EDL 271
Service Leadership
Course Syllabus
Section 1 (2 credits/graded)
Fridays, 10:00 am – 11:50 am, Student Union Pima Room

Instructor:

Course Purpose:
Today's student leaders have the opportunity and obligation to make their world a better place. To do this, leaders must not only be willing to engage in community service, but they must also develop a theoretical foundation of leadership, understand the community and its sources of need, and have a conceptual understanding of social change. This course is designed to give students a deeper understanding of the concept and practice of service to the community.

Course Overview:
This course will cover concepts that will equip the learner to become a more effective servant to the community. The course will include concepts of strengths-based community development, such as social capital and asset mapping. Learners will also be exposed to service at various levels of engagement, from direct community service to forms of activism.

Course Objectives:
As a result of completing this course successfully, students will:
- Learn about the nature of service as a means of social change.
- Develop an understanding of strengths-based community development, including social capital and asset mapping.
- Learn strategies for engaging in various methods of service at various levels of engagement.
- Critically analyze a social issue and develop a proposal for change that addresses the issue.

Required Course Materials:
- All readings will be available on OrgSync.

How to use OrgSync:
1. Go to www.orgsync.com
2. Click on "Register" at the top of the page
3. Choose University of Arizona Leadership Programs by clicking the "register" button to the right
4. Fill out the registration form and all the required fields on both pages and click Submit
5. At the top of the page click the "Portal" button
6. Click on "Join an Org." at the top of the page
7. Click on "University of Arizona Leadership Programs"
8. Go to "Leadership Courses for Credit" and click "Join"
9. The password is: █████
10. Once you have joined, you can use OrgSync to get to the readings
11. Login into to your OrgSync account.
12. Scroll over "Organizations" on the top toolbar and go down and click on "Courses."
13. Click on "Files" on the left toolbar.
14. This will bring you to the courses page in which you will need to click on EDL 271 Service Leadership.
15. Scroll down through the course readings-they are listed alphabetically by author. Click on the reading from this page. Note: The readings may extend to the next page.

Course Format:

This course is designed to be an *experience* in leadership. Through team and community building exercises, students will begin to develop relationships with one another, thus creating a space of trust and consideration of others. Learning in this class requires students to be active participants in the learning process. It is imperative that students come to class prepared to engage in dialogue surrounding the leadership principles addressed in the readings and in everyday life. Learning can and should be intellectually challenging and requires hard work and extensive time. Hands-on activities will often be utilized as learning tools. This will be a very interactive and dynamic class.

Course Policies:
General Course Policies
- Students are expected to turn off their cell phones and ipods during class. Texting during class or having your cell phone ring or vibrate during class may result in a loss of attendance points for the class session and being asked to leave class for that session.
- Laptops may only be used with permission of the instructor at times that warrant laptop use (ex. activity researching information online or to take notes for the group). Laptops must be off and closed during class discussions, presentations from students, and activities not needing a laptop. Failure to follow this policy may result in a loss of attendance points for the class session and being asked to leave class for that session.
- Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Attendance and Participation
A key learning tool for this class is **weekly participation in discussions and exercises. It is important that students attend class and actively participate** in all class discussions, exercises and special outside activities. Attendance is a personal responsibility that is inherent in leadership.
- Anyone arriving to class between 10:00am and 10:15am will have 2 attendance points deducted. Tardiness after 10:15 will result in 2 attendance points deducted for each 15 minutes of class the student misses. In addition, students leaving early from class will have 2 attendance points deducted for each 15 minutes they are not in class.
- Each absence will result in a loss of 10 attendance points. Because it is not possible to make up the experience missed in class, there are no excused or unexcused absences. Each student is responsible for managing their decisions around class attendance. It is likely that a student may become ill, travel out of town, or have an emergency arise throughout the semester. Therefore, only attendance for 13 class sessions will count toward the final grade allowing for one discretionary absence for each student. Students who attend all 14 class sessions, however, will receive an extra 10 points toward their final grade.
- Students who are absent are expected to be responsible for materials covered during their absence, and are required to complete and submit course assignments either in person or via e-mail on or before 10:00am on their due date.
- Students who have class on a religious holiday and need to miss class to observe this holiday may do so if they notify the instructor at least 2 weeks in advance of the absence.
- Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

Special Needs
If you anticipate issues related to the format or requirements of this course, please meet with me**.** I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Academic Dishonesty
The University of Arizona observes a Code of Academic Integrity, which demands that all material submitted by a student is the student's own work. This also pertains to a student doing his/her own work on all tests and quizzes. Failure to comply with this code will result in disciplinary sanctions. A complete

copy of this code is available from the Office of the Dean of Students or the Committee on Academic Integrity.

Threatening Behavior

Threatening Behavior is prohibited. "Threatening behavior" means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm.

Group Work Standards

You will spend most of your time this semester working in Social Change groups toward a common social change initiative. Regardless of contribution or effort, every member of your group will get the same grade on all group assignments. However, similarly to the way that groups function and break off into separate entities or organizations during the change process, so can your Social Change group. If at any point, you believe that the group dynamics or the direction of the group is not working for where you want your Social Change Project to go, you may separate from your group and create a new group by yourself or with one other member of the original group (you cannot leave only one member in your original group unless they agree to it or with the instructor's permission). Your new group will focus on the same issue and pick up where you left off with the original group in terms of topic, future assignments, etc. If at any point you decide to do this, you must do the following:
1. Write up the names of the people in the new group with a statement about separating from your original group. All new group members must sign this document. This document needs to be submitted to the instructor.
2. After the instructor reviews the document, all members of the original group will be notified by the instructor through OrgSync about any group changes affecting them. It is your responsibility as a student to check your OrgSync messages regularly to keep informed of any group changes.
3. If there is a group assignment due less than 1 week from the creation of the new group, all original group members must agree that the separation will take place in time for both groups to complete the assignment individually. If both groups do not agree to individually complete that assignment, the change in groups will not go into effect until after that assignment is due.

Written Work

Because the ability to communicate through writing is an important component of college success, it is imperative that each student be able to use the resources available to be able to submit well-written work.
- *Format:* All papers are to be written in proper APA format, including title page and references and should be typed using 12 point Times New Roman or Arial fonts, double spacing, and one inch margins. Assignment lengths indicated below refer to the length of the text of the papers and are exclusive of title and reference pages. The instructor reserves the right to request an electronic copy of any assignments to check formatting, so you are expected to save your work through the end of the course. Assignments not meeting these formatting guidelines will be lowered by one full letter grade (10% of the total points possible).
- *Research:* You will need to provide research-based support for all of your arguments in any written assignment. The research you include should be current and based on studies conducted in the U.S. (unless the purpose of including the study in your paper is to showcase international research).
- *In Text and Works Cited References:* Information you write about in your assignments needing references (including but not limited to quotes, statistics, research findings, claims, etc.) must have in text citations in addition to a reference in the Works Cited.
- *Spelling and Grammar:* You are responsible for ensuring your assignments are free of spelling and grammatical errors. Assignments will be marked down according to each assignment rubric for spelling/grammar errors.

- ***Writing Assistance:*** Students who need assistance with writing and/or APA are encouraged to utilize the Writing Center. Information can be found at http://thinktank.arizona.edu/programs/thinktank/services/writing.

Assignments
- Assignments are due on the date listed on the syllabus by 10:00am.
- Late assignments will be accepted with a penalty of 10% for each day the assignment is late. For the purposes of late assignments, each day is 10:01am-10:00am the following day. Late assignments will only be accepted up to 3 days late.
- Electronic copies of assignments will only be accepted for students who will be absent from class on the day the assignment is due. Students attending class during which an assignment is due must turn in a printed version of the assignment.
- The Final Exam time cannot be rescheduled. It is your responsibility to schedule travel, work, etc. around the scheduled exam time.
- Unless otherwise noted, all assignments, with the exception of the portfolio, should be typed using 12 point Times New Roman or Arial fonts, double spacing, and one inch margins. The instructor reserves the right to request an electronic copy of any assignments to check formatting, so you are expected to save your work through the end of the course. Assignments not meeting these formatting guidelines will be lowered by one full letter grade (10% of the total points possible).

Reflection Questions
For the first 10 minutes of class on days when readings are due, you will be posed a question/questions based on the readings due that day. Reflection questions missed for absence or tardiness cannot be made up. **You will have 13 reflections throughout the semester. Your best 10 will count. There is no make-up for Reflection Questions.**

Social Change Project
At the beginning of the semester, you will select a community that you are interested in learning more about. This community will be the focus of all of the components of your Social Change Project. Your Social Change Projects will be done in groups of 3.

Community Asset Mapping Report (Group)
Your group is to facilitate a Community Asset Mapping session within the community you are working with (for example: homeless, displaced workers, gay youth, etc.); the community must have at least 5 people in it. Your 4-page summary report must include the following:
- A description of this community and how you derived that description.
- A description of who was included in your CAM session and how they relate to the community you are asset mapping.
- The approach to CAM you used (Whole Assets, Storytelling, Heritage, etc.) along with your rationale for using it.
- The findings of the CAM session.
Due: September 30

Social Change Education Paper (Group)
Your group will put together a 5-7 page paper covering the following information. Information needs to be properly cited and referenced. All claims must be supported by references.
- Who is your community?
- What defines your community?
- What are some of the issues that your community faces?
- Why are these issues?
- What are the underlying causes, both historical and contemporary, of these issues?
- What is currently being done to address these issues? What/who hinders these issues from being addressed?
- What are the pros and cons of existing work?

- What issue will your group focus on for the remaining elements of the Social Change Project? Why did you select this issue?

Due: October 21

Social Change Service (Individual)
You will be required to find a non-profit organization in Tucson, a designated 501(c)(3), that addresses the social change issue you have selected. You will complete 10 hours of community service with this organization with documentation. Members of the same social change group may volunteer at the same organization or different organizations. For this assignment, you will turn in documentation from the organization you volunteered with as well as a 3 page reflection paper that addresses the following:
- Description of the organization
- Description of your service
- What you learned

Due: November 4

Social Change Debate (Individual)
For this portion of the project, you will engage in a debate on an issue related to your social change issue. Each student will draw a topic (current event related to their social change issue) and have 3 weeks to prepare 2 minutes worth of arguments about the issue. Students will not know until the day of the debate which side of the issue they are arguing. After each person has had 2 minutes, the class members will be able to ask one question to each side for a 30 second response each. No notes or PowerPoint slides may be used. **Due: November 18**

Social Change Presentations (Group)
For this portion of the project, your social change group will put together a 20 minute presentation covering the following information. Information needs to be properly cited and referenced. All claims must be supported by references.

Due: December 14
- *Overview of the community and the issue*
  - Who is the community?
  - What is the issue?
  - What are the underlying causes of this issue?
  - What is currently being done to address this issue?
- *Change*
  - What is your vision for change?
  - How would your proposed change be beneficial?
  - Who would most/least benefit from your proposed change?
  - How does your proposed change either foster or utilize social capital?
  - How does your proposed change use community assets?
  - On which level of the Community Impact Theory does your proposed change fall and why?
  - What are the drawbacks of your change?
  - What would it take to enact this change?

Government Meeting Attendance and Reflection
Part of being a leader committed to serving and bettering the community is understanding how government works and participating in those systems of governance. You are to attend a public meeting of a city or town council (Tucson or Marana) or the Pima County Board of Supervisors. **There will be a sign up for meetings in class—if you cannot make any of those meetings, please work individually with the instructor.** You should prepare for the meeting ahead of time by researching the agenda for the meeting and any issues that are on that agenda (agendas are typically available online). After the meeting, you should type a 2-3 page reflection on the experience and your thoughts on how you can use civic engagement to create social change. **Due: December 2.**

Point Distribution and Grading Standards

Assignments & Point Values (Total=615 points)

Class Participation/Attendance	130 points (10 points per class)
Reflection Questions	100 points (10 points each)
Community Asset Mapping Report	80 points
Social Change Education Paper	50 points
Social Change Service	75 points
Social Change Debate	40 points
Social Change Presentation	100 points
Government Meeting Reflection	40 points

Grade Scale

A	=	553 +
B	=	492-552
C	=	430-491
D	=	369-429
E	=	< 369

There will be no extra credit opportunities in this course. Final grades with fractions of points will not be rounded. For example, the minimum number of points to receive an A is 553; 552.5 points is still a B.

Service Leadership

8/26: Service Leadership

9/2: Engaging the Community: Social Capital
Readings Due
- Putnam, R. D. (1995). Bowling alone: America's declining social capital. *Journal of Democracy, 6*(1), 65-78. Retrieved June 29, 2010 from http://muse.jhu.edu/journals/journal_of_democracy/v006/6.1putnam.html

9/9: Defining and Assessing the Community
Readings Due
- The Community Tool Box. (n.d.). Understanding and describing the community. Retrieved July 15, 2009 from http://ctb1.ku.edu/en/tablecontents/sub_section_main_1020.htm

9/16: Community Asset Mapping
Readings Due
- Beaulieu, L.J. (n.d.). Mapping the assets of your community: A key component for building local capacity. Retrieved August 12, 2008 from http://srdc.msstate.edu/publications/227/227_asset_mapping.pdf
- Fuller, T., Guy, D. & Pletsch, C. (n.d.). Asset mapping: A handbook. Developed for the Canadian Rural Partnership. Retrieved August 12, 2008 from http://www.rural.gc.ca/conference/documents/mapping_e.phtml
  (Please note that this reading is in two parts on OrgSync.)

9/23: Community Service
Readings Due
- Chisolm, L.A. (2000). The monomyth of the hero's journey. *Charting a Hero's Journey*. New York, NY: The International Partnership for Service-Learning and Leadership, pp. 4-11.
- Putnam, R.D. & Feldstein, L. (2004). Valley interfaith: The most dangerous thing we do is talk to our neighbors. *Better together: Restoring the American community*. New York, NY: Simon & Schuster, Inc., pp. 11-33.

9/30: Civic Engagement and Responsibility
Readings Due
- Block, P. (1998). From leadership to citizenship. In L.C. Spears (Ed.), *Insights on leadership: Service, stewardship, spirit, and servant-leadership* (pp. 87-95). New York, NY: Wiley.
Assignments Due
- Community Asset Mapping Report

10/7: Lifestyle and Personal Gestures
Readings Due
- Random Acts of Kindness Foundation. (n.d.). Ideas for individuals and groups. Retrieved August 5, 2009 from http://www.actsofkindness.org/sites/default/files/pdfs/11_pdf.pdf

10/14: Vocation and Governance
Readings Due
- Jeffries, E. (1998). Work as a calling. In L.C. Spears (Ed.), *Insights on leadership: Service, stewardship, spirit, and servant-leadership* (pp. 29-37). New York, NY: Wiley.

10/21: Social Influence, Part I
Assignments Due
- Social Change Education Paper

10/28: Social Influence, Part II
Readings Due
- Boyer, L. (1994). Reflections of Alcatraz. *American Indian Culture and Research Journal, 18*(4), 75-92.

11/4: Creating Social Change
Readings Due
- Ore, T. E. (2006). Resistance and social change. Selected material from: *The social construction of difference and inequality*. Boston, MA: McGraw Hill Learning Solutions, pp. 629-640.

Assignments Due
- Social Change Service

11/18: Social Change Debates
Assignments Due
- Social Change Debates
- A/V needs for Social Change Presentations must be submitted

12/2: Personal Action Planning
Readings Due
- Loeb, P.R. (1999). Making our lives count. *Soul of a citizen: Living with conviction in a cynical time*. New York, NY: St. Martin's Griffin, pp. 14-33.

12/14 10:30am-12:30pm: Social Change Presentations
Assignments Due
- Social Change Presentations