Course Syllabus
Exploring Leadership: For Students Who Want to Make a Difference
EN. 660.104.01
(1 credit, pass/fail)
Class Schedule: Tuesdays 10:00am – 10:50am
Shaffer 301
Experiential Component; Fridays 2:00pm – 3:30pm
Shaffer 2
Fall Semester 2014

Instructor:
William Smedick Ed.D  Senior Lecturer   Center for Leadership Education

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Office Hours: Wednesdays 3 – 4pm

Course Assistant:
Lucy Woodrow

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Course Description:
The Exploring Leadership for Hopkins Students Who Want to Make a Difference seminar is designed specifically for second year undergraduates at JHU and is limited to that population.

An eight-week seminar and experiential program designed to provide the following learning outcomes for students enrolled:

1. Understand self-others and how to work effectively in communities
2. Understand the importance of integrity, moral purpose, and positive change.
3. Understand how change occurs and why people resist or promote change.
4. Understand the importance of enhancing and applying individual team strengths, developing greater levels of well being for you and in others, and thriving together as individuals and organizations.
5. Form positive connections and relationships with upper class students and alumni in areas of career interests.
The seminars will include discussion and assignments from *Exploring Leadership: for College Students Who Want to Make a Difference* Komives and McMahon.

The experiential component of the course will include programs designed to enhance classroom content and expose students to the on campus and off campus involvement opportunities available.

**Required Materials:**

*Exploring Leadership: for College Students Who Want to Make a Difference* Komives and McMahon.

**Course Requirements:**

Class Participation (attendance both in class and experiential activities) (40%)

Reflection Paper (30%)

Exit Interview (30%)

**Friday August 29**

Experiential Component

- Introduction of key concepts
- Team-building/ Problem solving

**Tuesday September 5**

Classroom Component

- Relationship building
- Expectations discussion (dealing with conflict in productive and positive ways).

**Tuesday September 9**

Classroom Component

- Leadership Basics (Historical Timeline Review)

**Friday September 12**

Experiential Component

- Team Interviews of Student Affairs Staff

**Tuesday September 16**

Classroom Component

- Relational Leadership and Networking
**Friday September 19**
Experiential Component
Upper class students program related to majors and career interests

**Tuesday September 23**
Classroom Component
Understanding Self (Strong Interest Inventory?) Resume Building.

**Friday September 26**
Experiential Component
Career Services, Pre Professional Advising and Kelly Berry developed program. Homework: Resume draft.

**Tuesday September 30**
Classroom Component
Understanding Others/ Strengths

**Friday October 3**
Experiential Component
Dr. Irene Ferguson and Dr. Demere Wollrey / Cultural Competencies

**Tuesday October 7**
Classroom Component
Community concepts

**Friday October 10**
Experiential Component
CSC developed program

**Tuesday October 14**
Classroom Component
Appreciating Complexity

**Friday October 17**
Experiential Component
Young Alumni Connections (developed by young alumni engagement staff)

**Tuesday October 21**
Classroom Component
Making a difference (JHU, Baltimore, etc.)

**Friday October 24**
Experiential Component
Field Trip visiting Baltimore Agents of Change
Class Banquet week of October 27

Ethics
The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

Report any violations you witness to the instructor.

You can find more information about university misconduct policies on the web at these sites:
- For undergraduates: http://e-catalog.jhu.edu/undergrad-students/student-life-policies/
- For graduate students: http://e-catalog.jhu.edu/grad-students/graduate-specific-policies/

Students with Disabilities
Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, 385 Garland, (410) 516-4720, studentdisabilityservices@jhu.edu.

ABET Outcomes

Ability to function on multidisciplinary teams (d).

Understanding of professional and ethical responsibility (f).

Ability to communicate effectively (g).

The broad education necessary to understand the impact of engineering solutions in a global and societal context (h).

Recognition of the need for and an ability to engage in life-long learning (i).

Knowledge of contemporary issues (j).