

**CCS 1100**  
**Servant Leadership**  
**Academy for Leader Development & Civic Engagement**

**Instructor:**

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Course Section: CCS 1100  
Semester: Spring 2009  
Class Meeting: W/10-10:50  
Location: BSB 105  
Office Hours: By appointment

**Required Course Text:**

Keith, K. M. (2008). *The case for servant leadership*. Westfield, IN: Greenleaf Center for Servant Leadership.  
(Supplemental readings posted on blackboard or provided in class)

**Course objectives:**

- 1) Draw connections between servant leadership, civic engagement, and what it means to be an engaged citizen
- 2) Increase awareness and understanding of social issues and needs of the Waco Community
- 3) Collaborate, design and implement a group project to address an identified need with a Waco ISD partner
- 4) To engage in dialogues on social responsibility and on matters of leadership and social issues
- 5) To meaningfully engage in service, building relationships with a community agency and community members

**Guiding beliefs of the Academy for Leader Development & Civic Engagement:**

- 1) Leadership is largely about change and reveals new horizons for a more just, equitable and humane world.
- 2) All human beings, regardless of race, gender or ethnicity have the capacity to lead and influence the world for noble purposes.
- 3) Helping students understand life as a stewardship and work as a vocation releases them to lead out of their divine giftedness.
- 4) Some individuals are called to sustained positions of leadership (and possess the Christian spiritual gift of leadership), but also that no human being is released from the responsibility to influence the world for noble and good purposes through opportunities to lead.
- 5) Leadership is a shared responsibility that requires collaboration, diversity of thought and is best experienced in the context of community.
- 6) As a Christian institution of higher learning, we have a compelling responsibility to prepare leaders for lives of service.

**Course evaluation and assignments:**

**1) Engaged Participation & Attendance (25 percent) \*Read Vision for Partnership on pages 7-8 of Syllabus**

The bulk of this course is designed to facilitate service-learning with our assigned schools. The classroom time is designed to complement the learning that will be occurring through your community service. Because of this, participation is a large component of your evaluation in this course. Participation is not only based upon fulfilling your 15 hours and 10 group project hours, but will be evaluated on weekly consistency, and peer feedback on group project involvement. **In order to participate at your school, you must have a criminal background check completed. This will be provided during the first week of class.**

Students will be required by the school to sign in and out. These sheets will be checked by LEAD Service Team members and instructors. Classroom participation will be based upon class attendance, active engagement in class dialogues, and evidence of full engagement in all assignments. Please do not assume that these points are a “given,” as this section of the evaluation will be considered critically. *Absences that occur on “due dates” should coincide with arrangements for submitting assignments early.*

Students will spend 30 hours for the semester in supervised community service. Please do not focus on the hour commitment, but instead the meaning of what you are doing, impacting the lives of children in Waco ISD.

The service-learning experience is broken down as follows:

- 15 hours - *Tutoring/Mentoring Students in Waco ISD (1 hour per week)*
- 10 hours – *Development and implementation of a group project for Waco ISD*
- 5 hours - *Spring Steppin’ Out (LEAD LLC will continue to support this Baylor Tradition)*

## **2) Leadership Lecture Series (15 percent)**

So much can be learned from leaders in the field. As part of this course, you will be required to attend three Academy approved lectures throughout the semester. Please sign in at Academy lectures and meet with your instructor for a 30 minute debrief. If you are unable to attend three of the four Academy lectures, you will need to coordinate with your instructor to attend other approved lectures. You will need to complete a reflection assignment provided by your instructor.

Lecture #1: Jan 29 <sup>th</sup> (5:30-6:30)	Kayser Auditorium
Lecture #2: Feb 12 <sup>th</sup> (6:00-7:00)	Kayser Auditorium
Lecture #3: Mar 28 <sup>th</sup> (*9:30am)	Kayser Auditorium
Lecture #4: Apr 6 <sup>th</sup> (6:00-7:00)	Blume, Cashion 5 <sup>th</sup>

## **3) Leadership Reflections (10 percent)**

Henri J.M. Nouwen, considered one of the great spiritual writers of modern times, has said that “A real leader doesn’t just blaze the trail into the future; he or she courageously blazes the trail into his or her own heart.” Knowing your heart, especially through reflection, is a practice this course intends to foster. Therefore, students are expected to reflect on designated class sessions. Reflections can be assigned in varying ways. The purpose of this assignment is to encourage self-reflection as it relates to the content of the course to foster creative learning as well as insights and questions you have about the person you are becoming. It also serves a means by which your instructor(s) are able to participate in your journey. At times your instructor will also offer a particular question to be explored during certain weeks. Reflections should be typed, double spaced, and submitted upon request by your instructor unless instructions say otherwise. Expect, too, that your instructor will respond to your reflection.

### **Leadership Reflection 1:**

**Instructions:** What does it mean to be a citizen?

**Purpose:** Reflect upon your perceptions of what it means to be a citizen in today's society.

### **Leadership Reflection 2:**

**Instructions:** Where do you see yourself in the *Move Toward Active Citizenship* model? Please explain how or if you are different now compared to when you began taking this course?

**Purpose:** Review the *Move Toward Active Citizenship* model. Reflect upon your growth over the course of the semester.

## **4) School Service Project and Presentation (25 percent) (Variable due dates)**

Community leaders know the importance of collaborating with others to develop meaningful and manageable projects that serve a great need for the community. As part of your experience this semester, each student will be organized into teams of 4-5 members to design and implement a project for the school that you are serving this semester. This is in addition to the weekly individual service hours as a tutor/mentor. Your group will consult with the principal and other key administrators to identify needs and develop a project to meet a school need. Group projects will vary for each group and can be implemented at the school throughout the semester. (i.e., develop a training program for parents, create an afterschool program, design a school garden, etc.)

The objective and purpose of the project is to provide students with an opportunity to increase skills in community collaboration, identify a critical need (important component of civic/community service), and implement a project that meets a short-term and possibly long-term need for the school. Through the weekly commitments and relationships you

build with your school, it is my hope that your team will gain a greater understanding of public education and other social needs of the community, as well as the importance of active citizenship.

Expectations:

Each group is expected to spend 10 hours of work planning, designing, and implementing the project. Implementation of the project will vary based upon the school needs and should be negotiated with administrators. The final component of the group project will be a group presentation conducted in class at the end of the semester for peers and invited guests from the elementary school. Additional time will be needed to develop the class presentations at the end of the semester. Group presentations for class are expected to be professional (including the use of audio/visual tools). Power point presentations are expected, however, creativity is strongly encouraged. Possible in-class time for discussion and planning is contingent upon faculty discretion and as time allows.

Learning Objectives:

Group projects are targeted to increase students’:

- Collaboration and team work capacities
- Ability to identify a community need
- Planning, designing, and implementing a community project
- Understanding of leadership in public education
- Understanding of active citizenship

Evaluation:

Assessment of the project will include peer-to-peer evaluation (how much each individual contributed to the project); school administration feedback, and content/final presentation for the class. However, each instructor will develop his/her own rubric accordingly.

**5) Social Issues and Advocacy Assignment (15 percent) (Variable due dates)**

There are many social issues facing society today. As citizens and servant leaders we have a responsibility to understand and engage social issues in our communities. One of the foundational components of becoming an advocate/active citizen is to learn and understand a social issue in depth and how it is impacting the community. The purpose of this project is for you and your team to go deeper regarding a specific issue affecting the local, Waco community by educating your peers, and advocating for ways to bring about change and involvement. These types of assignments have been shown in research of college student leadership and civic development to increase social awareness, civic responsibility, and appreciation of differences (Bonner Foundation, 2008; MSL, 2008; Scott, 2008). Your team will present on an assigned social issue to the class, and facilitate questions that promote dialogues of differences to the class on designated days during the semester.

Expectations:

Each group will have 45 minutes. A suggested outline for the assignment is as follows: 15 minutes to educate the class on a local Waco social issue (facts, statistics, helpful information that increase peers’ understanding); 20 minutes to facilitate questions and dialogues of differences among peers; 10 minutes to debrief and consider why students should care and shares ways of how to get involved to advocate for the issue. Group presentations are minimally expected to utilize a professional power point presentation, but can also utilize films, videos, role play, power point, small groups, handouts, etc. to actively engage students. All members of the group should be involved and included in the presentation. Students should consult local websites (community agencies and or individuals in the community who address social issues); local newspapers, and other resources focused on social justice for local causes to assist in the development of the assignment.

Guiding questions to consider in the design of this assignment:

What is the social issue? What is the root cause(s) of this issue? Why is this an important issue to address? How does impact our community? What is our response as servant leaders? How do we get involved?

Student groups will submit:

- 1) a one to two page (double-spaced summary) of the social issue and why it is important to understand as a leader/citizen
- 2) a reference page (web sites or references utilized)
- 3) a copy of 5-7 questions utilized during the discussion

- 4) a copy of the power point or other resources utilized during the presentation
- 5) a resource handout for peers and instructor

Evaluation:

Groups will be evaluated on presentation style of content, depth and breadth of questions; facilitation of peer engagement; and style (energy, creativity). Peer assessment will also be included in the overall evaluation.

Learning Objectives:

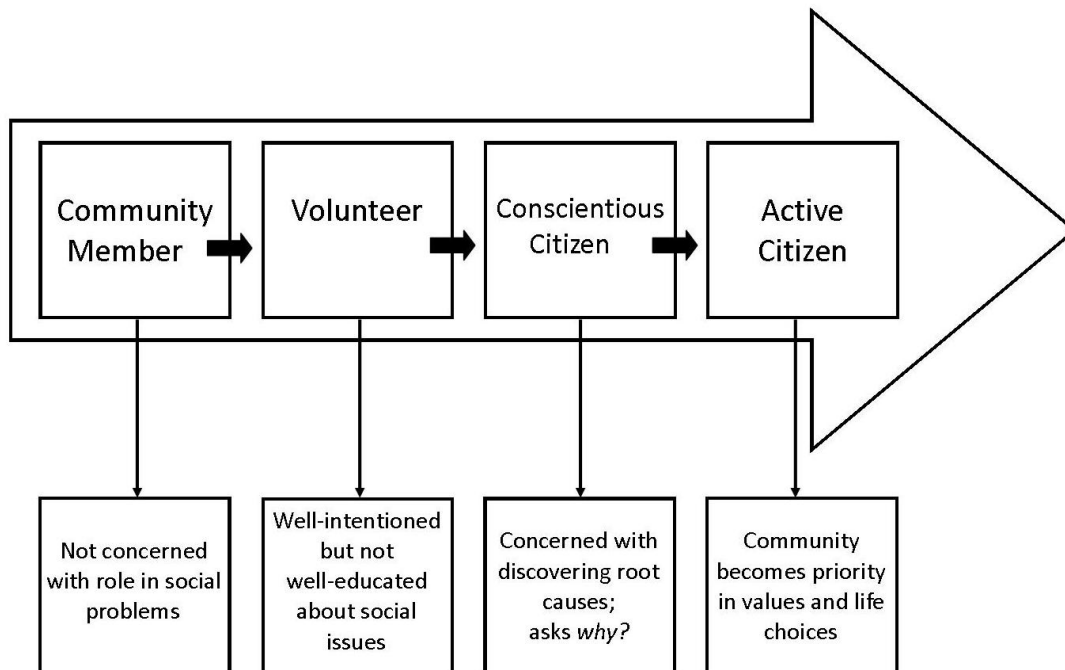
This assignment is designed to aid students in the following learning objectives:

- 1) Increase students' understanding of pressing social issues and students' social responsibility
- 2) Increase students' appreciation and respect of differences of opinions
- 3) Increase students' capacity for facilitating discussions which promote social understanding and dialogues of differences

**Course Model:**

The underlying theme of the course focuses on servant leadership. In addition, we hope that students leave the course with a deep conviction to become active citizens. In the *Move Toward Active Citizenship* model, individuals just like you can move from being a community member/volunteer to a conscientious citizen/active citizen. The difference is your level of understanding in regards to social problems and at what level you choose to combat these problems. As you *move* through this course you will be exposed to various social issues as well as actively involved in serving and building a relationship with a school in your local community. We hope that this exposure will help you realize the importance and need for servant leaders to work for positive change and make an impact in their communities.

## MOVE TOWARD ACTIVE CITIZENSHIP



Active Citizen Continuum ©Break Away®The Alternative Break Connection, Inc.

## Summary of Assignments and Percentages:

Participation and Attendance	25%	Group Presentation: Social Issues	15%
Leadership Lecture Series	15%	School Project & Presentation	25%
Leadership Reflections	10%	Final	10%

## Evaluation Scale:

A	(90 -100)	C	(70-76.9)
B+	(87-89.9)	D	(60-69.9)
B	(80-86.9)	F	(59 /below)
C+	(77-79.9)		

## Course Policies & Expectations:

1) Assignments – Assignments are to be turned in at the beginning of the class period on designated due dates. Please submit electronic and hard copies of all assignments. Follow the formatting guidelines suggested in the syllabus and/or by the instructor. **Late assignments will not be accepted.**

2) Email & Blackboard—You are expected to respond in a timely manner to email requests sent by your professor and/or fellow peers.

3) Academic Honesty – University policies on academic honesty will be strictly enforced. Along with preparing for and attending classes, each student has the responsibility of promoting high academic standards. Academic dishonesty includes: (a) cheating, (b) fabrications and falsifications, (c) multiple submissions, (d) plagiarism, (*see Written Work Expectations*), (e) complicity in academic dishonesty. Acts of dishonesty may result in a failing grade for the course and referral to the Baylor University Honor Council.

Students agree that by taking this course, all required papers, exams, class projects or other assignments submitted for credit may be submitted to turnitin.com or similar third parties to review and evaluate for originality and intellectual integrity. A description of the services, terms and conditions of use and privacy policy of turnitin.com is available on its web site: <http://www.turnitin.com>. Students further understand that if the results of such a review support an allegation of academic dishonesty, the course work in question as well as any supporting materials may be submitted to the Honor Council for investigation and further action.

4) Disabilities – Every reasonable attempt will be made to remove any physical barrier, which may hamper the ability of an individual to learn in the classroom. Anyone who has a physical disability that may impact the completion of assignments should feel welcome to discuss this limitation with the professor. Baylor University and its faculty are committed to helping you meet your individual needs and to supporting your efforts for a quality education. For assistance, contact the Office of Access and Learning Accommodation at 710-3605 and your instructor within the first two weeks of the semester.

5) Attendance and Tardiness – Attendance at all sessions is expected. Because of the nature of the course, and the high value of discussion, excessive absences are likely to impact your ability to achieve a high grade in this course.

6) Writing – Your capacity to communicate effectively in writing is paramount to your success in this course. Due to the immense importance of writing skills, all your submitted work will, in part, be evaluated based on this competency. It is recommended that if writing skills are a “growth” area for you, that you immediately schedule an appointment with the Writing Center. Plan to have all your required work in this course reviewed with a writing consultant prior to submission in order to avoid unnecessary point deductions related to writing mechanics.

## Written Work Expectations

All written work must be presented in a professional style, and follow basic principles of effective written communication. All assignments must be in word processor form. At a minimum, all reports should be neat, well organized, clearly written, and free from grammatical and/or typographical errors. Written work must be presented in a style consistent with the expectations of academia. Remember: In all leadership and professional endeavors, written

work is a daily and critical component of effective communication. **All written assignments should be: (a) double-spaced; (b) Times-Roman 12 pt font; (c) 1 inch margins.**

Plagiarism: Each student is expected to present his or her own work. All papers, examinations, and other assignments must be original, or explicit acknowledgement must be given for the use of another person's ideas or language. Examples of plagiarism as it might occur in term papers, research projects, group projects, or other written assignments are listed below.

\*Failure to use quotation marks: All work that is quoted directly from a source should be enclosed in quotation marks and followed by proper reference notation. Failure to use quotation marks, even when footnotes are provided, is plagiarism.

\*Failure to document ideas: When a student uses one or more ideas from and/or paraphrases a source, he or she must appropriately reference such material. Failure to provide an exact reference is plagiarism.

\*False documentation: Falsifying or inventing sources or page references is plagiarism.

**\*\*Note:** The course syllabus and schedule is a general plan for the course; deviations announced to the class by the professor may be necessary.

Building a Sustainable Community Partnership with Waco I.S.D and the 2009 CCS Servant Leadership  
Courses Spring 2009

Dear Students of Servant Leadership,

Consider the following:

- Did you know that 1 in 4 students in the United States drop out of high-school?
- Did you know that the number one indicator of incarceration is 3<sup>rd</sup> grade literacy?
- Did you know that research indicates that what happens to children between the ages of 0-5 sets the tone for their future social, emotional, spiritual, and intellectual success?
- Did you know that 80% of the students in Waco elementary schools are underserved populations?

This semester the Academy for Leader Development and Civic Engagement, in conjunction with Waco ISD, is launching a partnership with six elementary schools to work with the six servant leadership courses. Our hope is to build a sustainable partnership that meets a great need for supporting early childhood development and public education, and provides a forum for college students to engage in meaningful community service and learn about the social responsibilities of servant leadership and citizenship. It is our hope that we will build upon these partnerships for years to come.

As you know, the first semester course focused on leadership identity development—who you are, what you value, and how you can impact a community using your gifts and strengths. You experienced service at several community agencies and learned about the social needs of the Waco community. This semester, the course is designed to facilitate exploration of your responsibilities as a leader in your greater community. The Academy has decided that a perfect opportunity exists within the school district to serve, mentor, tutor, and work with administrators and staff at elementary schools who work everyday to teach, love, and impart learning unto the next generation.

We have identified six elementary schools that have after school programs and other opportunities for student leaders to serve once a week in multiple capacities (depending on the weekly needs of the school) and to learn about public education. Public education is a primary vehicle for serving the next generation of leaders; however, public schools are challenged by shrinking budgets, conflicting policies and interests, underserved populations, and various learning needs and challenges. All of these issues present you with an opportunity to be challenged, engage in social issues, and serve in ways that positively impact our community. We have met with principals and staff and have carefully assessed which schools have the desire to build a long-term relationship with the Academy, and have opportunities and needs to accommodate 20 student leaders on a weekly basis.

Because the primary focus of this course is active learning in the community, we have designed each class to partner with one elementary school in order to fully support this endeavor. And, because we want our students to learn the importance of long term relationships and the importance of consistency in service, we are challenging you to serve one hour per week. Attendance will be monitored by the instructors and school officials and will be reflected in your overall participation evaluation. Some of you will find times that work for you on a consistent basis; however, some weeks you may need to go in a different times during the day. The goal is that you go weekly. Our schools understand the flexibility needs of college students, and are willing to be flexible. Being involved on a weekly basis, will allow you to build relationships with children and staff, and learn more about the school you are serving.

In addition to serving weekly, you will be assigned to a team of four or five other students in class to work with the principal or other administrators to design and implement a school project. We expect that in addition to the 15 hours of service that this will require 10 hours of work. Group projects will vary for each group and can be implemented at the school throughout the semester. This project is one of your major grades for this course and will be evaluated by team members, school administrators, and your instructor. The final component of the group project will be a group presentation conducted in class at the end of the semester. School administrators will be invited to attend the presentation.

The community of Waco has many social challenges and is one of the poorest cities in Texas. However, Baylor University is rich with resources, talented students, and a mission to educate leaders who will transform the world. We believe one of the ways Baylor can serve the Waco community is by creating sustainable partnerships that can be built upon for years to come. We believe that providing long-term service opens doors for true civic and social engagement that leads to long term impact and change. Imagine what you will learn and do this semester that will serve as a base for other students to come along and pick up where you left off.

It also our hope that through a long-term service opportunity in one setting many of you will be transformed by what you experience both in the schools and in the classroom, and many of you will choose to continue on as a mentor, tutor, or advocate for the school. Just imagine if a few students from each of the six servant leadership courses were convicted to serve their schools beyond the semester. What kind of positive impact would it have on the children, their families, the school, and you?

On behalf of the Academy and the servant leadership faculty, we invite you to take a risk and share your gifts, energy, and love in a spirit of servant leadership with the elementary students of Waco I.S.D.

Sincerely,

Joel H. Scott, Ph.D.

## CCS Course Schedule, Readings, Assignments

DATE	TOPIC	ASSIGNMENT READING/ASSIGNMENT DUE FOR CURRENT SESSION
<b>Introduction to Course/Servant Leadership</b>		
Week 1: <i>January 14</i>	Overview of Course	
Week 2: <i>January 21</i>	What is Servant Leadership? <i>Guest Speaker from Waco ISD</i>	<i>Assigned reading: Keith, Ch. 1 &amp; 2</i> <i>Students begin serving at school</i>
<b>Citizenship: Increasing Awareness &amp; Engaging in the Issues</b>		
Week 3: <i>January 28</i>	Citizenship: What does it mean to be a citizen?	<i>In Class Group Exercise: Citizenship Mind Map</i>
Week 4: <i>February 4</i>	Citizenship Part II: Debriefing the Mind Maps Does servant leadership translate into your understanding of citizenship? Why or why not?	<i>Assigned Reading: Keith, Ch. 3</i>  <i>Citizenship supplemental reading posted on Blackboard</i>
Week 5: <i>February 11</i>	Issue 1: Poverty	<i>Supplemental poverty article posted on Blackboard</i>  <i>Reflection #1: Due</i>
Week 6: <i>February 18</i>	Issue 2: Housing or Juvenile Crime	<i>Supplemental article posted on Blackboard</i>
Week 7: <i>February 25</i>	Issue 3: Education	<i>Supplemental education article posted on Blackboard</i>
Week 8: <i>March 4</i>	Issue 4: Environment	<i>Supplemental environment article posted on Blackboard</i>
Week 9: <i>March 18</i>	Issue 5: Health Care	<i>Supplemental health care article posted on Blackboard</i>
<b>Conscientious Citizen toward Active Citizen</b>		
Week 10: <i>March 25</i>	Conscientious Citizen	<i>Assigned Reading: Keith, Ch. 4</i> <i>Activism supplemental article posted on blackboard</i>  <i>Reflection #2: Due</i>
Week 11: <i>April 1</i>	Presentation Preparation Day	
Week 12: <i>April 8</i>	Group 1 Presentation	
Week 13: <i>April 15</i>	Group 2 Presentation	
Week 14: <i>April 22</i>	Group 3 Presentation	
Week 15: <i>April 29</i>	Group 4 Presentation	
Week 16: <i>May 4 - 8</i>	Evaluations/Final Reflection	<i>In class final reflection</i> <i>Assigned Reading: Keith, Ch. 5</i>

\* **Note:** Supplemental reading assignments may be added throughout the semester

\*\***Note:** The course syllabus and schedule is a general plan for the course; deviations announced to the class by the professor may be necessary.