

**CLASS TIME: THURSDAYS 2-5PM**

**CLASS LOCATION: Sanchez Building, Room 426**

**INSTRUCTORS**

Douglas Garrard, Ph.D., Senior Associate Dean of Students, Office of the Dean of Students  
[garrard@austin.utexas.edu](mailto:garrard@austin.utexas.edu) (512) 471-9700

Denny Bubrig, Ph.D., Associate Dean of Student Life, Office of the Dean of Students  
[denny.bubrig@austin.utexas.edu](mailto:denny.bubrig@austin.utexas.edu) (512) 471-9700

Marilyn Russell, M.A., Director, Sorority and Fraternity Life  
[marilynr@austin.utexas.edu](mailto:marilynr@austin.utexas.edu) (512) 471-9700

Jaden Felix, B.A., Coordinator, Sorority and Fraternity Life  
[jfelix@mail.utexas.edu](mailto:jfelix@mail.utexas.edu) (512) 471-9700

Hunter Hartwig, M.Ed., Coordinator, Sorority and Fraternity Life  
[hunter.hartwig@austin.utexas.edu](mailto:hunter.hartwig@austin.utexas.edu) (512) 471-9700

Suzy Day, M.P.A., Prevention and Risk Management Specialist, Sorority and Fraternity Life  
[Suzy.day@austin.utexas.edu](mailto:Suzy.day@austin.utexas.edu) (512) 232-8281

The Office of the Dean of Students  
Sorority and Fraternity Life  
Student Services Building, Suite 4.400  
Office Hours: By appointment – call 512-471-9700 to schedule

**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 be able to identify important issues and challenges facing the sorority and fraternity community.
4. Students will gain an understanding and appreciation of social identities and how they relate to the sorority and fraternity community.

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5. Students will assess their leadership abilities and develop an action plan to improve their leadership capacity.
6. Students will understand personal accountability as it relates to ethical decision-making and social responsibility.
7. Students will learn to collaborate with others through team building activities and group assignments.

## **REQUIRED READING**

### **TEXTBOOK**

Maxwell, John C., *The 21 Irrefutable Laws Of Leadership*. 10<sup>th</sup> Anniversary Edition. Nashville, TN, Thomas Nelson, Inc. 2008. ISBN 0785288376

Sullivan, T.J., *Motivating The Middle: Fighting Apathy in College Student Organizations*. Expanded and Revised 2<sup>nd</sup> Edition. Tucson, AZ, Wheatmark. 2012 ISBN 9781604946901 (paperback) ISBN 9781604946918 (ebook)

## **GRADING**

Attendance/ Participation	20%
Going Greek	5%
Quizzes	10%
Critical Issue Paper Outline	5%
Critical Issue Paper	15%
Critical Issue Presentation	10%
Community Impact Reflection	5%
Cross Council Interaction Reflection	5%
VAV Performance Reflection	5%
Leadership Packet	20%
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<b>Total Percentage Possible</b>	<b>100%</b>

*\*Late assignments will result in a point deduction*

## **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 sorority and fraternity? 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. QUIZZES**

In order to fully engage in the readings throughout the semester, students will be presented with quizzes to test their learning comprehension.

### **4. CRITICAL ISSUE OUTLINE & PAPER**

Students will research and write a paper focused on a critical issue facing the UT Austin sorority and fraternity community. This assignment will be evaluated first on an outline of the paper followed by the final assignment. Instructors will consider quality and content of the paper as well as how the issue is examined from the perspective of greek-letter organizations, councils, and the University. Each critical issue must be agreed upon by the instructors of the class for credit to be received.

### **5. CRITICAL ISSUE PRESENTATION**

In small groups, students will lead an in-class presentation about a critical issue facing the UT Austin sorority and fraternity community. Each student will contribute content to this assignment and the expectation is for it to build on the content from the critical issue paper assignment. 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.

### **6. COMMUNITY IMPACT REFLECTION**

Students will participate in a community service project with the entire class. A specific class day has been designated for this project. As a class we will participate, debrief and provide a reflection following the project.

### **7. CROSS COUNCIL INTERACTION & VAV PERFORMANCE REFLECTION**

Students will be asked to immerse themselves in a council event that stretches beyond their own council identity as well as attend a performance on campus on the topic of interpersonal violence. Each cross council event must be agreed upon by the instructors of the class for credit to be received. The VAV performance schedule will be made available to the class when posted to the public. These two reflection opportunities may be shared with the class.

## **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 assignments on the class CANVAS site.

## **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>

### **USE OF CANVAS IN CLASS**

In this class we will use Canvas—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online quizzes and surveys. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so please plan accordingly.

### **ACCOMMODATIONS**

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD. For more disability-related information visit: <http://ddce.utexas.edu/disability/current-students/>

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).

### **ACADEMIC INTEGRITY**

#### **The University of Texas at Austin Honor Code**

*The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.*

Each student in this course is expected to abide by the University of Texas Honor Code. Any work submitted by a student in this course for academic credit will be the student's own work unless specified as a group project with collaborative participation as part of the grading structure.

Students who violate University rules on academic integrity and scholastic dishonesty and/or the Honor Code are subject to disciplinary penalties, including the possibility of course failure and/or institutional

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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/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

**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 at least fourteen days prior to the date of the observance of the religious holy day. 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.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL)**

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**Q DROP POLICY**

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:

“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

**EMERGENCY EVACUATION POLICY**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

**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.

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DATE	THEME	READINGS	ASSIGNMENTS DUE
January 21	<b>Welcome &amp; Class Introduction</b> Students will understand the class expectations by reviewing the syllabus. They will also get to know each other and participate in group activities	Class Syllabus and Assignment Guidelines  Purchase textbook, <i>21 Irrefutable Laws of Leadership &amp; Motivating the Middle</i>	
January 28	<b>Personal Development: My Sorority and Fraternity Experience</b> 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.	Chapter 1, Brothers and Sisters, <i>From the Beginning: A History of Fraternities and Sororities</i>	Going Greek  Council History Presentation
February 4	<b>Personal Development: True Colors</b> True Colors is a model for understanding yourself and others based on your personality temperament. Students will discover their temperament and how it relates to their communication and interactions with others.	<i>21 Irrefutable Laws of Leadership</i> • Laws 1-4	
February 11	<b>Civic Responsibility: Community Impact</b> Students will execute a community service project in which the entire class will participate. This service learning opportunity will include a reflection component.	<i>21 Irrefutable Laws of Leadership</i> • Laws 5-8  <i>Philanthropy vs. Service</i> <i>What we don't talk about when we don't talk about service</i>	
February 18	<b>Organizational Leadership: Team Building</b> Students will engage in team building activities that will strengthen understanding the importance of communication, leadership, and organization.	<i>21 Irrefutable Laws of Leadership</i> • Laws 9-12	Community Impact Reflection  Assign Critical Issues Groups/Choose Topics
February 25	<b>Organizational Leadership: Digital Identity</b> Students will identify and discuss what their organizations brand is and the purpose and needs of the brand. They will also learn the etiquettes of social media for an organization.	<i>21 Irrefutable Laws of Leadership</i> • Laws 13-16  <i>We're Holding Out for a Hero: A Love Letter to Fraternity Men</i>	
March 3	<b>Taking a Stand: Bystander Intervention</b> Students will learn about Bystander Intervention Theory and discuss their role and responsibility to intervene.	<i>21 Irrefutable Laws of Leadership</i> • Laws 17-21  Bystander Intervention articles <i>FIPG Policy</i> <i>Social Event Planning Guide</i>	Critical Issue Paper Outline  Bring your organization's risk management policy (Might be called Code of Conduct)
March 10	<b>Taking a Stand: Risk Management, Campus Resources</b> A panel of guests from campus will join to discuss the legal aspects associated with scenarios and answer questions from the class on the topic of risk management and the law.	<i>Beyond Policies and Compliance</i>	Bring 3 strongest/3 weakest laws that reflect you (Section 2 from Leadership Packet)  Scenario & Prevention Plan

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March 17	<b>Spring Break – No Class</b>		
March 24	<b>Organizational Leadership - Motivating the Middle</b> Students will discuss what it means to motivate the “middle third” of their organization. Students will utilize the book to assist them in identifying how these individual perspectives on motivation play a role in their organization.	<i>Motivating the Middle</i>	
March 31	<b>Organizational Leadership – Team Renaissance</b> We will focus on the nuts and bolts of leadership and dive into understanding the teams in which you work. Team Renaissance will provide strategies to employ within your team or help you identify areas to improve.	Team Renaissance, The Art, Science, and Politics of Great Teams	Critical Issues Paper
April 7	<b>Creating Inclusive Communities: Race and Ethnicity</b> 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.	Articles will be posted on Canvas	
April 14	<b>Creating Inclusive Communities: Inclusive Leadership</b> Students will be introduced to important concepts such as social identities and inclusion, have an opportunity to identify their own social identity groups, and learn to create a culture that is inclusive of people from all social identities and backgrounds.	Articles will be posted on Canvas	Critical Issues Presentation I
April 21	<b>Creating Inclusive Communities: Gender and Sexuality</b> Guests: Gender and Sexuality Center Students will discuss readings with the class and participate in a group activity that highlights gender identities and self-expression.	Articles will be posted on Canvas	Critical Issues Presentation II  Cross Council Interaction Reflection
April 28	<b>Values Congruence</b> 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.	<i>A Call for Values Congruence</i>	VAV Reflection

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May 5	<b>Wrap Up</b> Students will have a chance to evaluate the course and turn in their final assignment.		Leadership Packet (Sections 1-4 Due)  Course Evaluations
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*\*Please note this syllabus represents our current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*

**GOING GREEK (5%)**

**Due Date:** January 28, 2016

**Topic:** Why did you join your sorority or fraternity?

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

1. What made you decide to join a greek-letter organization?
2. Why did you choose your chapter/organization?
3. Discuss your personal values and how they relate to your decision to Go Greek.
4. What are the founding principles or values of your organization and what do they mean to you?
5. What personal experiences and/or challenges have you had as a member of your chapter, council, and the sorority/fraternity community?
6. What is your favorite experience or memory to date about being a member of the Sorority and Fraternity community and/or your organization?
7. What do you love, what do you wish you could change, and what do people say about your chapter?
8. Feel free to share anything else you want us to know.

**Delivery:** Submit Online via Canvas Assignment

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

**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.

**COMMUNITY IMPACT PROJECT AND REFLECTION (5%)**

The class will participate in a service learning opportunity within the Austin community and be expected to provide a reflection of the experience.

**Due Dates:**

- Reflection – Thursday, February 18, 2016

**Delivery:** Submit Online via Canvas Assignment

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

**Reflection Requirements:**

A minimum two-page reflection will be due to the instructors one week after the class service project has been completed and cover the following prompts and questions. Be sure to include ideas and information from the service reading into this assignment.

- Reflect on the project overall and its impact on the community it served.
- What have you learned about your involvement outside of the classroom?
- What did you learn about your classmates?
- How does your organization participate in hands on community service?

**CRITICAL ISSUE PAPER OUTLINE (5%)**

Students will research and write a paper focused on a critical issue facing the UT Austin sorority and fraternity community. This assignment will be evaluated first on an outline of the paper followed by the final assignment. Instructors will consider quality and content of the paper as well as how the issue is examined from the perspective of greek-letter organizations, councils, and the University. Each critical issue must be agreed upon by the instructors of the class for credit to be received.

**Due Date:** March 3, 2016

**Delivery:** Submit Online via Canvas Assignment

**Format:** 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.)

**Outline Requirements:**

- Choose the critical issue you will research from the prompts provided in class
- Include a thesis statement, development of the body of the paper (how does this support your thesis?), and a conclusion
- Ensure you are including all components within the prompt as well as the paper assignment
- Works cited with a minimum of four sources listed with two representing research journals or academic papers. This page should include the format you are using (i.e. MLA, APA, etc.)
- Utilize the Undergraduate Writing Center in person or online at <http://uwc.utexas.edu/handouts/> for further assistance.

**CRITICAL ISSUE PAPER (15%)**

Students will research and write a paper focused on a critical issue facing the UT Austin sorority and fraternity community. This assignment will be evaluated first on an outline of the paper followed by the final assignment. Instructors will consider quality and content of the paper as well as how the issue is examined from the perspective of greek-letter organizations, councils, and the University. Each critical issue must be agreed upon by the instructors of the class for credit to be received.

**Due Date:** March 31, 2016

**Delivery:** Submit Online via Canvas Assignment

**Format:** A 5-6 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 critical issue you will research from the prompts provided in class
- Note the current state of affairs for your particular critical issue (i.e. Define the issue/problem)
- Is it an issue that is unique to SFL or is it societal?
- What is the history of this issue at UT?
- What are the barriers that keep this an issue in our community or organizations?
- What do you think groups and/or individuals can start doing now to address the issue?
- Works cited with a minimum of four sources listed with two representing research journals or academic papers. This page should include the format you are using (i.e. MLA, APA, etc.)
- Follow the prompt for additional questions to think about and answer in your paper

**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

- 2pts. Introduction - Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement.
- 3pts. Format, grammar and language: Follow the formatting guidelines of the paper and ensure that you meet the minimum page limit requirement. The content of your paper is well organized, grammatically sound, and has clear and concise use of language.
- 3pts. Following the paper requirements and guidelines: Please make sure that you address all the requirements and guidelines for this assignment that are outlined above.
- 2pts. Overall understanding: All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.

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- 3pts. 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. Use any course reading to compliment the points that you will make.
- 2pts. Conclusion - Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on topic.

**CRITICAL ISSUE PRESENTATION (10%)**

Students will work with a small group on an in-class presentation examining a critical issue within the UT Austin sorority and fraternity community. This presentation should be in workshop format and engage the class in the topic.

**Due Dates:**

- Workshop Presentations in class – April 14, 2016
- Workshop Presentations in class – April 21, 2016

**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 required format for this workshop, however it should be approximately 30 minutes in length, include all of the requirements listed below. You should use powerpoint, other media, activities, interviews, etc. to illustrate your points. Be creative and interactive!

**Presentation Requirements:**

- Define your group's chosen issue.
- Utilizing what we have learned 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 of this issue on your organization and community. How can we address or impact this issue? What are the barriers that keep this issue from getting better? What are the motivations that would help make positive change with this issue?
- Involve and engage the rest of the class during your presentation.
- Include a brief question and answer period.

**Note:** Proper presentation attire is strongly encouraged!

**Grading:** The project will be evaluated on a 10-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:

- |          |  |
|----------|--|
| 2.0 pts. | Content (covering the requirements of this assignment)   |
| 2.0 pts. | Clear understanding and presentation of the content (how well do you understand your issue and what can be done to make it better, being prepared for your presentation) |
| 2.0 pts. | Teamwork and equal participation   |
| 2.0 pts. | Engaging the audience  |

2.0 pts.      Presentation style (well thought out,  
creative)

**Questions to Consider:**

- What are your goals for the workshop? What do you want people to walk away from the workshop having learned?
- How the room is set up/arranged? Are chairs/tables easily moved around?
- What capabilities does the room have (projector, computer, screen, chalkboard, etc.)?
- What will be the role of the audience members?
- How well does the audience know each other? What kinds of questions will be most appropriate?

**CROSS COUNCIL INTERACTION REFLECTION (5%)**

Students will be asked to immerse themselves in a council event that stretches their own council identity. The purpose of this assignment is for students to experience a culture that is different than their own. Each cross-council interaction must be agreed upon by the instructors of the class for credit to be received. The cross council interaction will be a topic of a reflection and students will share their experience with the class.

**Due Dates:**

- Reflection Due - Thursday, April 21, 2016

**Delivery:** Submit Online via Canvas Assignment

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

**Reflection Requirements:**

A minimum two-page reflection will be due to the instructors no later than one week after you have attended a council event on campus. The interaction reflection should cover the following prompts and questions. Feel free to include additional information relating to this assignment.

- Provide a brief description of the event.
- Reflect on the event overall and its impact on you as an individual.
- What led you to choose this particular event/culture?
- Did the experience change your perception of that culture in any way?
- How does this topic relate to the Greek experience at UT Austin?

**VAV PERFORMANCE REFLECTION (5%)**

Students will be asked to attend a VAV Theatre for Dialogue performance this semester. The purpose of this assignment is for students to attend a performance on the topic of interpersonal violence and reflect on the experience.

**Due Dates:**

- Reflection Due - Thursday, April 28, 2016

**Delivery:** Submit Online via Canvas Assignment

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

**Reflection Requirements:**

A minimum two-page reflection will be due to the instructors no later than one week after you have attended a VAV performance on campus. The reflection should cover the following prompts and questions. Feel free to include additional information relating to this assignment.

- Provide a brief description of the event.
- Reflect on the event overall and its impact on you as an individual.
- What surprised you about the performance?
- Did the experience change your perception in any way?
- How does this topic relate to the Greek experience at UT Austin?

**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:**

- Section 2 (Self Assessment) - Thursday, March 10, 2016
- Final version including sections 1-4 – May 5, 2016

**Delivery:** Submit Online via Canvas Assignment. A hard copy of the final assignment will be accepted to allow for creativity.

**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**

Create your definition of leadership in your own words. Explain why you created your particular definition of leadership and how you relate it to being a member of your sorority and fraternity, 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 using the *21 Irrefutable Laws of Leadership*

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

1. You are expected to use six different Laws of Leadership to describe three areas of strength and three areas of growth. With each law, you will describe your use of the law or your desire to grow in a particular law of leadership. Each law should be in paragraph format and seek to fully develop a self-assessment using examples to describe your experiences.
2. 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.
3. 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.

**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.

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

#### **Leadership Definition – 3 points**

1. Definition and Why?
2. Related to fraternity/sorority experience

#### **Self Assessment – 10 points**

1. 3 strengths
  - a. Format, using examples
2. 3 areas of growth
  - a. Format, using examples

#### **Action Plan – 5 points**

1. Leadership aspects to improve upon
2. Developing/“How To” section
3. Articulated goal(s)

#### **Next Steps – 2 points**

1. Enhancing your leadership