

ALS 199
OSU Leadership Odyssey

1 credit

P/N only

Meets twice a week for one hour each.

Coordinating Instructor: Katie Wilson, Leadership and Community Service Coordinator,
Student Involvement

Additional Instructors: Wende Feller, Kris Nessler, Nikki Olson and Annie Passarello

PURPOSE: The overall purpose of OSU Leadership Odyssey is to assist students in making a successful transition to Oregon State University in an environment that emphasizes introducing them to avenues and resources for developing their leadership capacity. More specifically, the purposes are:

1. To welcome students as members of OSU's community of scholars and to introduce them to the rights and responsibilities of being a student at OSU.
2. To facilitate students' learning of skills needed for them to succeed at OSU and to take an active role in the learning process
3. To facilitate students' understanding of how to be an effective participant in the university community through employment, organization, leadership and other involvement activities.

DESIRED LEARNER OUTCOMES:

1. Foster a sense of community in the class
2. Explore the purpose, value and expectations of higher education
3. Know what it means to belong to the OSU community of scholars and the larger community around us
4. Understand how student learn and develop skills necessary to achieve academic success
5. Explore elements of personal development, particularly as applies to leadership development and how they contribute to student success.
6. Connect the academic and leadership experiences available at OSU to future personal and career goals.

Required Text:

Komives, S.R., Lucas, N., & McMahon, T.T. (1997). *Exploring Leadership: For College Students Who Want to Make a Difference*. San Francisco: Jossey Bass.

Course Schedule:

This course is organized with general topics one day a week and leadership topics one day a week.

Class Session	Topic	Due
	Week One: Introduction	
1	Building Community Intro to College Life	
2	What is leadership?	Read Ch.1&2
	Week Two: Getting Connected to Resources	
3	Connecting to campus resources	
4	Relational Leadership	Read Ch. 3 & 4
	Attend Involvement Fair	
	Week Three: More Resources	
5	Academic Success and Support Services	
6	Valley Library	Answer Desk Assignment #1
	Week Four: Self Understanding	
7	Learning styles and study skills	MBTI
8	Understanding Yourself as a leader	Read Ch. 5
	Week Five: Diversity and Multicultural Affairs	
9	Diversity at OSU	
10	Understanding Others	Read Ch. 6
	Week Six: The OSU Community	
11	Public and Personal Safety	Answer Desk Assignment #2
12	Leadership and communities	Read Ch. 7 & 8
	Week Seven: Ethical Decision Making	
13	Policies you need to know to succeed	
14	Creating Ethical Environments	Read Ch. 9
	Week Eight: Wrapping up	
15	Renewal of Groups, Organizations and Yourself	Read Ch. 10&11
16	Closure and Celebration	Answer Desk Assignment #3

Assignments:

Answer Desk Assignments: Access the OSU Answer Desk at www.answerdesk.orst.edu and complete the following self assessments.

Assignment #1

Transition to College
Listening and Note Taking
Skills
Procrastination
Reading Comprehension
Library Skills
Time Management
Test Taking Skills
Due

Assignment #2

OSU Places
OSU Organizations
Cultural Resources
Beaver History

Assignment #3

Alcohol and Substance
Abuse
Depression
Eating Disorders
Shyness
Stress Management
Text Anxiety

Academic Plan. Students plan for the classes they will take for the first two years.

Involvement Plan. At the end of the term, you will submit an involvement plan for the first two years. The plan will include research of possible involvement and/or employment opportunities and what you are interested in doing. This should be about 2 pages long.

Attendance. Attendance at 14 of the 16 sessions is required

Participation. Active participation in class is expected.

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term.

The instructors are dedicated to establishing a learning environment that promotes diversity of the students race, culture, gender, sexual orientation and physical disability. Anyone noticing discriminatory behavior in class, or if you feel discriminated against, please bring it to the attention of the instructors.