

**LDS 4398 Advanced Leadership
Fellow Capstone Course
Academy for Leader Development & Civic Engagement**

Instructor Name
Instructor Title
[Instructor Email Address](#)
Instructor Phone

Course Section:
Semester:
Class Meeting
Location:
Office Hours:

Course Description:

This course is the culminating “capstone” academic experience for students seeking the designation of *Academy Fellow*. This course is intended to generate critical thought, reflection, and application of leadership development and civic engagement. It will require that you offer special attention to the practice of personal reflection, especially with regards to your beliefs about leadership and how you hope to exercise it in your life and in your community. In addition, I hope your reflective assignments will become community property, open to challenge, revision and more importantly, the possibility that your learning will serve as inspiration to someone else on the “leadership journey.”

Required Course Texts:

Allison, J.A., & Gediman, D. (Eds.). (2008). *This I believe II: The personal philosophies of remarkable men & women*. New York, NY: Henry Holt.

Useem, M. (1998). *The leadership moment: Nine stories of triumph and disaster and their lessons for us all*. New York, NY: Three Rivers.

Suggested Readings:

Granberg-Michaelson, W. (2004). *Leadership from inside out*. New York, NY: Crossroad.

Loeb, P.R. (Ed.). (2004). *The impossible will take a little while: A citizen's guide to hope in a time of fear*. New York, NY: Basic Books.

Loeb, P.R. (1999). *Soul of a citizen: Living with conviction in a cynical time*. New York, NY: St. Martin's Griffin.

Learning Environment Expectation(s):

This is an advanced undergraduate seminar that requires engaged and prepared students. Students should be ready to both teach and learn from one another. Expect sessions to be highly dialogical as every member of the course, including the professor, will contribute to the development and direction of the learning environment. Do not expect the professor to act as a “bank of knowledge” to withdraw from; rather, expect the professor to set a direction for each member to take authorship of his/her learning.

Course Objectives

1. To analyze contemporary leadership cases, applying learned principles to personal leadership endeavors.
2. To apply contemporary leadership concepts, practice, and theory to the environment in which the student aspires to serve vocationally.
3. To explore the nature of systemic problems and the complexity that leaders face in order to facilitate meaningful change.
4. To assist students in nurturing their ability to express their ideas about leadership both in writing and presentation.
5. To encourage active learning through personal reflection.

6. To increase students' capacity and appreciation for social awareness and responsibility as it pertains to leadership.

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

- Leadership is largely about change and reveals new horizons for a more just, equitable and humane world.
- All human beings, regardless of race, gender or ethnicity have the capacity to lead and influence the world for noble purposes.
- Helping students understand life as a stewardship and work as a vocation releases them to lead out of their divine giftedness.
- 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.
- Leadership is a shared responsibility that requires collaboration, diversity of thought and is best experienced in the context of community.
- As a Christian institution of higher learning, we have a compelling responsibility to prepare leaders for lives of service.

Course Assignments:

ASSIGNMENTS ARE DUE ON ASSIGNED DATES: IF YOU ARE ABSENT THE DAY AN ASSIGNMENT IS DUE YOU ARE STILL EXPECTED TO SUBMIT A HARD COPY AND ELECTRONIC COPY TO YOUR PROFESSOR.

Participation (20 pts)

Participation is a subjective concept that is often misinterpreted by students. Expect to be actively engaged in weekly discourses that evoke cognitive growth and collaborative discussion. For example, students will analyze leadership cases from the Useem book using a leadership analysis tool to enhance students' critiques. Students will often lead and facilitate dialogue and demonstrate their knowledge of class readings through their comments. From time to time, students may also be asked to do in-class written reflections to extend learning beyond in-class dialogue.

Please note: Attendance and participation is not the same thing. Merely sitting in class and absorbing knowledge will not help your participation grade. Participation points are minimized by erratic attendance and tardiness.

In addition, part of your participation in this course is to meet on a regular basis with your professor to discuss your leadership journey and assignment progress. (These times will be scheduled at the beginning of the course.)

Reflective Retreat & Journal (10 pts)

Contemporary leadership practice across many disciplines calls for leaders who are reflective in practice and interpersonally astute. As part of this course, you will be asked to participate in a "solo" 48 hour retreat. To assist with scheduling, I have identified a sight near Waco that is affordable and adequate for the purpose of this opportunity. The Cedarbrake Retreat Center in Belton (www.saintwilliams.org) is \$90 for two nights. My office is pleased to pick up half the cost. Students will need to cover costs for meals. There is a community kitchen available for meal preparation. If you need additional financial assistance, please speak to me. There are two dates that we have reserved: **January 23-25th or February 27-March 1st.**

During the first session, students will decide upon scheduled dates. You will be asked to journal during this experience, although the content of your journal does not need to be disclosed to me or others (unless you would like to share).

Leadership Portfolio (15 pts)

The word portfolio comes from the Latin words *port* (to move) and *folio* (artifacts). A portfolio then is a collection of works that moves with you through your career. As part of this seminar, you will be asked to create a “leadership portfolio” that might include items like a resume, your reflective essay, and your leadership term paper. The portfolio, however, is more than a snapshot; instead it is a process of deep reflection and analysis of your past experience, current situation and future aspirations. It tells your story of growth and development. There is flexibility in how this is developed, but it does need to thoroughly document your journey thus far. As part of your final product, you will be asked to share a synthesized presentation of your portfolio.

This I Believe: A Message of Hope Essay (20 pts)

As part of this course, you will have the opportunity to read: *This I believe Part II: The personal philosophies of remarkable men and women* (Allison and Gediman, 2006). Through the process of reading these essays, I hope you will explore your own personal beliefs and philosophies, from where they came and how you hope they will influence your life and engagement in the community. You will be asked to write an essay of similar length for presentation and publication on the Academy for Leader Development & Civic Engagement web site. (These essays should be 600-750 words in length). This essay is meant to be a poignant, thought-provoking, and concise summation of what you believe and how your belief translates into making a positive impact in your present and/or future communities..

Social Issues Discourse (SID) (20 pts)

Part of leadership is staying well informed about the issues in your community. Social responsibility is an important characteristic of leadership. You will be asked to identify a social issue, specifically related to your Civic Engagement Project that you believe impacts the Waco community. Part of social responsibility pertains to the ability to remain well-informed about social issues that negatively impact our communities.

The purpose of this project is for you 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. Additionally, these types of discourses on diverse issues have been shown in leadership research to positively impact student social awareness, civic responsibility, and appreciation of differences (Hoy & Meisel, 2008; Scott, 2008).

Expectations:

You are expected to lead your class in a dialogue that is informative, evokes challenging discussions and differences of opinions, and challenges our sense of responsibility as leaders of present and future communities. You will have approximately 30-45 minutes for this presentation. Presentations are minimally expected to utilize a professional power point presentation, but can also utilize films, videos, handouts, etc. to actively engage students. You may also elect to send out an article for students the week before in preparation for your discourse.

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 it impact our community? What is our response as leaders? How do we get involved?

Students 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: You will be evaluated on presentation content, depth and breadth of questions; facilitation of peer engagement. Peer assessment may also be included in the overall evaluation.

Term Paper (25 pts)

Using the depth and breadth of leadership literature available to scholars, you will write a paper describing a major systemic dilemma or issue that you identify in the area you aspire to work. You should have this topic approved by the instructor in advance. This paper should contain: 1) a description of the nature of the dilemma or issue, as well as specific examples that support your assertion; 2) an analysis of the case using leadership literature and theory; and 3) your recommendation for “approaching” the problem (applying literature to support such a recommendation). Term papers should follow style guidelines required by your major (APA, MLA, Chicago, etc.). Your paper should be well organized and clearly written, with proper grammar and spelling. Clear and concise writing is an essential skill for all leaders. The paper should range from 12-20 double-spaced typed pages in length. Longer papers do not necessarily equate to stronger papers. Concise, well-organized, insightful papers that present your “voice” as a writer in balance with opinions of others are important factors in a well-designed paper. You may be asked to present portions of your paper to peers for period feedback before final submission. Students will have opportunities to share updates on the progression and challenges of his/her term papers.

Summary of Assignments/Points:

Participation	20
SID Presentation	20
Term Paper	25
Retreat & Journal	10
Leadership Portfolio	15
	=100

Course Evaluation:

A	(90-100)
B+	(87-89.9)
B	(80-86.9)
C+	(77-79.9)
C	(70-76.9)

Course Policies & Expectations:

1) Email & Blackboard Correspondence: It is expected that students will correspond to professor or peer communication in a timely manner through email. Students are expected to utilize Blackboard to review supplemental readings as needed.

2) 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, (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.

3) Disabilities – Every reasonable attempt will be made to remove any physical or learning barrier that 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.

4) 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.

5) Writing – 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 of grammatical and/or typographical errors. Please provide an electronic and hard copy of all written assignments.

All written assignments should be: (a) double-spaced; (b) Times-Roman 12 pt font; (c) 1 inch margins.

Please note: Your capacity to communicate effectively in writing is paramount to your success in this course and to future leadership endeavors. All strong writers still acknowledge a need to improve. 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.

6) 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.

- 1) 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.
- 2) 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.
- 3) False documentation: Falsifying or inventing sources or page references is plagiarism.

References:

Hoy, A., & Meisel, W. (2008). *Civic engagement at the center*. AACU: Washington, DC.

Scott, J. H. (2008). *Exploring institutional culture and student civic engagement*. Dissertation: University of Georgia.

Course Schedule, Readings and Assignment Due Dates

1/13	Course Introduction/Expectations/Schedules
1/20	What is Leadership? (Blackboard)
1/27	Useem, Intro & 1 Leadership Case Analysis/Term Paper Discussion
2/3	Useem, 2/SID 1 Presentation
2/10	Useem, 3/SID 2 Presentation
2/17	SID 3/SID 4
2/24	Socially Responsible Leadership
3/03	Useem, 4/ Term Paper Feedback
Spring Break	
3/17	Useem, 5
3/24	Useem, 6/ Term Paper Due
3/31	Leadership as a Public Servant/This I Believe Discussion
4/07	Useem, 7/ This I Believe Essay Due
4/14	Useem, 8
4/21	Useem, 9/What's on the Line? (Blackboard)
4/28	Leadership Celebration/ Portfolios Due
May	Final, Course Evaluations
*4/27	Academy Banquet/Celebration

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.