

Arts & Science 3CU3 / Alumni Experience Inquiry

McMaster University

Fall Term, 2012**Day & Time of Classes:**

Mondays, 7:00 -10:00 pm

General Science Building (GSB) 102

Instructors:

Stephanie Howells (howelsa@mcmaster.ca) ext. 20125

Mary Koziol (koziolmj@mcmaster.ca) ext. 26279

Office Hours:

Steph – Mondays 5:00-6:00 pm, C105 (Seminar Room)

Mary – Fridays 12:30-1:30 pm, C105 (Seminar Room)

Course Description: This course will explore various theories and models of leadership and social change. Alumni of the Arts & Science program will be involved as mentors, and will provide guidance based on their professional experiences. Topics that will be explored include complexity theory, social innovation, community, diversity, collaboration, power, organizational constraints, groups and teams, organizational change, and change organizations. The course will integrate traditional lecture-style classes with more interactive sessions (such as Problem-Based Learning), designed to encourage the process of inquiry and personal exploration. Additionally, each student will have an opportunity to apply concepts discussed in the classroom through a job shadowing experience.

Weekly, we will convene as a full class to discuss the weekly topic and to engage in self-directed and small group activities. In weeks 3-11, we will have an Alumni Mentor(s) present to facilitate segments of the class. During these sessions, you will be encouraged to actively engage with the Mentor, formulating questions based on the week's readings. On week 12, our class will be held off campus at The Freeway Coffee House.

Prerequisites:

Students must be enrolled in the Arts & Science program, in Level II or above. This 3-unit course counts towards the 6-unit upper level inquiry requirement of the program.

Intended Learning Outcomes:

By the end of this course, students should be able to:

1. Understand and reflect critically on the theories of Leadership and Social Change, using both their individual experiences as well as the experiences of the Alumni mentors. Reflection assignments will be used to guide a continual process of personal development while enriching the student's awareness of self.
2. Integrate the knowledge presented in readings, lectures, and from their Alumni mentors, to write their individual ITPs and to draft their individual leadership philosophies.
3. Use the theories presented in the course as a means to both evaluate their own leadership style on an ongoing basis, as well as constructively critique their peers' leadership styles.
4. Apply their learning through a job shadow, as well as in the design of a Social Change Strategy.
5. Use their inquiry skills to engage with the Alumni mentors.

6. Think holistically about their experience in the class, understanding the nexus between academic learning and personal development. Articulate their experience in a Learning Portfolio and Final Reflection at the end of the semester.

Required Course Texts:

Required readings in this course can be found in three locations - a textbook, a course pack, and on the library's website. Additional information about required readings will be posted on Avenue to Learn. It is your responsibility to ensure that you acquire the correct textbooks for this class, and complete the required readings in a timely fashion.

1. Westley, F., Zimmerman B., & Patton M. Q. (2007) *Getting to Maybe: How The World Is Changed*. Toronto, ON: Vintage Canada (available for purchase at Titles Bookstore).
2. An Arts & Science 3CU3 / Alumni Experience Inquiry course pack is available for purchase at the MSU Underground (in the basement of the student center).
3. Additional required readings will be available through McMaster's online holdings or available online. Citations and/or links to these online sources are provided through the course Avenue to Learn page.

Assessment of Learning / Evaluation:

A large part of this course is self-directed and interactive. As such, much depends on you as a learner. Very often you will be dependent upon your own efforts to answer a question as well as on the efforts of others to both learn and teach you what they have learned. This type of learning is greatly enhanced if you say when you find things that are helpful to your learning and also speak up if something is impeding your learning.

Grades will be calculated according to the following formula:

Attendance & Participation	-15% to +15%
ITP (x4)	12%
Question Preparation	8%
Group Presentation	15%
Leadership Philosophy	10%
Learning Portfolio	40%
Total	100%

Further information about each of these requirements can be found below (see Assignment Descriptions), and detailed information about each assignment will be provided in class and on Avenue to Learn.

Written assignments should be typed in Times New Roman 12 point font and double-spaced, with 1-inch margins on all four sides. You may double side hard copies of assignments. All work is due on the date stated, in class, unless otherwise arranged in advance. All written assignments must be submitted to the dropbox on Avenue to Learn by 11:59 pm on the day it is due. Failure to adhere to these guidelines will be reflected in the mark for the assignment.

COMPLETION OF ALL ASSIGNMENTS IS REQUIRED TO PASS THIS CLASS.

ASSIGNMENT DESCRIPTIONS

The following information is only a brief description of the assignments; more details for each will be discussed in class and made available on Avenue to Learn.

Attendance and Participation: At the end of the term, we will assess each student for participation grades. Class attendance will be taken each week. Think of your class participation as a needle that can swing from minus 15% (for negative class participation) to a positive 15% (for positive class participation). We reserve the right to upgrade your mark to a maximum of 15% for meaningful class participation, or to downgrade your mark to a minimum of minus 15% for negative class participation. Activities that will be considered as enhancing positive class participation include: regular class attendance; engaging in meaningful question and answer discussion with the instructors, peers, and mentors; informed oral contribution to class discussion and meetings; coming to class prepared to discuss the assigned readings in a meaningful way; respectful listening; engaging with others' comments to further our shared understanding of course materials and themes; constructive contribution to the learning atmosphere of the class; etc. Activities that will be considered negative class participation include: general non-participation in the lectures and discussion; coming to class late or leaving early; or using computers, cellphones or other personal electronics for non-class mandated activities.

Class meeting feedback will be collected weekly, and will count towards your participation mark. Further, all of your feedback forms will be returned on November 19th to aid you in the preparation of your Participation Self-Assessment. This Participation Self-Assessment will be included in your Learning Portfolio, and will be used in conjunction with the instructors' evaluations.

Additionally, engagement with your assigned mentor will be evaluated. Activities that will be considered as enhancing positive mentor engagement include: regular communication (in person, via email, Skype, etc.); soliciting and incorporating mentor feedback (in general, and with regard to the leadership philosophy); discussing success or problems you encounter along the way; asking insightful question, etc. Negative engagement would include: un-timely correspondence; disregarding problems or challenges that arise; lack of respect or disrespect towards mentor, etc.

ITP: At four times during the term, you will be required to submit a 1-2 page reflection on the Integration of Theory and Practice (ITP), detailing your personal learning journey and emphasizing connections between your Alumni Mentor relationship, classroom learning, and assigned readings. There will be a sign up sheet available in class for you to select your chosen due dates. You will be required to revise two of your ITPs after receiving feedback, and include these polished versions in your Learning Portfolio.

Question Preparation: For weeks when we have an Alumni Mentor(s) facilitating the class, you will be required to submit one question for each Alumni Mentor. These questions should be related to the course readings and posted on Avenue to learn by 11:59 pm the preceding Sunday (the night before). Each submission will be worth 1% (to a maximum of 8%), and evaluated for thoughtfulness, coherence, and overall contribution to the class discussion.

Group Presentation: In pairs, you will be required to present on the week's assigned class readings. You may not present on the same articles that you have chosen for your ITPs. The idea is not to summarize the readings, but to critically engage with them. Presentations should be 30 minutes in length, and include a participatory component. There will be a sign up sheet available in class, and one group will present per week.

Leadership Philosophy: You will be required to prepare and submit a 1-2 page leadership philosophy; essentially, a statement of what leadership means to you and how you demonstrate it in your life. This will be handed in at two points during the term (due dates are outlined below), once to the instructors (worth 5%) and once to your Alumni Mentor (worth 5%). This will allow you to receive feedback and constructive criticism, and to integrate the comments you receive. The final product will be a component of your Learning Portfolio.

Learning Portfolio: This is an opportunity to demonstrate your growth, learning, and development throughout the course. As such, the portfolio will be evaluated as a whole as opposed to by its individual components. Mandatory components of the Learning Portfolio include: your Participation Self-Assessment; two revised ITPs; the final version of your Leadership Philosophy; a Job Shadow Reflection; Mission- Vision- Value-Statements; and your Social Change Strategy. Learning Portfolios will be due on the last day of class, where you will also have a chance to reflect on the entire class experience.

ASSIGNMENT DETAILS

Submitting Assignments Electronically: Assignments must be submitted with file extensions .doc, .docx, or .pages. No other file types will be accepted. If you do not have MS Word or Pages, or a program that will allow you to save with these file extensions, there are numerous computer labs on campus that you can use free of charge. Please include your last name in the document file name (e.g. Howells_essay.doc; Koziol_Assignment.pages).

Late Submissions: All work is due on the date stated, at the beginning of class, unless other arrangements have been made in advance with the instructors. A late penalty of 5 percentage points per day will apply after the due date (weekends included).

Group Assignments: For all group assignments, ALL students in the group must be contributing members of that assignment. The expectation is that each student will be an active and respectful member of their group, and contribute to the assignment in a fair and equitable way. Group work is sometimes challenging, but it can also be rewarding in a number of ways, including providing you with opportunities to develop valuable team-work skills that will serve you well in this and other courses, as well as more broadly in your academic, professional, and personal life.

OTHER DETAILS

Job Shadowing: You will be required to participate in a job shadowing experience which will be arranged through our Alumni mentors. You will need to work with the course instructors to select a location and mentor that suits your learning needs. Before you begin your job shadow experience, you must complete a Work/Education Placement Agreement Form, ensuring that

signatures appear on the form from: a) the training participant (you - the student); b) work placement employer (Alumni Mentor), and c) Post-secondary Institution (your instructors).

Avenue to Learn: In this course we will be using Avenue to Learn for the online components of the course. Your assignments must be submitted to the dropbox on Avenue to Learn by 11:59 pm on the day they are due to avoid late penalties.

Students should be aware that when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation, may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructors.

You can log on to Avenue to Learn at <http://avenue.mcmaster.ca>. All documents that are handed out in class, including this syllabus, will also be posted here. There will be additional documents posted on Avenue to Learn that will not be handed out in class; please read these documents carefully.

Although there is an email feature through Avenue to Learn, we prefer not to use it; therefore, if you are to contact us via email, please do so at howelsa@mcmaster.ca (Steph) or koziolmj@mcmaster.ca (Mary).

Email: Please consider email equivalent to any other form of written communication. Students who write to their instructors are expected to follow rules of spelling, grammar and punctuation. In addition, please include a proper greeting, such as “Dear Steph,” or “Hello Mary!” and a closing that includes your full name, such as “Sincerely, John Smith.” Email failing to meet these standards may be returned unanswered. Email containing questions that can be answered by referring to this syllabus or to documents handed out in class or posted on Avenue to Learn may not be answered.

Off-campus Class: On November 26th, weather permitting, class will be held at The Freeway Coffee House at 33 King Street East, in Hamilton (<http://www.frwy.ca>), instead of in the regular classroom. You are responsible for finding your own transportation to and from class. Class will be held from 7:30-10:00 pm.

Returning Assignments / Posting Grades: In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow the return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; all assignments must be returned directly to the student.

Since it is important for student learning and skills development that students receive feedback on their assignments as they progress through the course, you can expect to receive feedback (comments and a grade) on each of your assignments in a timely fashion. This will allow you

the opportunity to see how you performed on each assignment and time to discuss any questions you might have with your instructors.

The following possibilities exist for return of graded materials:

1. direct return of materials to students in class;
2. return of materials to students during office hours;
3. students attach a stamped, self-addressed envelope when submitting the assignments for return by mail (for final Learning Portfolio only); and
4. submit/grade/return papers electronically.

Arrangements will be finalized for the return of assignments from the options listed above by the instructors during the first class.

Grades for assignments may only be posted using the last 5 digits of the student number as the identifying data. Final grades for the course will be posted on MUGSI.

Review of Marks: We will be diligent in marking all assignments fairly and accurately. Occasionally students may disagree with the marks they receive. If this occurs, we will be happy to review the mark of any assignment or exam, if the procedure outlined below is followed. *Please note that when a mark is reviewed, the new mark may be lower than the original.*

To request a review of a mark, write a 1-page typed memo describing in detail the nature of the perceived marking error. Submit this memo (in person, not email), with the original marked assignment, to the instructor that marked the assignment, in class or during office hours. You may submit requests for review no sooner than 48 hours, and no later than 2 weeks after the assignments is handed back to the class.

That being said, we are more than willing to clarify comments and go over assignments with students during office hours. If you would like additional feedback, or to talk about your assignment, there are no formal procedures; in fact, we strongly encourage you to come and see us in our office hours to learn how you can improve for the future!

Accommodations: We are committed to making appropriate accommodations for students' observance of religious holidays. Please contact us as early in the term as possible to make individual arrangements.

We are also committed to working with students with disabilities to make individualized accommodations according to your specific needs. All such arrangements must be made through Student Accessibility Services (SAS), formerly Centre for Student Development (CSD). Please drop by our office hours at the beginning of the term to make individual arrangements and to complete the necessary paperwork. All such arrangements will remain confidential.

Student Accessibility Services (SAS): If you have an accommodation letter from SAS, you are required to provide a copy of that letter to your instructors. Please be sure that you arrange

academic accommodations through SAS as early as possible so that the instructors can receive the accommodation letter as early as possible in the term.

Students are responsible to identify themselves to Student Accessibility Services on an annual and regular basis in order to receive accommodations and services. Students are responsible for:

- Meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
- Providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
- Notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
- Meeting with individual course instructors to discuss specific needs in relation to the course and their disability; and
- Providing the course instructors with their accommodation letter from SAS.

For more information, see the SAS website: <http://csd.mcmaster.ca/sswd/faqs.html>

UNIVERSITY POLICIES

McMaster Policy on Academic Integrity: You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences—e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy, located at: <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained. In assignments, complete citations are required for all quotes and paraphrases. Consult a writing style guide on how to properly cite the work of others.
2. Improper collaboration in group work. Improper collaboration would be defined as using the work of others to get out of doing your own work, claiming the work of others as your own, working together on assignments, submitting the same – or similar – assignments, etc.
3. Copying or using unauthorized aids in tests and examinations.

McMaster Student Absence Form (MSAF): This is an on-line, self-reporting tool for **students** to report absences that last up to 5 days and to request accommodation for any missed academic work that is worth less than 30% of the final grade. Please note that this tool cannot

be used during any final examination period. It is the prerogative of the instructors to determine the appropriate relief for missed term work. You may submit a maximum of one request per term. The form should be filled out immediately when you are about to return to class after your absence. It is your responsibility to follow up with the instructors immediately (within two working days) about the nature of the accommodation. You must NOT submit any medical or other relevant documentation to your instructors. Your instructors may NOT ask you for such documentation. All documentation requests will only come from the Faculty office. If you are absent for more than 5 days, have missed academic work worth 30% or more, or exceed one request per term, you must see Shelley Anderson in the Arts & Science Program office (C-105). You will be required to provide supporting documentation.

You must visit the following link to locate the MSAF to report your absence:

<https://pinjap01.mcmaster.ca/msaf/>

Access Copyright Regulations: McMaster University holds a licensing agreement with Access Copyright, the Canadian Copyright Licensing Agency. Information on current regulations for copying for education purposes can be found at the following website:

<http://www.copyright.mcmaster.ca/>

COURSE SCHEDULE

WEEK 1: September 10th

Topic: Introduction to the Course

Readings: **Course pack:** Komives, S., Nance Lucas, & Timothy R. McMahon. (2007). Chapter 1 - An Introduction to Leadership. In *Exploring Leadership: For College Students Who Want to Make a Difference*. San Francisco, CA: John Wiley & Sons, Inc.
Getting to Maybe: Forward, Pp. vii-xiv.

WEEK 2: September 17th

Topic: Introduction to Social Change, Complexity Theory

Readings: **Course pack:** Freire, Paulo. (2011 [1970, 1993]). Chapter 2. In *Pedagogy of the Oppressed*. New York: Continuum Books.
Online: Forward with Integrity: A Letter to the McMaster Community.
http://www.mcmaster.ca/opr/html/discover_mcmaster/presidents_message/integrity.html

Due: First draft of Leadership Philosophy

WEEK 3: September 24th

Topic: Social and Relational Change

Readings: **Getting to Maybe:** Chapter 1 – The First Light of Evening, Pp. 3-26.
Getting to Maybe: Chapter 2 – Getting to Maybe, Pp. 29-53.
Library e-Resource: Dugan, John P. (2006). Explorations Using the Social Change Model: Leadership Development among College Men and Women. *Journal of College Student Development*, 47(2): 217-225.

WEEK 4: October 1st

Topic: Reflection and the Inquiry Process

Readings: **Getting to Maybe:** Chapter 3 – Stand Still, Pp. 55-91.

Course pack: Hudspith, B., & Jenkins, H. (2001). An Example of Inquiry, In *Teaching the Art of Inquiry*. Society for Teaching and Learning in Higher Education.

WEEK 5: October 8th – No Class (Thanksgiving)

WEEK 6: October 15th

Topic: Power and Privilege

Readings: **Getting to Maybe:** Chapter 4 – The Powerful Strangers, Pp. 93-125

Course pack: Northouse, P. (2010). Chapter 1 – Introduction. In *Leadership: Theory and Practice, Fifth Edition*. Sage.

WEEK 7: October 22nd

Topic: Building Social Capital

Readings: **Getting to Maybe:** Chapter 5 – Let it Find You, Pp. 127-159.

Online: Boyce, B. (2008). Why We Need New Ways of Thinking.

http://www.shambhalasun.com/index.php?option=com_content&task=view&id=3246&Itemid=243

Due: Second draft of Leadership Philosophy

WEEK 8: October 29th

Topic: Understanding Self and Understanding Others

Readings: **Course pack:** Freire, Paulo. (2011 [1970, 1993]). Chapter 1. In *Pedagogy of the Oppressed*. New York: Continuum Books.

Library e-Resource: Goleman, Daniel & Richard Boyatzis. (2008). Social Intelligence and the Biology of Leadership. *Harvard Business Review*, 86(9), 74-81.

Library e-Resource: Goffee, Rob & Gareth Jones. (2005). Managing Authenticity. *Harvard Business Review*, 83(12), 86-94.

WEEK 9: November 5th

Topic: Gender and Diversity

Readings: **Online:** Why Millennial Women Do Not Want to Lead

<http://www.forbes.com/sites/deniserestauri/2012/07/16/why-millennial-women-do-not-want-to-lead/>

Library e-Resource: Eagly, A.H., & Johannesen-Schmidt, M.C. (2001). The Leadership Styles of Women and Men. *Journal of Social Issues*, 57(4):781-797.

Course pack: Northouse, P. (2010). Chapter 13 – Gender. In *Leadership: Theory and Practice, Fifth Edition*. Sage.

WEEK 10: November 12th

Topic: Barriers, Setbacks, Challenges, and Imperfection
Readings: ***Getting to Maybe***: Chapter 6 – Cold Heaven, Pp. 161-187.
Library e-Resource: Ancona, Deborah, Thomas W. Malone, Wanda J. Orlikowski, & Peter M. Senge. (2007). In Praise of the Incomplete Leader. *Harvard Business Review*, 85(2), 92-100.

WEEK 11: November 19th

Topic: Saving the World: Measuring Value and Impact
Readings: ***Getting to Maybe***: Chapter 7 – When Hope and History Rhyme, Pp. 189-217.
Online: Forward With Integrity - The Emerging Landscape (Advisory Group report) http://mcmaster.ca/presidentsoffice/priorities/ag_report.html - *required*
Online: Forward With Integrity Task Force Reports (Student Experience, Community Engagement, Research and Internationalization) http://mcmaster.ca/presidentsoffice/priorities/tf_report.html - *optional*

WEEK 12: November 26th – The Freeway Coffee House

Topic: Community Engagement and Social Justice
Readings: ***Getting to Maybe***: Chapter 8 – The Door Opens, Pp. 219-229.
Course pack: Block, P. (2009). Introduction – The Fragmented Community and Its Transformation, In *Community: The Structure of Belonging*. San Francisco: Berrett-Koehler Publishers, Inc.
Course pack: Block, P. (2009). Part One – The Fabric of Community, In *Community: The Structure of Belonging*. San Francisco: Berrett-Koehler Publishers, Inc.

WEEK 13: December 3rd

Topic: Final Reflection
Due: Completed Learning Portfolio

The instructors and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of students to check their McMaster email and course websites weekly during the term and to note any changes. We will make announcements in class and by using the course e-mail distribution list.