524 W. 59th Street
New York City, NY 10019

UGR 377-99: Introduction to Emerging Leadership
Justice Capital Initiative Fellowship Practicum Course
Professor Daonese Johnson-Colón

Online Course
Syllabus is Subject to Change

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Course Overview

This course provides context for processing your fieldwork placement by introducing you to basic concepts of the purpose of internships and fellowships as well as focusing on professionalism in the workplace. You will be introduced to project and task management, collaborating with colleagues in a professional setting, supervision in the workplace and its connection to your professional development and the importance of self-reflection. Developing hands-on experience where you are able to practice these concepts will help shape how you show up in professional environments and in other academic experiential learning opportunities. Students do a minimum of 96 hours in their field placements.

Course Description & Outcomes

Fellowships have transformative potential in the personal, academic, and civic learning development of a student's life. This course is designed to prepare students to maximize internship opportunities in a holistic manner. It will give a broad overview of work place structure, dynamics and responsibilities in a nonprofit organization setting. Developing leadership skills is a critical factor to success regardless of the role one is hired to play in an organization. Leaders are expected to maximize the performance and potential of their teams to deliver on their organization's mission and goals. Through this course, you will develop an understanding of how to translate an organization's mission and goals into practical processes to advance the organization and your professional development in your fellowship. We will focus on learning the organization at which you are placed, understanding the community you serve and identifying what you bring to the work to enhance your effectiveness. As a cohort, Fellows will have an opportunity to challenge academic concepts learned in the classroom with practical application to be experienced in their fieldwork. By the end of this course Fellows will:

1. Develop skills to act as an effective emerging leader in professional and academic settings;
2. Have a basic understanding of how to assess an organization's structure and their role in it;
3. Form and express cogent reflective narratives through effective writing and oral presentation;
4. Present knowledge, skills and experiences effectively to potential employers.

These outcomes will be accomplished through various online activities and assignments.

Resource Text

Sweitzer, H.F. & King, M.A. (2014). The Successful Internship: Personal, Professional, and Civic Development in Experiential Learning. Brooks/Cole.

Course Format and Policies

The majority of our course interactions will occur through Brightspace, Zoom (https://www.zoom.us/) and e-mail.

Late submissions will be penalized as outlined by the grading rubric in the assignment instructions. Incompletes and extensions will only be given in the most extreme of circumstances and, of course, requires proper and appropriate documentation.

All assignments turned in on-time will be graded within one week of submission.

If Fellows are having difficulty with the course materials, assignments or attendance, schedule an appointment to meet with me as soon as possible. My office hours are there to answer any questions and offer any assistance or guidance that I can.

Fellows should reach out to me to discuss any challenges, problems or frustrations they are having with the fieldwork placement site for a coaching session. As an executive serving in leadership roles for over nine years now, my experience is an asset to you. **Please proactively engage with me as often as possible to ensure you are maximizing your experience.**

Moreover, students are held responsible for checking their college email daily.

Artificial Intelligence (AI) Usage Policy

It is hard to avoid AI since its integration is often seamless with many applications and web browsers. It is also a valuable tool to assist in the acquisition of new knowledge. You may not use AI generated text and essays to respond to homework assignments. You are required to provide original thoughts and application of information in your own words. Many of the assignments are in the form of discussion questions which require human experiential reflection. You are not to use AI to offer a bulleted list of well-known facts. You will be asked to provide examples and interpretations of materials provided. You may use AI to supplement assigned readings and support your understanding of issues. If you use AI for any reason to support your understanding of the work, you must clearly attribute how AI was used.

Discussion Board Grading Criteria

It is of utmost importance that all communications when participating in this class, whether between students, or between students and the instructor, be conducted with the highest level of professionalism and civility. This is an essential quality of any professional.

All discussion board posts must also be done in an environment which is collaborative. Careful use of phrases and tone of answers must be done to allow a medium where the free exchange of viewpoints happens, and where we are at freedom to disagree with our fellow students in what they are saying, but in a respectful and thoughtful way. You may challenge an idea, but it should not read as you challenging a colleague. I suggest that you always re-read messages before you send them and ensure that they are not going to be seen as personal attacks if you were at the receptive end. Always be respectful in your response to others, and diplomatic.

The expectation for student messages on the discussion board is that the messages will reflect a solid understanding of the materials. Students should respond to all Discussion Questions and should make a strong effort to put much effort into working the Discussion Board. Students should post substantive messages - the more substantive the message, the more points. Students should make an effort to cite their sources, such as citations and web site links in support of their statements.

Students must post a response to all original discussion board questions posed by the professor. All messages must be of substance; simply stating "I agree" or "I disagree" or a similar sentiment without providing a comprehensive explanation for your agreement or disagreement is not acceptable and will not receive credit toward the required number of postings.

It is strongly suggested that you engage with your fellow colleagues though not required. You will learn from each other's unique life experiences and point of view as much as you'll learn from me.

There may be more than one discussion thread per module. If there are multiple discussion threads, you must respond to each.

Discussion Board Rubric
Guidelines for Evaluating Discussion

Breadth and Depth of Responses (80)	**Clarity & Organization (10)**	**Grammar and Mechanics (10)**
80 points • Contributions are thoughtful, include original evaluation, synthesis or analysis of the topic on the discussion board • Responses are relevant, meaningful, tactful, and original. • Responses advance the discussion on the discussion board	10 points • Contributions are clear and concise	10 points • Contributions are mechanically and grammatically correct
60 points • Contributions are thoughtful, original, and have some synthesis, analysis and evaluation of topic • Responses are original and thoughtful, but limited in analysis of topic	5 points • Brief and limited contribution	5 points • Contributions contain few mechanical, grammatical errors
40 points • Postings give adequate, original explanation but limited analysis of topic • Responses add no meaning to discussion, repetitive of reading or other students	3 point • Minimal contribution	3 points • Frequent mechanical, grammatical writing errors
20 points • Inadequate explanation, confusing, or irrelevant postings with only repetition of readings, no original thought • Responses off topic, irrelevant	1 points • Minimal to non-contribution	1 point • Significant grammatical, mechanical writing errors in postings
0 points • Postings are brief statements • Postings off topic • Inappropriate or abusive responses	0 points • No contribution	0 points • Pervasive grammatical, mechanical writing errors in postings

Grading

Discussion Board Questions	40%
Journal Entries	30%
Final	30%

Please note that this course is letter graded. Your final grade for the course will be determined as follows:

A	93-100	C	73-76.9
A-	90-92.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	63-66.9
B-	80-82.9	D-	60-62.9
C+	77-79.9	F	0-59.9

Course Requirements

1. **Read assigned chapters and/or articles in preparation for your written assignments to ensure you can speak to the material in question**. I may provide supplemental videos and readings to assist with comprehension and retention of materials to Brightspace. These supplements are optional and will be available to support your learning.
2. **Submit assignments in accordance with the due dates within the syllabus**. Late submissions will be penalized as outlined by the grading rubric in the assignment instructions.

Statement of the College Policy on Plagiarism

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. For the assignments, I encourage students to work together if they want, but each student is responsible for their own work and therefore *answers must be completed by the student alone*. Any suspected instance of academic dishonesty will be reported to the Academic Judiciary. Also note that plagiarism is taken very seriously both in this class and by the College. *There is a handout regarding plagiarism posted on the course's Brightspace site. Students are responsible for any information covered in the plagiarism handout. Any student found to be in violation of the plagiarism policy will receive a* ***zero*** *for the course.* The following is from the John Jay College Undergraduate Bulletin:

> Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students, who are unsure how and when to provide documentation, are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation (John Jay College of Criminal Justice Undergraduate Bulletin, http://www.jjay.cuny.edu/academics/654.php, see Chapter IV Academic Standards).

Please also note that all major assignments will be submitted to turnitin.com and students found in violation of the plagiarism/academic honesty policy will be subject to appropriate remedies.

Course Outline
Subject to Change

Week 1: Introductions and Background (August 28th – September 1st)

1. **Discussion Board:** Introduce yourself to the professor and your colleagues in the Fellowship Stewardship Module on Brightspace.

Week 2: Navigating the Placement Site (September 2nd – September 8th)

1. **Placement Site**: Settle into your placement site.

Week 3: Introduction, Background, and Navigating the Placement Site (September 9th – September 15th)

2. **Read:** The Developmental Stages of an Internship (Course Readings folder on Brightspace)
3. **Read**: Navigating Your Placement Site (Course Readings folder on Brightspace)
4. **Discussion Board**: THINK About It – The What Ifs

Week 4: Components of Self-Understanding (September 16th - September 22nd)

1. **Read**: A Beginner's Guide to Self-Awareness: https://www.thecut.com/2017/10/how-to-be-more-self-aware.html
2. **Watch:** The Riddle of Experience vs Memory: https://www.ted.com/talks/daniel_kahneman_the_riddle_of_experience_vs_memory
3. **Read:** What Are Your Values? https://www.mindtools.com/pages/article/newTED_85.htm
4. **Read:** Cultural Competence: An Important Skill Set for the 21st Century: https://extensionpublications.unl.edu/assets/html/g1375/build/g1375.htm

Week 5: Understanding the Community You Serve (September 23rd – September 29th)

1. **Read**: What Is Community Anyway? https://ssir.org/articles/entry/what_is_community_anyway#
2. **Read**: Getting to Know the Clients: A Chapter of Special Relevance to Helping and Service Professionals (Course Readings folder on Brightspace)

Week 6: Internship Check-in (September 30th – October 6th):

1. **Post: Individual Check-in #1** on Supervision on Brightspace

Week 7: Introduction to Leadership, Part I (October 7th – October 13th)

1. **Read**: What is Leadership? (Course Readings folder on Brightspace)
2. **Discussion Board**: THINK About It – Internship Reflection

Week 8: Introduction to Leadership, Part II (October 14th – October 20th)

1. **Watch:** Responsibility versus Accountability: https://www.youtube.com/watch?v=NZJ3Nw60CKs&feature=youtu.be
2. **Read:** 7 Truths About Accountability That You Need To Know: https://www.inc.com/gordon-tredgold/7-truths-about-accountability-that-you-need-to-kno.html
3. **Read:** Responsibility v Accountability (Course Readings folder on Brightspace)

Week 9: Midterm Week (October 21st – October 27th)

1. No assignments due.

Week 10: Engaging in Courageous Conversations, Part I (October 28th – November 3rd)

1. **Watch:** Receiving Feedback - https://www.youtube.com/watch?v=e-DiFFW5EO4
2. **Read:** Engaging in Courageous Conversations, Part I Slides (Course Readings folder on Brightspace)

3. **Post: Individual Check-in #2** Monitoring Your Placement Hours on Brightspace

Week 11: Engaging in Courageous Conversations, Part II (November 4th – November 10th)

1. **Read:** 5 Keys of Dealing with Workplace Conflict: https://www.forbes.com/sites/mikemyatt/2012/02/22/5-keys-to-dealing-with-workplace-conflict/#7e7150d1e95c
2. **Read:** Engaging in Courageous Conversations, Part II Slides (Course Readings folder on Brightspace)

Week 12: Civic Engagement in Action (November 11th – November 17th)

1. **Discussion Board**: THINK About It – Civic Investment

Week 13: Prepare for Fellowship Presentation (November 18th – November 24th)

1. No assignments due. Use this time to begin drafting your final presentation for the course.

Week 14: Thanksgiving Break (November 25th – December 1st)

1. Enjoy the holiday with your family if you celebrate. If you don't, take the week to rest, reset, and enjoy your loved ones.

Week 15: Semester Reflection (December 2nd – December 8th)

1. **Discussion Board**: THINK About It – Growth, Knowledge and Interests

Week 16: Finals Week (December 9th – December 15th)

1. **Submit**: **Final - Fellowship Reflection Presentation (Due December 15th @ 11:59PM)**

Week 17: Finals Week (December 16th – December 21st)

1. **Submit**: **Final - End of Semester Evaluation (completed by site supervisor) (Due December 18th @ 11:59PM)**

Finals Week: Revision Sessions, Final Meetings, Interviews with Prospective Internship Sites