

Socially Responsible and Ethical Student Leadership

ALD 379 – Spring Long Semester

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Class Contact

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Course Description

ALD 379: *Socially Responsible and Ethical Student Leadership* is a discussion-based seminar designed to develop student leaders who are ready to engage and initiate social change. This Maymester course will provide a specific emphasis on global leadership issues in the context of socially responsible and Ethical leadership. This class provides both the theoretical knowledge and the experiential skills for students to arrive at a personal definition of leadership, understand group values and dynamics, interact with cross-cultural communication styles, hone their interpersonal dynamism, and embody a code of ethics that promotes public good.

Ethics and Leadership courses are designed to equip students with skills that are necessary for making ethical decisions in both their personal and professional lives. Students should therefore expect a substantial portion of their grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

Course Learning Outcomes:

This is a course that combines knowledge and application. As we examine theories and the results of research about leadership, we will ask repeatedly, "How can I use this?" Working and studying in small groups, we will find practical answers to this question. The goal is to achieve the following outcomes by the end of the course:

Students will be able to:

1. *Articulate a broad understanding of various leadership and followership theories, and the relationship between the two in a free society.*

2. *Demonstrate a comprehensive understanding of the ethical dimensions and dilemmas of leaders/ followers.*
 3. *Apply multiple leadership concepts and frameworks to various leadership-follower situations across different personal and organizational cultures and contexts.*
 4. *Demonstrate an in-depth understanding of leadership in a global and cultural context through a culturally immersed internship experience*
 5. *Exhibit an understanding of the impact of individual identities, and social differences on leadership.*
 6. *Display a critical, nuanced understanding of service, social entrepreneurship, and social change.*
 7. *Clarify and constructively describe their strengths and weaknesses as a leader and as a follower, their emotional intelligence profile and personal approach to leadership/ followership, and their personal growth as a leader/follower.*
 8. *Identify and exemplify the various proficiencies, expertise, knowledge, and tools gained in class to be an adept and skillful leader or follower (as needed) across different contexts/ processes.*
 9. *Prove their competence in the subject matter as they collaborate with peers; and participate in, and lead small group discussions, collaborative activities, and in class presentations.*
 10. *Show evidence of their ability to think critically; reason; analyze and synthesize complex and diverse concepts; and imagine, build, and create new possibilities for socially responsible and ethical leadership.*
 11. *Communicate effectively to present the subject matter they learn, their academic arguments, personal perspectives, and individual insights and ideas, clearly and persuasively, both orally, and in writing.*
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Class Expectations

- 1) Have your syllabus and reading materials readily available in class each day.
- 2) Actively listen to your colleagues during class.
- 3) Respect your peers and their opinions.
- 4) Contribute fully to the class environment, which includes staying actively engaged in class discussions with questions or ideas, coming to class on time, and completing your assignments in a timely manner.
- 5) Come to class prepared for discussion by having completed the reading assignments for that class period.

Attendance

- 1) Students are expected to demonstrate responsibility and dependability by attending all classes on time, missing class only if absolutely unavoidable. **If you must miss a class meeting, please request permission or notify all instructors via email in advance. After two (3) absences, your final grade will be dropped by a letter grade.** Subsequent unexcused absences will result in further reduction of your final grade.
- 2) **In order for you to gain the most from the course, you are expected to contribute fully.** Beyond learning the content on your own, you will be learning through in-class discussions, research assignments, small group activities and reflections, and peer-interactions that involve peer-to-peer teaching and learning. There is simply no way for you to compensate for having missed class instruction and shared experiences, but in order to help, **instructors are available up to ONE WEEK after a missed class to review missed material by making an appointment.**

| ACTION | RESULT |
|------------------------------|--|
| One class missed | No effect on grade |
| Two classes missed | 5 points deducted from final course grade |
| Three or more classes missed | 10 points deducted from final course grade |

Required Textbooks and Online Assessment

There are two required textbooks for this class.

- 1) Rath, T. (2007). *Strengths finder 2.0*. New York: Gallup Press. **(Provided)**
 - Assignment:
 - Read pages 1-31 and take the Strengths Finder 2.0 assessment.
 - You will need to upload your personal comprehensive *Strengths Discovery and Action—Planning Guide* into Canvas.
 - Subsequent Assignments:
 - Complete readings prior to class meetings.
- 3) Bradberry, T., Greaves, J., & Lencioni, P. (2009). *Emotional intelligence 2.0*. California: TalentSmart. **(Provided)**
 - Assignment:
 - Read *Foreword* and pages 1-12 and take the Emotional Intelligence 2.0 assessment.
 - You will need to upload your *EI Appraisal Results Report* into Canvas.
 - Subsequent Assignments:
 - Complete readings prior to class meetings.

Summary of assignments

| ASSIGNMENTS | LEARNING OUTCOMES RELATED TO ASSIGNMENT | RELATIVE VALUE | DUE DATE |
|---|--|-------------------|----------|
| 1. Critical Reflections Blogs – 10 Nos. | [1,2,3,4,5,6,7,8,9,10] | 20 points | Weekly |
| 2. Strengths Discovery and Action Planning Guide | {1,5,8,10,11} | 10 points | |
| 3. Emotional Intelligence Appraisal, Strategies and Lessons | [2,3,5,7,8,9] | 10 points | |
| 4. My Leadership Theory Paper – Final | [1,2,3,6] | 10 points | |
| 5. Class Participation – Discussions & Presentations (3 Nos.) | [1,2,3,4,5,6,7,8,9,10] | 25 points | |
| 6. Final Spring Course Portfolio on Leadership | [1,2,3,4,5,6,7,8,9,10] | 25 points | |

All papers should follow the guidelines listed below:

- Times/or Times New Roman, 12-point font, One inch margins, and Double-spaced
- Use APA format listed in the syllabus to reference sources used in your paper. **NOTE: You must use references when quoting or adapting materials from others. This includes in-text citations as well as a reference page at the end of the paper.**
- Save files as Last Name of Student_ALD 379_Assignment Name_Date as YY.MM.DD
- Students are expected to reference course readings and discussions assignments in this class.
- All written assignments must be uploaded to Canvas by 5.00pm on the Fridays that they are due, unless otherwise specified. **E-mailed papers will not be accepted.**

For more information on the papers for this course, please check canvas under assignments.

Policy on Proper Citation

A consistent problem with academic dishonesty centers on proper citation. Most students fail to cite sources altogether, while others take authors' words verbatim and do not quote them properly. Additionally, students paraphrase authors' words without citation. **This could put you in serious academic trouble.** Please be aware that

plagiarism can merit a referral to Student Judicial Services (<http://deanofstudents.utexas.edu/sjs>). Please look at SJS's Web site for definitions of plagiarism and paraphrasing. Because you have been informed about academic integrity through this class and in this syllabus, your instructors will refer cases of academic dishonesty to Student Judicial Services.

In the Department of Education, the primary citation style is APA and links to support sites are listed below.

1. **APA format:** http://owl.english.purdue.edu/handouts/research/r_apa.html
2. **APA electronic references:** <http://www.apastyle.org/elecref.html>

Late Assignment Policy

Late assignments will be accepted within **ONE WEEK** of the due date with an automatic 10% reduction of the final assignment grade for each class meeting that passes before submission. (1 Full Week would mean an automatic 20% grade reduction.) After that point, assignments will not be accepted and students will not be given credit for the assignment.

Assignment Re-write Policy

Students who receive 59% or lower on any paper assignment will have the opportunity to re-write their assignment. Students rewriting assignments have **ONE WEEK** from the date the assignment was returned in class to submit the re-written paper. ***It is highly recommended that the student utilize the Undergraduate Writing Center to consult in the revision and re-writing process.*** The final grade will be an average of the original paper grade and the re-write grade. If the student does not meet with an instructor and submit a re-written paper, the original paper grade will be the final grade.

Grading scale and procedures

The below scale will be used in the calculation of the Final Grade.

| | | | |
|----|--------|----|-------------|
| A | 100-94 | C | 76-74 |
| A- | 93-90 | C- | 73-70 |
| B+ | 89-87 | D+ | 69-67 |
| B | 86-84 | D | 66-64 |
| B- | 83-80 | D- | 63-60 |
| C+ | 79-77 | F | 59 or below |

Use of Canvas

For all course assignments and updates to our course, you will need to sign-in to Canvas. Each week, you will be responsible for posting several Critical Thoughts Blogs throughout the semester on canvas for your instructors to review and evaluate. Additionally, you will need to login every week to stay abreast of weekly assignments through. <http://canvas.utexas.edu/>

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

University Policies

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: *"As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."* **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

Policy on Scholastic Dishonesty

Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university. Since such dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced. All work must be done on an individual basis unless explicitly stated by the instructor and in the assignment description. Any unauthorized or collaborative work will be considered academic dishonesty and will be referred to Student Judicial Services. Visit <http://deanofstudents.utexas.edu/sjs/> for more information about Student Judicial Services.

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

University Resources for Students

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There is also a range of resources on campus:

Services for Students with Disabilities

These class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss

your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Electronic Devices

Due to the interactive nature of the class and the importance for all students to be engaged in dialogue and activities, all electronic devices should be turned off during class. If you anticipate a situation that would require you to use an electronic device, please contact the instructors prior to the beginning of class so that appropriate arrangements may be made.

Course Schedule

Note: Sessions will be scheduled around Internship times and other study abroad experiences. During the initial weeks of the Abroad Experience, there will be multiple sessions per week to prepare students with content for the class before their internship experiences. Excursions and other trips during the experience abroad will be added upon approval and revision of the syllabus.

SPRING SEMESTER SCHEDULE: Subject to Adjustments

| SESSION & DATES | TOPICS AND ASSIGNMENTS FOR THE WEEK | ASSIGNMENTS |
|--------------------------------|---|---|
| Session 1 (1-28-19) | Introductions, Review Syllabus | Assignment: Read pgs. 1-31 of <i>Strengths Finder 2.0</i> and complete assessment |
| Session 2 (2-4-19) | Overview of Leadership Theories, Concepts and Frameworks | Assignment: Required Blog 1 |
| Session 3 (2-11-19) | Social Responsibility in Large and Small Organizations | Assignment: Required Blog 2 |
| Session 4 (2-18-19) | Study Abroad Office Pre-Departure Session 1 | Assignment: Required Blog 3 |
| Session 5 (2-25-19) | Moral and Ethical Dimensions of Leadership | Assignment: Required Blog 4 |
| Session 6 (3-4-19) | Values and Ethics in Leadership Preparación de Español | Assignments: Internship Sites Requests |
| Session 7 (3-11-19) | Study Abroad Office Pre-Departure Session 1 Preparación de Español | Assignment: Required Blog 5 |
| Session 8 (3-25-19) | Being Effective in the Workplace Preparación de Español | Assignment: Required Blog 6 |
| Session 9 (4-1-19) | Implicit Leadership Theories Preparación de Español | Assignment: Read <i>Foreword</i> and pgs. 1-12 Of <i>Emotional Intelligence</i> Required Blog 6 |
| Session 10 (4-8-19) | Celebración de la Idioma Español | Assignment: Required Blog 7 |
| Session 11 (4-15-19) | Emotional Intelligence | Assignment: Required Blog 8 |
| Session 12 (4-22-19) | Emotional Intelligence and Leadership | Assignment: Required Blog 9 |
| Session 13 (4-29-19) | Servant Leadership | Assignment: Required Blog 10 |
| Session 14 (5-6-19) | Class Presentations | Assignment: Personal Leadership Theory Paper |