

GENERAL COURSE INFORMATION AND POLICIES

CREDIT **SEMESTER HOURS****Instructor:** Lucille B. Garmon, Ph. D., Professor of Chemistry**Office:** TLC 2132**Office Phone:** 678-839-6017**e-mail:** lgarmon@westga.edu**Office Hours:** I will be available in my office most days from about 8:30 AM until at least 6:00 PM, except for the time I am in leaders' meetings or other meetings. I plan to arrive each day before the first workshop starts and stay until the last one is underway.**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. WE WILL DISCUSS LEADERSHIP STYLES AND CHARACTERISTICS OF EFFECTIVE LEADERSHIP.

THERE WILL BE AN EXPERIENTIAL COMPONENT IN THIS COURSE. EACH 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 WILL WRITE A FINAL PAPER TYING TOGETHER THESE EXPERIENCES AND THE THEORIES PRESENTED IN CLASS AND THE TEXT.

TEXTS *Becoming a Peer Leader: A How-To Guide*, by Roth, Marcus, and Goldstein

Also, some selections will be taken. *EXPLORING LEADERSHIP FOR COLLEGE STUDENTS WHO WANT TO MAKE A DIFFERENCE*, KOMIYES, LUCAS AND MCMILLON. THESE SELECTIONS WILL BE GIVEN AS HANDOUTS.

EXPECTATIONS, EVALUATION PROCEDURES, AND GRADING POLICY

EXPECTATIONS: THE STUDENT WILL ATTEND EACH LEADERS' MEETING HAVING GONE OVER THE ASSIGNED WORKSHOP MATERIAL AND BEING PREPARED TO PARTICIPATE ACTIVELY IN ACTIVITIES AND DISCUSSIONS. THE STUDENT WILL ATTEND THESE MEETINGS AS AN EFFECTIVE LEADER AND WELL-PREPARED SCHOLAR OF LEADERSHIP.

THIS CLASS WILL USE A POINT SYSTEM FOR EVALUATION. POINTS WILL BE ACHIEVED IN THE FOLLOWING MANNER:

CLASS PARTICIPATION UP TO POINTS EACH CLASS MEETING.

A ATTENDANCE POINT FOR ATTENDANCE AT EACH LEADERS MEETING
B PARTICIPATION OR POINTS FOR PARTICIPATION IN LEADERS MEETINGS EACH WEEK PARTICIPATION POINTS WILL BE GIVEN FOR CONTRIBUTING TO DISCUSSION TAKING AN ACTIVE PART IN THE MEETING SHOWING EVIDENCE OF FAMILIARITY WITH THE ASSIGNED WORKSHOP EXUDING ENTHUSIASM AND SHARING IDEAS WITH THE OTHER LEADERS

JOURNAL UP TO POINTS EACH WEEKLY SUBMISSION

EACH STUDENT WILL WRITE A REFLECTION ON HIS/HER WORKSHOP EXPERHENCE 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 THE EXPERIENTIAL GOMPONENT

SOME GUIDELINES FOR WRITING JOURNAL ENTRIES ARE AS FOLLOWS

EACH WEEK'S ENTRY IS TO BE WRITTEN UP AS SOON AFTER THE WORKSHOP MEETING AS POSSIBLE AND HANDED IN PROMPTLY NO LATER THAN THE THIRD DAY AFTER THE WORKSHOP MEETING THEY MAY BE HAND WRITTEN OR PRINTED OR RECOMMENDED E MAILED TO LEARMON.WESTGA@EDU PLEASE USE YOUR MY.WESTGA@EDU ADDRESS WHEN SENDING E MAIL THE JOURNAL MAY BE EITHER IN THE BODY OF THE E MAIL MESSAGE OR SENT AS AN ATTACHMENT WHEN USING E MAIL IT IS ALWAYS ADVISABLE TO **SAVE A COPY OF YOUR SUBMISSION** IN CASE OF ELECTRONIC PROBLEMS IN THE TRANSMISSION AND DELIVERY

LENGTH SHOULD BE WORDS THIS IS ABOUT ONE PAGE EITHER HANDWRITTEN OR PRINTED DOUBLE SPACED WITH POINT FONT

FEELINGS AND INSIGHTS INTO YOUR WORK AS A LEADER AND YOUR UNDERSTANDING OF THE CONCEPT OF LEADERSHIP SHOULD BE INCLUDED OPTIONAL INCLUDE AN SIT ON YOUR PERFORMIANCE AS A LEADER THAT WEEK

COMMENTS ON WHAT YOU THINK YOU MIGHT DO DIFFERENTLY SHOULD BE INCLUDED

YOUR THOUGHTS ABOUT CLASS DISCUSSION THE TEXT AND ANY APPLICATIONS TO WHAT YOU LEARNED IN CLASS SHOULD BE REFERRED TO

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

EACH WEEK YOU WILL HAVE A PARTICULAR ASSIGNMENT TO ADDRESS IN YOUR JOURNAL IN ADDITION TO FOLLOWING GUIDELINES TO ABOVE THESE ASSIGNMENTS ARE SHOWN ON THE NEXT PAGE FURTHER ELABORATION OR CLARIFICATION MAY BE SENT ON EACH ASSIGNMENT CHECK YOUR EMAIL FREQUENTLY

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 NEXT PAGE FOR a list of journal assignments.

Student/faculty evaluations - 25%

Up to 25 points, based on evaluations submitted by those involved in your practical experience and by course faculty.

Final Project or Paper - 15%

Up to 15 points for a research-based paper or project appropriate to the content of the course. A project may be a video, PowerPoint, game, survey analysis, revision of part of workbook, or something else related to improving workshops or leader effectiveness. 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.

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

COURSE OUTLINE: Content of weekly meetings will parallel the needs of the student's experiential component.

Each journal entry is due by the third day following the meeting of the workshop. For instance, if your workshop meets on January 10 the first j.e. is due by January 13. (Yes, that is a Sunday, so 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.

Week 1 How well did the training prepare you for the first workshop? What specific principles and techniques did you apply? Did anything occur during the workshop that you wish had been included in the training.

- Week 2 Report on your observations from sitting in on a veteran leader.
- Week 3 Suggestions for topics to be covered at the “retreat”. Also, what signs of group development do you see? Are any potentially persistent or disruptive problems developing? (Handling these could be among the retreat topics suggested.)
- Week 4 Explore the pltl web site. Discuss what you find that is most pertinent to your own workshop.
- Week 5 What did you find most helpful about the retreat? (Optional: What did you feel was missing and how could it have been improved?)
- Week 6 Report on your observations from sitting in on another new leader.
- Week 7 Reflect further (cf. j.e. for Week 3) on your group’s development. Where are they now in the stages of: forming, storming, norming, performing?
- Week 8 Respond to survey comments. Do the comments, on average, correspond with your assessment (cf. previous week’s j.e.) of how the group is developing?
- Week 9 Try doing something different (e.g., allow one of the students to be a leader, or have them rate themselves on participation and attitude)
- Week 10 Find a relevant website for either the content or the peer leadership aspect of your workshop experience. Give URL and describe.
- Week 11 Re-evaluate where your group is on the series of stages: forming, storming, norming, performing. Describe the progress of your group through these stages.
- Week 12 Outline your plans for a final paper or project.
- Week 13 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.
- Week 14 Discuss your progress on the final paper or project.
- Week 15 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 different and what would you definitely do the same?

Final Paper or Project due by 5 PM on May 8 (the last day of finals)

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

There will be a list of veteran leaders with their times and places of meeting provided. If possible, select someone doing the same workshop material that you are (1000 or 1001) and if possible for the same instructor.

Here’s what you should do.

First, select a WS to observe.

Then 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 a leader for another group. I wanted to sit in to compare notes.”

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. #2 should include the following about the session you observed.

1. What did you think about the participants' seating arrangement during this session?
2. What happened to help everyone get down to work? Was an appropriate pace maintained throughout the session?
3. What did you observe about group interaction? How much did individual students pay attention to one another?
4. 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?
5. When the leader directed questions at the group, or at an individual group member, at what Bloom's taxonomy level were most of the questions?
6. 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?
7. 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?
8. 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?
9. What was the very best thing about this WS?
10. What suggestions do you have for the leader for upcoming sessions?

Add also anything else you feel should be mentioned.

Do not forget that this j.e., as with all of yours, should also include (briefly) your report on how YOUR OWN GROUP is developing.