Why Leadership?

In the last few years, leadership programs have sprung up in remarkable numbers at colleges and universities across the country. Institutions as diverse as Creighton University, Arizona State University, and Highland Community College, in Illinois, now offer leadership training and opportunities to their students. Some universities and colleges, like Gonzaga and the City University of Seattle, have developed degree programs in leadership, and many more such programs are being planned. It seems that every university Web page and presidential message now highlights leadership opportunities for students at both the undergraduate and graduate levels.

The idea is that leadership—like scientific disciplines, for example—consists of a set of skills, methodologies, and ideas that can be taught. The difference is that unlike, say, biology, leadership should inform all aspects of life. Leadership programs teach important life skills, such as introspection, cultural sensitivity, moral acuity, people skills, and decision-making wisdom.

Leadership

Syllabus – Fall 2016

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***Course Description and Rationale***

This course will be taught using the Habitudescurriculum written by Dr. Tim Elmore. Specifically designed for youth, students and young teammates, the Habitudes leadership training curriculum is a fun, creative and engaging way for the next generation to learn and practice leadership. Habitudes leadership lesson plans teach timeless character and leadership principles through the power of an image, a conversation and an experience.

Habitudes helps students:

* Break out of the herd mentality to influence others in positive ways.
* Take initiative and set the pace for other teammates
* Overcome complex problems through creative persistence
* Capitalize on personal strengths to be career-ready upon graduation.
* Develop critical thinking skills that produce better life choices, such as choosing healthy friends, improving study habits, and setting meaningful goals

This class is primarily a participation class and will include a number of activities, some outside the 8 – 3 school day. **Students will be required to attend all activities unless prior arrangements are made with the instructor**. Students must also understand the importance of presenting themselves as student leaders, in a way that reflects positively on the organization and the school as a whole, at all times – no exceptions.

***End of Course Project***

As directed by Drury University, the key component of the leadership class is service learning/community service. Student assignments will offer students the big picture of leadership. This work will include class discussions, formative and summative assignments, guest speakers, potentially shadowing a leader in or outside school, interviewing a leader around the IWA community, preparing and leading a class conversation on a leadership topic, preparing the opening prayer and reflection for class, designing a positive impact project for the Incarnate Word Academy community, and planning/implementing a service project for the greater community.

**How your project works…**

***End of Course Learning Goal***

To understand your own style of leadership and to make a positive impact on Incarnate Word Academy and the outside community through your thoughts, words, and actions.

***Materials***

1. Demerit card and planner everyday
2. Notebook or binder
3. Access to a device
4. Leave your problems at the door and let’s have a great semester together.

***What are Essential Questions and Learning Goals?***

**Essential Question**

An essential question is – well, essential: important, vital, at the heart of the matter – the essence of the issue. Think of questions in your life that fit this definition – but don’t just yet think about it like a teacher; consider the question as a thoughtful adult. What kinds of questions come to mind? What is a question that any thoughtful and intellectually-alive person ponders and should keep pondering?

One meaning of “essential” involves important questions that recur throughout one’s life. Such questions are broad in scope and timeless by nature. They are perpetually arguable – What is justice? Is art a matter of taste or principles? How far should we tamper with our own biology and chemistry? Is science compatible with religion? Is an author’s view privileged in determining the meaning of a text? We may arrive at or be helped to grasp understandings for these questions, but we soon learn that answers to them are invariably provisional. In other words, we are liable to change our minds in response to reflection and experience concerning such questions as we go through life, and that such changes of mind are not only expected but beneficial. A good education is grounded in such life-long questions, even if we sometimes lose sight of them while focusing on content mastery. The big-idea questions signal that education is not just about learning “the answer” but about learning how to learn.[[1]](#footnote-1)

Essential questions are the key to opening doors of understanding.

**Learning Goals**

Learning goals are those important formative assessments that help us gain more information which allows us to answer and ponder our essential question. Learning goals are the building blocks to successfully answering and debating the essential questions.

***Bring Your Own Device policy***

1. Devices are a privilege to use in my class and open labs.
2. When class starts, all devices should be on your desk ready to use – if the color on the board says so.
	* If you have a laptop, please keep it closed until asked to use the device.
	* If you have an iPad, cell phone, or tablet, please put the device face down until asked to use the device.
3. If you are caught using your device in any way not instructed you will lose your privilege to use your device in class for one cycle.
	* All assignments or in class activities during that cycle, will be completed on your own time
4. All IWA BYOD policies will be enforced: no texting or social media, no You Tube, no photography without permission, and no recording of video. If a phone rings or buzzes during class, or you are found to be violating any of the above policy restrictions, your device will be taken away, and you will pay a fine to have it returned.

**Stoplight for BYOD**

1. If you see a **Green** piece of paper on the board that signals devices will be used as soon as class starts so have them out, face down or screen down, and ready to be used as soon as we begin.
2. A **Yellow** piece of paper means that devices will be used, but not quite yet. So keep them in your bag until I instruct you to take them out.
3. A **Red** piece signals that devices will not be used that day at all so do not take them out.

***Expectations***

1. According to school policy, any **phones** that ring during class or open lab will be confiscated
2. No **purses or bags** will be allowed on the desk tops during class or open lab.
3. **Respect** your instructor, your fellow students, and yourself at all times
4. I require **maturity**, responsibility and time management skills in my class.
5. I expect all students to **come** **prepared** to class with their book, paper and pen/pencil every day.
6. I expect all students to **arrive promptly** to class and be ready to begin in a timely manner.
7. I expect all students to **behave** in a responsible and mature manner for the entire class period.
8. I expect all students to **participate** appropriately in class discussions.
9. I expect all students to be in **proper uniform**.
10. I expect all students to complete written assignments using **complete sentences and proper grammar**.
11. Students may be given a **required** **outside** **reading** assignment to enrich the lesson. This will be listed in the lap where appropriate.

***Cheating/Plagiarism***

Cheating will not be tolerated. **Any student caught cheating will receive a zero and parents will be contacted – no exceptions whatsoever**. Cheating may also bring about demerits, detention, or other administrative action. Plagiarism is taking credit for someone else’s work and/or ideas.

Plagiarism will result in a zero, parent contact and possibly other administrative action – no exceptions whatsoever. **Copying work from another student is cheating**. Both students will receive a zero, parents contacted, etc. - the student copying the work and the student who gave work to be copied. Be responsible and mature – do your own work and do not enable another’s irresponsible behavior.

***Student Responsibility***

1. I emphasize **responsibility**, **maturity**, and **college preparation** skills in my class.
2. All students are given a **lap** which covers what we are doing for the entire unit.
3. **Every** Practice Assessment, quiz, Learning Goal, project, EQ, etc. is listed in the lap.
4. **Every** due date is listed in the lap.
5. There is **no excuse for not turning in assignments or being unprepared for tests, Learning Goals, or EQ projects/papers**. Time management is a very important skill and it is stressed in my class.

***Email Policy***

If you need to email me with questions, assignments, or other concerns, please note that you must use your school email account IWA is no longer communicating with outside student emails and you will not have access to your personal email accounts during the school day.  In addition, you must **check your student email account daily**. I will often send reminders, updates, or other emails with important information.  You are responsible for checking your email to receive these updates. Please make sure that your Edline account is up and running.

Additionally, it is important when emailing a teacher to note appropriate etiquette.  Emails that are not written respectfully and professionally will not be answered.Emails should look something like this:

***Dear Mr. Huber,***

***I have a question about the homework.***

 ***How do I do the questions on page 3?***

***Thank you,***

***Mel***

**Remember, you are addressing a teacher when you email and it is a great skill to learn how to write concise and professional emails.**

***Enrichment***

1. Enrichment is exactly what it sounds like, enriching your understanding and knowledge of the material covered in the Lap.
2. Enrichment is designed to further your understanding of the material and not bail you out if you are struggling in class. **Enrichment activities will never be worth more than 5 points**.
3. Enrichment activities will vary. On some Laps, depending on the material that we are examining, students may be required to visit certain local museum exhibits, watch educational television programs or movies, write short papers over a primary documents, etc.
4. If you are struggling in class concentrate on the assignments and not the enrichment because the assignments are worth more and are more important than the enrichment activities.
5. Enrichment will be added at the end of Lap.

***Absences***

1. If you miss classes consult your Lap for information regarding what you missed. **It is up to you, the student, to figure out what you need to get caught up.** I will certainly help you, but you must take the responsibility in getting caught up. I will not seek you out if you missed a class or did not turn in assignment in.
2. **For all extended absences a timeline for the completion of your work will have to be agreed upon by the teacher and administration.** Contact me if you know that you will be missing school or my class for more than three days.
3. While you were absent, if an assignment has been turned in, **you must turn it in the next calendar day**.
4. Write “**Absent**” on all work

***Open Lab***

1. **Arrive promptly** in appropriate uniform and prepared with materials.
2. **Sign in** to every open lab and indicate what you intend to accomplish.
3. **Open lab is for learning activities, such as LAP activities, conferencing, or group projects.**
4. Work alone silently or quietly and respectfully in small groups.
5. Purses, pencil cases, book bags, or any other kind of bag must be on the floor at all times – no exceptions.
6. Open lab assignments are due on the date and time according to the Lap. Some assignments may be handed in at 3:00, by midnight, or before break. You never know. It really depends on our schedule.

***Incarnate Word Academy Late Work Policy – Fall 2016***

To ensure accurate reporting in grades, all teachers at IWA will categorize assignments and assessments into two categories: Formative and Summative. You will distinguish between the two because all Summative Assessments will be designated as so in the teacher’s grade books.

1. **Formative assessments** are on-going assessments in a classroom and can include homework, open lab activities, quizzes, and class work. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process.
2. **Summative assessments** are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time, such as at the end of each LAP. Summative assessments would be considered LAP tests, culminating projects, presentations, tests, and exams. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional work. On Summative assignments no student can earn lower than 50%.
3. **All Formative assessments will be treated with the following policy:**
	* During the course of each QUARTER, a student will have one NLP (No Late Penalty) assignment. When the late assignment is turned in, no late points will be deducted. If multiple assignments are missing and then turned in late, the NLP will be given to the assignment worth the most points.
	* Any **formative** assignment not turned in will always be due by the end of next LAP for partial credit. **THIS WILL BE LISTED ON THE FOLLOWING LAP.**
	* If work is turned in late, 50% is the only grade a student can receive.
	* After “2nd” LAP ends, assignments not turned in will be given a zero and will no longer be able to be turned in for credit.
4. **All Summative assessments will be treated with the following policy:**
	* **If all the summative assessments are not completed, the student will not receive credit for the course.**
	* Completed is defined as took/completed every summative offered in the course.
	* If a student misses a summative assessment (it will be identified on each LAP), it is the student’s responsibility to contact the teacher to make arrangements to reschedule.
	* However, once the summative assessment is missed, the grade will become a “LATE” or “ABSENT” which are tied to a zero, and the cumulative grade will become an “I” for incomplete.THE “I” WILL NOT BE REMOVED UNTIL THE STUDENT TAKES THE ASSESSMENT.
	* If a student does not COMPLETE A SUMMATIVE ASSESSMENT by the due date, she will receive a demerit from the teacher of the missing assessment. If a student is absent on the due date no demerit will be issued.
		+ Examples include:
* Not taking a test
* Not turning in an essay
* Not having a class presentation or speech ready on the assigned day
* Not turning in a project
* Not completing a yearbook spread by the deadline day
* Etc.
	+ Once a summative is missed the student will be required to be at school, in the Commons, the following Wednesday morning at 8:00 am. **Students only need to come on Wednesday morning if they have an incomplete in a core subject class.** If the missing assessment is a test the student should come prepared to take the test. If the missing assessment is a project or a performance the student must have set up a time to make up the assessment with the teacher. The student will be required to be in the Commons, every Wednesday at 8:00 am until she no longer has any INCOMPLETES for missing summative assessments.
	+ If a student has multiple INCOMPLETES the guidance department will choose one summative to be completed/worked on during the time in the Commons.
	+ FAILURE TO BE IN THE COMMONS WILL RESULT IN A 1D FOR A MISSED APPOINTMENT. The student will know if she is expected in the Commons because she will have missed a summative assessment in a class.

***REDOS***

* Once a summative assessment has been taken and a student earns a failing grade (64% or below) the student will be required redo the summative assessment.
* Upon failing the summative assessment, the gradebook will show “REDO” in the cell where the grade goes. “REDO” will remain in place until the assessment has been redone. REDO is tied to a 50%.
* Upon completing the redo process, the student’s grade will reflect the highest grade earned.
* The REDO list will be generated every Monday morning at 8:00 AM. If a student has a REDO she will receive an email with instructions. Students have until the following Friday at 3:00 PM to complete the REDO.
* A student may not begin the REDO process until all missing formative assessment for that LAP are turned in. No student may take a REDO with missing formative assessments.
* Retakes/Redos can be completed in Open Lab/Testing Center or on Wednesday mornings. The decision will be made between the student and teacher as to where the assessment is completed.
* If a student has two or more REDOs in her core classes in any one week they are required to report to the Academic Support Center with Mrs. Stokes and Ms. Banks on Wednesday morning at 8:00 AM. Mrs. Stokes will also be available every Wednesday morning from 8:00 to 9:00 AM for students wishing to test with her.
* Students are not required to be present in the MPR for having one REDO. Students are encouraged to use this time to work on completing their missing assignments or taking their REDO.
* A student may appear on the REDO list for two consecutive weeks for the same assessment. If the REDO is not completed by the Friday of the second week a detention will be given by the teacher.
* If a student fails to complete a required REDO, but earned higher than a 50% on the original assessment, the student’s grade will reflect the original score, and she will receive a detention from the teacher of that class for not completing the process. Detentions are served on Friday mornings from 6:50-7:50 am.
* Once a detention has been given for the failed Summative it can no longer be retaken/redone.

**IT IS THE STUDENT’S RESPONSIBILITY TO CONTACT THE TEACHER.**

The student must communicate with the teacher by email and set up the assessment. Missing assessments due to absence go in the grade book as absent and the teacher and student set up a new deadline.

**IWA Grading Information**

**Score Codes Used for individual assignments:**

1. **ABSENT**: This means that the student was absent the day the activity was due.  (This counts as a zero until the assignment is turned in.)
2. **LATE**: This means that the student was in class the day the activity was due, but did not turn in the assignment.  (This counts as a zero until the assignment is turned in.)
3. **EXCUSED (EXC)**: This means that the student has been excused from completing this assignment.  (This has no effect on the grade.)
4. **REDO**: This means a summative assessment has been taken but failed. This requires a student to retake or redo the assessment according to the class policy. The REDO score code is tied to a 50%.
5. **T**urned **I**n **N**ot **G**raded (**TING**): This means the assignment has been received by the teacher and is in the process of being graded. This acronym (TING) will only be used for large term papers or projects that will require a lengthy grading process. It will not be used for daily assignments.

**Score Codes used in the Final Score Column Only:**

1. **RD:** This means a summative assessment has been taken but failed. This requires a student to redo the assessment according to the above policy.

1. **I (INCOMPLETE):** This means a student has missed a summative assessment and her grade is frozen until the summative is completed.

Once a student has been given an INCOMPLETE for a missed summative; upcoming assignments should be graded, scored, but no adjustment to the overall grade should be made until the summative is completed.

***Dual Credit***

This course also may be taken for dual credit through Drury University. Below is information regarding Drury University’s dual credit program.

# Drury University's Dual Credit Program: Your Future Success Begins Today

Parents and students,if you have questions about Dual Credit, you may contact Jane Lindsey, coordinator of Drury’s dual credit program at jlindsey@drury.edu.

Schoolsif you have an interest in making Drury Dual Credit available to students at your school, please contact Jane Lindsey either through the Dean’s Office, (417) 873-7313 or at jlindsey@drury.edu

### **Dual Credit Overview:**

* Students take classes during regular high school hours and earn both high school and university credit
* Students enrolled in Drury Dual credit will receive a student ID number allowing them the opportunity to view their Drury college transcript as well as access to the OLIN Library.
* Dual Credit allows students to earn credit hours that are generally transferable to other accredited 2 year colleges and 4 year universities. You are always encouraged to contact the institution where you will be completing your higher education studies to insure the credit you are taking will transfer as a general education requirement or elective.
* Drury University is in compliance with Missouri Department of Higher Education standards for dual credit.
* The primary purpose of offering dual credit courses is to deliver high-quality introductory college-level courses to high-preforming high school students.

### **Student Eligibility:**

* In order to participate in Drury’s dual credit program, juniors and seniors must have either a 3.0 grade point average on a 4.0 scale or an 18 composite score on the ACT (or equivalent: PLAN, PSAT, or SAT score). Sophomore students must have an ACT composite score or equivalent of 21 or higher. Freshmen must have an ACT composite score or equivalent of 24 or higher.
* Students must meet the prerequisite requirements of individual courses offered for dual credit.

### **Enrollment Process:**

* Students will enroll at their school at a time arranged by their instructor and Drury dual credit coordinator. Students must complete all information on the enrollment form. The legal name is required since this class will be a part of the official college transcript.  Once the enrollment form is completed it must be signed by the student, parent/guardian and classroom instructor. Students 18 years of age must still have the parent/guardian signature on the enrollment form.

### **Payment:**

* Drury’s charge per credit hour is $70. Payment may be made in the form of check, money order or cashier’s check made to Drury University.  Payments should be attached to the enrollment form and returned at the same time.

### **Grades:**

* Courses taken in the dual credit program will be graded with a letter grade and recorded on an official Drury University transcript. It is possible that the college attended after graduation from high school will include your dual credit grade in your first semester grade point average. Please note letter grades of A through C- will become a part of the official college transcript. Students receiving a grade of D+ and lower will not receive college credit and will not have the grade or course listed on the college transcript.

### **Transcripts**:

* Students will have access to an unofficial copy of their transcript free of charge by logging on to their MyDrury account. Students will receive their MyDrury login information by mail from Drury University.
* To request an official copy of the college transcript, which is needed for transfer of college credit, you may either go online to [http://www.studentclearinghouse.org](http://www.studentclearinghouse.org/) where there is a fee of $8.00 to order the transcript or you can order the transcript by mail or in person through the Records and Registration Office for a fee of $12. Read more information on [how to request a transcript](http://www.drury.edu/registrar/how-to-request-transcripts/).

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### **Coursework:**

* Dual credit course duplicate Drury’s curriculum offerings. All students enrolled in a Drury dual credit course must meet the same requirements for completion of the course. Given the rigor of dual credit course work, students are allowed to enroll in a maximum of 16 credit hours per semester.
1. Wiggins, Grant P., and Jay McTighe. *The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units*.  [↑](#footnote-ref-1)