

First Year Experience: Leadership U.

Three Rivers Community College

Spring 2012

Essential Details

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Sections:

MW: 12041 T9 – 2:00pm – 3:15 Room: D222

Course Description

The content of this course is designed to help you make a smooth transition to college. Information on how to succeed in college in terms of studying, balancing family and job responsibilities with new college demands, planning for the future, and just knowing "the ropes" will be provided. You can expect regular reading and writing assignments along with classroom discussion as you investigate how to be successful in this new environment.

In this section of FYE: Leadership U., we will explore the issue of leadership as an area of intellectual inquiry, as well as, leadership as a faculty that can be developed and creatively utilized.

Based on discussions, readings, films, and other activities, we will be taking a "hands-on" approach to exploring the topic of leadership which will call on you to be self-reflective and pro-active (*we will discuss these attributes in more depth throughout the semester*). We will encounter multiple definitions of leadership and the traits, skills, and habits of effective leaders. It will be up to you to keep track of these definitions in your Leadership Portfolio to help you ultimately create your own definition of leadership.

This course stems from my belief that each of us can become leaders and, as you will see in our readings, scholars of leadership note that the process of "becoming" a leader begins with self-discovery and self-analysis. Therefore, this class is structured to give you the opportunity to demonstrate leadership and take responsibility for your own education (*with the knowledge that I will be available to provide feedback, offer suggestions and other assistance throughout the semester*). Please plan on scheduling enough time for considerable reading, writing, and reflection.

Required Text

Cuseo, J., Thompson, A., McLaughling., & Moono, S. (2010). *Thriving in the Community College & Beyond*. Dubuque, IA: Kendall Hunt.

- TRCC College Catalog
- TRCC Student Handbook
- Assigned Readings to be provided in class

Learning Outcomes

Upon successful completion of IDS 105 students should be able to:

Understand, articulate, and apply the elements of reasoning

- Formulate appropriate questions and hypotheses
- Recognize assumptions and formulate premises
- Analyze, synthesize and evaluate information
- Formulate logical conclusions

Demonstrate informational literacy

- Understand how and why outside sources are utilized in academic work
- Learn and employ strategies for avoiding plagiarism

Understand and apply the fundamentals of quantitative reasoning

- Use information presented quantitatively to further academic work
- Identify, extract and interpret numerical data from various sources

Demonstrate effective communication skills

- Use writing, reading and speaking for inquiry, learning, and thinking in a college setting
- Understand, articulate, and apply self-assessment and decision-making skills in achieving family, educational, career, and personal goals.

COURSE OBJECTIVES

Information covered and assigned work is intended to increase the likelihood that this transition is successful and rewarding for the student. Emphasis is placed on interdisciplinary learning strategies, life management skills, active participation in the college community, classroom discussion/public speaking, and critical thinking skills necessary for any college student. Students should seek to achieve/learn the following objectives:

- A) Make a positive and productive transition to college life.
- B) Develop coping skills and behaviors to meet the challenges of college education.
- C) Understand and improve the teaching/learning process.
- D) Develop skills that enhance planning, studying, communication and critical thinking.
- E) Assess personal strengths and limitations to set and achieve appropriate goals.
- F) Learn about and use the resources of Three Rivers Community College (TRCC).
- G) Become more confident with writing, reading and speaking in an academic environment.
- H) Establish personal, career and academic goals, with an understanding of what are the obstructions to these goals.
- I) Become aware of and develop attitudes towards tolerance and acceptance of diverse communities and their opinions.
- J) Actively and effectively participate in group assignments and discussions.
- K) Participate in activities/community functions on the Three Rivers Community College (TRCC) campus.

Assignments

All assignments are due at the beginning of class. I do not accept emailed assignments. Presentations and Oral report dates are final. Missed presentations must be made up in order to pass the course. If you know that you will not be able to attend class when an essay is due, please make arrangements to turn in the essay before class on the due date. **A third of a grade (i.e. an A+ paper will become an A, a C- paper will become a D) will be deducted for each day an assignment is late.**

You will complete several papers and projects. The due dates are highlighted in the course calendar and all writing must follow the format outlined below. **Assignments that are not properly formatted may be returned without a grade and/or will have a grade reduction.**

Autobiography/Leadership Definition Paper (5%)

Imagine that you are being interviewed – perhaps as part of the process of joining a club or organization or for a job interview.

In **about four pages**, write a brief introduction of your background – who you are – an autobiography; include your leadership experiences to date and your leadership aspirations; your career aspirations; your basic expectations of this course; and what you hope to attain as an active participant in this course.

How would you define leadership? What qualities, traits, and behaviors do the leaders that you admire have that set them apart? What qualities do you expect leaders to have? Describe a moment when you were called on to be a leader? Provide enough context – what was the situation, who were involved, why was the situation important for you to take charge? Describe a time when you followed someone? Again, provide the context of the situation – why were you willing to follow this person?

Informal Writing and Quizzes (5%):

Throughout the semester, there will be informal writing assignments in-class and outside of class. “Informal” does not mean “not important”; these assignments and quizzes build on the foundations of the critical thinking, reading, and discussing we will be doing throughout the semester. Any assignments not completed with lower your final grade.

Interview With a Leader Paper and Presentation (15%): Handout will be provided

Education Plan (15%): - This four part assignment will help you map your coursework, design a realistic plan for accomplishing your coursework, and learn to work with your advisor to accomplish your goals. Details of the assignment will be passed out in class.

Career Exploration Paper (20%) – Write a resume and then bring it into the Writing Center for assistance with formatting/tips. Using your resume as a guide, write a 5-7 page paper that will analyze what skills, traits, college courses, and experience you should probably gain during your time in college in order to make yourself more marketable. Your resume and references do not count towards the 5-7 page requirement.

Leadership Committee Projects (40%):

Group Activities and the “Community Spirit” Group Leadership Project

The class will be divided into “Leadership Committees” which will work on various assignments and a “Community Spirit” Leadership Project. Class time will be allotted for team/committee work though some outside meetings may be necessary from time to time.

Team projects are an opportunity to collaboratively explore, refine, and present work based on the issues of leadership that will be explored throughout the semester. The work you do with your committee will also be included in your leadership portfolio.

Individual projects are designed to enhance your organization and presentation skills. I will provide more details and handouts as the class proceeds.

“It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union... Men, their rights and nothing more; women, their rights and nothing less.” – Susan B. Anthony

Additional Information

Attendance:

This is a writing intensive course that incorporates active class participation, group projects and peer-workshops. Peer review workshop participation counts toward the grade assigned to each of your essays. If you have an unexcused absence on a workshop day, *your final grade will be affected*. Attendance *and participation* are important factors in your final grade. You are permitted two (2) absences. **After two absences, a doctor’s note or other documentation may be required as I deem appropriate and we will conference to determine if you will realistically be able to pass the course.**

I understand that things happen and if you know ahead of time that you will miss class or have an emergency of some kind, please contact me as soon as possible. You are, of course, responsible for the work due on the days you are absent. If an assignment is due on the day of your absence, you are still responsible for getting the work in on time. In addition, **coming into class late is disruptive. Please be on time to class and turn off any electronic devices not associated with the class.**

Special considerations

If you have a disability or some other personal circumstances that require accommodations, please let me know as early as possible in the semester so that I can make appropriate classroom arrangements. Please call (860) 383-5217 for more information or to schedule a confidential meeting with one of our disability service providers.

Plagiarism:

Plagiarism is using someone else's words or thoughts without crediting them properly. Plagiarism includes paraphrasing another person without properly identifying that person. Plagiarism includes copying, buying, borrowing, stealing or otherwise obtaining and using another person's work as if it was your own.

Plagiarism is not properly documenting the source of information that you use in your work.

Formatting your Papers:

- All papers should be on white paper, printed, spell-checked for typos and other errors.
- Use 12-point Times New Roman font, and left-justified with one-inch margins.
- On the first page of the paper, in the upper left-hand corner, place your name, course title, my name, assignment name, due date (all in double space).
- The body of your essay is double-spaced.
- Your title should then appear two spaces down, centered on the page. Please note that the assignment name is not the title of your essay.
- Number pages beginning on page two in the upper right corner or centered at the bottom of the page.
- Staple the essay pages together in the upper left corner. Unstapled essays will not be accepted.
- Save paper. A cover or title page is not necessary.
- Use MLA citation to document sources.

Save Your Work:

It is always a good idea to *save your work* to disk or to make a copy of any paper that you turn in for a grade. Save a hard copy of your work to avoid missing assignments due to computer disasters. I would also recommend emailing a copy of your work to *yourself* as a precaution.

Class Participation:

Physical presence is not enough; you must come to participate. Participation means openness to the idea of discussing your own writing and the writing of your classmates. Your participation in group discussions, large and small, is vital to the success of the class and will be reflected in your final grade.

This class is a discussion class, and it is vital that we share our ideas and talents with each other. Writing and speaking are very closely related forms of communication, and working on one inevitably helps the other. Never be afraid to ask a question, offer a comment, take a stand on an issue, or disagree with us or anyone else. We will refine our views mostly through free and lively exchange. Several guidelines can help govern this exchange:

- Entering this class intending to learn a great deal.
- Remembering the importance of a sense of humor.
- Demonstrating an interest in people of other times and places.
- Being willing to offer your own ideas.
- Commenting respectfully on the ideas of others.

“A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go, but ought to be.” - Rosalynn Carter