

# **Syllabus**

## **Leadership and Small Group Communication**

### **CO 2031 – J-Term, Costa Rica 2017**

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**Office hours: By appointment**

#### **Prerequisites**

Full time status in the Landmark College credit program

Successful completions of EN1011, a FY course, and 1000 level CO course

Additional 3000 level prerequisites- successful completion of EN1021 and three 2000 level courses with C grade or better

#### **Course Description**

This course examines the leadership of small groups including how they are created, designed, and managed. Students will observe the leadership and organization of teams in a variety of organizations in different cultural and community settings. During this three week course students will participate in case studies that allow them to observe leaders and, or groups in several institutions: Teletica (the largest television station in Costa Rica), Monteverde Friends School (a Quaker school where students will learn about decision making in teams by consensus), University of Georgia, San Luis, Costa Rica (where students will observe and speak to leaders of that institution about their strong successes as leaders in sustainability), home stays in Costa Rica where students will observe the team work seen in families, and Pasion Costa Rica (where students will interview the leader of that organization and take part in an eco-tour). In addition, students will have the opportunity to try out leadership and small group participation in several classroom exercises, service work and experiential activities. The factors that affect the success of teams will be studied, such as styles of leadership, interpersonal communication and the structure of groups. In addition to studying the organizations during the case studies, the professor will help the students to build community as a class, and students will be expected to function as a team. By the end of the course students will have an understanding of the theory and processes of personal, group, and team behavior so that large and small groups can be more effective, efficient, and enjoyable.

**Leadership and Small Group Communication is a bi-leveled 2,000 and 3,000 level course. Students taking the 3,000 level course will read two additional articles and conduct a study based on the field work from the case studies and internet research on a problematic issue in Costa Rica, such as rural education, poverty, destruction of the rainforest, etc. After studying their selected issue, 3000 level students will write a paper researching and describing their selected topic, which must discuss the unique cultural strengths and challenges of Costa Rica that impact the issue. Then students will (given an imaginary multi-million-dollar grant) create a visionary plan of action to solve their selected problem. In addition, 3000 level students will use a rubric created by the professor to assess the leadership style of one leader observed during the case studies. 3000 level students will present their leader assessment and final paper to the 2000 level students during class.**

### Leadership and Small Group Communication - Bi-level Plan for 2000 & 3000 Level Course

Course Goals & Outcomes:	Assessment: 2000 level	Assessment: 3000 level	GEN ED/BA LST Goals
Express an understanding of the key concepts of effective leadership	<ul style="list-style-type: none"> <li>• Three quizzes based on the text &amp; classes</li> <li>• Journaling following each case study. For each entry, students will be given guiding questions and one course concept that must be included in each journal entry.</li> <li>• Final reflection paper including terms from the class (guiding questions and a list of terms will be provided).</li> </ul>	<ul style="list-style-type: none"> <li>• Three quizzes based on the text, readings, &amp; classes</li> <li>• Journaling following each case study. For each entry, students will be given guiding questions and three course concepts that must be included in each journal entry.</li> <li>• Final research paper: Students will conduct field research during the case studies and research via the internet on a challenging issue they witness in Costa Rica. They will conclude the paper with a visionary (shows forethought and creativity) leadership plan of action to solve the selected problem.</li> <li>• Leader assessment. Given a rubric each 3000 level student will assess one leader observed during the case studies.</li> </ul>	<p><b>Gen ED:</b> 4. Understand the complexities of multiple communities, including educational, cultural, and geographic, and respect different perspectives and diversity.</p> <p><b>BA/LST:</b> 5. Apply ethical reasoning to solving problems.</p> <p>A. Recognizes ethical issues when considering problems.</p> <p>B. Considers the consequences of possible actions in solving problems.</p>
Demonstrate how to motivate and lead others	Observation of teamwork and participation during team activities and service work. (Participation rubric)	<ul style="list-style-type: none"> <li>• Observation of teamwork and participation during team activities and service work *(Rubric will show increased expectations for 3000 level students).</li> <li>• Given assistance, 3000 level students will be expected to lead the “Group Meal Project” and the “Recreation Project”.</li> </ul>	<p><b>Gen ED:</b> 5. Communicate with clarity, coherence and persuasiveness through written, oral and other modes of expression.</p> <p><b>BA/LST</b> 6. Engage in community-based activities that demonstrate civic responsibility. 6a. Works actively within community contexts to achieve a civic aim.</p>

Explain and exhibit constructive ways to deal with conflict	<ul style="list-style-type: none"> <li>• Observation of teamwork, participation (Participation rubric)</li> <li>• Quiz two</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of teamwork, participation *(Rubric will show increased level of expectations for 3000 level students)</li> <li>• Quiz two</li> <li>• Brief essay response to a case study in conflict (in addition to quiz 2)</li> </ul>	<p><b>Gen ED:</b> 2. Think critically, reason soundly, and develop and apply problem solving strategies across the academic disciplines.</p> <p><b>BA/LST</b> 5. Apply ethical reasoning to solving problems. a. Recognizes ethical issues when considering problems. b. Considers the consequences of possible actions in solving problems.</p>
Participate in team work and effective problem solving	Observation of teamwork and participation	<ul style="list-style-type: none"> <li>• Observation of teamwork and participation (Rubric will show increased expectations for 3000 level students.)</li> <li>• Brief essay response to case study in problem solving (in addition to quiz 3)</li> </ul>	<p><b>Gen ED:</b> 5. Communicate with clarity, coherence and persuasiveness through written, oral and other modes of expression.</p> <p><b>BA/LST:</b> 5. Apply ethical reasoning to solving problems.  A. Recognizes ethical issues when considering problems.  B. Considers the consequences of possible actions in solving problems.</p>
Show understanding of the concept of mindfulness to enhance options for change and leadership	<ul style="list-style-type: none"> <li>• Graded discussions</li> <li>• Journals</li> <li>• Quiz one</li> </ul>	<ul style="list-style-type: none"> <li>• Graded discussions</li> <li>• Journals</li> <li>• Quiz one</li> <li>• Brief essay response in addition to quiz one</li> </ul>	<p><b>Gen ED:</b> 8. Develop an understanding of how physical, social, and emotional wellness affect learning and contribute to personal and community well-being.</p> <p><b>BA/LST:</b></p>

			Communicate with a sense of audience and purpose.
Compare and contrast your own culture and co-cultures with that of Costa Rica	<ul style="list-style-type: none"> <li>• Graded discussions</li> <li>• Journals</li> <li>• Final reflection paper</li> <li>• Final presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Graded class discussions</li> <li>• Journals</li> <li>• Final research paper</li> <li>• Final presentation</li> </ul>	<p><b>Gen ED:</b> 4. Understand the complexities of multiple communities, including educational, cultural and geographic, and respect different perspectives and diversity.</p> <p><b>BA/LST:</b> 2. Use critical thinking to examine multiple perspectives on issues.</p>
Develop and articulate a vision of leadership and define actions that might resolve a current issue of challenge to the country of Costa Rica while demonstrating an awareness of your own cultural biases and creating a solution that will work in Costa Rica		<ul style="list-style-type: none"> <li>• Final research paper</li> <li>• Final presentation</li> </ul>	<p><b>Gen ED:</b> 5. Communicate with clarity, coherence, and persuasiveness through written, oral, and other modes of expression.</p> <p><b>BA/LST</b> 2. Use critical thinking to examine multiple perspectives on issues.</p>

## Course Materials

- ***Working in teams: Moving from high potential to high performance.*** Griffith, B. A. & Dunham, E. (2014). Available in the bookstore approximately- (\$85.00) For online text- (\$46.75). <http://www.coursesmart.com/9781452286303>
- ***Costa Rican Spanish: Phrasebook and Dictionary,*** Vladislavljjevic, B., Kohnstamm, T. B., & Lonely Planet Publications (Firm). (2013). Footscray, Vic., Australia: Lonely Planet Publications.
- Course handouts and Student Handbook for the Program
- 3-ring binder to hold handouts and student handbook
- Journal note pad for taking notes on field trips and for keeping a journal
- 2 flash drives to submit journals if not using handwritten journals

## Course Structure

Class time: Mini-lectures, group work, one film, and discussions on the topics indicated on the course schedule for that week. You will be expected to have read the assigned chapters.

Small Group Work: Throughout the program we will take part in service learning activities and case studies. You will reflect in your journal and be expected to participate in formal class discussions debriefing the projects and case studies. You are expected to participate actively in class discussions. **3000 level** students will be expected and to assume increasing responsibility for leading the group particularly during the “Group Meal” project and the “Recreation Day” project.

## Assignments and grading

**Group meal project:** The first major project of the course will be for you to work in teams to plan, shop, prepare, and clean up one group meal. **3000 level** students will lead the teams with assistance to complete the project.

**Quizzes:** The course will have three multiple choice and short answer quizzes. Questions will come from lectures, readings and discussions. You will be allowed to use two pages of written or typed notes that you have taken while actively reading the text. The notes must be on paper. Computers will not be allowed during the quizzes. The professor will read the questions aloud. **3000 level** students will have one brief essay question in addition to the regular quiz questions.

## **Research & Reflection:**

**3000 level:** Near the end of the course, you will select a Costa Rican problem that concerns you, such as poor postal and delivery services, deforestation, sea turtle egg poaching, population growth, rural poverty and education, etc. Once your topic is selected, you will research and learn more about the problem identified. You will use information from our field work during the case studies and from internet research. The first half of the paper will be your report from field work and from the literature about the problem. The second half of the paper will be an essay envisioning yourself as a leader and member of a group problem solving task force. You will imagine that you have a vast sum of money as a resource to hire people and to buy what is needed to resolve the problem. You will write an essay detailing how you think the problem can be solved. Your paper will be a minimum of four pages, #12 font, double spaced), and it will include APA style in-text citations and references. You will present your essay to the class on the final day.

## **Final Reflection Essay:**

**2000 level:** You will write an essay (minimum of four pages, #12 font, double spaced) that reflects on what you have learned in the course. You will include at least four terms from the course text, *Working in Teams*. The essay will include your actual experiences, such as the homestay, working on the service projects, talking to leaders, or fieldtrips. Citations and references should be included if work is borrowed from the text. You will present the essay to the class on the final day.

## **Case Studies/Class Projects:**

As a class, we will be visit and/or undertake the following projects and case studies:

- Group meal preparation and clean up – San Jose
- Teletica television station- San Jose
- Homestays- San Luis
- Sustainability, Fabricio Camacho- UGA- San Luis
- Coffee Farm and Service work- San Luis
- Monteverde Friends School, Consensus/Decision Making- Monteverde
- Pasion Costa Rica, Marcos Sibaja- Santa Elena
- CEPIA, Volunteering at an organization to help local children- Punta Salinas
- *Abriendo Mentes*, Volunteering at an organization to help local children – Guanacaste
- Recreation project – Playa Flamingo

The aim of these projects and case studies is to learn more about styles of leadership and to volunteer our help. After each visit, you will reflect in your daily journal and participate in daily discussions about what we are learning. You will focus presentations and reflections on your observations regarding: the styles of leadership observed, what was learned, and the service work that you did. The case study projects will give you the opportunity to practice team work and leadership in the field. Grades will be given to each individual. Class members will be given the

opportunity assess each other as part of the teacher's final decision on how many points to award each student.

### **Journals:**

After each case study or project, you will make a journal entry given question prompts by the professor. **2000 level** students will weave in at least one concept from the course and **3000 level** students will weave in at least three course concepts.

**Formal Discussions:** There will be several formal, graded discussions. The professor will guide you into meaningful discussion following films, case studies, the homestays and some of the readings.

**Short Exercises:** Short-term, homework assignments will be given, especially at the beginning of the Program.

**Participation:** Student participation in the course is important and expected. A grade will be given four times. Rubrics are included in Canvas and the course packet.

### **Grading Criteria Table**

<b>Category of Assignment</b>	<b>Specific Assignment</b>	<b>Weight</b>
Case Studies/Class Projects:	<ul style="list-style-type: none"><li>• Case studies</li><li>• Work at facility</li><li>• Follow-up presentation</li></ul>	35%
Research Paper & Vision	<ul style="list-style-type: none"><li>• Research Paper</li><li>• Final Reflection Essay</li></ul>	25%
Formal Discussions	<ul style="list-style-type: none"><li>• Film discussion</li><li>• Case study/project discussions</li><li>• Reading discussion</li></ul>	10%
Quizzes, short exercises,	<ul style="list-style-type: none"><li>• Journal</li><li>• Quizzes</li></ul>	20%
Participation	<ul style="list-style-type: none"><li>• See rubric to be graded four times</li></ul>	10%

## **Important College/Class Policies**

### **Attendance:**

Attendance is REQUIRED. Because of the experiential nature of this course, attendance, participation and punctuality are required for all class meetings. Being late will result in points being deducted from your participation grade. Absences, except for truly urgent and documented reasons, are unacceptable. Contact us immediately if you are not going to be in class.

### **Submission of Work:**

Work is to be submitted via flash drive or on paper. We expect to have unreliable internet in many of our locations; therefore, we cannot expect to be able to use e-mail or Canvas.

### **Late Work:**

Written assignments are due no later than the date and time specified by the teacher. Any work submitted after that time is late and may have up to 5 points per day deducted for each day the assignment is late.

### **Student Code of Conduct:**

Successful completion of this course requires that you follow the Landmark College attendance policy and that you adhere to the student code of conduct as outlined in the Landmark College Student Handbook (available on the intranet).

[http://intranet.landmark.edu/student\\_life/handbook.cfm#code](http://intranet.landmark.edu/student_life/handbook.cfm#code)

### **Digital Devices**

During class, unless permission is given, all digital devices will be turned off. Failing to turn off digital devices when asked will result in points deducted from participation grade. If a student refuses to turn off digital devices during class, you may be asked to leave the class and to take an absence for the day.

### **Academic Honesty/Dishonesty/Plagiarism**

You are expected to strive for honest and professional presentation of their work and to give credit to others when works or ideas are borrowed. Time will be given in the course to learn what plagiarism is and how to avoid it. For more information on the policies of this college see: <http://www.landmark.edu/academics/meet-faculty/academic-policies1/academic-dishonesty-and-plagiarism/>

### **Policy on Classroom Recording**

You are allowed to record in the classroom for study and review. Any student concerned about the creation of classroom recordings should speak with the instructor about the concerns at the outset of the course. If you record this class, you must abide by the numerous rules and regulations under the law, and you must inform the other you and the professor that you are recording.



**Accommodations**

If you need accommodations, please contact Michael Luciani. More information is available on Sharknet: <http://www.landmark.edu/campus-life/dean-of-student-affairs/request-for-accomodations>