

EDCP 318b
Applied Contextual Leadership:
Orientation Advisor Seminar

University of Maryland College Park
Class meeting time: 4PM- 6PM

Instructors:

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Office Hours: By appointment only, 8:30-4:30pm M-F

Teaching Assistants:

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Required Readings:

The course packet will contain required readings. The reference list of those readings is attached at the end of this syllabus.

Handouts will be distributed in class.

Course Objectives:

In EDCP 318b students will utilize serving as Orientation Advisors as an experiential learning opportunity to develop and apply the knowledge and skills of leadership into specific contexts of leadership practice. To that end, students will:

- Increase their understanding of the relationship between serving as an Orientation Advisor and leadership.
- Learn important leadership skills such as communication, collaboration, and ethical decision-making and for being successful in their position as an Orientation Advisor.
- Learn about the history of orientation and the role of being an Orientation Advisor at the University of Maryland.
- Gain knowledge and understanding of the foundations of orientation and its relation to academic and student affairs.
- Gain an understanding of and appreciation for multiple perspectives and how power and privilege shape these perspectives across contexts.
- Understand of the campus populations served at Maryland.

- Develop a working knowledge of the components related to orientation such as academic advising, registration, and university resources.

Statements of Civility:

Interpersonal Civility: Each person in this course is a uniquely talented individual with every right to participate fully in this class. Each of us is expected to treat the others with respect and courtesy at all times.

Academic Civility: The pursuit of knowledge often creates challenging situations and discussions. There is often debate, disagreement, and even argument. In this class (and its related activities) all opinions will be considered valid so long as they acknowledge other dissenting views, and they are rooted in a sincere attempt to grow and come to greater understanding.

Mutual Responsibility: Each of us holds equal responsibility to hold members of the class to these fair and just standards.

Statement of Honesty and Academic Integrity:

Developing a sense of honesty and trust in the classroom is crucial for our success. Class members are expected to abide by the University Code of Academic Integrity that prohibits acts of cheating, plagiarism, fabrication, or facilitating an act of academic dishonesty. The instructors take academic integrity very seriously – we expect the students in this class to take it seriously as well. Any questions regarding academic integrity should be raised with the instructors prior to completion of an assignment. For more information on the Code of Academic Integrity, please contact the Office of Student Judicial Programs and Student Ethical Development at 301-314-8204 or visit their website at http://www.inform.umd.edu/jpo/code_acinteg.html.

Honor Pledge:

The Honor Pledge is a statement undergraduate and graduate students should be asked to *write by hand* and *sign* on examinations, papers, or other academic assignments not specifically exempted by the instructor. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

Students initiated the Maryland Honor Pledge as a way to affirm and reiterate their commitment to the University's core value of academic integrity.

Statement of Accommodation:

Both in compliance with and in the spirit of the American Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact the instructors as soon as possible to discuss academic accommodations. Additional information and support is available through Disability Support Services at 301-314-7682 or <http://www.inform.umd.edu/dss/>.

Religious/Cultural Observations:

The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs: students should be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation and religious/cultural observances. It is the student's responsibility to inform the instructor of any intended absences in advance.

Guidelines for Written Assignments:

Unless otherwise noted, written assignments are to be typed, double-spaced, in 12 point font, with 1" margins. All citations must be in a recognized format such as APA or MLA. Websites must also be cited with their full and accurate URL.

Attendance and Participation:

Given the nature of the course and its pivotal role in your training as an Orientation Advisor, your attendance and full participation is critical to your success in this position. Each staff member is expected to come to every class, fully prepared. Unexcused absences will reflect negatively on your final grade.

Proposed Assignments:

1. Staff Retreat

As stated in the employment agreement, each staff member must attend the mandatory retreat January 31, 2003-February 2, 2003. The retreat is mandatory and all staff is expected to attend and participate.

2. Application: Academic Advising

Each staff member will be assigned to a college for which they will be responsible for assisting during orientation. OAs will set up training sessions with their assigned college(s) to learn about the specific college requirements.

3. Application: Orientation Programs

There will be a couple of orientations in late April, early May, that everyone is strongly encouraged to participate in. The spring programs are a great way to prepare for summer programs and staffing will be based on class schedules.

4. Journals

Class members will be required to submit several e-mail journal entries throughout the semester. Journals will reflect certain class themes and reflections of experiences throughout the semester. The journals will also be a channel for communicating feedback and ideas you may have concerning your on-going learning and training.

5. Leadership Across Contexts: Role Play Groups

Class members will be assigned to work in groups on the summer freshman educational presentations. These roles will encompass various issues that face our student body. Topics include personal safety, campus diversity, ethical behavior and decision-making, self-

responsibility, conflict resolution, and campus security. The groups will be required to turn in typewritten rough and final drafts throughout the semester.

6. Teambuilding/Participation

Teamwork is essential to any group learning experience. Over the course of the semester and during the semester, you will be strongly encouraged to participate in team building activities that we will be planning. These activities will be a great way to learn essential team skills and get to know your fellow orientation staff.

7. Academic Resource Guide

The Academic Resource Guide (ARG), will be a comprehensive resource that students will be able to refer back to during the summer. The ARG will be a compilation of material from the different departments on campus and resources available to students. The guide will cover an overview of the departments, services available, and any other pertinent information for each resource.

Grading

Final	200 points
Midterm	200 points
Academic Resource Guide	200 points
Skits	75 points
Oral Exam	75 points
Quizzes (2- 25 points each)	50 points
Journals	100 points
Homework/Participation	50 points
<u>Advising/ College Training</u>	<u>50 points</u>
Total:	1000 points

A+	966.66-1000 points
A	933.33-966.65 points
A-	900.00-933.32 points
B+	866.66-899.99 points
B	833.33-866.65 points
B-	800.00-833.32 points
C+	766.66-799.99 points

C	733.33-766.65 points
C-	700.00-733.32 points
D+	666.66-699.99 points
D	633.33-666.65 points
D-	600.00-633.32 points
F	0.0-599.99999 points

Course Calendar

January 28	- Class Overview
January 31- February 2	ORIENTATION RETREAT
February 4	- History of Orientation - UMD Background
February 11	-Student Development Theory
February 18	- First-Year Student - Program and needs
February 25	- Transfer Student Program and needs - Specialty Programs
March 4	- Parent Program and Needs
March 11	- Midterm
March 18	- Math Placement Exam - Math Tracks - Office Training
March 25	NO CLASS!!
April 1	- CORE - Scheduling
April 8	- Advising - Testudo - Venus
April 15	- Communication Skills - Skits
April 22	- Diversity - Stereotypes
April 29	- Customer Service - Ethics
May 6	- Group Dynamics - Leadership
May 13	- Facilitator Role

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Class Reader Bibliography

Note:

Readings will be assigned throughout the semester based on the pace of the course. Students are responsible for having a thorough knowledge of readings so that you can fully engage in class discussions. Your ability to contribute to class discussions and reflection activities thoughtfully and to integrate course reading will be heavily weighed in determining final grades.

Brookfield, S. D. (1990). *The skillful teacher*. San Francisco: Jossey-Bass.

Ender, S. C. & Newton, F. B. (2000). *Students helping students*. San Francisco: Jossey-Bass

Ender, S. C. & Strumpf, G. (1984). Orientation and the role of the student paraprofessional. In S. C. Ender & R. B. Winston, Jr. (Eds.), *New directions for student services: Students as paraprofessional staff*, pp 67-80. San Francisco: Jossey-Bass.

Erickson, B. L. & Strommer, D. W. (1991). *Teaching college freshmen*. San Francisco: Jossey-Bass.

Harrison, C. H. (1994). Orienting transfer students. In L. Upcraft (Ed.), *New directions for student services: Orienting students to college*. San Francisco: Jossey-Bass.

Moore, B. L., Peterson, P. C., & Wirag, J. R. (1984). Orienting traditional entering students. In L. Upcraft (Ed.), *New directions for student services: Orienting students to college*. San Francisco: Jossey-Bass.

Mullendore, R. H. (1998). Orienting transfer students. In R. H. Mullendore (Ed.), *Orientation planning manual*, pp. 56-61. Bloomington, IN: National Orientation Directors Association.

Pergio, J. P. (1985). Parent orientation: Programming for letting go. In R. D. Cohen (Ed.), *New directions for student services: Working with the parents of college students*, pp. 37-48. San Francisco: Jossey-Bass.

Rentz, A. L. (1996). Orientation. In A. L. Rentz (Ed.), *Student affairs practice in higher education* (2nd edition). Springfield, IL: Charles C. Thomas.

Strange, C. (1994). Student development: The evolution and status of an essential idea. *Journal of College Student Development*, v35 n6.

Upcraft, L., & Gardner, J. W. (1989). *The freshman year experience*. San Francisco: Jossey-Bass.