

CLASS TIME: THURSDAYS 2-5PM

CLASS LOCATION: SANCHEZ BUILDING (SZB), ROOM 434

INSTRUCTORS

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The Office of the Dean of Students
Greek Life and Intercultural Education
Student Services Building, Suite 4.400
Office Hours: By appointment

COURSE DESCRIPTION

This class is designed to facilitate the development of leaders within UT Austin sororities and fraternities. Through discussion and the shared experiences of class members, particular attention will be given to the leadership challenges that exist within the UT Austin sorority and fraternity community. In addition to covering broad concepts of leadership, we will focus on skills development in some of the following areas: community building, risk management, social justice, and community service.

COURSE OBJECTIVE

The objective of this course is to enhance the personal and organizational growth of students by both educating and providing them with tools and concepts for leadership development.

As a student in this course, you will have the opportunity to do the following:

1. Students will gain an understanding and appreciation of the history, values, and mission of the sorority and fraternity council community at The University of Texas at Austin.
2. Students will engage and participate in community service and strengthen their awareness of civic responsibility.
3. Students will increase their knowledge on how the roles of individuals, groups, and communities can affect change within organizations.
4. Students will be able to identify important issues and challenges facing the sorority and fraternity community.
5. Students will gain an understanding and appreciation of social identities and how they relate to the sorority and fraternity community.
6. Students will assess their leadership abilities and develop an action plan to improve their leadership capacity.

7. Students will learn how to apply their sorority and fraternity experience to their future career goals.
8. Students will understand personal accountability as it relates to ethical decision-making and social responsibility.
9. Students will learn to collaborate with others through team building activities and group assignments.

REQUIRED READING

TEXTBOOK

Maxwell, John C., (10 Rev. Upd. Edition, 2007). The 21 Irrefutable Laws Of Leadership.
Published in Nashville, TN, Thomas Nelson, Inc. ISBN 0785288376

COURSE PACKET

Available at Speedway Copy in Dobie Mall (512) 478-3334.

GRADING

Attendance/ Participation	14%
Going Greek	5%
Discussion Duo	5%
Blog Postings	16%
Community Impact Group Project	10%
Council History Research Paper	15%
Critical Issue Presentation	15%
Leadership Packet	20%
Total Percentage Possible	100%

GRADE SCALE

(A) = 100-95	(B+) = 89-87	(C+) = 79-77	(D+) = 69-67	(F) = 59 and lower
(A-) = 94-90	(B) = 86-84	(C) = 76-74	(D) = 66-64	
	(B-) = 83-80	(C-) = 73-70	(D-) = 63-60	

COURSE ASSIGNMENTS

1. ATTENDANCE/PARTICIPATION

This class is intended to be a dialogue; therefore lecturing will be kept to a minimum. The primary goal of the class is to facilitate the application of concepts rather than the memorization of information. Consequently, assignments are designed accordingly and active class participation is deemed crucial to success. Active class participation requires a thorough reading of any handouts and completion of assignments prior to coming to class.

Should you miss a class, you alone are responsible for any and all missed information. If a student misses two (2) class meetings the student's course grade will drop a full letter grade. If a student misses three (3) class meetings the student will fail the course (unless there is a justifiable and documented reason). Should an emergency arise (illness, accident, etc.) that prevents you from attending a class session, it is your responsibility to contact the instructors before class. Class

participation and engagement is extremely important for this class and you will be graded each week not just on your attendance but also your participation in class activities, quizzes, and discussions.

Absences related to Sorority or Fraternity events will not be excused. Students that arrive 15 minutes after class has begun or depart 15 minutes before class has been dismissed will be counted as absent.

2. GOING GREEK

Why did you decide to join a Greek-letter organization? This reflective and informative assignment will assist the class in getting to know each other, understanding each person's bond to his/her chapter and to each other through being a sorority or fraternity member at UT Austin.

3. DISCUSSION DUO

The class will be grouped into pairs and each "duo" will be expected to facilitate a class discussion on the readings around the topic for their assigned day.

4. BLOG POSTINGS

The online blog postings are designed to be a reflection on the prompts that will be given at four points throughout the semester. They should not be a summary of the readings or information given in class.

5. COMMUNITY IMPACT GROUP PROJECTS

Students, divided into small groups, will design, organize and implement a community service project. The entire class will participate in each project. Specific class days have been designated for these projects. Each group will coordinate the location, activities, transportation, and evaluation of the project.

6. COUNCIL HISTORY RESEARCH PAPER

The goal of the assignment is to explore the formation of a council community on the UT Austin campus on a local and national level. This is a research paper and the expectation is that you utilize relevant readings, interviews with members of the selected council, and assistance from the council advisors in your collection of information.

7. CRITICAL ISSUE PRESENTATION

In small groups students will do an in-class presentation about a critical issue facing the UT Austin sorority and fraternity community. This assignment will be evaluated on both the quality and content of the presentation as well as how the issue is examined from the perspective of Greek-letter organizations, councils, and the University.

8. LEADERSHIP PACKET

The packet will include the following items to be developed by each student in consultation with the course instructors: a leadership definition, a self-assessment, an action plan and results as well as a leadership journal and next steps.

NOTE: For more detailed information about these assignments please refer to the guidelines provided later in the syllabus.

COURSE POLICIES AND EXPECTATIONS

ELECTRONIC DEVICE USE

All communications devices are to be off during class, no cell phones, iPhones, Blackberries or laptops. If you anticipate a situation that would require you to use one of these devices, please contact the instructor prior to the beginning of class so appropriate arrangements may be made.

ELECTRONIC MAIL NOTIFICATION

Official communication with students in this class will be conducted through e-mail. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address. For more information read <http://www.utexas.edu/its/policies/emailnotify.html>

ACCOMMODATIONS

Students with documented disabilities who require academic accommodations should contact Services for Students with Disabilities (SSD) at 512-471-6259 (Voice), 512-471-4641 (TTY) or 1-866-329-3986 (Video Phone). This should be done as soon as possible to request an official letter outlining any authorized accommodations to be presented to the course instructors so that the appropriate accommodations can be provided.

SCHOLASTIC DISHONESTY

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of course failure and/or institutional dismissal. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services (SJS) web site at <http://deanofstudents.utexas.edu/sjs/>

SEXUAL MISCONDUCT AND SEXUAL HARASSMENT

It is the policy of the University of Texas at Austin to provide an educational environment for its students that is free from sex discrimination and sexual harassment. In accordance with federal and state law, the University prohibits discrimination on the basis of sex, including sexual harassment. Sex discrimination and sexual harassment will not be tolerated, and individuals who engage in such conduct will be subject to disciplinary action. The University encourages students to promptly report sex discrimination and sexual harassment. For more information, please call 512-471-9700.

RELIGIOUS OBSERVANCES

Students who will be missing class or other required activities, including examinations, for religious observances should inform the instructor by the 12th class day (September 10th). This will allow for arrangements to be made to complete any missed assignments. We encourage you to honor your cultural and religious holidays and with proper notification, students will not be penalized for missing class.

AN INVITATION

Students are encouraged to schedule an appointment with the instructors so that we may get to know you and discuss how the course material relates to your personal experience. The more open the lines of communication, the better able we will be to meet your desired learning outcomes. Please feel free to email us with any concerns, questions, or comments.

EDUCATIONAL PSYCHOLOGY 369K - #10355
GREEK LEADERSHIP ISSUES
SPRING 2011

COURSE SCHEDULE

DATE	THEME	READINGS	ASSIGNMENTS DUE
Self – Personal Development			
January 20	Welcome & Class Introduction Students will understand the class expectations by reviewing the syllabus. They will also get to know each other and participate in group activities to introduce the concept of the Social Change Model of Leadership Development.	Class Syllabus and Assignment Guidelines Purchase textbook, <i>21 Irrefutable Laws of Leadership</i>	N/A
January 27	My Greek Experience Students will prepare and present a personal story about their decision to join a sorority or fraternity. They will relate their values to this decision as well as incorporate the history of their organization.	Text: The Law of Solid Ground The Law of Intuition The Law of the Lid	Going Greek
February 3	Leadership Part I Students will discuss leadership from their personal perspectives. They will also utilize the readings to assist them in identifying how these individual perspectives on leadership play a role in their ability to create change.	Text: The Law of Process The Law of the Big Mo (Momentum) The Law of Timing	Course Blog #1
February 10	My Role as a Bystander Students will learn about Bystander Intervention Theory and discuss their role and responsibility as interveners.	Text: The Law of Magnetism The Law of Victory The Law of Sacrifice Resources: "From Bystander Behavior to Intervention" "Hazed and Confused"	Discussion Duo 1
Group – Chapters & Councils			
February 17	Leadership Part II Students will discuss leadership from the perspective of a group, in this case, their chapter or council specifically. Students will also discuss how the dynamic of groups and teams plays a part in their ability to create change.	Text: The Law of Connection The Law of the Inner Circle The Law of Buy-In	Course Blog #2
February 24	Taking a Stand: Interpersonal Violence Guests: Voices Against Violence Peer Theater Students will discuss readings with the class and experience a scenario acted out by the class guests. This thought provoking performance will guide the class in further discussion on the topic of interpersonal violence.	Text: The Law of Influence The Law of Navigation Resources: "Fraternities and Collegiate Rape Culture" "Were Warning Signs Missed in Yeardeley Love's Death?" Voices Against Violence Resources	Discussion Duo 2

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March 3	<p>Taking a Stand: Risk Management Guest: Raymond Schiflett</p> <p>Students will participate in a risk management simulation during the class period. The class guest will join at the conclusion to discuss the legal aspects associated with the scenario and answer questions from the class on the topic of risk management and the law.</p>	<p>Resources: FIPG Risk Management History FIPG Policy & Implementation PSES Risk Management Resources GLIE Library</p>	<p>Discussion Duo 3 Course Blog #3</p>
March 10	<p>Creating Inclusive Communities: Race and Ethnicity Guest: Smita Ruzicka</p> <p>Students will discuss readings with the class and participate in activities on the topic of race and ethnicity. These activities and conversations will guide the class in further discussion on the topic.</p>	<p>Text: The Law of Addition The Law of Respect The Law Priorities Resources: "10 Things to Know About Race" "The Complexity of Identity: Who Am I?" Social Justice Definitions "Rushing the Wall, Crossing the Sands: Cross-Racial Membership in U.S. College Fraternities and Sororities"</p>	<p>Discussion Duo 4 Community Service Proposals Due</p>
March 17	Spring Break	No Readings	
March 24	<p>Creating Inclusive Communities: Gender and Sexuality Guests: Gender and Sexuality Center Peers for Pride</p> <p>Students will discuss readings with the class and experience a scenario acted out by the class guests. This thought provoking performance will guide the class in further discussion on the topic of gender and sexuality.</p>	<p>Resources: "How Homophobia Hurts the College Sorority" "Challenging the Heterosexual Model of Brotherhood: The Gay Fraternity's Dilemma" LGBT Vocabulary</p>	<p>Discussion Duo 5 Course Blog #4</p>
Community – UT Austin and Beyond			
March 31	<p>Civic Engagement: Citizenship & Community</p> <p>Students will discuss leadership from the perspective of the campus and local communities. Students will also integrate the readings for the day as they discuss the dynamic of civic engagement and the role it plays in their ability to create change.</p>	<p>Text: The Law of Empowerment The Law of the Picture The Law of Explosive Growth The Law of Legacy Resources: Venture Philanthropy Partners "Building a Better World" Volunteer and Service Learning Center Resource Items</p>	<p>Critical Issue Presentations Discussion Duo 6 Community Impact Group #1 Details for Project</p>
April 7	<p>Community Impact I</p> <p>Students will execute a community service project in which the entire class will participate. This service learning opportunity will include a reflection component.</p>		<p>Leadership Packet (Sections 1 & 2 Due)</p>
April 14	<p>Leadership Beyond the 40 Acres Guests: Sorority and Fraternity Alumni(ae)</p>	<p>Resources: "How to Rock Your Informational Interviews"</p>	<p>Critical Issue Presentations Community Impact Group #1</p>

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	Alumni(ae) from the fraternity and sorority community will take part in a question and answer session with the class. Topics to be covered will include career development and applying sorority and fraternity leadership experiences after college.	Career Exploration Center Items	Reflection Community Impact Group #2 Details for Project
April 21	Community Impact II Students will execute a community service project in which the entire class will participate. This service learning opportunity will include a reflection component.		Continue working on History Paper and Leadership Packet
April 28	Values Congruence Students will reflect on the class as a whole and their sorority and fraternity experience moving forward. Conversations about how to translate lessons learned in their personal lives as well as with their organizations will challenge students to be stewards of the sorority and fraternity community at UT Austin.		Council History Research Paper Community Impact Group #2 Reflection
May 5	Wrap Up Students will have a chance to evaluate the course and turn in their final assignment.		Leadership Packet (Sections 1-4 Due) Course Evaluations

***Please note that this syllabus is subject to change.**

GUIDELINES FOR GOING GREEK (5%)

Due Date: Thursday, January 27, 2011

Delivery: Bring your final, printed copy to class

Format: Word document, 12 pt. Times New Roman font, and Double-Spaced with 1 inch margins (adjust from 1.25 inch margins)

Topic: Why did you Go Greek?

Assignment: Write an introductory essay of 2-3 pages in which you should address the following questions:

- a. What made you decide to join a Greek-letter organization?
- b. Why did you choose your chapter/organization?
- c. Discuss your personal values and how they relate to your decision to Go Greek.
- d. What are the founding principles or values of your organization and what do they mean to you?
- e. What personal experiences and/or challenges have you had as a member of your chapter, council, and the sorority/fraternity community?
- f. What experiences and perspectives do you bring to this course that can help to teach others?
- g. What do you hope to learn from this course?
- h. Feel free to share anything else you want us to know.

Note: This assignment will be shared with the rest of the class as a way to facilitate introductions and to educate the class about you and your chapter.

GUIDELINES FOR DISCUSSION DUOS (5%)

The instructors will pair up the class and each group of two will serve as class facilitators on the day for which you are assigned. Discussion duos will be expected to lead the class in a conversation tying in the readings on the topic for day.

Due Date: Dates will be assigned on the first day of class

Delivery: Completed worksheet to be turned in at the conclusion of class

Format: You will have 20-30 minutes to lead the in class discussion. You are welcome to use media to help with the dialogue if it is relevant to the topic.

Assignment: Lead the class in a discussion incorporating the readings and theme of the class you are assigned. Discussions should be interactive and avoid lecturing.

Grading: Your discussion will be evaluated on the following:

- 1.5 pts. Ability to work with your partner in facilitating the discussion
- 2.0 pts. Being prepared (i.e. asking for advice if you need guidance in advance, using the worksheet provided to guide your facilitation, creating discussion questions prior to the in class conversation, etc.)
- 1.5 pts. Create 5 quiz questions about the material covered that will be administered to the class (i.e. short answer, true/false, or multiple choice)

GUIDELINES FOR COURSE BLOGS (16%)

The online course blogs will be an opportunity to reflect on the readings and information provided in class.

Due Dates:

- Blog #1 Monday, January 31, 2011 - Comments Thursday, February 3, 2011
- Blog #2 Monday, February 14, 2011 - Comments Thursday, February 17, 2011
- Blog #3 Monday, February 28, 2011 - Comments Thursday, March 3, 2011
- Blog #4 Monday, March 21, 2011 - Comments Thursday, March 24, 2011

Delivery: Submission of your blogs should be completed by Monday at 11:59pm. Comments will be made on the blogs for that week only and will be due by 2pm on the due date listed above.

Format: Blackboard Course Blog

Grading: Each blog posting will be worth a total of 4 points.

- 2.0 pts. Your blog, responding to the posted prompt
- 2.0 pts. Each comment/response you post to your classmate's blog (A minimum of 2 comments/responses are required per blog prompt – 1pt. each)

GUIDELINES FOR COMMUNITY IMPACT GROUP PROJECT (10%)

Early in the semester, the class will be organized into two groups. Your groups task will be to design, organize and implement a hands-on community service project, which addresses a current issue to be chosen by your group members. The entire class will participate in each community impact group project.

Due Dates:

- Group 1&2 project proposals – Thursday, March 10, 2011
- Group 1 details communicated to class – Thursday, March 31, 2011
- Group 2 details communicated to class – Thursday, April 14, 2011
- Group 1 one-page reflection – Thursday, April 14, 2011
- Group 2 one-page reflection – Thursday, April 28, 2011

Delivery: Proposals and reflections will be turned in to the instructors on the dates due. Groups will announce their project details to the class one week prior to their projects.

Format: Word document, 12 pt. Times New Roman font, and Double-Spaced with 1 inch margins (adjust from 1.25 inch margins)

Proposal Requirements:

Each group will submit the following information to the instructors on the date due. Groups are encouraged to turn in this information in advance of the due date in order to expedite the approval. Once the group proposal has been approved and returned; final planning and confirmation with the service site should follow.

- Proposed service site name, location, and contact person
- Brief description of project, including goals and learning outcomes (i.e. what the class should learn by participating in the project)
- Supplies needed and who will arrange for them
- Job duties assigned to group members - examples include site liaison, location, activities, transportation, reflection/debrief and volunteer coordinator, etc.

Project Requirements:

- Each member of the group must have a significant role in the planning
- The project should be in close proximity to campus giving ample time for travel (within a 10 mile radius approximately)
- The actual hands-on service time should not be less than 1.5 hours total
- Your project should accommodate a group the size of our entire class (including instructors)
- Make sure all rules and policies of the agency/location and the University are followed
- First 10-15 minutes at your service site should be spent learning about the mission of the agency (i.e. tour, introduction of staff, education about history and values of agency)

Reflection Requirements:

A one-page reflection will be due to the instructors one week after the your group project has been completed

- Discuss your role in planning the project as well as the roles of other group members
- Reflect on the project overall and its impact on the community it served

GUIDELINES FOR CRITICAL ISSUE PRESENTATION (15%)

Students will work with a small group on an in-class presentation examining a critical issue within the UT Austin sorority and fraternity community.

Due Dates:

- Deadline to submit an issue to the instructors for approval – March 24, 2011
- Group presentations in class - March 31, 2011
- Groups presentations in class - April 14, 2011

Delivery: A copy of the presentation information (i.e. outline, powerpoint slides, etc.) will be turned in to the instructors on the date due.

Format: There is no preference for the layout of this presentation, however it should be approximately 15 minutes in length followed by a brief question and answer period. You can use media, activities, etc. to illustrate your points. Be creative!

Presentation Requirements:

- Utilizing issues covered in previous class periods and current events, explain how your issue applies within your chapter, council and the sorority and fraternity community?
- Discuss the overall impact on your organization and community. How can we address or impact this issue?
- Make an effort to involve and engage the rest of the class during your presentation.

Note: No issue can be presented twice and proper presentation attire is strongly encouraged!

Grading: The project will be evaluated on a 15-point scale with equal points being allocated to each area of evaluation. Please remember that this is a joint project and you will be assigned a grade as a group and not as an individual. Criterion for the presentation include the following:

- 3.0 pts. Content
- 3.0 pts. Overall understanding of material
- 3.0 pts. Teamwork and equal participation
- 3.0 pts. Engaging the class
- 3.0 pts. Presentation style

GUIDELINES FOR COUNCIL HISTORY RESEARCH PAPER (15%)

The goal of the assignment is to explore the formation of a council community at the UT Austin on a local and national level. This is a research paper and the expectation is that you utilize members of the council selected, course as well as outside readings, and council advisors to assist with the collection of information.

Due Date: Thursday, April 28, 2011

Delivery: Bring your final, printed copy to class

Format: A 4-6 page research paper. Word document, 12 pt. Times New Roman font Double-Spaced with 1 inch margins (adjust from 1.25 inch margins) You must cite all your sources consistent with and according to the format of your choice (i.e. MLA, APA, etc.)

Research Paper Requirements:

- Choose the council you will research, but it may not be your own council.
- Conduct interviews and include relevant information from at least 2 individuals other than yourself. These should be members of chapters within the council you are researching. Neither interview can be with students in the class.
- Integrate at least two Laws of Leadership relevant to the formation of the council. Discuss how those Laws of Leadership appear to guide the organization today.
- Discuss where and why the council was created, noting any specific challenges that took place during its formation.
- Note the current state of affairs for the council and what issues are on the horizon for its future if applicable.
- Works cited page should include the format you are using (i.e. MLA, APA, etc.)

Note: Please make sure that your paper has cohesion and organization. Please take this assignment seriously. Make sure to proofread for errors, punctuation, etc.

Grading: Your paper will be graded on the following criteria:

- 5.0pts. Format, grammar and language: Please make sure to follow the formatting guidelines of the paper and ensure that you meet the minimum page limit requirement. Please make sure that the content of your paper is well organized, grammatically sound, and has clear and concise use of language.
- 5.0pts. Following the paper requirements and guidelines: Please make sure that you address all the requirements and guidelines for this assignment that are outlined above.
- 5.0pts. Overall understanding and integration of course materials: Please ensure that you exhibit an understanding of the information learned during this course and its application to your personal experiences as relevant.

GUIDELINES FOR LEADERSHIP PACKET (20%)

This assignment is designed to assist you in developing a well-rounded assessment of your leadership skills and provide you with a plan to improve them.

Due Dates:

- Sections 1&2 - Thursday, April 7, 2011
- Final version including sections 1-4 - Thursday, May 5, 2011

Delivery: Hard copies of both items referenced above will be turned in to instructors on their respective date due.

Format: This packet should be presented in four distinct sections. There is no preference for the design and layout, however the final packet should be no fewer than four pages in length. Feel free to be creative with your final product!

1. Leadership Definition

Provide a definition of leadership that resonates with you. This can be your own definition, however if you choose to use someone else's, be sure to cite your source consistent with and according to the format of your choice (i.e. MLA, APA, etc.). Explain why you chose your particular definition of leadership and how you relate it to being a member of your Greek-letter organization, a student at UT Austin, or another connection that drives you to be a leader.

2. Self-Assessment

Provide a candid assessment of your current strengths and areas of growth as a leader. For example, a student might list strengths of charisma, decisiveness, or energy and areas of growth as impatience, over criticizing others, or lacking initiative.

Please keep in mind the following items as you develop your assessment:

- a. Try to be open and honest about your leadership strengths and areas of growth. It will be difficult to improve your leadership skills unless you are straightforward about your current leadership abilities. Remember, no part of this assignment will be shared with others, and only the instructors will have access to your packet.
- b. It may be helpful for you to work on this section of the assignment throughout the semester in conjunction with both the readings on different leadership traits and your experiences in your various student organizations.
- c. You are expected to describe each listed strength or area of growth in a paragraph, including examples. The goal is for each student to describe his or her own leadership qualities, and then identify which ones will be targeted for improvement. Students may use the traits described in the readings, however this is not a requirement.

3. Action Plan

Based on your Self-Assessment, you will create an Action Plan to improve specific areas of your leadership abilities. Your plan should include both what aspects of leadership you wish to improve and how you will practice developing these leadership skills. You can focus on one large opportunity (development of a new program for the community) or multiple smaller opportunities (study groups, class projects, career advancement opportunities, committee meetings/events, etc.). Think of this section as a “How To” for accomplishing the goals that you have set for yourself while being aware of your areas of strength and areas for improvement. You should also challenge yourself in the goals that you outline.

4. Next Steps

At the end of your Leadership Packet you should outline your plan to continue your own leadership growth and development beyond this course. Understanding your strengths and areas of growth and mapping out a plan is only part of this experience. This section is intended to keep you thinking ahead, articulating the ways you will continue enhancing your leadership development. It is about how you will use your Action Plan to achieve your next steps!

Note: If you have any questions regarding this assignment you are encouraged to meet with one of the instructors.