

## **GSU 1010: New Student Orientation (CRN: 82299) Residential Emerging Leaders II, Fall 2009**

### **Instructor Information**

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Please note that we are here to do more than teach Emerging Leaders. We are available to meet with you to discuss your transition to Georgia State and offer you advice on involvement opportunities. Together, we have 14 years of experience working with college students, so we have seen and heard a lot of crazy things! If you just need a sounding board for something that is weighing on your mind, don't be afraid to come and talk to us. We are here to help.

### **General Education Goals and Outcomes**

**Communication:** Students communicate effectively using appropriate writing conventions and formats.

- Students will be able to express their ideas in writing.
- Students will be able to effectively convey their ideas to others.

**Collaboration:** Students participate effectively in collaborative activities.

- Students will be able to articulate various team roles.
- Students will be able to manage conflict with others.

**Critical Thinking:** Students use the results of analysis to appropriately construct new arguments and formulate new questions.

- Students will be able to identify, evaluate, and act on issues of personal and professional importance.
- Students will develop skills necessary to effectively convey their point of view to others.

### **GSU 1010 Education Goals and Outcomes**

**Academic Life:** Students will become familiar with the academic resources, procedures, and student code of conduct policies of Georgia State University. They will exhibit familiarity with the location, use, and content of official university documents relevant to these issues.

- Students will be able to articulate the purpose of the Student Code of Conduct.
- Students will understand the role of the academic advisor.
- Students will be able to identify resources for academic support on campus.

**Community Life:** Students will have an understanding of the community and environment on and around the university campus, as well as the general Atlanta community. They will engage in at least one dimension of the Atlanta-Based Learning Program.

- Students will be able to articulate opportunities for involvement in the campus community.
- Students will identify opportunities for civic engagement.

**Personal Life:** Students will engage in activities designed to improve their study and learning skills and to enhance their personal growth and development.

- Students will identify personal time management systems that work for them.
- Students will be able to successfully identify stress management techniques.
- Students will be able to identify resources in the community that are available to promote and enhance their personal growth and development.

	<b>Topic</b>	<b>Reading/Assignment Due</b>
18-Aug	What it means to be a college student	
20-Aug	Georgia State: Campus and Beyond	Retreat Reflection/Make Up Assignment
22-Aug	Community Plunge, 7:50 a.m. - Noon, Meet in Unity Plaza	
25-Aug	What is leadership?	Chapter 1; Community Plunge Participation and Reflection
27-Aug	SAC Introduction and Academic Policies Presenter: Student Advisement Center Staff	Scavenger Hunt
1-Sep	What kind of leader are you?	Chapter 2
3-Sep	Diversity Presentation Presenter: Intercultural Ambassadors	
8-Sep	Learning Styles	
10-Sep	Expressing Leadership Vision	Chapter 3; What motivates you to lead?
15-Sep	Reading and Studying for College Courses	
17-Sep	Time Management	Group Project Proposal
22-Sep	Academic Resources and Declaring the Major Presenter: Student Advisement Center Staff	
24-Sep	Test Taking Tips	
29-Sep	Listening	Chapter 4
1-Oct	Getting Involved on Campus	Time Management Reflection
6-Oct	Building Relationships and Teams	Chapter 5; Sex Signals Attendance and Summary
8-Oct	Career Exploration (Univ Ctr 245) Presenter: Career Services Staff	
13-Oct	Relationships and Communication Presenter: Dr. Kimber Shelton	Campus Event Reflection
15-Oct	Defining Problems and Reaching Solutions	Chapter 6
17-Oct	Leadership Conclave, 8:00 a.m. - 4:30 p.m. in the Student*University Center	
20-Oct	Core Curriculum and Registration Logistics I Presenter: Student Advisement Center Staff	
22-Oct	Motivating Others	Chapter 7; Leadership Conclave Summary
27-Oct	Financial Management	
29-Oct	Delegating Tasks and Responsibilities	Chapter 8
3-Nov	Wellness and You (Recreation Center) Presenter: Recreation Center Staff	My Student Body - Alcohol Module
5-Nov	Managing Conflict	Chapter 9
10-Nov	Study Abroad Presentation	Interview a Campus Student Leader

12-Nov	Supporting and Empowering Participation	Chapter 10
17-Nov	CLASS CANCELED due to Sex Signals	
19-Nov	Core Curriculum and Registration Logistics II Presenter: Student Advisement Center Staff	
1-Dec	Leadership Identity Model	Leadership Identity Model Handout
3-Dec	What have you learned about leadership?	What I learned about leadership?; Group Presentations

## **COURSE ASSIGNMENTS**

**STANDARD CRITERIA FOR ALL ASSIGNMENTS:** All assignments will be collected at the beginning of class and late assignments will be subject to penalties. Assignments should be typed in 12 point font, Time News Roman or Arial, double spaced, and have one inch margins. No handwritten assignments will be accepted. Please keep in mind proper grammar and spelling, while writing your papers. These may be taken into consideration in your final grade.

### **Retreat Reflection/Make-Up Assignment**

Due Date: August 20

Points: 50

Write a two page paper about your experience at the retreat and how your participation in the activities relates to your leadership development. Be sure to provide examples of leadership you witnessed during your participation in the activities. You should also address the following questions:

- How did the challenges of the activities relate to college?
- What did you learn about yourself while participating? What did you learn about others?
- What goals do you have for yourself this semester?

If you were unable to attend the retreat, write a two page paper about your goals for this semester as well as your expectations for the Emerging Leaders class. You should address the following:

- What do you hope to learn in the class?
- What skills do you hope to improve on?
- How do you think this class will benefit your leadership development?

### **Community Plunge Participation and Reflection**

Due Date: August 25

Points: 50

Attend the Community Plunge service project on August 22. Meet by 7:50 a.m. in Unity Plaza, outside the Student Center, to check in for your project assignment. After completing the project, complete a two page paper summarizing the project and what you learned about yourself by participating in the project.

### **Scavenger Hunt**

Due Date: August 27

Points: 50

The class will be divided into five groups to complete the traditional Emerging Leaders Scavenger Hunt. A handout will be provided with details on how to successfully complete this assignment.

### **What motivates you to lead?**

Due Date: September 10

Points: 75

Complete the assessment on page 35 in your textbook regarding your motivations for leadership. Then, complete a two page paper that addresses how your motivations for leadership influenced your decisions regarding high school or college involvement. What roles did you choose to take on based on your motivation? Evaluate your experience in those roles.

### **Group Project Proposal**

Due Date: September 17

Points: 20

Each group should complete a one page project proposal. The proposal should include a brief summary of the project including how it is service focused, a timeline for the project's completion, and outline of each participant's role. The name and contact information for community group liaisons must be included in the proposal.

### **Time Management Reflection**

Due Date: October 1

Points: 75

A copy of a weekly calendar will be distributed in class. You will need to keep track of how you spend your time for an entire week. At the end of the week, you will evaluate how you spent your time and write a two page paper reflecting on your time management. Thoughts to consider include: how do you manage your time? What are your biggest time wasters? How could you take advantage of more time in your day? What is the best time of day for you?

### **Sex Signals Attendance and Summary**

Due Date: October 6

Points: 50

Each student should attend a showing of Sex Signals and write a one page reaction paper that outlines their experience at the program and what they learned from attending. Program dates are listed below and it is the responsibility of the student to attend one of the dates. Please note that some days may close out, so don't necessarily wait until the last showing to attend.

Show #1: Tuesday, September 29, 2009 from 4:00 p.m. to 5:30 p.m.

Show #2: Tuesday, September 29, 2009 from 6:00 p.m. to 7:30 p.m.

Show #3: Wednesday, September 30, 2009 from 11:00 a.m. to 12:30 p.m.

All shows will be in the Student Center - Speaker's Auditorium.

### **Campus Event Reflection**

Due Date: October 13

Points: 50

Successful students take advantage of opportunities for involvement on campus. You will have the opportunity to select a campus event to attend. At the conclusion of the event, you will need to submit a two page paper that addresses the following:

- 1) What was the event and why did you chose to attend this particular activity?
- 2) Briefly describe the event.
- 3) What did you learn about yourself and the campus through your attendance?

### **Leadership Conclave Attendance and Summary**

Due Date: October 22

Points: 50

Each student should attend Leadership Conclave and write a one page summary evaluating their experience at Leadership Conclave.

### **My Student Body –Alcohol Module**

Due Date: November 3

Points: 50

Complete the Alcohol Module on the My Student Body site. Information on accessing the modules will be distributed in class. Submit a one page paper summarizing what you learned from the module and how this information may or may not influence your decisions regarding alcohol consumption.

### **Interview a Campus Student Leader**

Due Date: November 10

Points: 75

On your leadership and involvement journey, it is important to ask questions of those who have walked before you. In this assignment, you are asked to conduct a personal interview with a student leader at Georgia State regarding his or her involvement with leadership, academics, and service. A student leader is defined as a junior or senior who holds a leadership position within a chartered student organization.

Possible Questions to ask during your interview:

- What is your personal philosophy/definition of leadership?
- How did you first get involved on campus?
- What skills do you believe are important to be an effective leader? Why?
- Who is your leadership role model or mentor?
- What are some of the things you do in your role as a student leader?
- What has been your biggest challenge and accomplishment as a student leader?
- What are words of advice that you would give to a new student leader?

After your interview, you will type a three page paper that includes a summary of your interview, discussion of your view of the student leader's leadership style, a reflection of how you are like or unlike the student leader, and a summary of what you learned about leadership from this experience.

### **What I learned about Leadership**

Due Date: December 3

Points: 75

Each student will write a two page paper that addresses what he or she has learned about themselves as a leader through their experiences in the Emerging Leaders class. Students should include reference to the Leadership Identity Model when considering their personal leadership development over the course of the semester.

### **Group Presentation**

Due Date: December 3

Points: 100

Part A: Each group will prepare a ten minute class presentation that outlines the following:

- Brief summary of their project
- Discussion of the impact of their service project on the community
- What they learned about leadership from this project

Part B: Each group member will submit a one page summary of their role in the project and what they personally learned from their involvement.

### **Leader in the News**

Due Date: Assigned by Instructor

Points: 75

Each student will be assigned a day in which he or she must bring in a news article about someone they consider a leader. The student will briefly present the leader and the article to the class. In addition to the brief presentation, each student will submit a two page paper that highlights the reason they have selected the leader and how that person demonstrates leadership. A copy of the news article must be attached to the paper.

### **Participation Points**

Points: 5 daily (145 total)

Attendance in class is critical to your success in college. Each time you attend class and actively participate in discussions and group activities, you will earn five points. Failure to attend class will result in no points earned for the day. Arriving late or leaving early will result in two points being deducted from your daily points.

### **Your Turn**

Due Date: Date chapter is assigned in class

Points: 1 each (10 total)

Throughout the textbook, there are opportunities for you to jot notes about your leadership thoughts. To earn an additional point for the day, show your instructor your textbook with your notes in the "Your Turn" section. You can earn one point for each chapter in the textbook. While it may not seem like a lot of points, at the end of a semester, one point could be all that separates you from the next letter grade up!

### **Grading Policy**

Final grades will be calculated based on the total number of points earned during the semester. Please keep in mind that completion of an assignment does not guarantee receiving maximum points for the assignments. Points are awarded based on the quality of the work submitted. Grades will be distributed as follows:

A+ = 965- 1000

A=933-965

A-=900-933

B+=866-899

B=834-865

B-=800-833

C+=766-799

C=734-765

C-=700-733

D = 600-699

F= 0-599

### **Attendance Policy**

Successful students attend class on a regular basis and actively participate in the classroom discussions. In order to get the most from your GSU 1010 experience, your attendance at all class sessions is strongly encouraged. Students will receive points for attendance at each class session. Failure to attend class will result in forfeiting five points for the day. Arriving late for class or leaving early will result in forfeiting two points for the day.

In regards to absences, please let your instructor(s) know in advance of absences, if possible. Instructors will determine if class absences are excused and provide an opportunity for the student to make up lost points. In some cases, documentation will be necessary to verify an excused absence.

### **Make-Up Assignments/Examination Policy**

Assignments are due at the start of each class period. Failure to submit work at the start of each class period will result in an automatic deduction of ten percent of the points due for the assignment. An additional ten percent will be deducted for each day the assignment is late – up to fifty percent of the total value of the assignment. Assignments will not be accepted more than five business days after their original due date. In cases of excused absences, instructors may be willing to waive the point reduction.

### **Withdrawal Policy**

All students in the Emerging Leaders FLC are expected to stay in the GSU 1010 course for the entire semester, as part of your commitment to the program. If you are having trouble in your classes, please speak to one of the instructors as soon as possible, so we can discuss your issues and determine an appropriate solution.

### **Policy on Academic Honesty**

Students are expected to comply with the “Policy on Academic Honesty.” Please review the policy at the following location: <http://www2.gsu.edu/~wwwfhh/sec409.html>

### **Diversity Statement**

The Office of Undergraduate Studies and GSU 1010 values diversity and is committed to fostering and maintain an educational environment which appreciates individual differences in all areas of operation including classroom instruction, texts, and materials. To this end, any actions, practices, or processes by any faculty, staff person, or student that discriminates against or is prejudicial toward any person or group based on race, sex, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status will not be tolerated.

**Prerequisites:** Not applicable

**Required text:** Bell, A. & Smith, D. *Developing Leadership Abilities (2<sup>nd</sup> edition)*. Upper Saddle River, NJ: Prentice Hall, 2010.

**Syllabus Statement:** The course syllabus provides a general plan for the course; deviations may be necessary.

**Evaluation Statement:** Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

**Accommodation Statement:** Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.

*“This is the place where I learned to live this life, to curse this life and to claim this life for my very own.”*  
-Jodie Foster

*“And yet not a dream, but a mighty reality – a glimpse of the higher life,  
the broader possibilities of humanity, which is granted the man who, amid the rush and roar of living,  
pauses four short years to learn what living means.”*  
- W.E.B. DuBois