post <ul style="list-style-type: none"> <li>• Original Post: <b>Due Friday 3/29 by 11:59pm</b></li> <li>• 2 Peer Responses: <b>Due Sunday 3/31 by 11:59pm</b></li> </ul> Assignment #3: StrengthsQuest Inventory: <b>due by Monday 4/1 at 11:59pm</b>
Week 6 (April 8)	Values and Ethics in Leadership	Assignment #1c: Week 6 Readings & Discussion Post <ul style="list-style-type: none"> <li>• Original Post: <b>Due Friday 4/5 by 11:59pm</b></li> <li>• 2 Peer Responses: <b>Due Sunday 4/7 by 11:59pm</b></li> </ul>
Week 7 (April 15)	Group Presentations	Assignment #4: PowerPoint or Prezi slide deck <b>due on Canvas by Sunday 4/14 at 11:59pm</b>  <b>In class group presentations(10 – 15 minutes)</b>

		Group Peer Evaluations: <b>Due by Tuesday 4/16 at 11:59pm on Canvas</b>
Week 8 (April 22)	Presentations - Individual and Course Wrap-Up	Final Reflection Paper, Individual Presentation Visual Aid, : <b>Due on Monday 4/22 by 11:59pm</b>  <b>Individual Presentations (2-3 minutes) and Peer Evaluations – In class</b>

Some general guidelines on readings and assignment due dates:

- Each 400-word discussion post will be due by Fridays at 11:59pm, and the two intentional responses will be due by the following Sunday at 11:59pm. This is to ensure that you have adequate time to read and think about your classmates' discussion posts. Please see Assignment #1 near the end of the syllabus for more information.
- All other assignments will be due as noted above. I've proofread the syllabus several times but do let me know if you spot any typos! The above table will serve as our definitive outline.

### **Evaluation of Performance**

Your final grade in this course will be based on the quality of your performance in the following areas:

#1: Class Participation	14 points*
#2: Reading Discussions	18 points
#3: Leadership Definition	8 points
#4: StrengthsQuest Inventory	10 points
#5: Group Presentation	25 points
#6: Final Reflection Paper	25 points

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Total	100 points
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### **Grading Scale**

95 – 100 points = A	80 – 83 points = B-	67 – 69 = D+
90 – 94 points = A-	77 – 79 points = C+	64 – 66 = D
87 – 89 points = B+	74 – 76 points = C	60 – 63 = D-
84 – 86 points = B	70 – 73 points = C-	59 and below = F

\*Each week you have the opportunity to earn up to 2 participation points.

*Late work will be accepted with a penalty of 10% per day.*

## **EDUC U207 Assignment 1**

### **Reading Discussions**

Goal: To be actively engaged in class.

Assignment: For weeks 4, 5, and 6, write a 400-word critical analysis by:

- Completing the assigned readings
- Taking notes of ideas you think are important
- Identifying questions that you have
- Processing your own thoughts of the readings
- Developing a point of view about and critical analysis of the readings

This analysis will be posted to the Discussion Board on the course Canvas site. After completing and submitting your personal response, you will be required to comment on 2 different posts from 2 different classmates on the Canvas Discussion Board. Comments must show that you have engaged in critical thought about your classmate's perspective (asking clarifying questions, relating with a personal connection/experience, respectfully challenging an idea based on personal experience, etc.). Simply responding "I agree", "I disagree", "Good job", etc. will not be considered acceptable work, and will be reflected in your grade on this assignment.

Technical Instructions: Your 400-word response will be typed into the Discussion thread for the assignment on Canvas. It is suggested to type the reflection in Microsoft Word, a Google Doc, or other text entry software and then copy it into the Discussion thread, so there are no issues with Canvas submissions.

Evaluation Criteria:

- Thorough reflection and understanding of the articles
- Critically analyzing the reading, not summarizing what was read
- Correct grammar and spelling
- Responses to peer reflections are thoughtful, interactive, and engaging

Due Dates:

Week 4: Personal Response (Friday 3/22 by 11:59pm); Comments on Two Classmates' Posts (Sunday 3/24 by 11:59pm)

Week 5: Personal Response (Friday 3/29 by 11:59pm) Comments on Two Classmates' Posts Sunday 3/31 by 11:59pm)

Week 6: Personal Response (Friday 4/5 by 11:59pm); Comments on Two Classmates' Posts (Sunday 4/7 by 11:59pm)

Please note that each discussion post is essentially due a week in advance (i.e. You should submit your original response for week 4 by the end of week three (Friday 3/22 at 11:59pm))

Points Awarded:

Discussion Post	4 points
Comment #1	1 points
Comment #2	1 points

Total \_\_\_\_\_/6 points (each)

## **EDUC U207 Assignment 2 Personal Definition of Leadership**

Goal: To reflect upon and create a personal definition of leadership.

Assignment: Create a personal definition of leadership. Include in the discussion the actual definition, what factors/experiences contributed to this definition, why you chose to define leadership in this way and how you put this definition into practice.

Technical Instructions:

Your paper should be 2-3 pages typed, double spaced, and in Times New Roman 12 point font.

Evaluation Criteria:

- Define leadership in your own terms and explain why you chose to define it in this manner. Include examples and life experiences that connect your definition.
- Provide a published journal article definition of leadership. Explain why your definition is different or similar to the published definition.
- Explain how you would put your personal definition of leadership into action.
- Cite all sources used.
- Good organization of paper including an introduction, conclusion and transition sentences.
- Correct grammar and spelling

Due Date: **Wednesday, March 20<sup>th</sup>, by 11:59pm**

Points Awarded: \_\_\_\_\_/8

## **EDUC U207 Assignment 3 StrengthsQuest Inventory**

Goal: To begin to identify a personal leadership style and how it relates to others.

Assignment: Complete the inventory and write a 3-5 page double-spaced summary of what you learned from this activity.

Technical Instructions:

Include the following information in your paper:

- Talk to at least 2 people who know you well about the results of your StrengthsQuest and include their impressions and thoughts about your results.
- Analyze how these strengths manifest in your everyday life.
- Identify and critique what aspects of your strengths that you may not agree with (consider the dark side of StrengthsQuest).
- Raise any clarifying questions or thoughts that you have about StrengthsQuest and your own strengths.

Evaluation Criteria:

- Identify your leadership style and its components
- Highlight areas of your leadership style that you agree with and discuss the areas in which you do not, using examples
- Address how you will use this knowledge in your everyday life
- Correct grammar and spelling

Due Date: **Sunday March 17<sup>th</sup> by 11:59pm**

Points Awarded: \_\_\_\_/10

**EDUC U207 Assignment 4  
Group Presentation**

Goal: To develop a thorough understanding of a pressing societal issue or challenge and what current local, state and national leaders are doing or not doing to address this issue.

Assignment: In your assigned group, determine an issue or challenge facing society which you would like to see improved upon or resolved. Research the current information and trends surrounding the topic and determine what leaders in society are doing to address this issue.

Please include the following in the presentation:

- Provide background information on the issue or challenge
- Determine the root causes and effects of the issue
- Explore the human or animal populations most affected by this issue
- Share related statistics on the issue and why the topic is important to consider
- Identify the stakeholders involved with addressing this issue (politicians, corporations, non-profit groups, advocacy groups, individuals, celebrities, etc.)
- Explain what stakeholders are doing to address the issue and offer critique on current efforts
- Determine what a solution(s) to this challenge would look like
- Share your recommendations if you were in the leader's position
- Share actions class members can take as an individual to help resolve this issue
- Cite reference materials and sources used

Technical Instructions:

Visual aids should be used and may include handouts, power point and posters. All members of the group must participate and have an active role in the presentation.

Evaluation Criteria:

- Each group member actively participates in the presentation
- The presentation is well prepared and detailed
- Draw connections between leadership and societal impact
- Identify all of the bullet points under the assignment section in the presentation
- Provide thoughtful critique and recommendations

Due Date: **PowerPoint or Prezi slide deck due on Canvas by Sunday 4/14 at 11:59pm**



Points Awarded: \_\_\_\_/25

## **EDUC U207 Assignment 5**

### **Final Life View Paper & Presentation**

Goal: To develop an understanding of how your values shape your motivations, inspirations, goals, and personal leadership vision, and reflect upon how these aspects of your leadership philosophy have transformed throughout this course.

Assignment: In a 5-7-page double-spaced paper, reflect upon your journey in this LeadIU course. The paper itself consists of three short chapters, each touching on a different portion of your journey. Please use the following questions to guide your writing of each chapter. Note, however, that you are not limited to these questions nor are you required to answer all of the questions provided. You are always encouraged to dive deeper.

#### **Chapter 1- What Matters Most?**

- What are your values? What characteristics, qualities, traits, etc. do you value most?
- How are your values portrayed through your StrengthsQuest results? How are they not?
- In what ways do your values inspire the social justice issue(s) that you are passionate about?
- What is your "Why"? That is, what motivates you to do what you do?

#### **Chapter 2- Let Your Life Speak**

- What life experiences have made a monumental impact on the formation of the values you identified in Chapter 1?
- How did/do pieces of your identity shape these experiences?
- Do you have a personal philosophy that you aim to live by?
- How have mistakes and resilience played a role in your life and the formation of your motivations, inspirations, goals, and/or personal philosophy?

#### **Chapter 3- Leadership**

- Looking back at your initial leadership definition from the beginning of this semester, how has your definition changed? What do you still agree with? What do you think needs to be different?
- How do your values and life experiences influence and inspire who you are and your personal leadership vision?

#### **Presentations (will be conducted on April 22)**

- This is an informal presentation that will take place on the last day of class.
- Must be 2-3 minutes in length. There is no proposal required for the individual presentation. You only need to submit your visual aids (i.e. PowerPoint slides or a high quality picture) and the reflection paper.

- The content of your presentation should cover a summarized version of your Life View Paper, and a brief reflection upon the actual writing process.
- You may use a visual aid. Options include (but are not limited to): A PowerPoint, Prezi, poster board, picture collage, poetry, spoken word, playlists, and Movie Maker clips.

Technical Instructions: Times New Roman, Size 12 Font, Double-Spaced, 5-7 pages, include a works cited/references sheet. Designate the beginning of each chapter by placing the title in **Bold**.

Evaluation Criteria:

- The paper is thoughtful, detailed, and well prepared
- Each chapter thoughtfully addresses the designated theme
- Presentation is thoughtful, thorough, and an insightful glimpse into your paper
- Identifies and meets all of the bullet points under the assignment section for both the paper and the presentation

Due Date: **Monday 4/22 by 11:59pm** (submit either a slide deck or decent photo of your visual aid(s) as appropriate)

Points Awarded: \_\_\_\_/25