

IDH 2003 - Honors Leadership Seminar 3

Sophomore Year Two – Fall Term (3 credits)

Course Syllabus

Fall 2015 (2015-1)

Professor: Daphnée R. Gilles

Department: World Languages (Room 1615)

Office: Room 1628 (Bldg. 1, 6th Floor)

Office Phone: (305)237-7533

Office Hours: _____

E-mail: dgilles@mdc.edu

Webpage: <http://faculty.mdc.edu/dgilles>

Course Description:

IDH 2003 is the third-semester Honors College course, in which students apply principles of research techniques to determine and/or confirm preferred career options, and investigate and identify a minimum of ten best-fit upper division institutions to which to submit transfer applications. Multiple essays are drafted, edited and submitted to selected colleges/universities. In addition, this course may also include hours taken by students to complete a capstone project under the supervision of an advisor and a committee, which will produce a piece of work that students may take with them to upper division institutions to demonstrate their abilities to apply the principles learned and the quality of their work. In addition, a minimum of ten hours of community service is required for this course.

Textbook/Supplemental Material:

Maxwell, John. The 21 Irrefutable Laws of Leadership (10th Anniversary Edition). Nashville: Thomas Nelson, 2007.

Instructional Strategies:

Lecture, class discussion (inside and outside via ANGEL), question and answer, role play, and/or group activities will be employed. You are responsible for all the topics which are covered in class, as well as, reading and writing assignments. Critical thinking will be required in order to perform well in class.

Course Goals

The following are required for successful completion of this course:

- Attend all scheduled Colloquia and complete reflection assignments (per Honors College contractual agreement)
- Research 10 Colleges of interest (continuation of IDH 1002)
- Career Exploration research project/outline
- Compose essays (transfer application, scholarship, autobiographical sketch/personal statement)

- Explore, identify and begin applying for various sources of funding (i.e., financial aid, scholarships, and/or awards)
- Complete a minimum of 10 (documented) service-learning hours and final reflection paper
- Prepare an oral presentation (final)--leadership assessment based on readings from classroom text. (This assignment will be in connection to observations made during service-learning experience as well)

Grading Criteria:

1. Attendance at Colloquia	10%
2. Reflection assignments on 3 colloquia events (ANGEL Discussion Forum)	10%
3. 4-5 Completed Transfer Applications for potential college choices—from 10 Researched (including applications for possible financial aid and other sources of funding); Contract; Process Grid	10%
4. Career Exploration Outline	15%
5. Essays: transfer application, scholarship, personal statement	20%
6. Service-Learning (10-hour minimum) and final reflection paper	15%
7. Written and oral presentation (Leadership Laws in Connection to Service)	20%

Note: Each student is required to submit a portfolio by the end of the term. Students may utilize the same binder from previous Leadership course. The format for the portfolio is as follows: assignments should be indexed and presented in portfolio form. You must use a 3 ring binder. Please use the guidelines of Table of Contents provided to you in this course and include labeled dividers for the different sections of the Portfolio. Do not use plastic sleeve covers for the inside of the binder; seek alternative professional-looking options to make a statement! This is not a requirement as a sample binder, as stated above, will do.

Grading Scale:

A = 90 - 100%
 B = 80 – 89%
 C = 70-79%
 D = 60-69%
 F = below 60%

Incompletes:

An Incomplete or “I” grade may only be issued at the professor’s discretion as the result of an emergency and only if you document your inability to finish the course under the following conditions: a) you are passing the course at the time of the request, b) at 75% of the course work has been completed before the emergency, and c) circumstances are beyond your control. If the Incomplete is granted, the instructor and the student must complete an Agreement for Grade of Incomplete form.

Writing Assignments

Word processing is the rule for all college papers and we expect you to use the MLA or APA format for all written assignments unless we specifically tell you otherwise. Read these Guidelines at: <http://owl.english.purdue.edu/owl/resource/557/01/>. As Honors College students,

you are expected to express yourself clearly and accurately in oral and written communication. Therefore, spelling, grammar and mechanics will be considered in grading all written work. Please use your word processor's spelling and grammar checking tools, but proofread everything carefully prior to submitting assignments.

The following exemplifies an "A" Essay:

- Has a discernable thesis and the essay fully addresses the topic; the thesis is defensible, clearly explained, and supported in the body of the essay
- Substantial depth and breadth
- Expresses ideas clearly
- Addresses the audience to which it is intended
- Demonstrates logical and effective organization
- Is fully developed and detailed with arguments supported by persuasive reasoning
- Has a variety of sentence patterns, smooth transitions between ideas, and excellent diction
- Has few, if any, errors in grammar, usage, mechanics, spelling

Assignments – must be turned in on time. No late assignments will be accepted, unless approved by the instructor on a case-by-case basis, and only for extreme emergencies. **If for some reason, you have an extenuating circumstance that will not allow you to submit the assignment on the designated due date, you must contact me as soon as possible regarding this issue. The only exception to this policy will be for a documented medical or family emergency that demonstrates that the student was unable to do the work because of their substantiated and documented illness.**

All assignments must be typed and adhere to the following:

- a) Appropriate heading: A cover page to include Student name – Course Days and Time of class - Date - Title of Assignment
- b) All pages must be neat (No rip-outs, jagged edges, etc.) Multiple pages must be stapled or paper-clipped.
- c) All margins observed (1" on all four sides of the page). Font size #12 only, double –spaced and Times Roman or Arial font style only.
- d) Satisfactory content and correct spelling, grammar, punctuation, syntax, etc

**Failure to adhere to the above instructions will result in a deduction of points; therefore, please do your best on the first attempt. With each assignment, you will be given “complete” instructions about the format and requirements.

Academic Dishonesty

Cheating on an exam, homework assignment, project, or any other coursework will not be tolerated. Plagiarism in any form (i.e., stealing another's words, work or ideas on a written assignment, changing responses on graded papers, or falsifying records) will be dealt with according to College policies and procedures for such behavior. Although students are encouraged to study together, they are not allowed to work collectively unless expressly authorized by the professor on a designated project/class assignment.

If you are suspected of cheating, plagiarism or any other acts of academic dishonesty, you will be subject to procedural due process, which may result in your dismissal from the *Honors* College and /or Miami Dade College. Please refer to the Students Rights and Responsibilities Handbook regarding policies with regards to plagiarism.

Service-Learning

The College highly values service to others and has established The Institute for Civic Engagement and Democracy (iCED) in Room 3410 to assist faculty, staff and students in offering service to their community. Accordingly, as a student of the Honors College, you are required to:

1. complete a **minimum of 10 (documented) hours** in unpaid, volunteer service in a pre-approved agency during the term. You will be asked to write a reflection paper related to your experience at the end of this semester. You are strongly encouraged to complete these 10 hours at one location to total the required number of hours. This will also allow you to have a more meaningful experience. Options to complete service hours at more than one location is subject to instructor's discretion.
2. register your IDH 2003 service-learning hours through the iCED office and via the web at <http://www.mdc.edu/main/iced/> by **Friday, September 18th** and document your service with an official MDC Service-Learning Transcript from iCED. (Visit <https://sisvsr.mdc.edu/cci/stuapp.aspx>)
3. bring the placement form with you during your first visit to the agency, so that it can be signed by the representative. Once the placement form is signed, you can take the completed form to Room 3410.
4. You will need to complete all of your hours and send the form which includes your **completed hours and your supervisor evaluation** by **Tuesday, November 24th**. Failure to complete all of the above requirements will result in a "no credit" for this part of your final class grade.

Class Policies

1. Class attendance is mandatory. More than 3 absences without notification may result in a student being "dropped" from the course.
2. If a student must be absent, it is his/her responsibility to: 1. contact the instructor, 2. find out what was covered in class, 3. find out the homework and do it, 4. come prepared to class (even if there is an exam).
3. Tardiness of more than 20 minutes or leaving early will be marked as an absence.
4. Dropping and adding classes is the individual student's responsibility.
5. Punctuality is obligatory. Considerations are taken in cases of unforeseen circumstances such as severe weather storms or issues with campus parking or construction, but please plan ahead.
6. Textbook is required. Materials such as notebook with writing implements, a highlighter, and pen/pencil are also required.
7. **Homework is obligatory.** Instructor reserves the right to assign and require/supplementary work in class or as homework for practice and reinforcement only, or for a grade.

8. Access to a computer with MS Word, MS Excel, MS PowerPoint, and Adobe Acrobat Reader is essential.
9. Be considerate of your teacher and classmates. **Please put all of your electronics (i.e., mobile phones, iPad, iPods) on silent if you must bring them. Texting of any kind will not be tolerated!! It is essential that there be no interruptions during the classroom instruction and/or discussion period.**
10. Treat your classmates and professor with respect at all times.

Course Reading Schedule & Other Assignments

Week 1	Introduction to Course & Syllabus Chapter 1: The Law of the Lid
Week 2	Chapter 1 (cont'd); Chapter 2: The Law of Influence
Week 3	Chapter 3: The Law of Process Career Exploration Outline Due, Thurs. 9/10/15
Week 4	Chapter 5: The Law of Addition; Chapter 12: The Law of Empowerment Service-Learning Registration Due by Friday, 9/18/15
Week 5	Chapter 6: The Law of Solid Ground Research for 10 transfer options begins, Tues. 9/22/15
Week 6	Chapter 11: The Law of the Inner Circle/ Revisiting Leadership Styles
Week 7	Chapter 7: The Law of Respect (Letters of Affirmation)
Week 8	Chapter 9: The Law of Magnetism; Chapter 10: The Law of Connection Transfer Schools Exploration Report w/ Contract Due, Thurs. 10/15/15
Week 9	Identification of Potential Schools (for Transfer Applications Completion) Common App Q & A Session/Lab
Week 10	Chapters 13 & 14: The Law of the Picture& the Law of Buy-In/Public Speaking
Week 11	Chapter 15: The Law of Victory Transfer Application Essay Due, Thurs. 11/5/15
Week 12	Chapters 16 & 19: The Law of the Big Mo and the Law of Timing Personal Statement Due, Thurs. 11/12/15
Week 13	Chapter 17: The Law of Priorities Scholarship Essay Due, Thurs. 11/19/15
Week 14	Transfer Discussion- TBD Completed Transfer Applications Due (at minimum of 4)
Week 15	Chapter 18: The Law of Sacrifice Service-Learning Reflection Papers Due, Thurs. 12/3/15
Week 16	Oral Presentations – 12/ 8 & 12//10; Submission of Portfolios (12/8/15) Holidays for Fall Semester 2015: Labor Day, Veterans Day, Thanksgiving.

This syllabus is subject to change.

Course Competencies

Competency 1: The student will explore career options.

- a. Research employment options
- b. Discuss career opportunities with professionals in field(s) of interest
- c. Network in the field through attending meetings of professional organizations
- d. Attend college or community presentations (including colloquia) related to field of interest

Competency 2: The student will explore transfer school options.

- a. Review college catalogs
- b. Research 10 transfer options and evaluate them using criteria such as location, strengths in field of interest (including faculty), cost, and transfer requirements
- c. Contact schools and locate local alumni organizations/representatives
- d. Identify appropriate scholarship and financial aid opportunities
- e. Confer with college/university admissions officers

Competency 3: The student will begin the transfer applications.

- a. Create a written timetable for the application process, beginning with the requirements to meet early deadlines
- b. Identify a minimum of 4 schools to apply to
- c. Write personal statements and essays for transfer institutions
- d. Complete applications to meet transfer institutions' deadlines
- e. Begin applications for scholarships and financial aid
- f. Make phone calls and e-mail contacts to follow up applications

Competency 4: The student will describe the connections between service to the community and the academic experience.

- a. Document ten hours of Service Learning work
- b. Write a reflection paper to describe the connections between community service and learning (hence, "service learning")

Competency 5: The student will continue to build the portfolio of academic and personal achievements, which will be developed and fine tuned until the end of the Term. The portfolio will include but not be limited to:

- A resume
- An autobiographical sketch
- A press release describing a significant personal event in the first year at MDC
- Outstanding graded papers and / or coursework
- News items relevant to the personal MDC experience
- A service learning reflection paper

GENERAL EDUCATION *at MDC*

Learning Outcomes

Purpose: Through the academic disciplines and co-curricular activities, General Education provides multiple, varied, and intentional learning experiences to facilitate the acquisition of fundamental knowledge and skills and the development of attitudes that foster effective citizenship and life-long learning.

As graduates of Miami Dade College, students will be able to:

1. Communicate effectively using listening, speaking, reading, and writing skills.
2. Use quantitative analytical skills to evaluate and process numerical data.
3. Solve problems using critical and creative thinking and scientific reasoning.
4. Formulate strategies to locate, evaluate, and apply information.
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
6. Create strategies that can be used to fulfill personal, civic, and social responsibilities.
7. Demonstrate knowledge of ethical thinking and its application to issues in society.
8. Use computer and emerging technologies effectively.
9. Demonstrate an appreciation for aesthetics and creative activities.
10. Describe how natural systems function and recognize the impact of humans on the environment