

**Clemson University**  
**Eugene T. Moore School of Education**  
**Leadership, Citizenship, and Community Service**  
**ED 190**  
3 Credit Hours  
Summer 2010

**The Mission of the Eugene T. Moore School of Education is to prepare caring and capable professionals through intellectually engaging experiences in theory, method, and research that connect them to the communities in which they live and serve.**

**Academic Integrity Policy**

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form."

*If you have a documented disability that requires accommodation, you must notify the professor in writing at the beginning of the class. "It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation."*

**Professor:** Dr. David S. Fleming  
**Assistant Instructors:** Seth Young, [sethy@clemson.edu](mailto:sethy@clemson.edu)  
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**Electronic Office hours:** MWF 5:00PM - 6:30PM  
**Physical Office hours:** By Appointment during Summer Term

**Course prerequisite:** None

**Recommended Text:** Northouse, P.G. (2009). *Introduction to leadership*. Thousand Oaks, CA: Sage Publications.

**Catalog Description:** Provides active learning opportunities for students to understand better the system of government, learn the mechanics of how leadership can influence education and other initiatives, and develop interpersonal skills that will assist them throughout their professional lives. The course culminates with a Service Learning Plan for the student's local community.

**Course Rationale:** Civic and social responsibility is becoming increasingly important in the development of 21<sup>st</sup> Century change agents. This course enables students to identify their leadership styles and incorporate these styles into a plan to serve a local community. In addition, this course enables students to develop an understanding of governmental systems so that they may be effective in garnering support for their efforts. This is a blended course designed for transfer credit and is restricted to students participating in American Legion/Auxiliary sponsored summer programs.

**Instructional Strategies Employed:** Lecture, demonstration, small group discussion, large group discussion, teamwork, participation, and self-directed learning.

**Technology Required:** This course will be using Web-based software (*Blackboard*), which integrates course materials with communication tools. All students are expected to complete and submit assignments via *Blackboard*. As such, the following technology is required:

- Access to email and the Internet.
- Internet browser *Internet Explorer* version 5.5 or greater, *Netscape 6.2* or greater, or another equivalent level of browser.
- Current version of an operating system, a word processing package, and presentation software.
- Since this course involves sending and receiving large files of information, you may find that a high speed Internet connection is advantageous.

**Course Participation and Attendance:** Students will be required to fully participate throughout the American Legion/Auxiliary sponsored summer program, maintain at least 45 contact hours within the session, and graduate from the program to receive credit. Any partial absence from the program must have prior approval from the Professor and Program Director.

**Key Dates:** Beginning Date: Beginning date for your American Legion/Auxiliary Summer Session  
 Last Day to Add: Beginning date for your American Legion/Auxiliary Summer Session  
 Last Day to Drop Without Record: July 6, 2010  
 Last Day to Drop Without Final Grade: July 16, 2010  
 Last Day to Submit Assignments: July 23, 2010  
 First Day to Access Final Grade via TigerWeb: August 7, 2010

## Navigating the Course

### Getting Started

The electronic classroom for this course is located in *Blackboard*. To gain access to the course you need your USERID and password. You need to access your USERID by looking up yourself on the Clemson electronic phonebook on the main page of the university [www.clemson.edu](http://www.clemson.edu) once you have been enrolled. The phonebook link can be found in the top right corner of that main page. Your username is the name *before @clemson.edu*. For example, the username for [dflemin@clemson.edu](mailto:dflemin@clemson.edu) is dflemin. Your password is defaulted to the last four digits of your Social Security Number. If you have forgotten your password, call the HelpDesk at 864-656-3494. The instructors do not have access to your password.

\*Please note: It may take at least a week after submission of your application for you to be enrolled into a section of this course. If you have any questions about your enrollment status, please contact the professor directly.

### Blackboard

1. Open your Internet browser to the following link: <http://bblearn.clemson.edu>
2. Login with your Clemson University Username and Password
3. The Welcome page will list this class under "My Courses"
4. Select "ED 190 Summer 2010" to enter the *Blackboard* classroom

### The Blackboard Classroom

Announcements	Course Documents	Staff Information	Assignments
Course announcements	Syllabus Assignments Course Materials Presentations	Contact information for teachers and resource people	Assignment links and submission portals

**Sending and Receiving email**

The instructor(s) will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 24 hours. All email messages from the instructor(s) will be sent to the student's Clemson University email address. To avoid having your message mistakenly identified as SPAM, please identify the course in the subject line (ED 190). If you wish to have this email forwarded to your personal email account, click here: [http://www.clemson.edu/email\\_forwarding/](http://www.clemson.edu/email_forwarding/)

**Learning Expectations**

**Objectives:** At the end of this course students will have:

1. Learned the components of city, county, and state government. (CK)
2. Learned about current matters facing education and other issues from invited elected officials and other leaders. (CB; CK)
3. Develop, delivered, and/or responded to speeches and served in governmental functions. (CC; CI; CA)
4. Learned how to conduct elections and caucuses. (CP)
5. Completed personalized self-evaluations on leadership. (CK; CP)
6. Learned theories and components of various leadership traits, skills and styles. (CK; CP)
7. Completed a daily self-reflection journal which includes responses to program activities and detailing of acquired skills. (CC; CI; CB; CA)
8. Completed a Service Learning Plan identifying how program learning goals can be extended into leadership and service in their own communities. (CI; CC; CA)

- CB*     *Caring – Beliefs*
- CA*     *Caring – Actions*
- CK*     *Capable – Knowledge*
- CP*     *Capable – Practice*
- CC*     *Connected – Communication*
- CI*     *Connected - Integration*

**Assessment Strategies:** Participation, multiple choice and short answer examinations, reflection essays, and individual project.

**Evaluation:**

<i>Assignments</i>	<i>Due</i>	<i>Points</i>
<b>A. Participation:</b> in all classroom, lecture, and program activities	Completed during session and then reported in Blackboard	150
<b>B. Involvement:</b> Development, delivery, and/or response to speeches, served in governmental functions, and participated in mock elections	Completed during session and then reported in Blackboard	50
<b>C. Self-Reflection Journal:</b> entries (one for each day of American Legion/Auxiliary Summer Session ~7)	Prepared during session, submitted following session (by July 23)	50
<b>D. Examinations</b>	Completed online after session (by July 23) *may include an examination during session	50
<b>E. Service Learning Plan</b>	Submitted following session (by July 23)	50
<b>Total Points Possible</b>		<b>350</b>

**Grading Scale:**

315 to 350 points (90%)	A
280 to 314 points (80%)	B
245 to 279 points (70%)	C
210 to 244 points (60%)	D
209 points or less (Less than 60%)	F

\* All assignments must be submitted by July 23 to be considered for credit.

**Assignments:**

- A. **Participation:** *Participation in all classroom, lecture, and program activities (150 points)*  
Each student must complete at least 45 contact hours within the American Legion/Auxiliary Summer Program and demonstrate active participation. Students will be required to verify the activities in the **Participation** section within *Blackboard*. Comments on each activity are encouraged, but not necessary. List the activities with which you participated in order of significance to you.
- B. **Involvement:** *Development, delivery and/or response to speeches and served in governmental functions (50 points)*  
Each student must actively participate in the governmental functions aspect of the American Legion/Auxiliary Summer Program. In the **Involvement** section within *Blackboard*, students are required to list each office for which they ran and supporting information. If the student did not run for office, students will list other governmental activities in which they participated during the week. In addition, students are expected to elaborate upon their candidacy and activities in their reflective journal (Assignment C). Such elaborations may include how successfully each student felt they carried out their duties and how their participation enhanced the program in some way. In the **Involvement** section within *Blackboard*, students are required to list each election in which they cast ballots. Comments on the elections are encouraged. In addition, students are expected to elaborate upon their election participation in their reflective journal (Assignment C). Such elaborations may include what factors influenced your decision making and how you wrestled with the conflicts of voting for members of a certain city, party, or friendship circle.
- C. **Self-reflection journal (50 Points)**  
Each student will complete a reflective journal entry for each day of the American Legion/Auxiliary Summer Program experience and submit to the **Self Reflection Journal** section within *Blackboard*. Reflections are thoughts, ideas, or opinions formed or remarks made as a result of processing experiences. Reflection does not mean to describe in chronological order what one did during the course of a day. It means explaining and justifying, searching and questioning, evaluating and growing. Students are encouraged to write their journal entries at the conclusion of each day. Upon returning home, the journal entries should be typed and further developed (if necessary) and submitted electronically to *Blackboard*. Each of the journal entries should be thoughtful and concise. Each individual entry should not exceed one double-spaced typed page unless necessary with the entire assignment not exceeding 7 pages. It is expected that each submission is sufficiently descriptive and therefore should not be less than one-half of a page. Below are some prompts one may use in crafting responses. It is not required to respond to these questions, but use them if they are helpful.
- Evaluate your performance in the activities with which you participated today. Support your evaluations with specific examples.
  - Describe the variety of the program activities and what you felt were valuable to you. Which ones were not valuable to you?
  - In any speeches that you gave, describe your use of voice inflection, volume, clarity, gestures, facial expressions, movement, or any other personal characteristics you used to influence the audience in a positive manner. How did your audience respond? What changes would you make in the future? How did they respond to your topic?
  - Describe the personal interactions within your city. Describe the personal interactions within your political party. How are they different? The same?
  - Describe something you learned today.

- Describe your thoughts in casting ballots. What influenced your decisions on who received your vote? Is there any connection to real-world voting tendencies?
- Describe another citizen who has really impressed you. Why?
- Discuss what you would do differently if you repeated this day and explain why.

D. **Examinations** (50 Points)

- Students will be required to complete each **Leadership Module** located on *Blackboard*. Each module is followed by an online examination and skills inventory. This portion of the course is self-paced and the modules may be completed at any time before July 23. The average of each examination score will represent the grade for this section.

E. **Service Learning Plan** (50 Points)

Service Learning can be defined a method whereby participants learn and develop through active participation in thoughtfully organized service that:

- is conducted in and meets the needs of a community
- helps foster civic responsibility
- is integrated into and enhances the academic curriculum of the student (you)
- provides structured time for reflection on the experience

Service Learning is not Community Service. The distinction is that Service Learning is the blending of both service and learning goals in such a way that both occur and are enriched by each other. In other words, you as the student should incorporate your own personal development, social development, academic enhancement, active citizenship and/or preparation for the world of work in conjunction with providing service to others. It is not just about them; it is also about you.

Each student will develop a Service Learning Plan as a result of their experience in the American Legion/Auxiliary Summer Program and submit it to the **Service Learning Plan** section within *Blackboard*. The Plan is a 3-5 page double-spaced typed paper that serves to benefit a school/community and the student. The paper should include the components listed below. It is not required that the student actually carry out the plan, thus giving the opportunity for timelines that extend throughout the summer and into the next school year as necessary. The inherent expectation, however, is that the process will lay the groundwork for service to their school and/or community. Students are encouraged to discuss ideas with their counselor to choose an appropriate topic during the summer session. The internet is also a valuable resource for Service Learning ideas. Students are required to submit the Service Learning Plan to *Blackboard* by July 23, 2010.

The Service Learning Plan should include the following components in order as they are listed:

- *Goals and Objectives* - develop goals for both service and learning components of the project. Consider what you already know and what you need to learn. Tie the goals and objectives to your experiences in the summer program. Include benefits as well as needs for specific individuals and/or groups.
- *Participant Role* - Describe your role. Students may be cast as workers, planners, collaborators, or even entrepreneurs for the social good.
- *Scheduling* - Figure out how much time is needed for each component of the project. Plan carefully to make sure your time is well spent.
- *Structure* - Questions to consider include, "How will your project be implemented?" "How many people are involved?" "Is this a stand-alone project, or is it part of a larger project?"
- *Timeline* - Map out a timeline for the project. Include start and end dates, primary activities, and any other pertinent information.
- *Evaluation and Reflection* - How will you know if you reached your goals and objectives? Think about the impact you will have had on those being served and how your own attitudes and behavior may have changed.

\*Service Learning Plan Components adapted from Northwest Regional Educational Laboratory's Service Learning Toolbox: *Work Pages and Checklists to Help You Get Started and Keep You Going* (October, 2000).

\*Service Learning Plan definition and scope adapted from Duckenfield, M & Wright, J. (2005). *Pocket Guide to Service Learning*. National Dropout Prevention Center.

**Course Calendar:**

<b>Date</b>	<b>Assignments Due (See previous section for assignment descriptions)</b>
June: American Legion/Auxiliary Summer Session	Participation in Assignments A, B, and developing C *Verification of Assignments A and B submitted by July 23
July (by July 23)	Assignments C, D, E
August 7 – Grades Posted	A report card will not be sent to your home. You must retrieve your grade electronically. Your access will be discontinued at the beginning of the Fall semester so please retrieve your grade before August 19.

**Transcripts:**

Upon completion of the course you may request official transcripts to request transfer to another institution and/or for your personal records. Complete instructions regarding transcript requests can be found here:

<http://www.registrar.clemson.edu/html/transcript.htm>.

**Professor Availability:**

If assistance is needed regarding course content or any other matter, the professor may be contacted at any time.

*Clemson University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501).*

**This syllabus is subject to change/improvement as needed.  
The most current version is posted in *Blackboard*.**