COMR 1100- RAP Community Leadership Practicum
Community and Society RAP

Fall 2013

Course: COMR 1100-720
Day & Time: Wed. 6-5:50pm
Classroom: Buck S106
Instructors: Sara Jamieson
Email: sara.jamieson@colorado.edu
Office: Buck S120

Course Description
The RAPs are intended to enhance the first-year experience of CU students. In addition to small, seminar style courses, RAPs offer invaluable out-of-classroom learning experiences, through which students are able to see extensions of the COMM RAP theme in the world around them. It is through these critical experiences, that they develop a sense of being a part of a community of learning within Buckingham Hall as well as within the broader campus of CU-Boulder. The success of COM RAP depends, in large part, to success in building community. The primary responsibility for this belongs to the student staff of RAs and RAP student assistants, called Peer Mentors (PMS). PMs and RAs work together closely to plan and coordinate student activities with an eye to helping students acclimate to college life and adjust to life in a residence hall by offering the support and guidance necessary to achieve academic and social success in the first year of college. This practicum is intended to build collaborative teams of PMs and RAs for a more effective integration of residential life and RAP programming and community building while it also aims to broaden and deepen your leadership skills. We will achieve this through specific trainings that will enable you to better address students’ needs, a thorough examination of your own leadership strengths using Strengths Quest, and through thoughtful discussions of several articles examining the relationship between competent communication and effective leadership.

Learning Objectives
The course content is oriented toward leadership and communication. It will facilitate teambuilding between RAs and PMS, two groups that in the past have had relative autonomy. One of the primary objectives is to integrate the two staffs into a living-learning community in the RAP. The development of staff leadership and communication skills is key to reaching this goal.

Readings
There is no required text for this course. Articles and book chapters will be posted on D2L. Come to class ready to discuss readings in groups during class. Bring your syllabus to class to make changes to it when necessary.
Evaluation
To receive a grade of A you must pass, we expected you to come to every class, to contribute to thoughtful discussion and participate in event planning. I will do a mid-semester performance review and will let students know if they are at risk of failing this course.

In-class participation 40%
Group-led discussion of articles 20%
Event planning 40%

100%

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activities</th>
<th>Readings</th>
<th>Event to Plan</th>
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| **Week 1** | **8/28**
Skill Development: Interpersonal Communication | Behind Closed Doors
Six Helping Skills |                                    | Open Mic. Night
Th. 9/20 6:30pm |
| **Week 2** | **9/4**
Skill Development: Peer Social Support & Inclusiveness Training | GLBTQ Peer Education Workshop
Six Spectrum & Discussion |                                    | Open Mic Night
Th. Sept. 12th
Unplugged Weekend
Fri. Sept. 13th-15th |
| **Week 3** | **9/11**
*Class starts at 5pm*
Skill Development: How to Facilitate Discussions | Facilitation Workshop – Professor Leah Sprain
5-5:50pm |                                    | Open Mic Night
Th Sept 19th |
| **Week 5** | **9/25**
Skill Development: Recognizing Different Leadership Styles | Student Led Discussion of Articles
“Leadership that Gets Results”, Daniel Goleman
“Ethics, Character, & Authentic Transformational Leadership,” Bass & Steidmeier |                                    | Family Weekend
Fri. Sept. 27th-30th
*Pancake Breakfast Sept. 28th |

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity Details</th>
<th>Topic</th>
<th>Event</th>
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<tbody>
<tr>
<td>Week 6</td>
<td>10/2</td>
<td>Skill Development: Using Self-Awareness as a Foundation for Leadership</td>
<td>Strengths Quest: Ann Elizabeth Piatt, Strengths Quest Facilitator</td>
<td>Themed Election Events</td>
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<tr>
<td>Week 7</td>
<td>10/9</td>
<td>Skill Development: Self-Awareness as a Foundation for Leadership</td>
<td>Strengths Quest</td>
<td>Themed Election Events</td>
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<td>Week 8</td>
<td>10/16</td>
<td>Skill Development: Reflecting on Our Leadership Traits &amp; Behaviors</td>
<td>Student Led Discussion of Articles</td>
<td>Themed Election Events</td>
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<td>&quot;What Makes Leader, EQ v IQ,&quot; Daniel Goleman</td>
<td>Zombie Ball</td>
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<td>Week 9</td>
<td>10/23</td>
<td>Ethics and Leadership</td>
<td>Student Led Discussion of Articles</td>
<td>Zombie Ball</td>
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<td>&quot;Are Leaders Born or Made,&quot; David Garric</td>
<td>Holiday Party</td>
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<td>Week 10</td>
<td>10/30</td>
<td>The Role of Conviction and Commitment in Leadership: What are you Passionate About?</td>
<td>Student Led Discussion of Articles</td>
<td>Holiday Party</td>
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<td>&quot;The Hedgehog Concept,&quot; by Jim Collins (no article)</td>
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<td>Google this concept and be ready to discuss it in class</td>
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<td>Week 11</td>
<td>11/6</td>
<td>Recognizing our own Personal Biases as Leaders</td>
<td>Student Led Discussion of Articles</td>
<td>Holiday Party</td>
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<td>Lisa Delpit’s Idea of the “Culture of Power,” Cala and Yang (Pp. 871-876)</td>
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<td>Week 12</td>
<td>11/13</td>
<td>Recognizing our own Personal Biases as Leaders</td>
<td>Student Led Discussion of Articles</td>
<td>Article TBD</td>
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<td>Week 13</td>
<td>11/20</td>
<td>Community Building &amp; the Role of Social Capital</td>
<td>Student Led Discussion of Articles</td>
<td>Welcome Back Week</td>
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<td>Week 14</td>
<td>11/28</td>
<td>FALL BREAK</td>
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<td>Week 16</td>
<td>Community Building &amp; the Role of Social Capital</td>
<td>Student Led Discussion of Articles</td>
<td>&quot;Diversity, Representation, and Performance: Evidence about Race and Ethnicity in Public Organizations, D. Pitts&quot;</td>
<td>Welcome Back Week</td>
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**UNIVERSITY POLICIES (Fall 2012)**

1. **On Disabilities:** If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and http://www.Colorado.EDU/disabilityservices

   If you have a temporary medical condition or injury, see guidelines at: http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html

   Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at: http://www.colorado.edu/disabilityservices

2. **On Religious Observances:** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please inform me about your religious obligations as early as possible so that I can make arrangements with you regarding missed material, assignments and tests if applicable. See full details at: http://www.colorado.edu/policies/fac_relig.html

3. **On Classroom Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at: http://www.colorado.edu/policies/classbehavior.html and at: http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

4. **On Discrimination and Sexual Harassment:** The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at:
(5) **On the Honor Code:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at: http://www.colorado.edu/policies/honor.html and at: http://www.colorado.edu/academics/honorcode/