

COURSE SYLLABUS
Foundation Year Program

Lecturer	Miguel Carlo B. Cervantes	Subject	KITian II
Batch	XI	Academic Year	2023 - 2024
Semester	II	Credits	1.5

Course Objectives:

1. Understand the essence of being a KITian and a brand ambassador.
2. Develop a growth mindset and manage the fear of failure.
3. Explore the different leadership styles and develop one's own leadership approach.
4. Master vital 21st century skills and to harness the power of using empathy, design thinking and problem-solving in their everyday lives.
5. Apply concepts and skills to real-world scenarios through group projects and activities.

Learning Outcomes:

By the end of this course, students will be able to:

1. Understand and embody KITian values
2. Cultivate a growth mindset and effective leadership
3. Apply empathy and Design Thinking for problem solving
4. Enhance personal productivity and adaptability in an ever evolving world
5. Develop critical reflection and synthesis
6. Apply acquired skills and insights to personal, academic, and professional contexts as future-proofed ambassadors of KIT.

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Course Contents:

DATE	TOPIC
Aug. 21 - 26	Introductions Course syllabus, requirements and grading system Class rules
Aug. 28 - Sept. 2	What is a KITian? - as brand ambassadors of KIT The KIT culture - Takes initiative - responsible - creative and critical thinker - problem solver What to expect in the real world? - what employers value and expect - Job market: Now and then
Sept. 4 - 9	Asynchronous: Growth mindset vs Fixed Mindset - Managing the fear of failure - redefine the meaning of failure - moving forward from failure Consultation
Sept. 11 - 16	Leaders of the 21st Century - learning, unlearning and relearning. What makes a good leader? - Finding your leadership style - Transformational - Delegative - Authoritative - Transactional - Participative

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Sept. 18 - 23	<p>Asynchronous: Future-proofed ambassadors of KIT</p> <ul style="list-style-type: none"> - 21st Century skills (4C's) - Using empathy - Adapting in a digital world (post-pandemic) <p>Problem Solving with Design Thinking</p> <ul style="list-style-type: none"> - Empathy as a tool - Steps of DT - DT lenses <p>Consultation</p>
Sept. 25 - 30	Design Thinking I: Empathy Jam
Oct. 2 - 7	
Oct. 9 - 14	Asynchronous: Reflections on insights Consultations Week
Oct. 16 - 21	SUPPLEMENTARY WEEK
Oct. 23 - 28	MIDTERM EXAMS WEEK Student Reflection
Oct. 30 - Nov. 4	INTERNSHIP
Nov. 6 - 11	INTERNSHIP
Nov. 13 - 18	Design Thinking II: Ideation Jam
Nov. 20 - 25	
Nov. 27 - Dec. 2	Applying Design Thinking in your daily lives. (Group Project application of DT)
Dec. 4 - 9	
Dec. 11 - 16	Asynchronous: Project application and feedback gathering Consultation
Dec. 18 - 23	Productivity and Independent Learning

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	<ul style="list-style-type: none"> - Setting boundaries - The Eisenhower Matrix - virtual responsibility and collaboration
Dec. 25 - 30	Asynchronous: Crisis Management for future leaders <ul style="list-style-type: none"> - Role of a leader during crises Consultation
Jan. 1 - 6	SUPPLEMENTARY WEEK
Jan. 8 -13	SEMESTER EXAMS WEEK Final Reflection

***Schedule is subject to change**

Assessment and Grading System:

Attendance	Class Participation	Midterms	Finals
10 %	40%	25%	25%
Must attend sessions on time, have cameras on all the time and not leave early without permission.	Class recitations, assignments, exercises and group activities.	Reflection Paper	Reflection Paper

Course Requirements:

This class will have no exams but will require a lot of reflection both in class and outside of the sessions. Students will be asked to submit reflections, essays or research papers, as well as actively participate in class discussions, activities and tasks both individually and as a group. Note that these requirements may change but will be announced in class.

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MIDTERM PAPER

Mechanics:

For the midterm requirement, students will write a paper on the topic below. Minimum of 1,000 words to be submitted in a PDF converted file.

TOPIC: The leader you will become

Each student must:

1. Research on leaders they would like to emulate and determine the type of leadership styles they possess.
2. Talk about why that leader was chosen and what traits does the student admire.
3. Identify their personal strengths and weaknesses that they would like to grow, improve and continue to work on.
4. Talk about the steps needed to achieve those goals and what kind of leader the student would want to become in the future.
5. Discuss which leadership style would fit the students' future selves based on their self assessments.

FINAL REFLECTION PAPER

Mechanics:

For the final exam requirement, students will write a paper on the topic below. Minimum of 1,000 words to be submitted in a PDF converted file.

TOPIC: 21st Century Leadership and how you are molding yourself into the type of leader you want to become

Students must write a comprehensive reflection paper on this topic using these guide questions. Everyone is encouraged to deeply reflect on this and may discuss beyond the guide questions below for additional points.

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Guide Questions:

1. What was your most significant takeaway on leadership from this class? Why?
2. What did you learn about yourself?
3. How would you employ the lessons learned into your real life as a student and as a future leader?
4. How do you see design thinking and having a maker mindset help you become a better leader? Describe how you would use this framework.
5. Reflect on yourself before starting this class with me and what you want to become. Talk about the things you'd like to strengthen, improve and maintain. What are the traits you have now that will make you a better leader? Which traits do you need to develop more?

Rubric:

Criteria	Unclear (0~4)	Somewhat Clear (5~8 pts)	Very Clear (9~10 pts)
Quality of research & analysis (10 pts)	Research is unstructured and analysis is unclear	Shows decent research and analysis	Well researched and analyzed.
Articulation of thoughts (10 pts)	Thoughts are not articulated well.	Thoughts are somewhat clear.	Thoughts are laid out eloquently and clearly.
Introspective analysis of self (10 pts)	No introspective self-assessment.	Shallow analysis	Deep dive into the self
Clear definition of steps to achieve set goals (10 pts)	No clear goals and steps to achieve them.	Goals and/or steps are vague.	Clear and thought out goals and steps.
Description of the ideal future self (10 pts)	No idea what type of leader they want to become	Some idea of the type of leader they want to become	Clear idea of what type of leader fits themselves.

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Attendance:**1. Live Sessions**

This will comprise 50% of the total attendance rate per semester. Students are highly encouraged to join on time and actively participate in the live sessions.

2. Asynchronous

This will comprise the other 50% of the total attendance rate per semester. Students are required to accomplish and submit the weekly asynchronous tasks in the LMS.

Consultation:

This will serve as an individual or small group discussion schedule with the lecturer. Students may set an appointment with the concerned lecturer during the specified consultation schedule.

Use this time to clarify matters regarding your lessons and its requirements. Use this opportunity to ensure a productive and enjoyable learning experience for you.

Plagiarism

Plagiarizing or the unethical act of stealing the thoughts of another without proper citation or reference, acquiring information from the Internet without acknowledging the author, copying from another student's work without permission and submitting it as own work.

Students are expected to act with utmost integrity in completing and submitting their course requirements. Any form of plagiarism will result in disciplinary measures provided in the Academic Guidelines for Second Semester of this Academic Year as released by the Center for Teaching and Learning.

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