

Reiff College

Having an Impact: Leadership, Teamwork, and Motivation

FRPG 187N Fall 2009
Valentine 205-6

Tuesday/Thursday 10:10-11:40
Seminar: Tuesday 12:40-2:10

FACULTY

Patti Frazer Lock, Professor of Mathematics, Valentine 118B, 229-5292,
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OFFICE HOURS: M W F 10:00 – 11:00 a.m. or by appointment

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OFFICE HOURS: M W F 10:00 – 11:30 a.m. or by appointment

RESIDENTIAL STAFF

Residential Coordinator: Kevin Lobdell, klobdell@stlawu.edu

Community Assistants: Melissa Fogarty, mmfoga08@stlawu.edu

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Mentors: Jessica Lucky, jjluck06@stlawu.edu

OFFICE HOURS: Reiff Lounge, Sun 4 – 6 p.m., Wed 8 – 10 p.m.

Lily Rougeot, lroug07@stlawu.edu

OFFICE HOURS: Reiff Lounge, Sun 2 – 4 p.m., Mon 7 – 9 p.m.,

Tues 4:15 – 6:15 p.m.

COURSE OVERVIEW

Today's world is highly dynamic and diverse in nature, requiring adaptive thinking and individuals with the ability to lead amidst change. Today's world is also highly collaborative, requiring individuals who can work effectively in a wide range of different groups. In this course, we will consider questions such as what makes an effective leader or follower? What does history teach us about leadership? What does science teach us about motivation? What do economic theories teach us about teamwork and group dynamics? We will explore the themes of leadership, teamwork, and motivation from a variety of different perspectives, and we will study these issues both intellectually through readings and movies and practically through participation in activities such as group community service projects.

TEXTS

Hacker, Diana *A Pocket Style Manual*, 5th ed. Boston: Bedford/St. Martin's, 2004

Phillips, D. (1993). *Lincoln on Leadership: Executive Strategies for Tough Times*. New York, NY: Warner Books.

Wren, J. Thomas(1995). *The Leader's Companion: Insights on Leadership Through the Ages*. New York, NY: The Free Press.

Interwrite PRS "clicker" available at the St. Lawrence bookstore.

Myers-Briggs Personality Test

Additional articles, chapters, and movies will be provided.

OUR CLASSROOM COMMUNITY

While this course will examine a myriad of characteristics and strategies of leaders famous and perhaps not so famous, it is hoped that the direction of the course will transcend beyond these concepts. The goal is to develop a more comprehensive design in order to incorporate the skills and methodology to be used in your study.

It is essential for all students embarking in the First Year Program to grasp the significance of the "living and learning" model. Students that live together as well as study together will inevitably develop a familiarity with each other that will hopefully lead to a much greater sense of belonging and camaraderie. Clearly, this sense of community is designed to foster a more relaxed atmosphere in which to learn, as well as a greater sense of responsibility on the part of each individual to contribute to the class as a whole. One's sense of responsibility to him or herself, to classmates, teammates, etc. is a critical component in that student's development as well as that of others.

It is incumbent upon every student to be a willing and active participant in the formation of a culture conducive to learning in a cooperative and safe environment. We will work to cultivate a culture of academic integrity, good citizenship and an enhanced sense of purpose. When all is said and done, it is hoped that each and every student will come to realize that it is far more important to develop a heightened awareness of responsibility and to be less concerned with perceived entitlements. As former President Dwight D. Eisenhower once stated, "A people that values its privileges above its principles soon loses both".

ACADEMIC EXPECTATIONS

We will post class readings, assignment guidelines, due dates, and all of our handouts on the class Angel course management site, accessed at angel.stlawu.edu. You should visit this site frequently. The course requirements are many and varied and there will be something due at every class. One of the goals of the course is for you to learn how to be organized and plan your time effectively. This ability will serve you well throughout your time at St. Lawrence as well as after you graduate. To this end, all assignments must be turned in on time. Lectures, presentations, and discussions are a major source of conceptual and analytical information not included in the reading. You are expected to attend all classes and to come prepared to actively discuss the course material. To reiterate:

- **All assignments must be turned in on time.**
- **Attendance is required at all class meetings.**

Failure to meet either of these expectations will have a severe negative effect on your grade.

GRADING

Your grade in the course will be based on four major assignments and a variety of smaller assignments. All assignments will be explained to you in detail and posted on the angel site as we go along.

Your grade will be based on the number of points you receive out of the total possible number of points. The conversion from a percent grade to the course grade is shown on the bottom of the page. The tentative list of assignments and their relative weight may be approximately as follows:

Four Leaders Assignment: **30 pts.**

Introduced Th 9/3, Outline due Th 9/17, Draft due T 9/22, Final due T 9/29
 Research (at least 3 sources), paper (about 3 – 5 pages), oral presentation (3 min each).
 Peer review required; Mentor review required; Project will be done partly in groups.

Speech Assignment: **20 pts.**

Introduced Tuesday 10/6, Due Tuesday 10/27
 Focused and informative speech (2 min) with self-review required through videotape.

Personal Leadership Assignment: **30 pts.**

Introduced Thurs 10/22, First draft due Thurs 11/5; Final draft due Thurs 11/19
 Individual writing assignment with multiple drafts (7 - 10 pages)

CBL Assignment: **40 pts.**

Introduced Thursday 8/27, CBL papers due Th 9/24, Th 10/22, and Th 12/3
 Festival of CBL project due Tuesday 12/8
 Community-Based Learning Project in groups throughout semester

TOTAL: **120 pts.**

Other required activities

For every reading: Turn in short reaction paper total: 20 pts.
 Take clicker quiz total: 10 pts.

Additional small assignments 15 pts.

“24/7” assignment – once during semester 5 pts.

Advising letters (five of them) total: 15 pts.

1. Introduction due over the summer
2. Response to Myers-Briggs (due 9/8)
3. How’s it going? (due 10/6)
4. Planning for the future (due 11/3)
5. Course and individual assessment (due as part of final portfolio)

Teamwork Games total: 20 pts.
 Grade based on performance, peer grades, and self-analysis responses

Portfolio -- Compilation of all work in the course. Due at time of final exam. 15 pts.

Attendance/Participation/Engagement 20 pts.

TOTAL: **120 pts.**

GRAND TOTAL: **240 pts.**

Grade	4.0	3.75	3.50	3.25	3.00	2.75	2.50	2.25	2.00	1.75	1.50	1.25	1.0	0.0
Range (%)	94 – 100	90 – 93.9	87 – 89.9	84 – 86.9	80 – 83.9	77 – 79.9	75 – 76.9	73 – 74.9	70 – 72.9	67 – 69.9	65 – 66.9	63 – 64.9	60 – 62.9	< 60

TENTATIVE COURSE SCHEDULE

	Tuesday Plenary	Tuesday Seminar	Thursday Plenary
Wk 0	Monday 8/24 Advising Session, Introductions	8/24 Advising	8/27 Syllabus & Intro CBL introduced Lincoln reading
Wk 1	9/1 Wren Chap 8, 1, 2	9/1 Workshop: Myers-Briggs	9/3 Wren Chap 3, 4 Mandela reading
Wk 2	9/8 AL2 due Lincoln readings	9/8 Workshop: Library Research	9/10 Coles reading, with Brown College
Wk3	9/15 Lincoln readings	9/15 Workshop: Writing	9/17 4LA outline due Discussion with Alexander String Quartet
Wk 4	9/22 4LA draft due Workshop: Peer Review	9/22 Workshop: Presentations	9/24 CBL1 due Restorative Justice Integrity Board training
Wk 5	9/29 4LA due ORAL PRESENTATIONS	9/29 ORAL PRESENTATIONS	10/1 Good to Great reading
Wk 6	10/6 AL3 due Shackleton readings and movie	10/6 Career Services presentation Introduce team games	10/8 Coles reading, with Brown College
Wk 7	10/13 Readings and movie on Group Dynamics	10/13 Team Game #1	MIDSEMESTER BREAK
Wk 8	10/20 McKibben readings	10/20 Team Game #2	10/22 CBL2 due Movie: Miracle
Wk 9	10/27 Speeches due SPEECHES	10/27 SPEECHES	10/29 Primal Leadership reading
Wk10	11/3 AL4 due Primal Leadership reading	11/3 Team Game #3	11/5 PLA1 due Discussion on Military Leadership
Wk11	11/10 NO CLASS: Meet with advisor	11/10 NO CLASS: Meet with advisor	11/12 Coles reading, with Brown College
Wk12	11/17 Discussion/readings on FDR, Eleanor, & Churchill	11/17 Team Game #4	11/19 PLA2 due Game Theory discussion
Wk13	12/1 Social Networks discussion	12/1 Workshop on Lincoln speeches	12/3 CBL3 due FYP evaluations
Wk14	12/8 CBL project due FESTIVAL of CBL	12/8 Course discussion	12/10 FESTIVAL of CBL

FYP MENTOR

We have two excellent Reiff College mentors: Jessica Lucky and Lily Rougeot. As mentors, they are trained to assist you in writing, oral communication, and research. They can help you brainstorm about ideas for an assignment, rehearse a presentation, narrow your thesis for a paper, strengthen your argument and organization in an essay, or work on stylistic and grammatical problems. Their job is *to help you learn how to do these things yourself*. They are tutors, not your personal editors. You are free to consult with them during office hours in Reiff Lounge and at their convenience. With some of the assignments, we will require you to meet with a mentor. You must schedule tutorials in advance: they cannot accommodate last-minute requests before an assignment is due. We as faculty rely on the work and feedback of Jess and Lily; we work as a team.

THE WORD STUDIO

The Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—a place to get feedback from peers on assignments in Writing, Oral communication, Research, and Design of visual projects. You can come for a consultation to plan a paper or presentation (you don't need anything but a blank piece of paper!); to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. Peer tutors are not proofreaders or editors who silently “fix” your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators. You may use The WORD Studio for consultations on assignments for any of your courses, although for FYP assignments you should first seek out your course mentor during his or her office hours.

The WORD Studio is open Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Friday, 8:30 a.m. to 4:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*.

Academic Honesty/Plagiarism:

At St. Lawrence, all members of the University community have a responsibility to see that standards of honesty and integrity are maintained. It is the responsibility of each student to learn and understand the standards of academic integrity expected at St. Lawrence, as expressed in the University's academic honor code, which can be found in detail in the *Student Handbook*. To avoid one of the most difficult situations in which a student may find him/herself, we remind you of what constitutes plagiarism. Plagiarism is a form of theft: i.e.: presenting someone's words or ideas as if they were your own, without acknowledgment. This includes other students' or faculties' work, as well as information from books, or any other written material, and the Web. If you are accused of cheating or plagiarism, your work will be sent to a university-wide committee who will judge the case and recommend action to the Dean. Students are directed to read the relevant section of the student handbook to familiarize themselves with the varied dimensions and aspects of plagiarism. Further, you are expected to read and sign the academic honor pledge in class at the beginning of the fall semester.

FIRST YEAR PROGRAM PHILOSOPHY AND GOALS

The First-Year Program (FYP) and First-Year Seminar (FYS) are the first steps in a four-year process of helping you meet the University's Aims and Objectives and the broader goals of a liberal education. The faculty of the FYP and FYS see themselves as partners and mentors in the process of working with you to acquire the intellectual habits of the mind, writing, speaking, and research skills, and the ethical self-reflection that are at the core of a liberal education. The FYP and FYS will ask you to consider new perspectives on the world and your place in it and will challenge you to confront many of the hidden assumptions you bring to college with you. We hope to open you to new ideas, help you to see the complexity of the way in which knowledge gets produced and used in society, and encourage you to see yourself as an active contributor in making the world a better place. The course topics, the texts you will read, listen to, and watch, the in-class and out-of-class activities you will engage in, and the writing, speaking, and research assignments you will work on are all designed to introduce you to the depth of critical thinking and the quality and complexity of the communication skills that will be expected of you at SLU and as a citizen of an increasingly diverse society.

First and foremost among our goals are those related to your abilities as a communicator. The work of the FYP and FYS asks you to design and deliver written, spoken, performed and/or visual texts that demonstrate basic skills in the relevant modes of communication and with an increasing degree of rhetorical sensitivity. Our focus on "rhetorical sensitivity" means that we expect you to cultivate the awareness that all of your communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, aural or visual. To become a good communicator, you need to recognize that the creation of meaningful and powerful written, spoken, performed, or visual texts involves both a creator and an audience, and that therefore the voice you adopt in your communication, the audience you imagine yourself communicating to, and the social and ethical context of the content, matter a great deal in creating such texts. One important way to become a better communicator is to become a better critical reader, viewer, and listener, which is why we will ask you to engage challenging materials in a variety of forms and work with you to learn how to interpret them.

Learning to read, listen, write, speak, do research and/or perform well also requires feedback. As faculty, we submit our work for feedback from colleagues all the time, and giving and receiving constructive feedback from both friends and strangers is central to collaborative work in any field and is itself a form of critical thinking and learning. We further recognize that this feedback process is not linear and that good communication requires that you continually rethink, restructure, and revise your work in order for it to be your best. This is why we require that your writing, speaking, and performance assignments be "projects" that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in the texts that you produce. Furthermore, we see all of these forms of communication as complementary and intertwined, which is why many of your assignments will ask you to integrate elements of the written, spoken, performed, and visual. Finally, developing good habits of critical inquiry and communication also means reflecting on the ethical dimensions of how your work represents that of others, thus one of our goals is to help you to understand both the nature of academic integrity and the social processes by which knowledge is produced and represented.