# HESI 320: Social Action Seminar Part 1
University of Maryland – Fall 2017

**COURSE INFORMATION**

**Instructor**
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Leadership & Community Service-Learning
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**Course Description**
The purpose of this course is to use leadership theories to inform the practice of addressing social issues in society, on campus, or within the surrounding community. Through this course, students will (1) identify a current and compelling social issue; (2) explore the historical, social, and political aspects of their chosen issue; (3) identify and select applicable leadership theories to confront the social issue; (4) create and develop a social action plan that integrates leadership theories and the social issue to enact change; and (5) implement and evaluate the overall social action project (in HESI 321 during the Spring semester).

Students will begin their investigation of social issues by reviewing theories and models of leadership that promote social action and change. Using models of social change, students will work to navigate the process of putting theory into action. Students will spend a significant amount of time investigating their selected social issue, developing a social action plan, implementing their plan, and assessing their overall project.

The social action sequence spans two semesters with students registering for two academic credits in the first semester (HESI 320) and one academic credit in the second semester (HESI 321). During the first semester, students will explore, identify, and plan their social action project through a series of readings and assignments. With the development of a social action plan, over the course of the second semester, students will continue to work to implement their plan. The two-semester sequence provides students the time and opportunity to both craft and implement their understanding of leadership and leadership theories in the context of a social issue.

**Course Materials**
*Required*
- Komives, S. R. & Wagner, W. (2009). *Leadership for a better world; Understanding the social change model of leadership development* (2nd ed.).  San Francisco, CA: Jossey-Bass.
- Additional readings chosen by the students and instructor to be posted to ELMS

**Learning Outcomes**
- Develop an understanding of leadership for social change and the relationship between leadership and social action
- Foster a sustained commitment towards a social issue that can lead to enhanced awareness around other causes
- Identify and apply leadership theories that can inform and guide a social change process

- Identify and address challenges in integrating theory into practice
- Gain an understanding of the commitment required to create, implement, and evaluate a long-term project

**COURSE POLICIES**

You can view a comprehensive list of course related policies from the Office of Undergraduate Studies here: http://www.ugst.umd.edu/courserelatedpolicies.html. Topics that are addressed in these various policies include academic integrity, student and instructor conduct, accessibility and accommodations, attendance and excused absences, grades and appeals, copyright and intellectual property. Specific/additional policies for this particular course are elaborated upon below.

**Atmosphere**
This course will operate as a true seminar, dependent upon mutual responsibility for creating a dynamic and meaningful learning environment. I will serve as a discussion facilitator and support unit for you as you explore leadership, social change, and social action in ways that are most meaningful to you.

As you will see throughout the syllabus, **I have placed a lot of trust and faith in you to take ownership over your own learning and leadership in this Social Action Sequence.** You will be largely responsible for choosing your own readings that are informative and helpful, as well as doing the research, planning, and implementation necessary to complete a high quality social action project. You will get out of this experience as much as you put into it.

The class will be "discussion-based" as we work to help each other understand social change leadership, social issues, and the process of long-term change planning. We will also serve as consultants and supporters to each other as we move through the planning and implementation of your social action projects.

You are expected to do the assigned reading on your own, complete relevant ELMS modules or activities, and respond to our online discussion ready to share, apply and critique what you learned in a timely manner. You will be expected to adhere to due dates, thoughtfully complete assignments, and demonstrate growth in leadership practice in this class.

As a class about social issues is likely to spark differing thoughts and opinions, remaining open to conflicting viewpoints and using dialogue rather than debate or competition is expected. We can explore what this might look like in an online course.  Class members are also expected to be open to learning about alternate cultural perspectives, values, positions, and lifestyles. This open posture to diversity is considered imperative for work around issues of leadership.

**Academic Integrity**
Please see specifics listed in the course related policies linked above. Students will be held accountable for violations of standards of academic integrity in writing *and* presentation of scholarly and professional ideas through University of Maryland procedures.  Proper citations, paraphrasing and proper quotations

are essential in all work (choose either APA or MLA style). Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards.

**Attendance**
This is an online course, but your full engagement and follow through will be an important element in developing a vibrant learning community.  As with all online University courses, your presence and participation is expected and is a vitally important aspect of this class.  You are expected to work through weekly modules, complete weekly readings, and actively and constructively participate in online discussion and related activities.  "Active and constructive participation" implies that you are not only prepared and timely with your contributions, but that you are adhering to established course guidelines and contributing to an overall positive learning environment.  Being prepared also implies that you have read the assigned materials and are thoughtfully responding to questions and comments presented by the instructor and your peers.

*Religious or Spiritual Observations*
Because we are a diverse community and enroll students with many spiritual beliefs, the instructor will be sensitive to students' requests for excused absences and make-up assignment requests due to reasons of religious observances.  Be mindful that it is the student's responsibility to inform instructors of any intended absences for religious observances in advance. **Notice should be provided by the end of the drop/add period.**

*Course Cancellations/Delays*
This course will comply with any university cancellations or delays accordingly (see [alert.umd.edu/alerts](alert.umd.edu/alerts)). Please watch your email and ELMS messages for specific instructions from the instructor about cancellations/delays.

**Course Technology**
You will use ELMS ([elms.umd.edu](elms.umd.edu)) to submit assignments, retrieve any non-textbook readings, and find the latest changes and updates about the course schedule. **It is imperative that you have a clear understanding of how to use ELMS, and it is your responsibility to check it regularly and without prompting from the instructor.**

Students may also be asked to use a variety of social media and other online applications commonly accessible and usable by the general public for certain assignments. While the instructor can provide some guidance and resources, **it is your responsibility to become familiar with these tools** and allow yourself adequate time to become comfortable with their functionality in order to complete assigned projects on time and with high quality.

**Course Evaluations**
While we hope you will provide timely feedback to instructors, you should also use the university's campus-wide online course evaluation system, CourseEvalUM. We value this student feedback, and other students will benefit from having evaluation data for all courses readily available. You will be alerted via your university email account when the website is active for this semester. More information regarding this system is available at [www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml](www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml)

## GRADING CRITERIA

All assignments will be graded with the following criteria:
- **Content:** The degree to which the student responds to all the specific items in the assignment. The degree to which a student clearly indicates his or her recall and understanding of the material and concepts covered in the course.
- **Introspection, Elaboration and Synthesis:** The degree to which a student is insightful, thoughtful, innovative and self-aware in the application of course concepts to his or her individual experiences. The degree to which a student provides detail, depth and development in written work. Instructors will be looking for the student's ability to reason and provide rationales for conclusions, the extent of critical thinking, the development of examples and analogies, and the application of leadership concepts. The degree to which the student "brings it all together" and incorporates leadership theory in the creation of new insights, unique products and/or creative solutions.
- **Form:** The care and clarity with which a student completes assignments and presentations. Written assignments should be of very high quality. Grammar, syntax, punctuation and structure of assignments should support and enhance the concepts that the student intends to convey. The organization, clarity and polish of the group presentation should do the same.

**Written Assignment Format**
All written assignments should be **typed, double spaced, in 12 pt. Times New Roman font with 1 inch margins unless otherwise noted.** Please choose APA or MLA style for in-text citations and reference/works cited pages. If you need assistance with these styles, visit https://owl.english.purdue.edu/owl/ or the writing labs here at UMD.

**Assignment Submission and Late Work Policy**
All completed assignments should be uploaded to ELMS by the date and time indicated in the course outline and/or in the Assignments section on ELMS. When submitting assignments online it is your responsibility to ensure confirmation of successful submission. Instructor reserves the right to change due dates as needed and will provide students with ample notice of adjustments. **Late assignments will be accepted only when the student contacts the instructor at least 24 hours in advance of the original due date and time.** If your reason for needing more time is acceptable, I will work with you to determine an alternate submission day and time. Approved extensions will receive full credit based upon the new agreed upon due date. If you turn in an assignment late without contacting me first, you will not receive credit for the assignment, except in the case of extenuating circumstances beyond your control. The instructor reserves the right to give partial credit or no credit at all for assignments that are submitted late without prior arrangements being made.

### GRADING SUMMARY

| | |
|---|---|
| Participation | 20 |
| Social Issue Annotated Bibliography | 30 |
| Social Connections Research | 25 |
| Change Agent Site Visit and Interview (Post #7) | 20 |
| Social Change Discussion Posts | |
| Multimedia Items | 15 (3 @ 5pts ea) |

|  |  |
|---|---|
| SCM Reflections | 40 (4 @ 10pts ea) |
| Social Action Project Plan | 30 |
| **TOTAL** | **180 points** |

|  |  |  |
|---|---|---|
| A+ = 97 – 100%  (4.0) | C+ = 77 – 79.99%  (2.3) | F = below 60% (0.0) |
| A = 93  – 96.99% (4.0) | C = 74 – 76.99%  (2.0) | |
| A- = 90 – 92.99%  (3.7) | C- = 70 – 73.99%  (1.7) | |
| B+  = 87 – 89.99%  (3.3) | D+  = 67 – 69.99%  (1.3) | |
| B = 84 – 86.99%  (3.0) | D = 64 – 66.99%  (1.0) | |
| B- = 80  – 83.99% (2.7) | D- = 60  – 63.99% (0.7) | |

## COURSE ACTIVITIES & ASSIGNMENTS

**Participation**
See description of "attendance" under course policies for rationale. You are required to be prepared and contribute regularly to online discussions and class activities. You are not expected to have all the "right" answers, nor should you dominate every discussion thread. Your success in class participation will depend on how well prepared you are, how willing you are to engage in class discussion and how well you demonstrate learning through this online exchange. Thus, your participation can be based on application to content, sharing your ideas and relevant personal experiences, asking questions of the instructors and other students, and directing the instructors and class to new and relevant material. An overall participation grade will be assigned upon completion of the class. Specific elements of participation to pay attention to include:
- Completing assignments thoroughly, professionally (appropriately) and on time
- Thoughtfully commenting on others' work and asking meaningful, extending questions
- Demonstrating the application of course learning through assignments and discussions

**Social Issue Annotated Bibliography**
Students will create an annotated bibliography on a selected social issue. You will research and review existing literature on your topic to gain a breadth and depth of understanding around the social issue, which you will address and investigate throughout this two-semester seminar. This annotated bibliography must include **6-8 scholarly readings**. For each individual reading, you will provide a brief summary of the article, identify central points, and describe how the social issue or topic is addressed in your reading. Look for sample annotated bibliographies in APA or MLA reference books. Each reference includes an approximately 250 word description. Remember, your individual annotated bibliography is intended to help you explore your selected social issue in more breadth and depth. So, to achieve this outcome, you may choose to identify additional points of interest in your readings beyond what is recommended here.

**Social Connections Research**
After researching your chosen social issue, you will generate a list and short description of UMD student groups and academic departments/centers, UMD faculty and staff, local community organizations, and (inter)national associations or programs that research or work with your chosen social issue  **(minimum of 5 connections).** You should include the mission or purpose of the organization/person's work, the ways they go about addressing the social issue (events, meetings, research, etc.), any signature programs or literature put out by the group, and any other important information that will help you as you move forward with creating your social action plan. While the

length of each entry will differ depending on the information you find, you need to make sure you cover everything listed here in this syllabus description for each of your five connections. Please try to have a wide variety of types of connections (UMD, local community, people, organizations, etc.) We will discuss this more in class.

**Change Agent Site Visit and Interview**
You will select one of the groups you found through your social connections research to contact, visit, engage with, and conduct an interview of a key member of the group. It is expected that your experience will be immersive, meaning you have the opportunity to see the group "in action" either in the community or conducting research. You will design your own questions. You will write a reflection post about your experience. (See discussion post description below).

**Social Action Plan**
You will create a 2 -3 page social action plan (single-spaced). This plan should take the form of a formal proposal that you could present to interested stakeholders. It should address the following:
  (1) What is the social issue you have chosen to address and why?
  (2) An analysis of how the social change model of leadership (and any other relevant leadership, if you choose) inform and guide your plan.
  (3) What is the specific problem you'd like to address/ the change you would like to make? What do you hope to accomplish?
  (4) Your specific outline/timeline of what you will do to work toward your stated outcomes.
  (5) How will you know you plan has been successful? How do you plan to evaluate?
  (6) What are the challenges and limitations you foresee in this process?

This plan must include a timeline that indicates when and what you will be doing with the project throughout the next semester. This is not a traditional research paper – it should be in the format of a report/plan.

**Social Change Online Discussion Posts**
Throughout the course you will engage in online discussion on ELMS with your peers about your social issue, social change leadership, and what you are learning throughout the seminar. There will be no more than one discussion assignment per week. Some of the discussion posts will be assigned by the instructor with a reflection prompt from the week's reading. Other weeks you will be asked to post a video, news article, or other multimedia items connected to your social issue and/or social change leadership. The instructor will indicate word limit and other specifics for each entry.

**You are responsible for posting both your initial response to the prompt, AND reading and replying to each of your peers' responses.** You will decide as a class by what date/time your initial responses should be posted to give you all enough time to read and reply to each other before the post closes.

**Syllabus subject to change with instructor notification**

| Week | Topic | Reading Due | Assignment Due |
|------|-------|-------------|----------------|
| 1 8/28 | Course Intro and Welcome | | Multimedia Post 1 |
| 2 9/4 | Examining Social Change | LBW Ch 1 & 11 Morton (ELMS) | SCM Reflection Post 2 |
| 3 9/11 | Social Change Model of Leadership Overview | LBW Ch 2 | Multimedia Post 3 Social Issue Selected |
| 4 9/18 | Consciousness of Self | LBW Ch 3 | |
| 5 9/25 | Congruence | LBW Ch 4 | Annotated Bibliography due Friday 11:59 pm |
| 6 10/2 | Commitment | LBW Ch 5 | SCM Reflection Post 4 |
| 7 10/9 | Collaboration | LBW Ch 6 | Connections Research due Friday 11:59 pm |
| 8 10/16 | Common Purpose | LBW Ch 7 | Multimedia Post 5 |
| 9 10/23 | Controversy with Civility | LBW Ch 8 | |
| 10 10/30 | Citizenship | LBW Ch 9 | |
| 11 11/6 | About Change | LBW Ch 10 | |
| 12 11/13 | Strategic Social Change Leadership | Pares, Ospina, & Subirats (pg 10 – 20); Hufford & Miller; Electronic Hallway | SCM Reflection Post 6 |
| 13 11/20 | *Thanksgiving Recess No Class* | | |
| 14 11/27 | Applying the Social Change Model | LBW Ch 12 | Site Visit/ Interview Reflection (Post 7) due Friday 11:59pm |
| 15 12/4 | Action Plan Sharing | | Post Draft Plan to ELMS SCM Reflection Post 8 |
| Finals Week 12/11 | Edits to Action Plan | | Final Plan due Friday 11:59 PM |