

**LDR 3216 – Fall 2014 (3 Credits)  
Leadership and Social Change**

**TITLE**

Leadership and Social Change

**COURSE NUMBER**

LDR 3216

**CREDIT HOURS**

Three (3) credit: Students enrolled for credit (3) credit hours will be expected to devote 45 contact hours, plus assignments.

**PREREQUISITES, COREQUISITES**

This is an elective class designed for student leaders and those who aspire to leadership roles.

**COURSE LOGISTICS**

This course will be taught in a face-to-face, hybrid and on-line format. The exact meeting times and locations will be announced on specific course syllabi.

**INSTRUCTOR INFORMATION**

Each instructor will include his/her contact information such as office address, phone number and email address. Only faculty that are credential with a Master's in related field and approved will teach this course.

**TA CONTACT INFORMATION**

Will be included, as appropriate

**COURSE DESCRIPTION**

This course is designed to explore the role of leadership in movements of social change. Grand feats to small initiatives and even failed attempts will be analyzed in order to consider the common practices of those who seek to improve society. From global to local contexts, students will examine the people and circumstances involved in social transformations and will then practice the beginning stages of civic engagement as they initiate a social change of their own. The course will be run as a seminar with guest speakers, exercises and discussions designed to assist with deeper understanding of the topics addressed in the assigned readings

**COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES**

As a result of active engagement in this course and course materials, students will:

- Engage in reflection based on readings related to leadership and social change.
- Work in a small and large group setting to critically consider the issues within our social environment.
- Consider a vision for the future and work with a group to communicate that vision to peers.

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**COURSE EVALUATION METHODS AND COURSE REQUIREMENTS/  
EXPECTATIONS**

**Expectations**

**Attendance and Participation:**

In order to secure the full points, you must actively and consistently participate in class activities and discussions by contributing new ideas and demonstrating an understanding of the materials read. Also, attendance is mandatory. Each class counts toward an overall participation grade. You may miss two classes during the semester without penalty (although work due on those days must still be submitted on time) but each additional absence will cost 5 points from the final grade. The instructor will not judge absences as excused or not – even absences for good reasons follow this policy. The instructor reserves the discretion of allowing a student who has demonstrated great effort to do an additional project to replace one absence at the end of the semester.

For on line classes, students are expected to participate actively in all assignments and complete them on time. No assignments will be accepted late.

**Readings:** For each class period where reading is assigned, you will answer all the “Discussion Questions” from the Komives book, as well as a 350-word reflection from the Mycoskie book. These are submitted through Blackboard in the “Assignments” section which will be locked after the deadline to not accept late entries – they must be submitted by 2:00pm on their due date whether you plan to attend class or not. You will receive 1 Point if it is done but you show a low level of effort and thought; 2 Points for demonstrating that you read but have not thought critically about the question; 3 Points by demonstrating that you truly read the material and are thinking about the questions deeply.

**Assignments/Grades:** Grades will be determined by class attendance, completion of assignments, and participation. If students participate in all classes and submit all assignments on time, they will pass this course.

<b>Assignment</b>	<b>Total Points</b>
Class Attendance	15 points
Class Reading Reflections	30 points
Pairs Research	10 points
Group Project	20 points
Group Project Reflection	15 points
<u>Current Social Issues</u>	<u>10 points</u>
<b>TOTAL</b>	<b>100 points</b>

A (94-100)	A- (90-93)	B+ (87-89)	B (86-84)	B- (80-83)	C+ (77-79)
C (74-76)	C- (70-73)	D+ (67-69)	D (66-64)	D- (63-60)	F (59 and below)

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**COURSE ASSIGNMENTS**

**Class Attendance and Participation (15 points)**

The attendance policy is explained on page two.

**Class Reading Reflections (30 points)**

The reading reflections are explained on page two.

**Pairs Research on People and Groups Changing the World (10 points)**

You will be matched with another classmate and assigned the name of a person, organization or company that is working to enhance society in an innovative way. Research the creation of the entity or the genesis of the initiative (why and how did it get started?) and what they are doing to influence the world. Present your findings in a visual medium you create (Power Point, Prezi, website, etc.) – you will have 20 minutes to teach the class about what makes your subject so influential in the world, and what is inspiring about them. Grades will be based on depth of research, effort put into presentation, and ability to teach the class about the subject's importance as a social change agent.

**Current Social Change Issues (10 points)**

5 times throughout the semester, you will need to bring an article to class about a current issue happening in the world that you believe requires leadership for social change. You will also need to bring five suggestions, based on the readings, that you believe would help contribute to real social change on the issue. Type up your recommendations – no more than 1 page total. In class, you will share your issue with another student to get feedback and to discuss. Each Current Social Issue assignment will be worth up to 2 points for a total of 10.

**Group Project (20 points)**

You will be assigned into groups and your task will be to initiate a significant and new social change on the FAU campus. Specific requirements for this project will be posted on Blackboard under the "Assignments" tab. The enterprise will be evaluated based on its relevance to community needs, creativity, innovativeness, planning, and incorporation of materials from the texts, and potential social impact. Your group will then present its work to the class. You will grade each other within the small group based on your efforts with the project, and then the class will grade each group's effectiveness in its presentation which will assist the instructor in assigning grades to each individual.

**Group Project Reflection Paper (15 points)**

Write 800-1200 words on your experience working with your group on the social change project. Provide deep reflection on what you learned through the process about your ability to affect positive social change and how this can inform your citizenship in the future. Do not recount everything that happened! ... Rather, reflect on what you learned and are taking away from the

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experience. Discuss what you learned from the books and how they applied through this experience as well. This is to be submitted through Blackboard in the “Assignments” section.

**POLICY ON MAKE-UP WORK, LATE WORK, AND INCOMPLETES**

**Deadlines:** Students are expected to complete all assignments on time. Late work will not be accepted unless the student has been excused from class and the professor gives permission for the work to be handed in at a later date.

**Incompletes:** Grades of Incomplete (“I”) are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances

**SPECIAL COURSE REQUIREMENTS**

There are no special course requirements

**CLASSROOM ETIQUETTE POLICY**

Students are expected to come to class prepared for active participation. Students are expected to experience learning through many different avenues and participate in each to his or her fullest capacity. In class, students will work in small teams to discuss readings, engage in simulations, and prepare for guest scholar and leader visits, and use theory to enhance practice through carefully designed group activities. The teams will allow students to apply leadership theory and concepts in diverse contexts. The classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation that each student will take the necessary actions to respectfully listen to the voices of others and share their own opinions and values. Students and the instructor are expected to treat others with respect.

Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Unless otherwise noted, written assignments are to be typed, double-spaced, in 12-point Times New Roman font, with one-inch margins. All citations must be in APA format.

Students should expect the instructor to come prepared. The instructors will be willing listeners with regard to student concerns. Students may expect the instructors to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students’ and instructor’s schedules.

**DISABILITY POLICY STATEMENT**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.

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**ACADEMIC INTEGRITY AND HONOR CODE STATEMENT**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at:

[http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

**Plagiarism:** Students are often under the impression that cheating only applies to copying material off another student's exam. However, there are other forms of serious academic dishonesty to avoid. Plagiarism is the appropriation of passages, either word for word, or in substance, from the writings of another and the incorporation of those passages as *one's own written work* offered for credit. It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks or appropriate citations in the text. This includes the copying of reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as other themes, theses, books, or pamphlets. Collusion is collaboration with another person in the preparation or editing of notes, themes, reports, or other written work offered for credit *unless such collaboration is specifically approved in advance by the instructor*. Examples of collusion include extensive use of another's ideas for preparing a creative assignment and undue assistance in the preparation or editing of written materials. A student guilty of plagiarism and/or cheating will receive a grade of F in the course and the grade will be so recorded on the transcript. Students giving and receiving assistance in any unauthorized fashion during an examination subject themselves to this cheating policy. A pattern of cheating will result in suspension.

**REQUIRED TEXT AND READINGS**

*Leadership for a Better World: Understanding the Social Change Model of Leadership Development.* Susan R. Komives, Wendy Wagner, and Associates 2009 by John Wiley & Sons, Inc.

**SUPPLEMENTAL READINGS**

Supplemental readings, power points and videos will be available on the Blackboard site. Additionally, the text offers excellent supplemental readings which will be referenced in this class.

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**COURSE TOPICAL OUTLINE, INCLUDING DUE DATES FOR ASSIGNMENTS**

<b>Week 1</b>	<b>First Day – Introductions</b>		<b>Pair Presentations:</b>
<b>Week 2</b>	<b>Assign Group Project Teams</b>	<b>Current Social Change Issue</b>	
<b>Week 3</b>	<b>The Social Change Model</b>	<b>Komives Pages 4 – 74</b>	<b>Kiara &amp; Adam – The Elders</b>
<b>Week 4</b>	<b>Case Study Approach</b>	<b>Komives Pages 79 – 100 ***No Journal Today Current Social Change Issue</b>	<b>Steven &amp; Nick – Race for the Cure Fanny &amp; Stiven – Best Buddies</b>
<b>Week 5</b>	<b>Change</b>	<b>Komives Pages 101 – 141 Mycoskie Chapter 1</b>	<b>Greg &amp; Ingyou – Teach 4 America Yun Ho &amp; Chip – Khan Academy</b>
<b>Week 6</b>	<b>Citizenship</b>	<b>Komives Pages 145 – 186 Mycoskie Chapter 2 **2 Letters Due</b>	<b>Charlie &amp; Antonio – Invisible Children Wilma &amp; Evan – Homeless World Cup</b>
<b>Week 7</b>	<b>Collaboration **Video Presentations and Consultation</b>	<b>Komives Pages 191 – 233 Mycoskie Chapter 3</b>	
<b>Week 8</b>	<b>Common Purpose</b>	<b>Komives Pages 237 – 261 Mycoskie Chapter 4 Current Social Change Issue</b>	<b>Gabby &amp; Lena – Trevor Project Giuseppe &amp; Jackie – Witness</b>
<b>Week 9</b>	<b>Controversy with Civility</b>	<b>Komives Pages 263 – 291 Mycoskie Chapter 5</b>	<b>Brandon &amp; Jaquez – Alex’s Lemonade Stand Maegan &amp; Calyn – Peace One Day</b>
<b>Week 10</b>	<b>Consciousness of Self</b>	<b>Komives Pages 295 – 332</b>	<b>Fidel &amp; Mark – Kaboom Kiki &amp; Stephanie – Yoani Sanchez</b>
<b>Week 11</b>	<b>Congruence</b>	<b>Komives Pages 335 – 364 Mycoskie Chapter 6 Current Social Change Issue</b>	<b>Alee &amp; Sam – Change.org Demetrius &amp; Vincent – Kids Making a Difference</b>
<b>Week 12</b>	<b>Commitment</b>	<b>Komives Pages 365 – 390 Mycoskie Chapter 7</b>	

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<b>Week 13</b>	<b>Becoming a Change Agent</b>	<b>Komives Pages 393 – 446 Mycoskie Chapter 8 Current Social Change Issue</b>	
<b>Week 14</b>	<b>No Formal Class – Presentation Prep</b>		
<b>Week 15</b>	<b>Project Presentations</b>		
<b>Week 16</b>	<b>No Formal Class Meeting</b>	<b>**Final Reflection Due</b>	