

Romoda College

Effecting Change at Every Level:
Leadership in a Dynamic World

FRPG 187L
Hepburn 111

Fall 2007

Tuesday/Thursday 10:10-11:40
Seminar: Tuesday 12:40-2:10

FACULTY

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COURSE OVERVIEW

What makes an effective leader? This course is designed to help students discover insights about themselves as leaders as well as look critically upon leadership examples of the past and present. Today's world is highly dynamic and diverse in nature, requiring adaptive thinking and individuals with the ability to lead amidst change. We will consider topics such as motivation, methodology, inspiration, positive thinking, group dynamics, transformational and transactional leadership. We will also consider the degree to which leaders are "born" or "made." Our exploration of these issues will include discussion of past and present leaders and the effect their leadership strategies have had on groups and society as a whole. Our closer look at the conceptual and practical dimensions of leadership will help you learn to be an agent of change in your own environments, whether they are political, theological, academic, athletic, social or organizational in nature.

Students will be encouraged to think critically and creatively about events past and present, as well as to actively structure and maintain an agenda that fosters a heightened sense of responsibility to their college and themselves.

First-Year Program Philosophy and Goals 2007-08

The First-Year Program (FYP) and First-Year Seminar (FYS) are the first steps in a four-year process of helping you meet the University's Aims and Objectives and the broader goals of a liberal education. The faculty of the FYP and FYS see themselves as partners and mentors in the process of working with you to acquire the intellectual habits of the mind, writing, speaking, and research skills, and the ethical self-reflection that are at the core of a liberal education. The FYP and FYS will ask you to consider new perspectives on the world and your place in it and will challenge you to confront many of the hidden assumptions you bring to college with you. We hope to open you to new ideas, help you to see the complexity of the way in which knowledge gets produced and used in society, and encourage you to see yourself as an active contributor in making the world a better place. The course topics, the texts you will read, listen to, and watch, the in-class and out-of-class activities you will engage in, and the writing, speaking, and research assignments you will work on are all designed to introduce you to the depth of critical thinking and the quality and complexity of the communication skills that will be expected of you at SLU and as a citizen of an increasingly diverse society.

First and foremost among our goals are those related to your abilities as a communicator. The work of the FYP and FYS asks you to design and deliver written, spoken, performed and/or visual texts that demonstrate basic skills in the relevant modes of communication and with an increasing degree of rhetorical sensitivity. Our focus on "rhetorical sensitivity" means that we expect you to cultivate the awareness that all of your communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, aural or visual. To become a good communicator, you need to recognize that the creation of meaningful and powerful written, spoken, performed, or visual texts involves both a creator and an audience, and that therefore the voice you adopt in your communication, the audience you imagine yourself communicating to, and the social and ethical context of the content, matter a great deal in creating such texts. One important way to become a better communicator is to become a better critical reader, viewer, and listener, which is why we will ask you to engage challenging materials in a variety of forms and work with you to learn how to interpret them.

Learning to read, listen, write, speak, do research and/or perform well also requires feedback. As faculty, we submit our work for feedback from colleagues all the time, and giving and receiving constructive feedback from both friends and strangers is central to collaborative work in any field and is itself a form of critical thinking and learning. We further recognize that this feedback process is not linear and that good communication requires that you continually rethink,

restructure, and revise your work in order for it to be your best. This is why we require that your writing, speaking, and performance assignments be “projects” that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in the texts that you produce. Furthermore, we see all of these forms of communication as complementary and intertwined, which is why many of your assignments will ask you to integrate elements of the written, spoken, performed, and visual. Finally, developing good habits of critical inquiry and communication also means reflecting on the ethical dimensions of how your work represents that of others, thus one of our goals is to help you to understand both the nature of academic integrity and the social processes by which knowledge is produced and represented.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that foster the writing, speaking, research, and critical thinking goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

Texts

Apollo 13 [Movie]

Hacker, Diana A *Pocket Style Manual*, 4th ed. Boston: Bedford/St. Martin's, 2004

Lansing, A. (1999). *Endurance: Shackleton's Incredible Voyage*. New York, NY: Carroll & Graf Publishers.

Miracle [Movie]

Phillips, D. (1993). *Lincoln on Leadership: Executive Strategies for Tough Times*. New York, NY: Warner Books.

Twelve Angry Men [Movie]

Band of Brothers [Movie]

Wren, J. Thomas(1995). *The Leader's Companion: Insights on Leadership Through the Ages*. New York, NY: The Free Press.

Excerpts from other books may be included and will be provided.

OUR CLASSROOM COMMUNITY

While this course will examine a myriad of characteristics and strategies of leaders famous and perhaps not so famous, it is hoped that the direction of the

course will transcend beyond these concepts. The goal is to develop a more comprehensive design in order to incorporate the skills and methodology to be used in your study.

It is essential for all students embarking in the First Year Program to grasp the significance of the “living and learning” model. Students that live together, as well as study together will inevitably develop a familiarity with each other that will, hopefully, lead to a much greater sense of belonging and camaraderie. Clearly, this sense of community is designed to foster a more relaxed atmosphere in which to learn, as well as a greater sense of responsibility on the part of each individual to contribute to the class as a whole. One’s sense of responsibility to him or herself, to classmates, teammates, etc. is a critical component in that student’s development as well as that of others.

It is incumbent upon every student to be a willing and active participant in the formation of a culture conducive to learning in a cooperative and safe environment. We will work to cultivate a culture of academic integrity, good citizenship and an enhanced sense of purpose. When all is said and done, it is hoped that each and every student will come to realize that it is far more important to develop a heightened awareness of responsibility and to be less concerned with perceived entitlements. As former President Dwight D. Eisenhower once stated, “A people that values its privileges above its principles soon loses both”.

COURSE SCHEDULE

August 30 (TH)	
Plenary	Introduction to the Course, review of syllabus
September 4 (TU)	
Plenary	Intro to Leadership – Does Leadership Exist? Assignment due: Does leadership exist today and if so where? Give examples both positive and negative One page, typed, double spaced Reading: Wren: Chapters 1-4
Seminar	Myers Briggs Type Indicator Writing prompt:
September 6 (TH)	
Plenary	Leadership Values & Attitudes Reading: Lincoln on Leadership pg. 1-37, People
September 11 (TU)	
Plenary	Character Reading: Lincoln on Leadership pg. 38-83
Seminar	Transactional vs. Transformational Leadership

	Reading: Wren: Chapters 19-20
September 13 (TH)	
Plenary	Are Leaders Made or Born Reading: Wren Chapters: 9-17 Due: First writing assignment
September 18 (TU)	
Plenary	Moral Leadership, Values Reading: Wren Chapters, 61,62, 64 Leading the Eleanor Roosevelt Way, chapter 5 FDR –Fireside Chats: Excerpts from Down and Out in Depression Guest speaker: John K. Dillon
Seminar	Inspiring a shared vision Leading with Love vs. Leading with Fear, Power of Followership Reading: Wren Chapter 29 and 30, 43 Watch: King, Martin Luther. “I Have A Dream” (<i>view at www.americanrhetoric.com/speeches/mlkihaveadream.htm</i>)
September 20 (TH)	
Plenary	No Class – Freshman activity
September 25 (TU)	
Plenary	Positions of Leadership, Power and Leadership Reading: Wren Chapter 45
Seminar	Where does leadership exist? Situational and Behavioral Leadership Reading: Wren Chapter: 25 and 32
September 27 (TR)	
Plenary	Leadership Communication Reading: Lincoln on Leadership pg.143-162 Communication Movie: Miracle
October 2 (TU)	
Plenary	Creating an argument, finding the opposite point of view Communication, dialogue, conversation Due: Book selection along with a paragraph describing why you choose the book and what you plan to get out of it.
Seminar	<i>Information Gathering Techniques: the Interview.</i>
October 4 (TH)	
Plenary	Leadership Techniques of Herb Brooks/David Silk Guest Lecture? Due: Interview format essay
October 9 (TU)	
Plenary	Bad Leadership Kellerman reading Kellerman, B. How Bad Leadership Happens (e-reserves)
Seminar	Team vs. Individual Leadership <i>Reading:</i>
October 11 (TH)	
Plenary	MID SEMESTER BREAK

October 16 (TU)	
Plenary	<i>Leadership Techniques</i> Reading: Shackleton pg 1-85
Seminar	Tandem Writing – Leadership free write
October 18 (TH)	
Plenary	Reading: Shackleton pg. 85-153
October 23 (TU)	
Plenary	Building Resilience Alexander String Quarter on the 23rd
Seminar	Building Resilience Reading: Reivich & Shatte. “How Resilient Are You?” from <i>The Resilience Factor (e-reserves)</i> Center for Creative Leadership. <i>Building Resilience: What Hardships Teach about Leading and Becoming Resilient: Change (e-reserves)</i>
October 25 (TH)	
Plenary	Guest Lecturer: Jeff Cook '71 Motivation & Inspiration Reading: Lincoln on Leadership pg. 85-137 Endeavor
October 30 (TU)	
Plenary	Shackleton Lecture/Review/Exercises Reading: Shackleton pg. 153-121
Seminar	Ordinary People, Extraordinary Acts
November 1 (TH)	
Plenary	Leadership in a Crisis Movie: Apollo 13
November 6 (TU)	
Plenary	Book Review presentations Book Review due:
Seminar	Book Review Presentations
November 8 (TU)	
Plenary	Emotional Intelligence
November 13 (TU)	
Plenary	Leadership Power & Influence – power & politics Reading:
Seminar	Speaker: Daniel Karlake –“ The Bible tells me so”
November 15 (TH)	
Plenary	Ethical Considerations – Changing corporate culture Readings: Due: Interview/evaluative paper
November 27 (TU)	
Plenary	<i>Shackleton Lecture/Review/Exercises</i> Reading: Shackleton pg. 153-239

Seminar	Presentations on Interviews/evaluative paper findings – giving/receiving feedback
November 29 (TH)	
Plenary	Churchill on Leadership Reading: <u>Churchill's War Leadership</u> , Martin Gilbert Churchill's speeches Movie: The Gathering Storm
December 4 (TU)	
Plenary	Guest speaker: Cameron Gauthier Movie: Band of Brothers
Seminar	Presentation of interview/evaluative paper findings – giving/receiving feedback
December 6 (TH)	
Plenary	Group Dynamics Movie: Twelve Angry Men
December 11 (TU)	
Plenary	Presentation of interview/evaluative paper findings
Seminar	Presentation of interview/evaluative paper findings- Pizza
December 13 (TH)	
Plenary	Presentation of interview/evaluative paper findings

Attendance and Participation Expectations

The First Year Program is designed to create a culture conducive to learning. We would like you to actively engage in shaping this culture and develop your skills as a leader and as a student-scholar. In order to fair well on this portion of your grade, please note that quality rather than quantity applies here. Quality class participation in this course involves; being well prepared for class, being an active member of the class in terms of positive contributions, being positive towards other classmates and portraying overall good citizenship. Please feel free, and comfortable, to add your means of contributing positively to our class.

Lectures, presentations, and discussions are a major source of conceptual and analytical information not included in the reading, and discussion participation is expected of all students in the class. Attendance will be taken in both plenary and seminar sessions. **A total of three (3) physical absences, whether excused or unexcused, will be allowed. After that, .25 will be deducted from your final course grade for each absence.** Two (2) late arrivals will be considered equal to one absence. **Please note that it is not enough just to show up.** Students who attend class but who are clearly not prepared and as a result can not engage that day's materials or activities will be marked intellectually absent. (Brown College syllabus, 2007)

Assignment Policy

The schedule is tight, so all five major assignments (three written, two oral) must

be handed in or performed on due dates as assigned. The following rules apply to timely completion of all assignments:

- Any assignment turned in late will be dropped .25 for each calendar day it is late (including weekends).
 - Any assignment performed late will be dropped .25 for each class day it is late.
 - Late first presentations and/or drafts will also result in a .25 per day deduction in the final grade for that project.
 - Failure to present adequate materials for peer review on the dates assigned will result in a .25 deduction in the final grade for that project.
 - Having a computer or printer problem at the last minute is not a valid excuse for late papers or drafts. Plan ahead.
 - **Failure to hand in (within three days of due date) or perform any one of the five major assignments results in an automatic failure in the course.**
- Exceptions/extensions may be negotiated in extreme circumstances but must be worked out in advance of the due date, and evidence of progress on the project must be shown. (Brown College syllabus, 2007)

Assignments and Grades

Writing assignments 40%

Two papers with revision

Your personal leadership style (20%)

Book review (20%)

Oral Presentations: Two presentations 30%

Book review (10%)

Results/analysis of the interview you conducted (20%) See Below.

Interview Project 20%

Outline essay, (10%)

Follow up evaluative paper based on presentation (10%).

Reading Journal 10%

Throughout the course we will be reading novels, watching movies and engaging in conversation with “experts” and guest lecturers. As you read, listen and learn, you will be maintaining a journal of your responses to the material. You will be instructed when you are required to respond in your journal but feel free to reflect on leadership or jot down an inspiring quote as you go.

Writing assignments: There will be two major separate writing assignments each one will be revised once before a final grade is given.

See Revisions section below for a more complete description of this process.

The first assignment will be a personal narrative of your experiences of leadership along with an analysis of those experiences. The paper should be typed 4-5 pages, double spaced and should give clear examples of how you have experienced leadership in your life and how those experiences have formed your personal style of leadership to date.

Some topics you might consider follow. Do not feel compelled to address all of these, nor do we want to read a laundry list response to these ideas. As an essay, the paper should center on your narrative and an analysis of that narrative.

Topics to consider: Reflect upon and define your past leadership, including academic and co-curricular involvement. Include a description of the first time you realized your own leadership potential. Who has motivated you to get involved in leadership? How have your life's experiences influenced you (friends, high school, family, community, etc...)? Describe an especially powerful learning experience you have had. What does leadership mean to you?

The paper will be due September 13th. The paper will be considered a rough draft only in that it is your first writing of the paper and will be revised following the feedback given by your advisor. The final draft will be due one week after the revised paper has been returned to you.

We are looking for you to be thoughtful and comprehensive in the writing of your leadership story. The paper should be clearly and coherently written so that the reader can easily follow your explanation of important events in your life.

Grammar, punctuation and spelling count. Edit and reread your papers before handing them in. Avail yourselves of Cameron and the Munn Word Studio.

The second writing assignment is a critical analysis of a book of your choosing on leadership. The book should be one that inspires you in that it either describes a leadership theory or situation of interest to you, or is written about a particular person that you respect and want to learn more about.

By week 6 (Oct 2) students must select a book for our approval. Along with the selection you should include a two paragraph statement as to why you chose the book and what you plan to get out of it. The paper and presentation are due in week November 6.

For the writing assignment, students will write a four sentence bibliography annotation to be typed at the top of the book review. This annotation will give a brief summary of the book so that it will not be necessary to summarize in the body of the review paper. In the review consider: why you chose this book and what you got from it; how it is related to the theories discussed in class and the texts. Note one particular aspect of the book that you would choose to share with the class. Describe how the book makes you think, feel or act differently as a result of having read it. Each review should be typed, 4-5 pages, double spaced. Grammar and spelling will be considered in the grade.

Students will revise the papers based on feedback given by their advisors.

Revised papers are due one week after the revisions are handed back.

Oral Presentations: There will be two oral presentations.

The first assignment is connected to the book analysis. On November 6th students will present a 5-7 minute analysis of one aspect of their book to the class, The presentation should be incorporate in the written review of the book as well.

The second oral presentation will be on an interview you will conduct. See below.

Interview/Presentation

The purpose of this **interview/presentation** assignment is to thoroughly examine the leadership structure and practices within a unique person or group/organization and to analysis their practices. This segment of the course has several parts.

Step 1: Explore and select a person/group that peaks your interest in terms of leadership.

Step2 : On Oct 4 you will turn in a 2-3 page essay outline describing who you would like to interview (a particular person or group/organization) and why. Details should include who the person/group is and what are you looking to achieve with the interview. Consider how this choice relates to your personal narrative in its importance to you. You should also include a list of questions you will ask and why you will ask those questions. Consider how and where leadership exists within the person's life and/or the group/organization with which he is affiliated. (Remember leadership does not exist with one person).The best interviews are ones that are carefully thought out in advance. When you conduct the interview not only are you looking at the leaders strengths you are also identifying challenges or areas of weakness within their philosophy of leadership or with in the organization.

Step 3. For November 15th, you will also be asked to write a 3-4 page Evaluative Paper which describes and analyzes what you learned as a result of your interview. Your paper will be the basis for the presentation to be given later in the semester. Please note this paper should include both positive and negative leadership characteristics. Your paper and presentation should draw on not only the interview, but also the class materials and discussions. How does what we have been discussing and reading for class connect to what you learned during your interview?

The paper should also identify leadership strategies that will address the areas of weakness and incorporate recommendations that could be incorporated into the group or individual's leadership role.

The objective of these presentations is to identify and to present practical applications of a topic that will appeal to an array of individual application situations or background and thus varying levels of interest.

Step 4: Towards the end of the semester (see syllabus), you will be asked to formally present to the class your interview, addressing the questions you posed in your first paper. Your Evaluation Paper is the basis for this presentation.

Reading Journal Guidelines:

Effective use of your reading journal will be critical to your success in this course and not simply because I'll be assessing it. I'm requiring the reading journal because I want you to think about reading as a process of making meaning or coming to terms with an author's ideas. So often we read something merely to finish it without really thinking it through as we read along.

You'll do two things with the journal as you read. The first is mechanical. When you come across something that you think is important or that you want to think about in greater depth, or even something that you find perplexing, I want you to make a note of it in your journal by **writing a few words that will identify the subject for you** (so that you'll remember what it was when you go back to it) and **writing down the page number**. The second piece of the journal is to reflect upon what you've read **by raising questions**. You might do that as you're reading. For example, you might see something in Lincoln on Leadership that reflects a theme raised in the Wren text or raises a new question about leadership theory. Rather than wait until later to go back to it, you might take five or ten minutes to write about the connection you're seeing or the question you're thinking of. Or, you might go back after a few days of reading a particular text and look at your notes, and write about some of the broader issues and questions you see emerging in the text. Sometimes it's good to get a feel for an author's overall argument before you dive in and start analyzing his or her specific points.

You might be asking yourself "what am I going to take notes on?" Here are some hints.

- 1) Make notes about anything that you find at all interesting, profound, troubling, or confusing.
- 2) Pay attention to the course themes. Make notes about anything that you come across that speaks to these issues.
- 3) Anytime you see a theme, a phrase, or an image come up several times in a text, make a note of it. In addition to making notes of such recurring themes, phrases or images, try to figure out why they're in there and what they mean.

You'll find that keeping a journal slows down the reading process significantly. But that's only if you're reading to get to the end of the assignment. If you're reading for ideas and to make meaning, then this will help you to do that and it's worth working slowly. When you're done really reading a text, you'll have a much better sense of what it's all about. I do this for everything that I read. You will never see me reading without taking notes as well!

As I look through your reading journal, I'll expect to see several reflective entries or places where you've raised questions for each weekly reading. It is from these reflective entries that we (you and the advisors) will craft weekly discussions.

(Adapted in full from Elun Gabriel, Academic Advising, 2006)

OTHER THINGS YOU NEED TO KNOW

Academic Honesty/Plagiarism:

At St. Lawrence, all members of the University community have a responsibility to see that standards of honesty and integrity are maintained. It is the responsibility of each student to learn and understand the standards of academic integrity expected at St. Lawrence, as expressed in the University's academic honor code. Additional information regarding academic honesty, plagiarism and academic dishonesty procedures and penalties can be found in the Student Handbook (Herrick College syllabus, fall 2002). To avoid one of the most difficult situations in which a student may find him/her self, we remind you of what constitutes plagiarism. Plagiarism is a form of theft: i.e.: presenting someone's words or ideas as if they were your own, without acknowledgment. This includes other students' or faculties' work, as well as information from books, or any other written material, and the Web. If you are accused of cheating or plagiarism, your work will be sent to a university-wide committee who will judge the case and recommend action to the Dean. The minimum penalty for plagiarism is usually failure in the course (Priest College syllabus, Fall 1997). Students are directed to read the relevant section of the student handbook to familiarize themselves with the varied dimensions and aspects of plagiarism. Further, you are expected to read and sign the academic honor pledge in class at the beginning of the fall semester.

Reading, Class Preparation and Discussion:

All our classroom discussions will be grounded in readings and/or personal experiences in your community. Course readings will give us grounding in the issues of different types of communities and community structures, and while personal experiences are important in an FYP like ours, and we expect that you will connect them directly to the readings you are doing. We will strongly engage all the readings during classroom discussions, therefore, class preparation is essential. It is crucial that you read texts actively – it will increase your comprehension and also your enjoyment. Reading actively includes many aspects. On the most basic level, it requires that you understand the text's vocabulary, sentence construction, and key references to concepts. It also consists of comprehending the text's structural organization, and trying to grasp its larger purpose or argument. Many students have difficulty because they focus too intently on the details and ideas within a single sentence or paragraph. Always try to keep in mind the larger picture – what problems does the author pose, and does s/he provide a solution to the problem? What is the author trying

to persuade you of (or engage you in)? How does s/he structure the text to achieve that goal?

There are many ways to read actively, including highlighting or underlining, making margin notes, taking notes in a notebook, diagramming or outlining the structure, and reading out loud (this last will become particularly relevant when we read dramatic texts)...By reading actively, you should have some ideas about the text's structure and main ideas, as well as questions about its meaning. Class discussion offers the chance to present your ideas and your questions to your colleagues, so that we can all come to a deeper understanding of the material. Active participation in discussions will enable you to work through difficult concepts, perceive links between different topics and readings, and clearly articulate your own perspectives on the subject matter. Come to class prepared with issues that interest you about the text, whether they are questions, observations, or critiques.

Meaningful discussion requires an ability to keep an eye on the text's larger significance without neglecting the realm of the specific. Your questions, comments, and observations should be grounded in specific passages in the text, while speaking to the work's key themes. Everyone will bring different qualities and ideas to discussion.... You should not be afraid to disagree – it is through constructive, energetic debate that we will all come to more sophisticated understandings of the material.... When you engage in debate with your colleagues, make sure you stay grounded in the texts – you should be able to provide evidence to support your interpretations, and it is fair to ask your colleagues for the same....The more you have prepared for discussion in advance, the easier it will be to participate in the class itself (Herrick College syllabus, fall 2003).

Revisions:

As part of St. Lawrence University's commitment to the continued development of student communication (written and oral) skills, all assignments in the First Year Program will include a formal and informal revision process. Good writing is a dynamic process where drafts progressively improve as the result of personal and outside review. Both forms of review are critical components of all assignments and are required of all students. Students will have their drafts (both written and oral) reviewed by their classmates. In addition, your mentor, **Cameron Brun**, is a valuable resource for reviewing both substantive and stylistic components of papers, presentations and performances. The library also houses the **Munn Word Studio**, which is also an excellent resource for improving the quality of your drafts. Since review and revision is a required part of all assignments, students must submit all edited and reviewed drafts along with final drafts. In the FYP, we not only evaluate the quality of your final draft, but the quality of the process by which that draft was produced. We also recognize the quality of peer reviewing in assessing final grades.

All writing assignments will be formally submitted to your instructor for their review and assessment. First drafts will not be assigned formal grades, but

students will be made aware of the quality of their work by feedback from the instructor.

Handing in a rough or incomplete first draft will result in a grade penalty for the final grade on the paper. It is never acceptable to hand in work that does not represent your best efforts. A first draft is **not** a rough draft.

All first drafts will receive detailed comments from instructors in the formal revision process. As students prepare their final drafts, they are to address ALL of the comments (including substantive, stylistic and grammatical comments). Please note that the standards of evaluation on the final draft are much more stringent than on initial drafts. (Brown College syllabus, 2007)

Courtesy:

Due to the sensitive nature of the topics under study, some classroom conversations may become a bit heated. Our hope is to maintain a relaxed environment that encourages participation and facilitates learning for everyone in our community. This can only be achieved if each member of the college acts as a responsible member of the community. Discourteous behaviors (arriving late, leaving without reason, rudely interrupting others while they are speaking, carrying on disruptive private conversations, using intimidating or disrespectful language or gestures towards fellow students or faculty, etc.) will not be tolerated. Such behavior will result in your being asked to leave class. In addition, you will be penalized for your absence (Corey College syllabus, Fall 1997).

The Mentor's role:

Think of your mentor as a Writing Center tutor who is particularly knowledgeable about the subject matter of your course. Our mentor, Cameron Brun, will participate in class activities as often as possible, and she will be able to help you with both your writing and oral assignments. She will have official office hours in the library each week. We expect you to take advantage of her talents, and we may, in fact, require some of you to see her at certain points in the semester. Though having a mentor is an extraordinarily valuable resource for you as a student, Cameron is not a miracle worker and cannot fix things for you at the last minute. Working with Cameron throughout the process will not necessarily guarantee you a perfect 4.0 paper, but it will certainly give you a much better paper. We as faculty rely on Cameron's work and her feedback; we work as a team. (Brown College syllabus, 2007)

Special Needs and Tutors:

If you have a disability of any kind and need special accommodation, the first step is to contact John Meagher in the Office of Academic Services for Students with Special Needs. He will help you with all necessary steps to receiving appropriate accommodation for your disability. If you feel you simply might need additional help with any course materials (not just FYP), you can also contact Becky Graham in the Office of Academic Achievement. They have free student

tutors available for all subject areas, and they offer workshops on study skills, time management, and other practical issues as well. The office's website also offers tips and strategies for general academic achievement:
<http://www.stlawu.edu/acskills/index.htm>.

Technology Introduction for Romoda College – Fall 2007

What information should you have received by the time you arrive on campus?

- Network, Email and Angel Account ID and Passwords
- ResNet Services & Support Info
- Help Desk Services & Support Info
- Prospective/New Student Info (link to online materials)

(If you didn't get this mailing, or don't have it with you on campus, another copy has been sent to your SLU address, so check your mail ASAP.)

What will you need to know about technology to function in the Brown community?

- **E-mail** We will do a great deal of communicating to the class members via your campus e-mail address. If you intend to use an e-mail account other than the one assigned to you on campus, please be sure to forward your SLU account to the other e-mail account. Forwarding instructions at http://it.stlawu.edu/email_services/email_FAQ.htm
- **Angel** We post many class readings and all of our handouts (assignment guidelines, small group discussion questions, peer review sheets, etc.) on a class Angel course management site. You have access to read and/or print all the files on this site from any computer on campus. You must know how to open and download or print documents from this site, which can be accessed by going to <http://it.stlawu.edu> and using the Angel link. Students must self enroll for Angel and instructions are available here by clicking on the "documentation and information" link. There are also discussion forums that will be used during the semester to expand and enhance classroom discussion and/or your internship experiences. Finally, all written assignments (including drafts) will be submitted and returned through the Angel site.
- **The P: drive** Everyone is assigned a personal storage drive, and we will expect you to know how to access your own (personal) p-drive on the SLU system. This is probably the most reliable way to save all your documents, though you may wish to back these files up in another drive as well. You can access this drive from any computer on campus.