

IDH 2004 - Honors Leadership Seminar 4
Reference# 882859
Course Syllabus

Spring 2016 (2015-2)

Class Meetings: Thursdays 12:40PM-1:30PM, ROOM 3321

Professor: Daphnée Gilles

Department of 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 and Expectations

IDH 2004 is a concentrated course of study designed as the culminating experience in Honors College students' four-semester sequence of leadership courses. In this final class, students will complete their upper division college transfer applications (largely completed by the end of IDH 2003) and applications for scholarships, grants, and other means of funding (NOT substantially completed at the end of IDH 2003). After identifying various possible sources of funding (i.e., scholarships), they will develop a personal finance management plan. Opportunities to refine personal statements, transfer and scholarship essays are also given. By the end of this course, students will have completed a portfolio which includes but is not limited to academic, service-learning, and personal accomplishments. A minimum of 10 hours of service-learning is required. While this one-credit course focuses on strengthening skills learned in IDH 1001, IDH 1002 and IDH 2003, further leadership and career planning components will also be a point of focus. Scholars will also learn to identify and highlight their Intentional Difference™ via the StrengthsFinder™ assessment tool already taken during their first year of matriculation (Spring 2015 term). They will also review and use the *MyCareerShines* tool assessment findings that will provide insights into what their unique strengths are, as well as momentum for a successful completion of this seminar and MDC holistically. Not only are students expected to facilitate roundtable discussions, but they are expected to contribute to the learning environment by sharing resources/information related to the transfer process. These strategies have been found to be beneficial to the group at large.

Instructional Strategies

Delivery of content will vary in style. Lectures, small group discussions while reporting out to class, online discussion forums (via Blackboard Learning Management System), visitations from higher education specialists and/or HC alumni, question and answer segments related to reading assignments, role-plays, and/or group activities will be employed. Students are responsible for all the topics covered in class. Critical thinking and exemplary written work will be required in order to perform well in this course.

Textbooks/Supplemental Material

Maxwell, John. Today Matters:12 Daily Practices to Guarantee Tomorrow's Success. New York: Center Street, 2004.

Ken Tucker, Todd Hahn and Shane Roberson. Your Intentional Difference: One Word Changes Everything. New York: Morgan James Publishing, 2014.
ISBN 978-1-63047-013-5 (OPTIONAL)

Course Goals and Objectives

The following are required for successful completion of this course:

- Attendance to at least 6 out of the 8 scheduled Colloquia and completion of TWO reflection assignments of choice, ONE of which must be related to Intentional Difference topic presented (strongly encouraged that you attend all)
- Research 10 Colleges of interest/Apply to a minimum of “5” institutions (Continuation of process initiated in IDH 2003)
- Write/Revise final drafts of transfer application essays (started in IDH 2003)
- Explore, identify and apply for various funding sources (fellowships, grants, loans, scholarships, and/or awards)
- Complete a comprehensive, personal finance management plan for 5 transfer schools of your choice
- Complete a minimum of 10 (documented) service-learning hours and final reflection paper
- Prepare a final presentation based on findings from selected readings of classroom texts, service-learning experience, and/or seminars attended in connection with MDC Learning Outcomes (i.e., Salzburg, Washington Center Seminar, STEM, SGA, PTK conferences, etc.). This assignment will be in connection to observations made during your tenure at MDC, specifically the knowledge you acquired and applied from leadership principles learned in IDH courses).
- Submit portfolio (include professional and academic accomplishments—i.e., transfer applications, resume, documentation of funding sources, certificates of completion, etc.)

Grading Criteria

- | | |
|--|-----|
| 1. Colloquia Attendance | 10% |
| 2. Reflection assignments/2 colloquia events (Blackboard Discussion Forum) | 10% |
| 3. 5 Completed Transfer Applications for potential college choices (including applications for possible financial aid and other sources of funding).
Personal finance management plan should also be included. | 10% |
| 4. (Revised) Transfer and Scholarship Essays, Personal Statement | 20% |
| 5. Service-Learning (10-hour minimum documented) and final reflection paper | 20% |
| 6. Portfolio | 10% |
| 7. (Final) Oral Presentation on Leadership Perspectives/
Service-Learning Project Report | 20% |

Note: Each student is required to submit a portfolio at the end of the term. The format for the portfolio is as follows: Assignments should be indexed and presented in portfolio form. A checklist is provided for guidance purposes. You must use a 3-ring binder, at least 2 ½ inches recommended. Please prepare a Table of Contents and include labeled dividers for the different sections of the portfolio. Many students choose to use the same binder they have used for previous IDH semesters. Please do not use plastic sleeve covers for the inside of the binder as this does not provide a professional look.

Grading Scale:

A = 90 - 100%

B = 80 – 89%

C = 70-79%

D = 60-69%

F = below 65%

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. Refer to guidelines you have been given in English Composition courses. As Honors College students, you are expected to express yourself clearly and precisely 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, 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 and you**

cannot submit the project on the due date, you must contact me as soon as possible and advise me of your case. 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 assignments, project, or any other coursework will not be tolerated. Plagiarism of 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 Center for Community Involvement (iCED) (in Room 3410-- <http://www.mdc.edu/main/iced>) to assist faculty, staff, and students in offering service to their community. Accordingly, as a student in the Honors College once again this term, you are required to do the following:

1. Complete a minimum of 10 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 the term. You may complete these 10 hours at one location or in a variety of locations to total the required number of hours.
2. Register your IDH 2004 service-learning hours through the iCED office by **Thursday, February 4th** and document your service with an official MDC Service-Learning Transcript from the iCED. (<https://sisvsr.mdc.edu/cci/stuapp.aspx>).

Please inform your instructor(s) at the beginning of the semester if you will be double-dipping, as some instructors do not permit it.

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 the iCED office in Rm. 3410.
4. You will need to complete all of your hours and send the form, including your completed hours and your supervisor evaluation by Thursday, **April 7, 2016**. 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 and/or meeting with HC Director.

2. 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. **Tardiness of more than 20 minutes** or leaving early will be marked as an absence.

3. 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. Make up any missed homework; and 4. come prepared to class (even if there is an exam).

4. Dropping and adding classes is the individual student's responsibility, but this must first be addressed with the HC Director.

5. Textbook is required. Materials such as notebooks, highlighter(s), and pens/pencils are also required.

6. **Homework is obligatory.** The instructor reserves the right to assign and require/supplementary work in class or as homework for practice and reinforcement only, or for a grade.

7. Access to a computer with MS Word, MS Excel, MS PowerPoint and Adobe Acrobat Reader is essential.

8. Be considerate of others. Treat your peers and instructor with respect at all times. **Please put cell phones and/or other electronic devices off or on silent if you must bring it. Texting of any kind will not be tolerated!! It is essential that there be no interruptions during the classroom instruction period.**

Course Reading Schedule & Other Assignments

- Week 1 (1/7)** Introduction to Course & Syllabus
HW: Read Chapter 1: Today Often Fall to Pieces--What is the Missing & Chapter 2: Today Can Become a Masterpiece—"The Daily Dozen"
- Week 2 (1/14)** Discussion on Chapters 1 and 2 "The Daily Dozen"
- Week 3 (1/21)** Introduction to "Your Intentional Difference"
Note: "**Intentional Difference**" text **Chapters 1 & 2 (pages 1-24)**
HW: Read Chapter 3 on *Today's Attitude*
- Week 4 (1/28)** Chapter 3: Today's Attitude Gives Me Possibilities (Maxwell)
**HW: Activity on "Intentional Difference" text Chapter 4—Driving Passion
*Transfer & Scholarship Applications Grid***
- Week 5 (2/4)** What's Your ID: Your Driving Passion?
Service-Learning Registration Due
- Week 6 (2/11)** **(Revised) *Transfer Application Essay Due***
- Week 7 (2/18)** Chapter 4: Today's Priorities Give Me Focus (Maxwell)
Scholarship Essay Due
- Week 8 (2/25)** Chapter 9: Today's Finances Give Me Options (Maxwell)
HW: Activity on "Intentional Difference" text Chapter 8—Prevailing Talent
- Week 9 (3/3)** What's Your ID: Your Prevailing Talent
- Week 10 (3/10)** ***Personal Statement Exercise*** (including 5 Talents)
HW: Revise Personal Statement
- Week 11 (3/17)** Chapters 6 & 11: Today's Family Gives Me Stability;
Today's Relationships Gives Me Fulfillment (Maxwell)
Follow-up on **Personal Statement** /Student Elevator Speeches
- Week 12 (3/24)** Chapter 7: Today's Thinking Gives Me an Advantage (Maxwell)
Personal Finance Management Plan Due
- Week 13 (3/31)** Chapter 12: Today's Generosity Gives Me Significance ;
Chapters 13 & 14: Today's Values..... & Today's Growth.....(Maxwell)
Final Presentations Begin
- Week 14 (4/7)** ***Service-Learning Reflection Papers Due;***
Final Presentations /Conclusions
- Week 15 (4/14)** ***Portfolio Submissions***
Course Evaluations/Reflections
- Week 16 (4/21)** **TBD**

Holidays for Spring Semester 2016: Martin Luther King, Jr. Day, Presidents Day, Spring Recess

This syllabus is subject to change.

Course Competencies

Competency 1: The student will continue to strengthen learning skills.

- a. Demonstrate ability to understand personal strengths and areas needing improvement
- b. Demonstrate effective time-management skills
- c. Demonstrate cooperative-learning skills
 - Working with other students in exploring fellowships, grants, and scholarships
 - Working with faculty on colloquia and service-learning activities

Competency 2: The student will complete the upper-division college application process

- a. Write final drafts of college essays started in IDH 2003
- b. Obtain recommendations from professors and professionals identified in IDH 2003
- c. Complete all other aspects of the application process (such as interview, transcripts, and additional support) by application deadline

Competency 3: The student will identify the extent of financial need and apply for scholarships, grants, and other sources of funding

- a. Identify extent of financial need
 - Make a detailed accounting of family assets
 - Complete FAFSA
- b. Locate and identify sources of funding (scholarships, awards, grants, loans)
- c. Apply for funding from a variety of sources
- d. Apply for maximum funding to colleges that have offered admission (obviously this can only be done toward the end of the semester). Students should apply for outside funding throughout the semester.

Competency 4: The student will demonstrate understanding of the relationship of service to learning and to the community

- a. Document ten hours of Service-Learning work
- b. Write a reflection paper to describe the connections

Competency 5: The student will present a completed portfolio of work and accomplishments at MDC

- Additions to portfolios developed in the previous IDH classes
- Letters of reference, resume, academic and personal accomplishments, activities within and without the college, service learning, additional works of merit
- Complete portfolio presented

GENERAL EDUCATION *at MDC*

The 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

****Note: The aforementioned areas will be emphasized in this course.***