

	University of South Dakota
<i>Instructor:</i> Kimberly A. Grieve, Ph.D.	
<i>Office:</i> 218 MUC	<i>Course Location:</i> Ireland

I. Catalog Description

Description: This course outlines how policy affects leadership at institutions and organizations and will also provide leadership development, understanding of self and civic engagement.

II. Rationale

The learning methods and requirements for this course are designed to challenge you to critically reflect on the major principles in American and Irish policy in leadership in order for you to develop your own informed perspective. The readings and other course requirements will also assist you in developing a foundation in policy and leadership which will include knowledge, skills and attitudes relating to policy development processes used in various contexts and prepare you to be an informed reflective leader.

III. My Teaching Philosophy:

My philosophy of teaching is to develop within students a love for learning and a commitment to being a life-long learner and an active participant in a global society. Although I have high expectations, I seek to increase a student's self-awareness, self-confidence and self-reflection through personal positive and encouraging feedback, which acknowledges that mistakes are opportunities for learning. My focus will be on individual and group improvement, learning, progress and mastery. I understand and respect students have diverse interests and talents, which all contribute to the success of the classroom experience and find it important for students to share and see relationships among concepts and the application to a new situation. I will honor and value the life experiences students bring to the classroom and will encourage student to share those experiences.

Textbooks –

Lundin, S., & Paul, H. (2000). *Fish!: A remarkable way to boost morale and improve results*. New York: Hyperion.

Northouse, P. (2015). *Introduction to leadership: Concepts and practice*. Los Angeles: Sage Publications.

V. Course Objectives/Outcomes-Standard-Assessment

This course is intended to provide you with a comprehensive understanding of public policy and legal issues facing college and university students in the United States and Ireland. The learning methods and course requirements are designed to challenge you to critically analyze and evaluate the theories and practices of legal issues facing college and university students in order to develop your own philosophical perspective and strategies.

Objectives/Outcomes Students will:	Assessment
1. Student will become familiar with and be able to identify general policy principles and current policy issues that affect students in higher education in the United States and Ireland.	Collaborative Group Discussions Reflective Journals
2. Students will demonstrate awareness of multiple perspectives within the global community.	Paper on a current policy issue discussing the implication of the policy issue with regard to students in the United States or Ireland.
3. Students will investigate and analyze contemporary issues, phenomena, and ideas with global impact, considering their effect on the individuals, communities, and social or natural environments involved	Presentation
4. Students will understand the fundamental principle of leadership and how it relates to becoming an effective leader.	Paper

VI. Course Topics

See tentative course schedule.

VII. Learning Methods and Course Requirements

This course is designed to introduce you to the theories, models, and concepts of public policy and leadership. You are expected to integrate the concepts you learn in this course with your own experiences in order to develop an understanding of how policy impacts students and leadership.

Paper Assignments Paper Assignments are designed to provide you with an opportunity to apply what you are learning. All papers will be submitted in APA 6th format for students. Each paper should have a title page and start with a concise 50-100 word abstract that states the main thesis of your paper. The title page, abstract, and reference list are not accounted in page limitation. You can reference the APA format at the APA Online site <http://www.apastyle.org/electref.html>. Note: A grading rubric for each of the writing assignments is posted in Appendix A. I recommend that you review the rubric before submitting an assignment to be sure that you have met all the requirements for the assignments.

First paper:

Discuss your leadership style using research.

Second paper:

Analyze a scenario regarding a policy issue we have discussed in Ireland. The total report should be no more than 6 pages (computer-generated, double-spaced). (See Appendix A for grading rubric).

Presentation assignment:

Students will give a presentation while studying abroad in Ireland. You will present on what you have learned from your readings, strength quest assessment and the speakers that will assist you in developing as a leader.

Leadership journaling: Student will keep a journal and answer leadership questions.

Reflection papers: Student will write reflections at the end of each day on their experiences.

IX. Evaluation and Assessment of Students' Learning

The methods of evaluation and criteria for the course's grade assignment are:

1. Leadership Paper	20 points
2. Presentation	20 points
4. Leadership Journaling	20 points
5. Policy paper	20 points
5. Reflection papers	20 points

A= 100-90 points

B= 89-80 points

C= 79-70 points

D= 69-60 points

F= < 59 points

Evaluation Criteria

Evaluation is an inherently subjective process; I will use the following guidelines when evaluating your written work.

Maximum points will be given for papers that follow assignment guidelines, are well written, follow APA guidelines, are easy to read, cite the literature, provide a roadmap for the reader, and have sound syntax and grammar.

Please proofread your work prior to handing it in to me. This typically means writing the paper, letting it sit for a day or two, having it proofread by another person, and re-conceptualizing / rewriting based on feedback.

X. Class Policies

Academic Honesty. As stated in the Student Code of Conduct, the integrity of the University community is contingent upon fulfillment of a trust--that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. Plagiarism is defined as (but not limited to) the following: 1) the use of paraphrase or direct quotation of published or unpublished work of another person without full and clear acknowledgment or 2) the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation. (South Dakota Board of Regents Policy)

Late Assignments. The written assignments are part of the learning experience. Therefore to benefit most from the assignment, it is important to complete the assignment by the due date. Assignments turned in after the due date will receive a maximum of ½ of available points and will only be accepted one week beyond the due date. Please contact me, preferably in advance, about extenuating circumstances that prevent you from completing assignments on time. ***Note that a grade of “I” may only remain incomplete for one calendar year at which time it converts to a grade of “NCI” and the course must be repeated (and repaid) for credit.***

Student’s Rights to Assistance or Accommodations. Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. Ernetta L. Fox, Director, Disability Services, Service Room 119 Service Center (605)677-6389 www.usd.edu/ds; dservices@usd.edu

XI. Tentative Course Schedule

We will have two mandatory meetings during the fall 2017 semester to prepare for the trip and discuss the textbook.

Date	Agenda	Journal Topics (subject to change)
Tues. 12/26	Depart for Dublin, Ireland!	
Wed. 12/27	Morning: Arrival at Dublin Airport. After clearing customs and immigration, meet your on-site coordinator who will be available to introduce you to Europe today. A private coach bus will take you from the airport to your accommodation in Dublin. Check into your room and then	What differences have you noticed in Ireland compared to the United States?

	<p>start off your program with an orientation session at your accommodation provided by your coordinator.</p> <p>Afternoon: Start off your stay in Dublin with a private guided walking tour of Dublin to get better insight into the history of the Republic of Ireland. During the tour you will be introduced to the capital's most important sights.</p> <p>Evening: A special welcome dinner awaits your group at a restaurant in Dublin.</p>	
Thurs. 12/28	<p>Morning: Enjoy a visit to an organization focusing on business development, e.g. to The Guinness Enterprise Center (GEC) and Dublin Business Innovation Centre (BIC).</p> <p>Afternoon: After a break for lunch at your own expense, join a guest lecture by a local professor at or near your accommodation focusing on the economy of Ireland, e.g. on "Ireland's Celtic Tiger Era and its Aftermath."</p> <p>Evening: Enjoy a free evening to explore Dublin on your own.</p>	What different perspectives have you observed within the global community?
Fri. 12/29	<p>Morning: Start off your day with a visit to a business consulting company such as Arup and learn about the company's work and projects. Arup is an independent firm of designers, planners, engineers, consultants and technical specialists offering a broad range of professional services.</p> <p>Afternoon: The afternoon awaits you with a guided tour of Dublin Castle, including State Apartments and the Medieval Undercroft.</p> <p>Evening: Enjoy a free evening to explore Dublin.</p>	What are you most excited about in Ireland?
Sat. 12/30	<p>Morning: Guided tour of the famous Kilmainham Gaol, which played an important part in Irish history, as many leaders of Irish rebellions were imprisoned and some executed in the prison by the British and in 1923 by the Irish Free State.</p> <p>Afternoon: Enjoy a free afternoon in Dublin. You may want to visit Dublin's Guinness Storehouse to learn about</p>	Think about your own leadership. Identify one trait, ability, skill or behavior you could develop more fully to become a better leader.

	<p>the brewery process, the beer's four ingredients, and the brewery's founder, Arthur Guinness.</p> <p>Evening: Enjoy a free evening to further explore Dublin.</p>	
Sun. 12/31	<p>Morning: Guided tour of Trinity College and the Old Library where you will see the famous Book of Kells, an illuminated manuscript Gospel book in Latin.</p> <p>Afternoon: Enjoy a free afternoon and evening in Dublin to explore the city further at your own pace.</p>	What did you learn about teambuilding as it applies to leadership?
Mon. 1/1	<p>Morning: Check out and travel by private bus to the spectacular Cliffs of Moher. Located on the west coast of Ireland, the cliffs are one of the most outstanding coastal features of the island.</p> <p>Afternoon: Continue your journey to your hotel in Galway, check into your rooms, and meet your coordinator for a short orientation session at the hotel.</p> <p>Evening: Enjoy a free evening in the city and explore your new surroundings on your own.</p>	What contemporary issues have you noticed and how are they similar and different from the States?
Tues. 1/2	<p>Morning: Enjoy a private guided walking tour of Galway.</p> <p>Afternoon: Enjoy a free afternoon and evening in Galway and explore the city further at your own pace.</p>	What similarities and differences have you noticed in the guest speaker's leadership style? Who would you like to work with and why?
Wed. 1/3	<p>Morning: Enjoy a free morning in Galway and discover the city further on your own.</p> <p>Afternoon: Check-out and board your private bus to head to Belfast, Northern Ireland. After arriving at your hotel, check into your rooms and meet your coordinator for an orientation session at the hotel.</p> <p>Evening: Enjoy a free evening in the city and explore your new surroundings on your own.</p>	Reflect upon your experience in Ireland. What were you most surprised by and did you enjoy the most? What suggestions do you have for changes in the program?

Thurs. 1/4	<p>Morning: Start your day with a private guided Irish Political walking tour of Belfast to experience Republican and Loyalist viewpoints regarding the city's history and the British/Irish conflict. Alternatively, a Black Cab Tour will be arranged. You will be taken around the famous Belfast murals and points of interest both on the Falls and Shankill Roads. Your driver will inform you of the history of the conflict and the meaning of the murals and show you the peace wall.</p> <p>Afternoon: Continue in the afternoon with a guest lecture by a local professor focusing on "The Troubles" to learn more about the conflict in Northern Ireland during the late 20th century.</p> <p>Evening: Enjoy a free evening further exploring Belfast at your own pace.</p>	
Fri. 1/5	<p>Morning: Enjoy an audio-guided tour of the famous Giant's Causeway, which can be described as a geological phenomenon on the North Antrim Coast. With renowned amphitheaters made from layered basalt stone columns left from volcanoes and immense natural beauty, the site has World Heritage status. Afterwards, your bus will take you to the nearby Carrick-a-Rede Rope Bridge where you have the chance to cross the bridge if weather allows it (costs for crossing the bridge are not included).</p> <p>Afternoon: The remainder of the day is free for your own explorations of Belfast.</p>	
Sat. 1/6	<p>Morning: Explore the Titanic Belfast Museum at your own pace during an audio-guided tour. The museum is a visitor attraction and a monument to Belfast's maritime heritage on the site of the former Harland and Wolff shipyard in the city's Titanic Quarter.</p> <p>Afternoon: Have a free afternoon in Belfast and discover the city further on your own. Why not visit the Ulster Museum, home to a rich collection of art, history and natural sciences telling the story of the people of the north of Ireland from earliest times to the present day.</p> <p>Evening: A farewell dinner will be arranged for your group at a restaurant in Belfast.</p>	

Sun. 1/7	Morning: Your private coach bus will pick you up at the hotel and take you to Belfast airport. Begin your journey to return home.	
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Appendix A
Evaluation of papers

Criteria	Points
Literature Review – Critically analyze, evaluate and synthesize the literature on a legal or policy issue using 3-5 scholarly resources.	8
Articulate you own informed perspective and defend your position using scholarly sources.	8
Writing is well organized, clear, concise, and focused, properly formatted in APA, including an abstract and references to support your analysis.	4
Total points	20

Appendix B
Evaluation your presentation

Criteria	Points
Demonstrate strong knowledge of the materials; correctly represents knowledge from the readings and other scholarly sources.	5
Articulate you own informed perspective and defend your position on a legal or policy issue using scholarly sources as well as present opposing views.	5

Discuss the positive and negative implications of the policy issue with regard to students.	5
Creative in presenting information and engaging classmates	5
Total Points	20