

**XIDS 2002 What Do You Know About Leadership**  
**GENERAL COURSE INFORMATION AND POLICIES**

**SPRING 2020**

**Credit:** 2 Semester Hours

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### **COURSE DESCRIPTION AND OBJECTIVES**

This course introduces you to the concept of leadership. We will study leadership from the ways in which you, as a leader, can develop a team from the group assigned to you.

There will be an experiential component in this course. Each XIDS student is required to practice and observe leadership. Each student will maintain a journal devoted to thoughts and experiences of the semester as they relate to leadership and has the option of writing a final paper tying together these experiences and the theories presented in class and the text. (The other option is a project. See below.)

**Texts:** *Becoming a Peer Leader: A How-To Guide*, by Roth, Marcus, and Goldstein (referred to as RMG) Also, some selections will be taken from *Exploring Leadership: For College Students Who Want to Make a Difference*, by Komives, Lucas and McMahon. These selections will be given as handouts.

### **EXPECTATIONS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Expectations:** You are expected to attend each leaders' meeting having gone over the assigned workshop material and being prepared to participate actively in activities and discussions. Although the main focus of the leaders' meetings will be on content, you should also be prepared to discuss any issues or insights you have gained as a leader from your experiences in the previous workshop.

This class will use a point system for evaluation. Points will be achieved in the following manner.

Class Work – 30% (up to 2 points each leaders' meeting)

This is scored similar to the scoring you will be doing of the students in your workshop, except that attendance is taken for granted and the two points are divided between preparation and participation.

**A. Preparation:** 0, ½, or 1 point for preparation, i.e., arriving at the meeting showing evidence of familiarity with the assigned workshop (which normally means with solutions to the problems) AND with suggestions for engaging workshop students in brainstorming promising ways to attack them.

**B. Participation:** 0, ½, or 1 point for participation in leaders' meetings each week. Participation points will be given for contributing to discussion, taking an active part in the meeting, exuding enthusiasm, and sharing constructive suggestions with the other leaders.

Journal - 30% (up to 2 points each weekly submission)

Each XIDS student will each week write a reflection on his/her workshop experience. Entries may relate to what was learned in training, retreat, or weekly leaders' meetings and should include significant experiences of the past week in or pertaining to workshop. (However, the entries SHOULD NOT JUST be a chronological log of events that happened during a workshop meeting.)

**NOTE:** *Do not confuse the journal entry with the report form on attendance and participation. Reports are to be filled out and turned in ASAP after each workshop – if possible, before you leave the building.*

Some guidelines for writing journal entries are as follows.

1. Each week's entry is to be written up as soon after the workshop meeting as possible and placed into the dropbox within the CourseDen for this course. NOTE: It is always advisable to **SAVE A COPY OF YOUR SUBMISSION** in case of electronic problems in the transmission and delivery.
2. Length should be 200-300 words, 12 point font, and double-spaced. Include the word count at the end of your entry.
3. Feelings and insights into your work as a leader and your understanding of the concept of leadership should be included. (Optional: include an SII on your performance as a leader that week.)
4. Comments on what you think you might do differently should be included.
5. You may describe your thoughts about the discussions in that week's leaders' meeting, or about any readings (in the RMG text or elsewhere) or other references you run across.
6. You may describe your thoughts about the discussions in that week's leaders' meeting, or about any readings (in the RMG text or elsewhere) or other references you run across.
7. The impact you seem to be having in your position as leader, the impact group dynamics/interpersonal relations is exerting in your situation should be described.
8. Each week you will have a particular assignment to address in your journal, in addition to following guidelines 3 to 6 above. These assignments are shown on the next page. Further elaboration or clarification may be sent on each assignment. **CHECK YOUR E-MAIL DAILY.** (It's in your contract.)

Your journal entries will be scored with the above in mind. You may rewrite any journal entries if you are not satisfied with your score. Should your journal entry be unsatisfactory you will be given one week (only) to rewrite and resubmit it for a possible revision of your score.

See the next page for a list of journal assignments.

#### Student/faculty evaluations - 25%

Up to 25 points, based on evaluations submitted by the members of your workgroup, by course faculty, and on observations and other feedback.

#### Final Paper or Project – 15%

Up to 15 points for a research-based paper or project appropriate to the content of the course. For a term paper, you will be asked to analyze your semester's progress as a leader and relate it to the theories, concepts presented in the text and in class, and any outside resources you find useful. (You will find a richly descriptive journal to be helpful in remembering the stages through which you will progress this semester, and therefore helpful in preparing your term paper.) If you choose to do a paper it should be 5 - 8 pages, typed, double spaced, no larger than 12 and no smaller than 10 size font.

If you choose to do a project it may be a video, PowerPoint, game, survey analysis, revision of part of workbook, or something else related to improving workshops or leader effectiveness. Collaboration with other new leaders is an option. **Final Paper or Project due by 5 PM on Tuesday, April 28.**

#### Grading Scale:

A = 90-100 total points; B = 80-89.5 total points; C = 70-79.5 total points; D = 60-69.5 total points  
F = below 60 total points

Each journal entry needs to describe how you applied your leadership skills as you went about leading your group at the most recent session. Also, if any unusual situation arose tell how you handled it (or what in retrospect you might have done differently). If you've had any thoughts or insights from readings in RMG or from discussions at leaders meetings, or any ideas of things to try at the next workshop meeting, put those in the journal entry. In addition (not instead of), please include

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| Week 1<br>1/6-1/10                        | Describe your first day experience in the workshop. What parts of the training and leader's meeting prepared you for the first workshop? Describe anything that occurred that you felt unprepared for. How did you handle it?  |
| Week 2<br>1/13--1/17                      | Of the techniques demonstrated at the training or of other possible strategies discussed in the leader's meetings, which did you apply? What effect did it have on group dynamics and creating a positive learning environment? Why would you continue to use this technique in the future? What would you change to make the technique more effective?  |
| Week 3<br>1/21-1/24<br>Slatt- 1/27-1/28   | At this point, what is the prevailing reaction in your group to the workshop format and the "no answer key" policy (p. 5-6 of RMG)? Give three examples of student behaviors that show the following groups in the Perry scheme (Ch. 6 of RMG): <i>modifying of dualism</i> , <i>realizing of relativism</i> , and <i>evolving of commitments</i> . What can you do to advance the students to the last stage of the Perry's scheme to "own" their learning? |
| Week 4<br>1/28-1/31<br>Slatt – 2/3-2/4    | Report on your observations from sitting in on a veteran leader. (See next page for guidelines on this.) <u>Complete Google Survey to suggest retreat topics.</u>  |
| Week 5<br>2/3-2/7<br>Slatt – 2/10-2/11    | Consider the "Big Eight" in diversity: culture, race/ethnicity, gender, sexual orientation, religion, age, disability, and socio-economic status (Ch. 7-8 of RMG). Also, consider the differences in learning styles in your workshop (Ch. 4 of RMG). Describe the kind of diversity that is apparent amongst the members in your group. What are two advantages and two disadvantages of a diverse classroom environment?                                   |
| Week 6<br>2/10-2/14<br>Slatt – 2/17-2/18  | Using the stages of group development discussed at the initial training, create pie charts with the percentages of students in the various stages at Week 2 (initial), Week 6 (current), and Week 12 (predict the future). Analyze the data and describe strategies you used to help the student's development progress. <u>Complete Google Survey to provide feedback about the retreat</u>   |
| Week 7<br>2/17-2/21<br>Slatt – 2/24-2/25  | Report on your observations from sitting in on another new leader. (See next page for guidelines on this.)   |
| Week 8<br>2/24-2/28<br>Slatt – 3/2-3/3    | It's the first workshop after midterms! Try a change of pace this week and <b>do something different</b> (e.g., meet in a different place, or allow one of the students to be a leader, or have them rate themselves on participation and attitude, or play a new game). Describe what you did differently and how it impacted the group dynamics.   |
| Week 9<br>3/2-3/6<br>Slatt – 3/9-3/10     | Analyze your survey comments, both positive and negative. Provide a percent of grade distribution you received. As a leader, how will you use these comments to improve yourself and the group?  |
| Week 10<br>3/9-3/13<br>Slatt – 3/23-3/24  | Look at the information on CourseDen on metacognition and on Bloom's taxonomy. Take two problems – one conceptual and another algorithmic – from this week's module and rephrase each of them to ask questions at each stage of Bloom's taxonomy. You should have a total of twelve questions.   |
| Week 11<br>3/23-3/27<br>Slatt – 3/30-3/31 | Read Ch. 1-2 of the RMG Handbook. What elements of the workshop model are you following? What adaptations have you made and why? What is the major role you play as a workshop leader and why do you identify with that role the most?   |
| Week 12<br>3/30-4/3<br>Slatt – 4/6-4/7    | The end of the semester is in sight! Outline your plans for a final paper or project. If you are doing a group project, you must meet with your group and submit their names and the outline.  |
| Week 13<br>4/6-4/10<br>Slatt – 4/13-4/14  | Re-read Chapter 3 of RMG and describe how your group compares with the ideal and how much this differs from what your group was like at the beginning of the semester. Describe how the group progressed through the stages of group development. What leadership qualities did you develop during this semester?  |
| Week 14<br>4/13-4/17 Slatt – 4/20-4/21    | Initial draft of final paper or project is due   |
| Week 15<br>4/20-4/28<br>Slatt – 4/27-4/28 | How did the "Jeopardy" game go? Also, from the perspective of the entire semester, address the question: If you were a leader again with a similar group, what would you do differently and what would you definitely do the same? What advice would you like to pass on to next semester's new leaders?   |

**Each journal entry is due by the third day following the meeting of the workshop.** Each weekend (Saturday and Sunday together) counts as one day. For instance, if your workshop meets on Thursdays, your j.e.'s are due the following Monday. If you workshop meets on Wednesdays your j.e.'s are due by Sunday night. (Actually, if I find it in my mailbox Monday morning all will be well.) Points are deducted for lateness: one-quarter point (out of 2) for each two days late up to a maximum of one point deducted.

**Final Paper or Project due by 5 PM on Tuesday, April 28.**

### Guidelines for observing other leaders

**For your observation assignments, you are to attend two workshops, one led by one of the veteran leaders and one by one of the other new leaders.** You do not have to stay for the whole two hours, but if possible try to arrive at the beginning and plan to be there as long as you can (at least 45 minutes).

**For Week 4**, there will be a list of veteran leaders with their times and places of meeting provided. The same will be done with new leaders for Week 7. If you can, select someone doing the same workshop material that you are (1211, or 1212) and if possible for the same instructor.

Here's what you should do. First, select a WS to observe. It would be nice (but not absolutely required) for you to inform the group leader of your intention to visit that session. When you arrive at the meeting place, introduce yourself casually. Try something like, "Hi, I'm \_\_\_\_\_ (your name). I'm a leader for another group. I wanted to sit in to compare notes." Then let the discussion proceed as much as possible as though you weren't there. Be a fly on the wall. Right after the group is over, or as soon as possible after you have to leave, write down your impressions so you don't lose the immediacy of what you want to say.

Your **j.e.'s #4 and #7** should include the following about the session you observed.

1. Whose WS did you attend and when did it meet? Did it get started on time?
2. What did you think about the participants' seating arrangement during this session?
3. What happened to help everyone get down to work? Was an appropriate pace maintained throughout the session?
4. What did you observe about group interaction? How much did individual students pay attention to one another?
5. How much "metacognition" was going on? Were students asked to "think about their thinking" and to explain carefully to others how they arrived at their conclusions?
6. When the leader directed questions at the group, or at an individual group member, at what Bloom's taxonomy level were most of the question?
7. If you noticed any subtle clues that one of the group members was not understanding a concept but was hesitant to say anything, did the leader also notice these clues and respond appropriately? And whether or not there was a spoken request for help, what sorts of things happened when someone's understanding broke down?
8. By the time the questions dealing with a particular concept had been completed, how well did the group members seem to understand the concept? What gave you this impression?
9. What was the general atmosphere of the WS? Did the group members seem at ease? Did they participate eagerly? Was there any laughter? Was the leader conveying enthusiasm?
10. What was the very best thing about this WS?
11. Did anything impress you as something you would like to try with your own group?
12. What suggestions do you have for the leader for upcoming sessions?
13. Did you pick up any additional communication tips from the veteran leader you observed?

Add also anything else you feel should be mentioned.

Do not forget that this j.e., as with all of yours, should also include your report on how YOUR OWN GROUP is developing and how YOU are developing as a leader. (See guidelines 3-6 on p. 2)