



Syllabus for Leadership 4893: Civic Leadership Capstone

Course Information

Department: Leadership Minor

Course title: Civic Leadership Capstone

Semester: Spring 2024

Course number: LEAD 4893

CRN: 24176

Building and Classroom: Hybrid – WWW and LAN 220

Meeting Day/Time: January 19, March 8, and April 12 from 3-5 PM

Instructor Information

Instructor name: Dr. Alyssa L. Provencio

Office location: Liberal Arts Building – North 100A, Political Science suite, Box 165

Student hours: By appointment anytime during regular business hours (M-F, 9 AM-5 PM) via Zoom or face-to-face by request.

Email (*the BEST way to get ahold of me!*): aprovencio@uco.edu

I will respond as soon as possible, within 48 hours, as long as it's during regular business hours (M-F, 9 AM-5 PM); I cannot guarantee any responses outside of those hours.

How I will communicate with you: Please remember to check your UCO (@uco.edu) email and the D2L course site frequently, as these are the official modes of communication for this course. I will post announcements, course updates, and resources in the News area of the D2L course site homepage. Be sure to check this frequently to stay up-to-date on the latest course information.

Campus telephone: (405) 974-5537

Personal Google Voice phone number: (405) 896-0906 – This number forwards to my cell phone; I cannot receive text messages at this number.

Teaching Philosophy: I aim to be inclusive and participatory in the pursuit of equity and justice in the public sphere.

Course Description and Objectives

Course Description

This course provides practical experience for students pursuing training in leadership. Venues will vary upon approval of the instructor of the course.

Upon completion of the Leadership Capstone course, the learner will be able to apply learned principles of leadership in a practical venue. Competency will be based upon successful completion of all assignments and by earning at least 70% of the total points possible for the course.

Prerequisites

A minimum grade of "C" in LEAD 2213, LEAD 3313, LEAD 4213 and junior or senior standing.

Course Objectives

- Engage in a substantial leadership activity (60 hours) in a practical setting.
- Collect feedback on personal leadership abilities, analyze the feedback, and reflect upon leadership growth during the students Leadership Minor studies.
- Design and create a substantial artifact that fulfills a specific need for the organization/setting for the leadership activity and provides evidence of leadership.

Textbook Information

Stone, D., & Heen, S. (2015). *Thanks for the feedback: The science and art of receiving feedback well (even when it is off base, unfair, poorly delivered, and frankly, you're not in the mood)*. Penguin.

Course Outline, Requirements & Assignment Weights, and Grading

Course Outline - See Appendix A

Course Requirements & Assignment Weights

More information about the following assignments will be provided in class and via D2L.

- 1) **On-Campus Class Meetings** – 10%
 - 3:00pm-5:00pm on January 19
 - 3:00pm-5:00pm on March 8
 - 3:00pm-5:00pm on April 12
- 2) **Introductory Activities** – 5%
 - **Orientation and Syllabus Quiz**
 - **Discussion Board Post** about organization for Capstone Project/Paper.
- 3) **16 Personalities** – 10% – *Each part of this assignment is due in different weeks.*
 - **Part 1: Take the 16 Personalities Quiz online** at <https://www.16personalities.com/free-personality-test>. Screenshot your results and upload them to the Assignment folder.
 - **Part 2: Watch the presentation** from the Career Development Center located online on how to interpret your results. **Complete a brief reflection.**
 - **Part 3:** You will **use your results in your final Reflection Paper** as you assess your leadership abilities and plan your future leadership growth.
- 4) **Book Review for *Thanks for the Feedback*** – 10%

Write a 1,000-word book summary and review for the book, *Thanks for the Feedback*. You can follow [this guide](#) to help you structure your review.
- 5) **TED Talk Reaction Paper** – 5% – Watch the TED talk by Paul Bloom on unconscious bias and respond to the prompting questions in a 750-1,000 word reaction paper.
- 6) **Reflection Paper (STLR Tagged)** – 10%
 - Using your 16 Personalities results, your TED talk reaction paper, your book review for *Thanks for the Feedback*, and your experiences in previous leadership minor courses discuss how you have grown throughout your leadership journey and how you intend to continue to grow after you leave the program. This should be a minimum of 1,500 words. I expect this to be a thoughtful process with careful reflection and appropriate proof reading! Rubric posted in D2L.
- 7) **Capstone Project (STLR Tagged)** – 50%
 - **Detailed Proposal for Capstone Project** – 5%
 - **Capstone Project Journal Entries** – 10%
 - Once each during Week Three, Week Five, Week Seven, Week Nine, Week Eleven
 - Students will keep a journal documenting leadership opportunities, challenges, obstacles, surprises, and the attempted strategies used to cope and make progress. Rubric posted in D2L.
 - The journal can be a form that works best for the student: handwritten journal scanned and uploaded to D2L, typed journal uploaded to D2L, or a video journal uploaded to D2L. If there is an additional journal format a student would like to use, advanced instructor permission is required.
 - The purpose of this journal is to document experiences throughout the semester and provide examples to use in the preface of the Capstone project.
 - **Progress Reports/Documented Hours Spent in Capstone Experience** – 10%
 - Students will engage in a project or experience that emphasizes leadership, civic engagement, social capital, global awareness, and/or research. Such experience can take the form of a significant volunteer activity, internship or practicum oriented toward leadership or community service, or shadowing a leader or leaders. I urge you to consider options in the OKC metropolitan area. Who could your work benefit? What non-profit agency could you assist? How could you make a positive difference in the OKC metropolitan area?
 - If you are already heavily involved in multiple activities, it will probably be wise to choose one of your existing responsibilities to use as the capstone activity. Choosing something “new” can work, but only if you have time for a “new” activity. Contact me and we will figure it out. I want this experience to be something meaningful for you.
 - Each progress report requires a minimum of 20 hours spent in the capstone activity for a total of 60 hours. (It is not unusual for students to exceed 60 hours because of their passion for their project.)
 - If you have more than 20 documented hours in the first or second Progress Report, these can be applied to the 2nd or 3rd Progress Report. (It’s good to complete the hours as early in the semester as possible!)

- A minimum of 60 total documented hours must be spent in the capstone experience activity.
- **First Draft of Capstone Project/Paper – 5%**
- **Capstone Project/Paper – 20%**
 - As a result of the documented hours in the capstone activity, a Capstone project consisting of a document/artifact that demonstrates the student’s leadership abilities that could be put into actual use is required. The specific requirements and format will be worked out with the instructor of the course and will be oriented toward student’s career goals.
 - There are multiple possible formats for the Capstone project:
 - Student may get approval to shadow an off-campus “leader” and then write a research paper focused on leadership in that specific career including the following components: (2) a traditional literature review, (b) interviews with the person being shadowed, and (c) a narrative of the student learning experience during the shadowing process;
 - Traditional research paper focused on a specific aspect of leadership (obtaining IRB approval, collecting qualitative or survey data, and submitting to a scholarly conference);
 - Formal written leadership document for an organization;
 - Handbook/guidelines for using leadership in a specific context; Website creation (must have at least 12 hours of coursework to prove expertise in website creation, a faculty member must vouch for your skills/abilities, and previously developed websites must be show to Dr. Provencio before approval will be given for a website project);
 - Video documentary (must have at least 12 hours of coursework to prove expertise in shooting and editing video, a media faculty member must vouch for your skills/abilities, and a portfolio of video work must be show to Dr. Provencio before approval will be given for a video project);
 - Artwork/art exhibit created specifically with a focus on leadership (must have at least 12 hours of coursework to prove expertise in art medium chosen for the project, an art faculty member must vouch for your skills/abilities, and a portfolio of art work must be show to Dr. Provencio before approval will be given for an art project);
 - Other options proposed by students will be considered;
 - Options must result in a professional artifact that a student could possibly use in the future to secure employment or gain admission to graduate school.
 - **Students must have demonstrated coursework and expertise verified by a full-time UCO faculty member in any alternative format for the Capstone project.**

Grading Policies

Scale

A 90-100

B 80-89.9

C 70-79.9

D 60-69.9

F 0-59.9

Grading Response Times

Grades will be posted in the D2L grade book within two weeks of the due date unless otherwise communicated via the News Board or D2L email.

Late Work Policy

Dates are due by the times and days listed in the schedule. Quizzes, writing assignments, and discussion board assignments are not accepted late. However, other assignments may be uploaded to D2L after the deadline with an automatic 5% off per day it is late (example: 2 days late = 10% off). The Capstone paper will not be accepted after the Friday of finals week. Any other circumstances will be handled on a case-by-case basis.

Other Class Policies

Missing Class & Make-Up Assignments

You are all adults and should make decisions accordingly. It is your responsibility to obtain the information you missed in class and to keep up with any changes in the course outline. That being said, in-class activities cannot be made up. If you need to miss a class due to illness, family emergency, death in your immediate family, or any other grave matters, please email, phone, or talk to me in person before with justification, if possible.

All other assignments are expected to be turned in on time. An automatic 5% per day will be deducted for any late assignment (see *Late Work Policy* above). Deadline extensions will only be granted under special circumstances and at the discretion of the instructor. Requests made prior to the deadline are most appreciated. For example, if you are observing a religious holiday that conflicts with an assignment or exam deadline, it is your responsibility to notify the instructor prior to the assignment or exam deadline of any difficulty completing the assignment or exam on time due to your religious observance.

Contesting Grades

If you have received a grade on an assignment that you see as unfair, you have the right to contest the grade with a written explanation sent to me by email. I will consider it, but I reserve the right to give the grade initially given with an explanation of why your request was denied. Final grades will NOT be changed. You will have had ample opportunity to contest your grades on assignments and/or exams. For example, while figuring final grades, if I find you are one point away from the next highest grade, you will receive the lower grade. If you are .1 point from the next highest grade, you will receive the lower grade. I will NOT raise your grade at the end of the semester if you are one or two points away from the next higher grade. What you earned is what you get. If I do it for one person, I will have to do it for all.

Classroom Expectations

Participation

The success of a student's performance is directly related to the quantity and quality of preparation for and participation in classes. I fully expect participation and active engagement during class sessions and with online assignments.

Behavior

I expect appropriate class behavior. The classroom is a learning environment and a preparation for your entry into the workforce, continuation up the workforce ladder, and/or additional higher education. I want you to come to class, exchange ideas, think, have fun, and challenge other students and me intellectually. Arriving to class late, leaving class early, interruption, sleeping in class, reading, listening to music, and displaying other inappropriate behavior are not conducive to a learning environment. If you do not want to be in my class, please don't come. As this class is participatory, I expect that we will be sharing our own ideas/opinions. These ideas/opinions may not always be that of your colleagues. Please be respectful! I take discrimination very seriously. Racist or sexist remarks will be considered a violation of classroom expectations and I reserve the right to refer the offender to the Office of Student Conduct. If you are being disruptive, I will ask you to leave. If this occurs twice during the semester, you will not be allowed to return to class and you will be referred to the Office of Student Conduct.

Technology

D2L

This course is a hybrid course. Frequent access to a computer and appropriate software with full capability for functioning in D2L is required. To access the course, go directly to <http://learn.uco.edu>, enter your UCO username and password, login, and select our course site. I will use D2L in several ways, including emailing the whole class on updates and information, posting course documents (including any updates to the course outline), using it as an assignment submission tool, and for other activities. You must understand how to use D2L, as it is essential to your success in class. If you have any questions, please see me for help.

Technological Assistance – D2L

Email Dr. Provencio to explain the problem AND submit an online request for help by going to <https://uco.teamdynamix.com/TDClient/Requests/ServiceDet?ID=19620> and then clicking on "Report Service Disruption."

Zoom

We might be using Zoom as a contingency plan for meeting face-to-face. The link to the class session would be located in D2L.

Email

All course emails will be sent to your UCO email address; check your emails regularly! When emailing me, I ask that you please include LEAD 4893 and a short descriptor of what your email is about; for example, LEAD 4893: Interview Questions.

Recording Policy

Due to limitations on the disclosure of personally identifiable information under certain federal privacy laws, students are not permitted to record class sessions or allow non-students to view online class sessions. Students registered with the UCO office of Disability Support Services may request accommodation of the prohibition and must present a copy of the DSS letter to the instructor.

Fine Print

Illness

If you are ill/contagious, out of respect for your classmates and me, I request that you do not come to class. If this is the case, please let me know via email. Please refer to “Missing Class & Make-Up Assignments” for further details on how sick days will be handled.

Incompletes

All students are expected to complete course requirements by the end of the semester. In those rare circumstances in which completion by the semester’s conclusion is not possible, I may decide to either submit a final grade based on the work completed or submit a grade of “I” along with a default grade based on work completed. In no case will an “I” grade be submitted unless at least 50% of the required work has been completed by the end of the semester. If an “I” grade is provided, the student will be allowed no more than one year from the end of the semester to complete course requirements; else, the “I” grade will convert to the default grade.

Academic Integrity

I seek to uphold equity and fairness in my classroom. Cheating of any kind will not be tolerated in consideration of your fellow students. I abide by UCO’s Academic Dishonesty Policy, which is available in the syllabus attachment.

ADA Statement Regarding Special Accommodations

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Disability Support Services, at (405) 974-2516. The DSS Office is located in the Nigh University Center, Room 305. Students should also notify the instructor of special accommodation needs as soon as possible. Per Title IX of the Education Amendments of 1972 (“Title IX”), pregnant and parenting students may request adjustments by contacting the Title IX Coordinator, at (405) 974-3377 or TitleIX@uco.edu. The Title IX Office is located in the Lillard Administration Building, Room 114D.

Syllabus Statement

I reserve the right to amend the syllabus at any time. The contents of this syllabus are subject to revision 24 hours a day, seven days a week throughout the entire semester. You are put on notice that the contents of this syllabus may change during the course of the semester. If there are any changes, I will email and post the changes on D2L.

UCO Policies

Transformational Learning Objectives

This course supports the following tenets of transformative learning:

- Discipline Knowledge
- Leadership
- Global and Cultural Competency
- Problem Solving (Research, Scholarly, and Creative Activities)
- Service Learning and Civic Engagement
- Health and Wellness

Other University Policies

University policies cover any topic not included here. Additionally, the [UCO Information Sheet](#) covers many important topics and applies to all courses at UCO.

Appendix A – Course Outline

MODULES	ACTIVITIES DUE
Module One Jan. 15-21	<ol style="list-style-type: none"> 1) First meeting – January 19 from 3-5 PM, LAN 220 2) Begin the process of finding a suitable capstone experience. Must have instructor approval <u>no later than January 27</u>. Post to Capstone Experience Discussion Board for approval/discussion.
Module Two Jan. 22-28	<ol style="list-style-type: none"> 1) All students must have gained instructor approval for the site for their 60 hours of service <u>no later than January 27</u>. Post to Capstone Experience Discussion Board for approval/discussion. 2) 16 Personalities: Take the 16 Personalities Quiz online at https://www.16personalities.com/free-personality-test. Upload a PDF or screenshot of your results and upload them to the Assignment folder.
Module Three Jan. 29-Feb. 4	<ol style="list-style-type: none"> 1) Module Three Journal Entry 2) Keep log of hours spent in Capstone Activity/Internship
Module Four Feb. 5-11	<ol style="list-style-type: none"> 1) Keep log of hours spent in Capstone Activity/Internship
Module Five Feb. 12-18	<ol style="list-style-type: none"> 1) Module Five Journal Entry 2) Keep log of hours spent in Capstone Activity/Internship 3) Progress Report #1 for Documented Capstone Activity Hours
Module Six Feb. 19-25	<ol style="list-style-type: none"> 1) Keep log of hours spent in Capstone Activity/Internship 2) 16 Personalities: Watch the presentation from the Career Development Center located online on how to interpret your results. Complete a brief reflection.
Module Seven Feb. 26-Mar. 3	<ol style="list-style-type: none"> 1) Module Seven Journal Entry 2) Keep log of hours spent in Capstone Activity/Internship.
Module Eight Mar. 4-10	<ol style="list-style-type: none"> 1) Second meeting – March 8 from 3-5 PM, LAN 220 2) Detailed Proposal for Capstone Project 3) Keep log of hours spent in Capstone Activity/Internship
Module Nine Mar. 11-17	<ol style="list-style-type: none"> 1) Module Nine Journal Entry 2) Keep log of hours spent in Capstone Activity/Internship 3) Progress Report #2 for Documented Capstone Activity Hours
SPRING BREAK: Mar. 18-24	
Module Ten Mar. 25-31	<ol style="list-style-type: none"> 1) Keep log of hours spent in Capstone Activity/Internship 2) TED Talk Reaction Paper
Module Eleven Apr. 1-7	<ol style="list-style-type: none"> 1) Module Eleven Journal Entry 2) Keep log of hours spent in Capstone Activity/Internship
Module Twelve Apr. 8-14	<ol style="list-style-type: none"> 1) Third meeting – April 12 from 3-5 PM, LAN 220 2) Thanks for the Feedback Book Review due 3) Keep log of hours spent in Capstone Activity/Internship
Module Thirteen Apr. 15-21	<ol style="list-style-type: none"> 1) Progress Report #3 for Documented Capstone Activity Hours 2) First Draft of Capstone Project/Paper due I will examine each project, provide feedback, and suggest changes by May 1.
Module Fourteen Apr. 22-28	<ol style="list-style-type: none"> 1) Leadership Capstone Reflection Paper due
Module Fifteen Apr. 29-May 5	<ol style="list-style-type: none"> 2) Work on Capstone Project/Paper
Time and Date of Final Exam	The Capstone Project/Paper is our final exam. The Capstone Project is due no later than 11:59 pm on May 8, 2024.