ABS 150 /151: Community Leadership
Course Syllabus, Fall 2010

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*Available on Blackboard chat during office hours.

Course Meeting Time: Monday, Wednesday, & Friday; 9:00 a.m.-9:50 a.m.
Course Meeting Place: 2096 Dole Center
Course Testing Lab: 4034 Dole Center

SECTION 1: COURSE GOALS AND MATERIALS

(1) COURSE GOALS:

The goals of the course are to:

A. Increase knowledge about leadership and problem solving in communities.

B. Enhance skills of working with others to solve problems facing communities.

C. Promote understanding of the ideas and practice of community leadership.

(2) LEARNING STRATEGIES:

A. Read, discuss, and lecture on material from a wide variety of disciplines relevant to community leadership and assess knowledge through quizzes.

B. Provide opportunities to practice and obtain feedback on leadership skills such as: analyzing problems, group facilitation, and strategic planning.

C. Establish and maintain collaboration with a community organization on preparing a grant proposal to address a community problem or issue.

D. Promote critical thinking in dialogue through class, in addition to small group discussion and self-examination of personal effectiveness in leadership.

E. Develop team building skills through the creation of a grant proposal.

> "The servant-leader is servant first… the best test… is: do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous? More likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or at least, not be further deprived?"
>
> *--Robert Greenleaf*

(3) REQUIRED TEXTS AND MATERIALS: (available from all university bookstores)

REQUIRED BOOKS:
(1)   Gardner, J. W. (1990). On Leadership. New York: The Free Press.
(2)   Lappe, F. M., and DuBois, P. M. (1994). The Quickening of America. San Francisco: Jossey-Bass Publishers.

OTHER REQUIRED READINGS:
(1)   KU Blackboard Readings:
        Other readings are available on the KU Blackboard site at: http://courseware.ku.edu
(2)   Community Tool Box Readings:
        Are available through links on the KU Blackboard site and may also be accessed directly from the web site http://ctb.ku.edu/.   Go to "Tools" and then "Table of Contents." You may also use the "Search" function to locate readings. With each assignment always read the "Main Section," "Examples," and "Tools and Checklists."

> *"You must be the change you wish to see."*
> *-- Mahatma Gandhi*

SECTION 2: COURSE REQUIREMENTS AND POLICIES

Course requirements include attendance and class participation, making timely entries on your critical reflection e-journals, online dialogue in the discussion board readings, in-class discussions and in-class application exercises. These requirements also include an essay exploring personal effectiveness in leadership and (as a group) a community-grant proposal to contribute to addressing a community problem. One of the major requirements of this course is that students will write the community grant in teams. A presentation of the grant proposal will be due at the end of the course in lieu of a final exam. A description of each type of assignment follows:

(1) ATTENDANCE
    The class is based on lectures, in-class discussion, and co-learning among peers. The value of this class depends on each student's individual contributions and full participation. Therefore, students are expected to attend every class and no absences will be automatically excused. Note**:** You will earn two points for each day in which you attend class. A student is considered absent if he/ she arrive more than five minutes late or leaves before the end of class.

    The instructors may excuse absences on an individual basis for medical treatment or emergencies, family death or other family crisis, or for representation of the university away from campus (e.g., member of

traveling KU sport team). Documentation (e.g., funeral program, doctor note) is REQUIRED for an absence to be excused.

(2) **DISRUPTIVE BEHAVIOR**

Students will be asked to leave class (i.e., an unexcused absence) if they engage in disruptive behaviors. Examples include: reading newspapers, Sudoku puzzles, text messaging and cell phone usage, viewing the internet, etc. (Turn off and put away cell phones to avoid temptation to use them.)

Laptops are permitted to be used in class ONLY for the purposes of recording notes. If you use a laptop in class, please type softly. Internet use is NOT permitted during class. If the use of laptops is abused in class and laptops are used for any purpose, other than recording notes, the right to use a laptop will be revoked for the individual abusing this privilege for the remainder of the semester. Any individual identified to be abusing the laptop privilege will be considered absent and will not receive attendance points. The instructors have the right to NOT discuss with you the revocation of your laptop privilege or loss of attendance points if they as much as suspect that you are engaging in inappropriate laptop activities (e.g., surfing the net, working on an assignment for another class). If the instructors identify that the laptop privilege is a problem for the class, the instructors reserve the right to no longer allow the use of laptops in class.

(3) **CLASS PARTICIPATION**

Class discussion will focus on ideas raised in featured readings. Students are expected to be knowledgeable and active participants in class. The quantity and quality of participation will be used to assign a grade at the end of the semester.

(4) **CLASS QUIZZES**

There will be 9 quizzes (15 points each) and a final exam (60 points) that cover readings, lectures, in-class exercises, group projects, and other assignments. The quizzes will assess your cumulative knowledge over the semester. Therefore, it will continuously build and review prior knowledge attained to help you master knowledge and skill areas developed in this class. When you prepare for the quizzes, you should review your readings and lecture notes for both the current and previous classes. The quizzes consist of tests of knowledge (e.g., multiple choice, true or false, or fill-in-the-blank) and application (e.g., application of skills or ideas to novel situations).

Class quizzes will be taken in 4034 Dole, the ABS Computer Testing Lab during class. Since there are a limited number of computers in the lab, you will be assigned a testing time. The lab will be available for testing on exam dates from 8:00-10:00 am. Students will be assigned a testing time by the instructors. For test scheduling purposes, please notify the instructors immediately, if you have a class on Monday, Wednesday and Fridays from 8:00-9:00 am.

On testing dates, you are expected to attend the full class session and meet with your grant groups when you are not testing, unless otherwise indicated by the instructors.

(5) **E-JOURNAL FOR CRITICAL REFLECTION**

As part of your class experience, you will be required to write critical reflection journal entries that focus on your feelings and your understanding of leadership based on the reflection exercises in the Lappe` and DuBois textbook. At times, you will also complete e-journal reflections for other designated readings or for

personal reflection question as noted in your syllabus. The appropriate reflection sections to discuss in your journal entries for each class session are noted in the Class Topics and Assignments Schedule (at the end of this Syllabus). The e-journal reflection entries should be completed and are due prior to the class session.

The e-journal entry should not merely be a summary of the assigned reading, but should provoke deep reflections and reactions about the assigned reading to foster critical thinking regarding your leadership skills and abilities. The reflections recorded in your e-journal should challenge, inform, or confirm your attitudes or behaviors about community leadership. Journal entry postings should be 3-4 sentences for each reflection point/question answered, and will be graded on completeness and quality. One Reflection Journal entry for most every class session is required. Each critical reflection e-journal entry is worth up to 4 points.

The e-journal entries should be well formatted. Begin each thread with the class session number and class topic for the posted entry. When responding to the reflection question, first, indicate the reflection question (underlined and bolded). Second, indent your response when answering the reflection question. Double-space between multiple reflections questions in a single posting. Then, continue the use of this recommended format for any additional reflection questions for the e-journal entry due. Note: In the book, if it asks you to circle or underline, please just indicate your circled or underlined responses in the e-journal response. For example, on page 22 (Lappe & Dubois, 1994), the reflection question prompts you to "circle the areas" and "underline the areas". Please just replace circle and underline with "indicate the areas" to allow you to respond accordingly in the e-journal entry format.

(6) **READING DISCUSSION BOARD**
In this class, you will be introduced to community leadership principles and ideas. Individually reading and reviewing the required (and supplemental readings) equips you to successfully complete this course by helping you fully grasp and understand the materials introduced. The Reading Discussion Board allows you to critically examine, dialogue and inquire about the assigned readings. The discussion board topics posted should be topics introduced in the readings that (a) you may not fully understand and would like to invite your student colleagues and instructors to provide additional clarity and insight or, (b) it may be parts of the readings that were thought-provoking or of interest to you in engaging others in a dialogue. The journal entry should not merely be a summary of the reading, but your reactions to the reading and perhaps how the reading may have challenged, informed, or confirmed your attitudes or behaviors about community leadership.

A Reading Discussion Board entry and reply to a posted entry is due for each assigned reading, except readings from Lappe` and Dubois. (Note: You are not required to complete a discussion board reading for Lappe and Dubois since you are required to complete an e-journal reflection for this book.) A Reading Discussion Board posted entry should be 3-4 sentences for each reflection, and will be graded on completeness and quality. Discussion board entries are to be completed prior to the class session. Each class in which a Discussion Board entry is completed is worth up to 3 points.

(7) **COMMUNITY GRANT PROPOSAL (GROUP PROJECT)**
 Students work as a team to develop a grant proposal for addressing a community issue such as promotion of child health or academic success or prevention of child abuse or violence. The proposal will be prepared in consultation with a community group that is concerned about the issue. In the spirit of service learning, the resulting grant proposal will be given to the community group for its use in securing resources or addressing this issue. This approximately, 25-page (double-spaced) proposal is written in the format of a

grant application to a foundation or other granting agency. The proposal should use APA formatting style for heading styles, citations and references. The proposal introduces and describes the problem or issue and context (Part I); project vision, mission, and objectives (Part II); methods (Part III), plan for evaluation (Part IV) and sustainability plan (Part V); budget and budget justification (Part VI); partner organization's capacity to carry out the grant (Part VII); overall significance and prospects for success (Part VIII); and, appendices (Part IX). A letter of support from the community partner organization/agency that the grant is being written should be included in the appendices. In addition to these parts, a Project Summary will *also be required* parts of the grant. Grant Teams will have opportunities to regularly present and obtain feedback on their grant proposals. The group's proposal will be evaluated by a representative from the community group.

To support your group in the development of the grant proposal, there will be several other mandatory assignments throughout the grant development process including the following:

    a. ***Grant Proposal Team Wiki***
Grant Group Team members are responsible for contributing to the Grant Proposal Wiki for their grant team. The Grant Proposal Team Wiki allows for collaborative review, sharing and feedback on sections of the grant developed by other team members. Team members are responsible for ensuring that all team members provide timely feedback to other grant proposal sections in enough time for the section team leads to incorporate feedback by revising/editing their grant section prior to the due date. Therefore, team members will be responsible for setting and negotiating timelines and feedback roles. Team members should use the Grant Proposal Wiki to provide feedback to other team members on their sections. Points will be awarded at the end of the semester for overall use of the wiki.

    There will also be team assignments (noted in the syllabus) in which team members will be responsible for using the Grant Proposal Wiki to communicate and share ideas through the wiki as part of the assignment. The Grant Proposal Teams should also use the wiki to support general communication and review.

    b. ***Win-Win Agreements between the Student Group and Participating Community Organization***
This agreement outlines what the student group and community organizations expect to give and receive from each other in working together on the "Community Grant Proposal." It summarizes what success would look like for each student, the student group, the participating community organization, and the clients that the organization serves. The Win-Win Agreement is worth 10 points.

    c. ***Drafts of Community Grant Proposal (Part I—IX)***
As the grant proposal is being completed, drafts of each part of the proposal will be reviewed by the instructors to check for completeness and to ensure timeliness of each group's progress. Points will be awarded to students based on their development of specific pre-assigned sections of the grants. It is the responsibility of the Grant Team to ensure that both instructor and team member feedback are incorporated into the final proposal draft and presentation.

    d. ***Peer Evaluation of Individual Group Member's Contributions to the Grant Proposal***
Students rate each group member on his or her contribution to the group effort, and justify the rating. This is completed both mid-project (10 points) and at the end of the semester (10 points). Problems with students not contributing should be reported to the professor as soon as possible to ensure fairness.

e. *Community Grant Presentation*
The Community Grant Proposal process is concluded by a well-prepared 15 minute formal PowerPoint presentation. The PowerPoint presentation will be presented during a class session to the instructors and student peers. The instructors will also invite a representative from the community partner organization and other ABS specialty area faculty to the grant proposal presentations. The Grant Proposal Team is responsible for submitting the completed grant proposal to the Community Partner Organization at least one week prior to the presentation.

f. *Mini Community Grant Section Presentations*
The student Grant Proposal Teams will receive opportunities throughout the semester to present and receive feedback to enhance both the grant and student presentation skills. Grant Proposal Teams will begin to develop the PowerPoint presentation throughout the semester as in-class opportunities are occasioned to present developed grant sections. For each part of the grant proposal, prepare a 3-5 minute presentation. Each Grant Proposal Team will provide a formal PowerPoint presentation on each section. Each mini-presentation on a grant section is worth points. Student classmates will provide peer-reviewer feedback on the Mini Community Grant Section Presentations to help improve student classmate public speaking and presentation skills. The mini-presentations on a grant section are a shaping process to support the final Community Grant presentation.

(7) *Community Leadership Extra Credit Opportunities*
Throughout the semester extra credit opportunities will be made available to support student learning and leadership development. Extra credit opportunities will be announced throughout the semester.

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COURSE GRADE: The course assignments and point values follow:

Assignment				Points Available	Points Earned
Participation and Journal Reflections					
1	Attendance	46 classes x 2 points each		92	
2	Class Participation			8	
3	E-Journal Reflections	12 journal sections sessions x 4 points each		48	
4	Reading Discussion Board	24 discussion board sessions X 3		72	
			Sub-Total	**220**	
Community Grant Proposal					
4	Win-Win Agreement			10	
5	Rough Drafts	4 sections ▪ Section (Part I) = 6 points ▪ Section (Part II) = 6 points ▪ Section (Parts III, IV) =7 points ▪ Section (Parts V, VI, VII, VIII, & IX) = 6 points		25	
	Mini-Presentation	4 sections ▪ Section (Part I) = 5 points ▪ Section (Part II) = 5 points ▪ Section (Parts III, IV) = 5 points Section (Parts V, VI, VII, VIII, & IX) = 5 points		20	
6	Community Partner Review			20	
7	Professor's Review			50	
8	Peer Evaluation to Assess Other Members' Contributions				
		Mid-Project		10	
		End of Semester		10	
9	Grant Wiki			10	
10	Final Presentation			40	
			Sub-Total	**195**	
Papers / Quizzes					
9	Quizzes	9 Quizzes x 15 points each		135	
10	Final			60	
	Extra Credit Points				
			Sub- Total	**195**	
			Course Total	**610**	

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Final grades will be computed:	**POINTS**	**PERCENT**	**GRADE**
Using standard percentages	(549-610)	90%–100%	= A
	(488-548)	80%–89%	= B
	(427-487)	70%–79%	= C
	(366-426)	60%–69%	= D
	(>365)	below 60%	= F

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Late and Missing Assignments: All assignments are due at the beginning of class on the date indicated on the syllabus. If a major assignment (i.e., class quiz, Win-Win agreement, community grant proposal) is turned in late, there is an automatic 10% reduction in possible points for each day late. **With the exception of quizzes (see more below) no major assignments can be made up more than one week after the due date. After one week, a grade of 0 will be recorded.**

Minor assignments (i.e., attendance, e-journal entries, reading discussion board) cannot be made up. If a student misses class or fails to submit an e-journal entry or reading discussion board posting prior to the class session its due, a grade of 0 will be recorded.

Should a student have a serious and documented barrier to completing an assignment (for example, a long illness verified by a note from a physician) a contract for completing the work must be negotiated with the instructors. If possible, this is done before the assignment is due; if necessary, the day the student returns to class (e.g., after a long illness). NOTE: There are very few reasons why a student should fail to complete a long-term assignment by the due date.

Missed Quizzes: If a student misses a quiz, he or she will be able to make up the computer-based exam on a designated testing date negotiated with the teaching assistant.

Collaboration between Class Members: Class members are encouraged to collaborate with each other to prepare group assignments (e.g. community grant application). We urge you to form study groups for this purpose.

A Note for Students with Disabilities: If you have any disability that requires reasonable accommodations as you participate in this class, please notify the instructors as soon as possible.

A Note on Academic Misconduct: Of course, all other written assignments (e.g. papers, quizzes) must be the student's original work. We do not anticipate any problems of academic misconduct. But, for your information, Article II, Section 6 of the Rules and Regulations of the University Senate, defines academic misconduct:

> *Academic misconduct by a student shall include, but not be limited to, disruption of classes, giving or receiving of unauthorized aid on examinations, ... reports or other assignments, knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing of another's work, violation of regulations or ethical codes for the treatment of human ... subjects, or otherwise acting dishonestly in research.*

Should we suspect an instance of academic misconduct; the student will be informed of the infraction and the penalty to be imposed. If appropriate, the matter will be forwarded to the Departmental Chairperson and Dean of the College for mediation. Potential sanctions include a warning, an admonition, censure, reduction of grade (including a grade of F for the course), disciplinary probation, suspension, or expulsion.

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"We must do the things we think we cannot do.
The future belongs to those who believe in the beauty of their dreams."
-- Eleanor Roosevelt

SECTION 3: CLASS TOPICS AND SCHEDULE

CLASS TOPICS AND ASSIGNMENTS SCHEDULE:

Class	*Date*	*Topic*	*Course Assignments and In-Class Learning*
1	Fri. 8/20	*Leadership & Community Problem Solving* In Class: Lecture, Discussion, and Application Exercise	**Due Assignments (due by this class):** None **Materials/Assignments Distributed (during this class):** (1) Course syllabus
2	Mon. 8/23	*Why Get Involved in Community and Public Life?* In Class: Lecture, Discussion, and Application Exercise	**Due Assignments (due by this class):** *(1) Read the following:* (a) Lappé & DuBois, Pp 1-44; (b) *KU Blackboard Reading:* Tocqueville, A. (1835, 1956). On the use of which Americans make of public associations in civil life. From R. D. Heffer (Ed.) Democracy in America. (Pp 198-202). New York: Mentor Book. *(2) Complete a Blackboard E- Journal entry reflecting on the following (each response for each exercise/reflection question should be at least 3-4 sentences):* (a) Lappé & DuBois Exercises: (1) How do you feel about it; (2) Your View of Public Life; (3) The Limits of Problem Solving by Authorities; (4) The Public Life Of; (5) Just How Involved Are You; (6) Public Life: Your Rewards; (7) Your effective anger; (8) Another way to show your love; (9) What are your most important self interests; (10) Learning from Helping; (11) Discovering relational self-interests. **(3)** *Complete an original Reading Discussion Board entry and response.* (a) Complete at least <u>one</u> separate posted entry <u>and</u> response for the Tocqueville Blackboard reading. **Distributed Assignments (distributed in this class):** (1) Survey of Student Goals & Interests

3	Wed. 8/25	*What is a Leader: The Nature of Leadership: Tasks, Contexts, & Styles*	**Due Assignments (due by this class):**
			
			(1) *Read the following:*
			
			  (a) Gardner, Pp xi-xv; 1-22;
			
			  (b) Gardner, Pp 38-47;
			
			  (c) *KU Blackboard Reading*: Machiavelli, N. (1513). Concerning a civil principality. In <u>The Prince</u>. (Pp 14-16). <u>Great books</u>, vol. 23. (1952). Chicago: Encyclopedia Britannica, Inc.
			
			(2) Complete a Blackboard E- Journal entry reflecting on the following:
			
			  (a) General reflection questions: (1) in what areas of your life have you served as a leader in the past year? (2) How can you begin to think about serving as a leader in your community (e.g., school, town, sorority, job)? (3) What kind of leader and colleague do you want to become? (4) Based on Gardner (1990) what tasks of leadership do you do well? (5) Which tasks of leadership can you improve?
			
			(3) *Complete an original Reading Discussion Board entry and response.*
			
			  (a) Complete at least <u>one</u> separate posted entry <u>and</u> response for the Gardner and Blackboard reading.

4	Fri. 8/27	*Putting it Together:*
		
		Class Exam
		
		ABSC 151 (Honor Student) Meeting
		
		QUIZ 1 (Classes 1-3)
			In-Class Activities:
			
			(1) *Participate in the following in-class activities:*
			
			  (a) In-Class Quiz- 4034 Computer Lab (Classes 1-3 Materials including Syllabus & Blackboard class site)
			
			  (b) Special in-class meeting with ABSC 150 Honor Students.
			
			(2) *Submit the following in the Digital Dropbox prior to class.*
			  (a) Completed Survey of Student Goals & Interests

5	Mon. 8/30	*Becoming a Community Leader: Supporting Individual Competency and Community Capacity*	**Due Assignments (due by this class):**
			
			(1) Read the following:
			
			  (a) Gardner, 112-120;
			
			  (b) *Community Tool Box Reading:* "Leaning How to Be a Community Leader", Chapter 14, Section 1;
			
			  (c) *Community Tool Box Reading:* "Building Teams", Chapter 13, Section 4
			
			(2) Complete a Blackboard E- Journal entry reflecting on the following:
			
			  (a) General reflection questions: (1) when have you served as a leader in your community of place, interest and/or experience? Why do you want to be a leader in your community?
			
			(3) *Complete an original Reading Discussion Board entry and response.*
			
			  (a) Complete at least <u>one</u> separate posted entry <u>and</u> response for each reading

6	Wed. 9/1	*Developing a Personal and Community Vision*	**Due Assignments (due by this class):** (1) *Read:* (a) *Community Tool Box Reading:* "Developing and Communicating a Vision", Chapter 14, Section 2.

			(d) *KU Blackboard Reading:* Brown, M.J. (2006). *Building powerful community organizations.* (Pp. 26-45). Arlington: Long Haul Press.
			
			(2) ***Complete a Blackboard E- Journal entry reflecting on the following:***
			
			  (a) Brown Exercises: (a) Putting your vision into words; (b) Finding the Stories that Guide You; (c) Looking into yourself is the first step of a good leader
			
			(3) ***Complete an original Reading Discussion Board entry and response.***
			  (a) Complete at least <u>one</u> separate posted entry <u>and</u> response for the assigned Community Tool Box reading.

7	Fri. 9/3
	
	(Note: No Class Mon. 9/6 for Labor Day)
		Putting it Together: In-Class Testing
		
		Grant Proposal Team Meeting
		
		QUIZ 2 (Classes 1-6)
			<u>**In-Class Activities:**</u>
			
			(1) **Grant Group Discussion (you may bring copies for review with team):**
			
			  (a) Form Community Grant Proposal Teams
			
			  (b) Review Survey of Student Goals and Interests (with grant group)
			
			  (c) Begin developing a vision statement for your grant group.
			
			  (d) Begin identifying potential community partner organizations.
			
			<u>**Distributed Assignments (assigned in this class):**</u>
			
			(1) Grant Group Team Wiki: Vision- What is the agreed upon vision statement for your Grant Proposal Team that guides your work? [Due Friday, 9/10/10]

8	Wed. 9/8	*Group Process Skills: Facilitating, Recording, and Agenda Building*	<u>Assignments:</u>
			(1) ***Read:***
			  (a) *Community Tool Box Reading:* "Conducting Effective Meetings", Chapter 16, Section 1.
			
			  (b) *Community Tool Box Reading:* "Developing Facilitation Skills", Chapter 16, Section 2.
			
			  (c) *Community Tool Box Reading:* "Techniques for Leading Group Discussions", Chapter 16, Section 4;
			
			  (d) *Community Tool Box Reading*: "Capturing What People Say" Tips for Recording a Meeting," Chapter 16, Section 3.
			
			  (a) *KU Blackboard Reading*: Brown, M.J. (2006). *Building powerful community organizations.* (Pp. 225-242) Arlington: Long Haul Press.
			
			(2) ***Complete a Blackboard E- Journal entry reflecting on the following:***
			  (a) Community ToolBox Readings: Which facilitation and meeting skills identified in any of the readings are areas of strength for you? Which facilitation and meeting skills can you enhance? How will you contribute to using these skills to support your Grant Proposal Team?
			
			(3) ***Complete an original Reading Discussion Board entry and response.***
			  (a) Complete at least <u>one</u> separate posted entry <u>and</u> response for each assigned Community Tool Box and Blackboard readings.

9	Fri. 9/10	*Putting it Together* *Grant Proposal Team Meeting*	<u>**Due Assignments (due by this class):**</u> **(1)** ***Complete the Grant Proposal Wiki***

			Submit the draft vision statement for your Grant Proposal Team on the Grant Proposal Wiki. **In-Class Activities:** *(1) Grant Group Discussion:* (a) Discuss potential community partner organizations. (b) Discuss Win-Win Agreements. (c) Distribute Grant application forms. **Distributed Assignments (assigned in this class):** (a) Win-Win agreements. Due in two weeks—September 24.
10	Mon. 9/13	*Thinking Critically*	**Due Assignments (due by this class):** **(1) *Read the following:*** (a) *KU Blackboard Reading:* Brookfield, S. D. (1987). Helping others examine the assumptions underlying their thoughts and actions. In <u>Developing critical thinkers</u>. (Pp 89-110). San Francisco: Jossey-Bass Publishers; (b) *KU Blackboard Reading:* Fullbright, J. W. (1966). The arrogance of power. In <u>The Annals of America</u>. (1976). Vol. 18. (Pp 362-367). Chicago, IL: Encyclopaedia Britannica, Inc.; (c) *KU Blackboard Reading:* Branch, T. (1988). [Story of Martin Luther King's Letter from Birmingham Jail]. In <u>Parting the waters: America in the King years 1954-63</u>. (Pp 734-745). New York: Simon and Schuster; **(1)** *Complete a Blackboard E- Journal entry reflecting on the following:* (a) Based on the Brookfield reading, what are some thoughts and assumptions that you hold (about people, individuals, groups, or in the community), which you need to challenge to make you a more effective leader? **(2)** *Complete an original Reading Discussion Board entry and response.* (a) Complete at least <u>one</u> separate posted entry <u>and</u> response for each assigned Blackboard readings.
11	Wed. 9/15	*Analyzing Community Problems and Concerns*	**Due Assignments (due by this class):** **(1) *Read the following:*** (a) Lappé & DuBois, Pp 201-231\ (b) *Community Tool Box Reading*: "An Introduction to Problem Solving", Chapter 17, Section 1. (c) *Community Tool Box Reading*: "Analyzing Root Causes," Chapter 17, Section 4; and (d) *Community Tool Box Reading*: "Analyzing Community Problems," Chapter 3, Section 5 **(2)** *Complete a Blackboard E- Journal entry reflecting on the following:* (a) Based on the Lappe & Dubois reading, how can you integrate the four key/common discoveries to enhance or support your learning in this course? **(3)** *Complete an original Reading Discussion Board entry and response.* (b) Complete at least <u>one</u> separate posted entry <u>and</u> response for the assigned Community ToolBox readings.

12	Fri. 9/17	*Putting it Together* *Grant Proposal Team Meeting*	**In-Class Activities:** **(1)** Discuss Win-Win Agreement Between Student Group and Community Partner Due Today 9/24. **(2)** Grant Group Discussion: Discuss Part I. Introduction and Community Problem/Goa due 10/1. **Distributed Assignments (assigned in this class; accessible from Blackboard):** *(1)* Part I. Introduction and Community Problem/Goal due 10/1.
13	Mon. 9/20	*Skills for Listening and Information Gathering—Part I*	**Due Assignments (due by this class):** **(1)** *Read the following:* (a) *Community Tool Box Reading*: "Understanding and Describing Your Community," Chapter 3, Section 2; (b) *Community Tool Box Reading* "Conducting Public Forums and Listening Sessions," Chapter 3, Section 3. **(2)** *Complete an original Reading Discussion Board entry and response.* Complete at least <u>one</u> separate posted entry <u>and</u> response for the assigned Community ToolBox readings.
14	Wed. 9/22	*Skills for Listening and Information Gathering—Part II*	**Due Assignments (due by this class):** **(1)** *Read the following:* (a) *Community Tool Box Reading*: "Conducting Focus Groups", Chapter 3, Section 6; (b) *Community Tool Box Reading* "Collecting Information about the Problem," Chapter 3, Section 4. **(2)** *Complete an original Reading Discussion Board entry and response.* Complete at least <u>one</u> separate posted entry <u>and</u> response for the assigned Community ToolBox readings.
15	Fri. 9/24	*Putting it Together:* *Class Exam* *ABSC 151 (Honor Student) Meeting* **QUIZ 4** **(Classes 1-14)**	**Due Assignments (due by this class):** **(1)** Win-Win Agreement Between Student Group and Community Partner Due Today. **In-Class Activities:** (1) *Participate in the following in-class activities:* (a) In-Class Quiz- 4034 Computer Lab (Review the syllabus and prior course readings and lecture notes.) (b) Special in-class meeting with ABSC 151 Honor Students.
16	Mon. 9/27	*Leader as Servant*	**Due Assignments (due by this class):** **(1)** *Read the following:* (a) *KU Blackboard Reading*: Greenleaf, R. (1977). The servant as leader. In <u>Servant leadership</u>. (Pp 7-48). New York: Paulist Press. **(2)** *Complete a Blackboard E- Journal entry reflecting on the following:*

			(a) Based on the Greenleaf reading, (1) Please describe an example of someone that you have observed serve as a servant-leader. (2) As a servant leader, what was the individual trying to do? (3) How did others know that the individual was a servant first? (4) How can you become a servant-leader? **(3) Complete an original Reading Discussion Board entry and response.** (a) Complete at least one separate posted entry and response for each assigned Blackboard reading.

17	Wed. 9/29	*Mastering the Art of Community Leadership: One-on-One and Group Skills*	**Due Assignments (due by this class):**
			
			(1) Read the following:
			  (a) Lappé & DuBois, Pp 237-265;
			  (b) Lappé & DuBois, Pp 267-285;
			  (c) *KU Blackboard Reading*: Faulkner, W. (1950). Nobel Prize acceptance speech. In <u>The Annals of America</u>. (1976). Vol. 17. (Pp 33-34). Chicago, IL: Encyclopaedia Britannica, Inc.
			
			(2) Complete a Blackboard E- Journal entry reflecting on the following:
			  a. Based on the Lappe` & Dubois reading, (a) What you already know; (b) Seeing yourself as an active listener; (c) How well do you handle conflict; (d) Using creative conflict in your life; (e) How good a mediator are you; (f) How good a negotiator are you; (g) Forming public judgment.
			(3) Complete an original Reading Discussion Board entry and response.
			  (a) Read and complete a journal entry for each of the Blackboard readings.

18	Fri. 10/1	*Putting it Together: Understanding the Problem and Context* *Grant Proposal Team Presentations on Part I Due Today.*	**Due Assignments (due by this class):** (1) **Part I: Intro and Statement of Problem/Goal due today.** Written grant proposal narrative draft for Part I: Intro and Statement of Problem/Goal due October 1. Should be uploaded to the Grant Proposal Team Wiki prior to class. (2) **PowerPoint Presentation of Part I of the grant.** Draft PowerPoint Presentation for Part I also due today. Should be uploaded to the Grant Proposal Team Wiki prior to class. Should be uploaded to the Grant Proposal Team Wiki prior to class. **In-Class Activities:** (1) *Participate in the following in-class activities:* (a) Grant Proposal Team presentations on Part I. Intro and Statement of Problem/Goal. Prepare for a 3-5 minute presentation on this part of the grant. **Distributed Assignments (assigned in this class):** (1) **Part II: Project Vision, Mission, and Objectives due on October 13.**

19	Mon. 10/4	*The Process of Strategic Planning (Identifying a Vision, Mission, Objectives, Strategies, and Action Plan) – Part I*	**Due Assignments (due by this class):**
			
			(1) Read and complete a journal entry for one of these readings:
			  (a) *Community Tool Box Reading*: "VMOSA: A Practical Approach to Strategic Planning," Chapter 8, Section 1:
			  (b) *Community Tool Box Reading:* "Proclaiming Your Dream: Developing Vision and Mission Statements," Chapter 8, Section 2
			  (c) *Community Tool Box Reading:* "Creating Objectives," Chapter 8, Section 3.
			
			(2) *Complete a Blackboard E- Journal entry reflecting on the following:* Based on the Community ToolBox readings, please respond to the following: (a) What is your personal mission statement that guides your vision for how you want to contribute to improvements in communities?

			(3) Complete an original Reading Discussion Board entry and response. (a) Read and complete a journal entry for each of the Community ToolBox readings.
20	Wed. 10/6	*The Process of Strategic Planning (Identifying a Vision, Mission, Objectives, Strategies, and Action Plan)---Part II*	**Due Assignments (due by this class):** *(1) Read and complete a journal entry for one of these readings:* (a) *Community Tool Box Reading:* "Developing Successful Strategies: Planning to Win," Chapter 8, Section 4; and (b) *Community Tool Box Reading:* "Developing an Action Plan," Chapter 8, Section 5. *(2) Complete a Blackboard E- Journal entry reflecting on the following:* *(a)* Based on the Community ToolBox readings, please respond to the following: (1) What leadership skills (that you have been taught in this class) do you think are important to help groups and communities successfully implement identified strategies and action plans? *(3) Complete an original Reading Discussion Board entry and response.* (a) Read and complete a journal entry for each of the Community ToolBox readings.
21	Fri. 10/8	*Putting it Together* **QUIZ 5 (Classes 1-20)** *Grant Proposal Team Meeting*	**In-Class Activities:** *(1) Grant Group Discussion:* (a) Discuss Part II: Project Vision, Mission, and Objectives due on October 13 and student team member assignments. (b) Discuss Revisions to Part I. Intro & Statement of Community Problem/Goal. **Distributed Assignments (assigned in this class):** *(1) Complete the Grant Proposal Wiki* (a) Submit and refine working drafts supporting the development of the vision, mission, and objectives for your Grant Proposal Team on the Grant Proposal Wiki. Remember Part II: Project Vision, Mission, and Objectives proposal narrative and draft presentation due on October 13.

22	Mon. 10/11	*Designing an Intervention*	**Due Assignments (due by this class):**
			
			(1) Read and complete a journal entry for one of these readings:
			  (b) *Community Tool Box Reading:* "Designing an Intervention," Chapter 18, Section 1.
			  (c) *KU Blackboard Reading*: Brown, M.J. (2006). *Building powerful community organizations.* (Pp. 265-301) Arlington: Long Haul Press.
			
			((2)Complete a Blackboard E- Journal entry reflecting on the following:
			  (a) Based on the Brown reading, complete (a) Identifying real help exercise.
			
			(3)Complete an original Reading Discussion Board entry and response.
			  (a) Read and complete a journal entry for each of the Community ToolBox reading and the Blackboard reading.
			
			Distributed Assignments (assigned in this class; download from Blackboard):
			(1)Distribute peer evaluation form to assess other group members' contributions. Peer evaluation forms due on Wed., 10/13
			
			(2) Remember Part II: Project Vision, Mission, and Objectives proposal narrative and draft presentation due on October 13.

23	Wed. 10/13	*Putting it Together* *Grant Proposal Team Presentation on Part II: Vision, Mission, and Objectives* **Remember, no class on Mon., 10/15 due to Fall Break!**	**Due Assignments (due by this class):** *(1)*Peer Evaluation Forms for Grant Group Team Members *(2)* Due Today Part II: Project Vision, Mission, and Objectives narrative and PowerPoint presentation. **In-Class Activities:** (1) Grant Group PowerPoint Presentations on Part II: Vision, Mission, Objectives **Distributed Assignments (assigned in this class; download from Blackboard):** Part III: Methods narrative & PowerPoint presentation due on Wednesday, October 27.

24	Mon. 10/18	*Attributes of Leadership: Transformational Leadership (Changing the World)*	**Due Assignments (due by this class):**
			
			(1) *Read the following:*
			  (a) Gardner, Pp 48-54;
			  (b) *KU Blackboard Reading*: Dillard, A. (1974). Seeing. In <u>Pilgrim at Tinker Creek.</u> (Pp 14-34). New York: Harper Perennial Library (a metaphor for "vision:");
			  (c) *KU Blackboard Reading*: Frost, R. (1969). On a tree fallen across the road. In <u>The Poetry of Robert Frost.</u> (p. 238). New York: Hold, Rinehart, and Winston.
			
			(2) Complete a Blackboard E- Journal entry reflecting on the following:
			  (a) Based on the Gardner reading, which attributes are strengths for you? Which attributes do you need to enhance or improve to be an effective leader?
			
			(3) Complete an original Reading Discussion Board entry and response.
			  (a) Read and complete a journal entry for each of the Blackboard readings.

25	Wed. 10/20	*Attributes of Leadership: Transactional Leadership (Relating to Others)*	**Due Assignments (due by this class):**
			
			(1) **Read the following:**
			
			   (a) Gardner, Pp 183-192;
			
			   (b) Lappé & DuBois, Pp 287-295;
			
			   (c) *KU Blackboard Reading*: Donald, D. H. (1995). <u>Lincoln</u>. (Pp 459-466). New York: Simon and Schuster;
			
			   (d) *KU Blackboard Reading*: McCullough, D. (1992). [Stories about Truman's qualities of leadership]. <u>Truman</u>. (Pp 525-526; 554-560; 569-570). New York: Simon and Schuster.
			
			(2) Complete a Blackboard E- Journal entry reflecting on the following:
			
			   (a) Based on the Lappe` & Dubois reading, (1) Developing our democratic selves. Comment in you e-journal on the skills that are most important for you to develop based on this exercise.
			
			(3) Complete an original Reading Discussion Board entry and response.
			Complete at least <u>one</u> separate posted entry <u>and</u> response for the Gardner and each assigned Blackboard reading.

26	Fri. 10/22	*Putting it Together:*
		
		Class Exam
		
		Grant Proposal Team Discussion
		
		QUIZ 6 (Classes 1-26)
			In-Class Activities:
			
			(1) **Participate in the following in-class activities:**
			
			   (a) In-Class Quiz- 4034 Computer Lab (Review the syllabus and prior course readings and lecture notes.)
			
			(2) Grant Team discussion on Part III. Methods.
			
			Distributed Assignments (assigned in this class; download from Blackboard):
			
			(1)Complete the Grant Proposal Wiki
			   (a) Submit and refine working drafts supporting the development of the Methods for your Grant Proposal Team on the Grant Proposal Wiki. Remember, Part III: Methods narrative & PowerPoint presentation due on Friday, 10/29.

27	Mon. 10/25	*Principles of Community Leadership in Action*	**Due Assignments (due by this class):** (a)Part III: Methods narrative & PowerPoint presentation due on Wednesday, 10/27. **In-Class Activities:** (1) Video Presentation: Becoming Barak: Evolution of a Leader **Distributed Assignments (assigned in this class):** *Complete a Blackboard E- Journal entry reflecting on the following:* *(a)* Based on the video presentation, (a) What was a principle of community leadership that you saw modeled in the video? (b) How can you begin to imitate leadership principle(s) modeled in the video to enhance or improve your leadership style? Due next class Wed., 10/27. *(3)Complete an original Reading Discussion Board entry and response.* (a) Complete a discussion board entry <u>and</u> at least one reply related to the video presentation. Due next class Wed., 10/27.

28	Wed. 10/27	*Developing an Evaluation Plan*	**Due Assignments (due by this class):**
			
			(1) ***Read the following:***
			
			  (a) *Community Tool Box Reading:* "Developing an Evaluation Plan," Chapter 36, Section 5.
			
			  (b) Post the assigned e-journal entry and Blackboard entry from the video shown on 10/25.
			
			(2) Complete an original Reading Discussion Board entry and response.
			(a) Complete at least <u>one</u> separate posted entry <u>and</u> response for the Community ToolBox reading.

29	Fri. 10/29	*Putting it Together:* *Class Exam* **QUIZ 7 (Classes 1-28)** *Grant Proposal Team Part III. Methods Narrative and Presentation*	**Due Assignments (due by this class):** *(1)* Due Today Part III: Methods narrative and PowerPoint presentation. **In-Class Activities:** (1) In-Class Quiz- 4034 Computer Lab (Review the syllabus and prior course readings and lecture notes.) (2) Grant Group PowerPoint Presentations on Part III: Methods **Distributed Assignments (assigned in this class):** (1)Part IV: Evaluation and Part V. Sustainability Plan narrative and PowerPoint presentation due on Friday, 11/12.
30	Mon. 11/1	*Creating a grant budget and budget justification*	**Due Assignments (due by this class):** (a) *Community Tool Box Reading:* "Developing a Budget," Chapter 43, Section 1. <u>In Class</u>: Paul Diedrich, LSI Associate Director and Jessica Black, LSI Financial Administration, Project Development will be speaking on developing a budget and budget justification. Students will be able to review their budget and make adjustments and work on their budget justification. **Distributed Assignments (assigned in this class; download from Blackboard):** (1)Part V: Budget, and Budget Justification narrative and PowerPoint presentation due on Friday, 11/19. Note: Parts IV and V are due 11/12 and & Part VI is due on Friday, 11/19.

31	Wed. 11/3	*Supporting the Vision: Acquiring Grants and Leveraging Resources to Support Community Work*	**Due Assignments (due by this class):**
			
			(1) ***Read the following:***
			
			  (a) *Community Tool Box Reading:* "Getting Grants and Financial Resources," Chapter 42, Section 5.
			
			  (b) *Community Tool Box Reading:* "Planning for Financial Sustainability," Chapter 42, Section 1.
			
			(2)Complete an original Reading Discussion Board entry and response.
			
			  (a) Complete a discussion board entry <u>and</u> at least one reply related to the video presentation. Due next class Wed., 10/27.

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32	Fri. 11/5	*Putting It All Together* *ABSC 151 (Honor Student) Meeting*	**In-Class Activities:** (1) In-Class Quiz- 4034 Computer Lab (Review the syllabus and prior course readings and lecture notes.) (2) ABSC 151 (Honors) Student Meeting **Distributed Assignments (assigned in this class):** (1)Part IV: Evaluation narrative and PowerPoint presentation and Budget narrative and PowerPoint presentation due on Friday, 11/12. (2) Complete the Grant Proposal Wiki (a) Submit and refine working drafts supporting the development of the Part IV. Evaluation and Part V. Sustainability Plan for your Grant Proposal Team on the Grant Proposal Wiki. Part V: Budget, and Budget Justification narrative and PowerPoint presentation due on Friday, 11/19. Note: Parts IV and V are due 11/12 and & Part VI is due on Friday, 11/19.

33	Mon. 11/8	*From Client to Citizen*	**Due Assignments (due by this class):**
			
			(1) ***Read the following:***
			  (a) Lappe & DuBois, Pp 137-163;
			  (b) *KU Blackboard Reading*: McKnight, J. (1995) Regenerating community. In <u>The careless society: community and its counterfeits.</u> (Pp 161-172). New York: Basic books.
			(2) Complete a Blackboard E- Journal entry reflecting on the following:
			
			  (a) Based on the Lappe` & Dubois reading, (1) Meeting your needs; (2) Can you create a better future
			
			(3) Complete an original Reading Discussion Board entry and response.
			  (a) Complete at least <u>one</u> separate posted entry <u>and</u> response for the Blackboard reading.

34	Wed. 11/10	*Collaboration and Interdependence*	**Due Assignments (due by this class):**
			
			(1) ***Read the following:***
			  (a) Gardner, Pp 23-37.
			  (b) Gardner, Pp 138-156; and
			  (c) *KU Blackboard Reading*: Frost, R. (1969). The tuft of flowers. In <u>The Poetry of Robert Frost</u>. (p. 22-23). New York: Holt, Rinehart, and Winston.
			(2) Complete a Blackboard E- Journal entry reflecting on the following:
			
			  (a) Based on the Gardner reading, (a) Describe a situation in which you have experienced positive leader-constituent interactions, (b) describe a situation in which you have experienced negative or poor leader-constituent interactions. Based on the readings, what are some ways the leader-constituent interactions in your experience could have been improved?
			
			(3) Complete an original Reading Discussion Board entry and response.
			  (a) Complete at least <u>one</u> separate posted entry <u>and</u> response for the Gardner and Blackboard readings.

35	Fri. 11/12	*Putting it Together:* *Class Exam* **QUIZ 8 (Classes 1-33)** *Grant Proposal Team*	**Due Assignments (due by this class):** *(1)* Due Today- Part IV. Evaluation and Part V. Sustainability Plan Narrative and Presentation **In-Class Activities:** (1) In-Class Quiz- 4034 Computer Lab (Review the syllabus and prior course readings and

		Part IV. Evaluation and Part V. Budget Narrative and Presentation Due	lecture notes.) (2) Grant Group PowerPoint Presentations on Part IV. Evaluation and Part V. Sustainability Plan **Distributed Assignments (assigned in this class; accessible on Blackboard):** (1)Drafts of Parts Part VI VII, VIII, IX <u>and</u> the Proposal Abstract & Summary are due on Friday, 11/19. (2) Drafts of Parts VI, Please note: your complete proposal to your host community organization <u>is due</u> to them on December 1.

37	Mon. 11/15	*Strengthening Relationships Between Leaders and Constituents*	**Due Assignments (due by this class):**
			
			 (1) ***Read the following:***
			
			    (a) *KU Blackboard Reading*: Burns, J. M. (1978). The power of leadership. <u>In</u> <u>Leadership</u>. (Pp 9-28). New York: Harper Torchbooks;
			
			    (b) *Community Tool Box Reading*: "Building and Sustaining Relationships," Chapter 14, Section 7.\
			
			 (2) ***Complete a Blackboard E- Journal entry reflecting on the following:***
			
			   (a) Blackboard Reading: Based on the reading, how do you use your power and influence in your leadership roles in group or community settings? How do you ensure that you do not abuse your power when you are in leadership roles?
			
			 (3) Complete an original Reading Discussion Board entry and response.
			   (a) Complete at least <u>one</u> separate posted entry <u>and</u> response for the Gardner and Blackboard readings.

38	Wed. 11/17	*Power and Authority*	**Due Assignments (due by this class):**
			
			 (1) ***Read the following:***
			
			    (a) Gardner, Pp 55-66;
			
			    (b) Lappe & DuBois, Pp 45-69; and
			
			    (c) *KU Blackboard Reading*: Heifetz, R. A. (1994) On a razor's edge. In <u>Leadership</u> <u>without easy answers. (Pp 125-149).</u> Cambridge, MA: the Belnap Press of Harvard University Press.\
			
			 (2) ***Complete a Blackboard E- Journal entry reflecting on the following:***
			
			   (a) Lappe and Dubois Reading: Words you associate with power; One easy and two tough questions; Your first thoughts on sources of power; What happened to you while you read this chapter.
			
			 (3) Complete an original Reading Discussion Board entry and response.
			   (a) Complete at least <u>one</u> separate posted entry <u>and</u> response for the Gardner and Blackboard readings.

39	Fri. 11/19	*Putting it Together:* *Class Exam* **QUIZ 9 (Classes 1-37)** *Grant Proposal Team Narrative and Presentations for VI VII, VIII, IX, Proposal Summary are Due*	**Due Assignments (due by this class):** *(1)* Due Today- Parts VI, VII, VIII, and X, Project Summary and Appendices. **In-Class Activities:** (1) In-Class Quiz- 4034 Computer Lab (Review the syllabus and prior course readings and lecture notes.) (2) Grant Group PowerPoint Presentations on Parts V.-VII. IV. **Distributed Assignments (assigned in this class; accessible on Blackboard):** (1)Completed final version of proposal to your host community organization <u>is due</u> to

			them on December 1.
40	Mon. 11/22	*Skills for Managing and Preventing Conflict*	**<u>Due Assignments (due by this class):</u>** (1) ***Read the following:*** (1) Read and complete a journal entry for one of these readings: (a) *Community Tool Box Reading:* "Training for Conflict Resolution", Chapter 20, Section 6. (c) *Community Tool Box Reading:* "Understanding People's Needs", Chapter 14, Section 4. (3) ***Complete a Blackboard E- Journal entry reflecting on the following:*** (a) Community ToolBox reading: (1) Are you comfortable or uncomfortable with resolving conflicts? Why or Why not? (2) What are some skills that you can enhance or improve to help you better handle conflict? *(3) **Complete an original Reading Discussion Board entry and response.*** (d) (a) Complete at least <u>one</u> separate posted entry <u>and</u> response for each Community ToolBox reading.
41	Mon. 11/29	*Ethics of Leadership, Diversity, and Cultural Competence*	**<u>Due Assignments (due by this class):</u>** (1) ***Read the following:*** (a) *Community Tool Box Reading:* "Understanding Culture and Diversity in Building Communities", Chapter 27, Section 1; (b) *Community Tool Box Reading:* "Building Culturally Competent Organizations", Chapter 27, Section 7. (c) Gardner, pp. 67-80. (2) ***Complete a Blackboard E- Journal entry reflecting on the following:*** (a) Community ToolBox Reading: (1) How can you become more culturally competent? (2) In what areas do you need to increase or enhance your cultural sensitivity and competencies? *(3) **Complete an original Reading Discussion Board entry and response.*** (a) Complete at least <u>one</u> separate posted entry <u>and</u> response for the Gardner and Blackboard readings.
42	Wed. 12/1	*Examples of Community Leadership* *ABSC 151 (Honors) Student Presentation on Community Leaders*	**<u>Due Assignments (due by this class):</u>** (1)Final version of Community Grant Proposal due to instructors and host organization today. (2) ABSC 151: Honor Student video presentation is due today. Presentation will be shared with ABSC 150 class. **<u>Distributed Assignments (assigned in this class; accessible on Blackboard):</u>** (1) Peer evaluation forms to assess other group members' contributions. Due 12/8. (2) Scoring form for your community partner organization's evaluation of the community grant. (Community partner organization's completed evaluation of the grant is due by 12/8).
43	Fri. 12/3	*Final Community Grant Proposal Team PowerPoint Presentations*	**<u>In-Class Activities:</u>** (1) Student peer ratings of grant proposal presentations.
44	Mon. 12/6	*Final Community Grant Proposal Team*	**<u>In-Class Activities:</u>**

		PowerPoint Presentations	(1) Student peer ratings of grant proposal presentations.
45	Wed. 12/8	*Final Community Grant Proposal Team PowerPoint Presentations*	**Due Assignments (due by this class):** (1) Peer Evaluation (end of semester) of Group Members' Contributions to the Grant Proposal. Due Today. (2) Community Organization's Evaluation of Community Grant Proposal. Due Today. **In-Class Activities:** (1) Student peer ratings of grant proposal presentations.
46	Tues. 12/14 **7:30-10:00 am** *Final Exam*	**QUIZ 10 (Classes 1-41)** *Final Exam*	**In-Class Activities:** (1) In-Class Quiz- 4034 Computer Lab (Review the syllabus and prior course readings and lecture notes.)

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"Becoming a leader is synonymous with becoming yourself. That simple, that difficult."
-- Warren Bennis

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