

Institutional Syllabus – LEAD 101-14 Leadership and the Maritime Experience

Fall 2015

1. COURSE DESCRIPTION

A required course for all freshmen (first-time college or < 32 transfer credits). This course is aimed at introducing the student to college life with emphasis on the unique history and goals of Maritime College, helping the student manage the difficult transitional first-year of college via the formulation of a plan for academic success, and fostering the student's potential for leadership via the development of self-awareness and interaction with other students from diverse backgrounds.

1.000 Credit hours

1.000 Lecture hours

Prerequisite(s): None

Corequisite(s): None

Follow-On Courses: LEAD 201, LEAD 401

Role in Curriculum: Elective and certificate course

II. TEXT(S)

A. Required Text(s):

1. SUNY Maritime College Handbook 2015-2016 (distributed in class)

B. Additional Material:

1. Distributed in class or via Learn

III. STUDENT LEARNING OBJECTIVES

A. Course Objectives

1. To learn more about SUNY Maritime, the campus history, expectations, educational opportunities and available resources.
2. Increase the persistence rates of first-year students by creating an environment where open dialogue and familiarity is encouraged in the classroom between the student and advisor.
3. To learn strategies for academic and personal success. To learn about the various support services offered by Maritime.
4. Introduce students to the online learning environment by having students submit assignments using Learn.

IV. COURSE ASSESSMENTS

A. Assessments in the Class

1. Attendance (mandatory; three or more unexcused absences will lead to failure in the course)
2. Class Participation (treated as extra credit)
3. Written Assignments (late assignments will be graded as zero)

B. External Assessments

None

V. ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

If you believe that you need accommodations for a disability (also referred to as IEPs and 504 plans), please notify me within the first week of class and contact the Office of Accessibility Services at (718) 409-7348 or email Associate Dean William Imbriale at wimbriale@sunymaritime.edu for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible!

VI. ACADEMIC INTEGRITY POLICY

Absolute integrity is expected of every Maritime student in all academic undertakings.

A Maritime student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Maritime students have a right to expect academic integrity from each of their peers.

Students are expected to do their own work in class, on assignments, laboratory experiments, and examinations or tests in accordance with the directions given by the instructor. It is the responsibility of all students to read and understand this statement of College policy on academic integrity. Maritime College considers the violation of academic integrity a serious matter, and one that will be treated as such.

A student who violates academic integrity may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, dismissal from the Regiment of Cadets, or dismissal from the College. Violations of academic integrity, also known as academic dishonesty, are subject to review by the Judicial Board. For details, go to:

http://www.thezonelive.com/zone/02_SchoolStructure/NY_SUNYMaritimeCollege/handbook.pdf

ALL ACADEMIC INTEGRITY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENTS

LEAD 101-14 Leadership and the Maritime Experience

Fall 2015

INSTRUCTOR INFORMATION

Prof. James Drogan, jdrogan@sunymaritime.edu, 718-409-7289

Office hours: 9AM – 3PM Monday – Thursday MAC 221. Appointments are recommended.

CLASS MEETINGS

3PM – 4PM, Mondays

MAC 210

CLASS POLICIES

Attendance is mandatory. Please notify the instructor by any available means if you expect to be absent.

Cellphones, laptops, and tablets are welcome, but need to be used within the context of the course. This is a privilege I will, if necessary, rescind.

Respect is paramount, for others, and of self. I encourage and seek to foment lively debate on relevant issues. The aim here is to pay attention, to listen and hear, to understand, to practice tolerance, to accept and, ultimately, to work in a more positive way for the common good. Derision and snarky comments have no place in the classroom.

GRADING

Grading comprises:

1. Attendance: 56 points; 25% of the final grade.
2. Written Assignments: 140 points; 62% of the final grade.
3. Quizzes: 30 points; 13% of the final grade

NOTE: Written assignments and quizzes are considered by me to be confidential. I will not share them with anyone.

4. Class Participation: 28 points; extra credit added to the attendance and written assignments to compute the final grade.
5. No more than 226 points can be earned. That is, there is no such grade as an A+.

No makeup work will be assigned and no other extra credit is available.

Final Grade Assignments

The initial final grade is assigned according to the following table.

%	GPA	Grade
100.0%	4	A
93.0%	4	A
90.0%	3.7	A-
87.1%	3.3	B+
83.0%	3	B
80.0%	2.7	B-
77.1%	2.3	C+
73.0%	2	C
70.0%	1.7	C-
67.1%	1.3	D+
63.0%	1	D
0.0%	0	F

The initial final grade represents the points attained divided by the total points available. This mathematical guides me in the assignment of the final grade. What this means is that the final grade I assign may be different from the mathematical grade. In assigning the final grade I take into account your consideration, respect, and encouragement of others; your desire for learning and discipline in completing the assignments; your ability to bring relevant issues to the attention of the class.

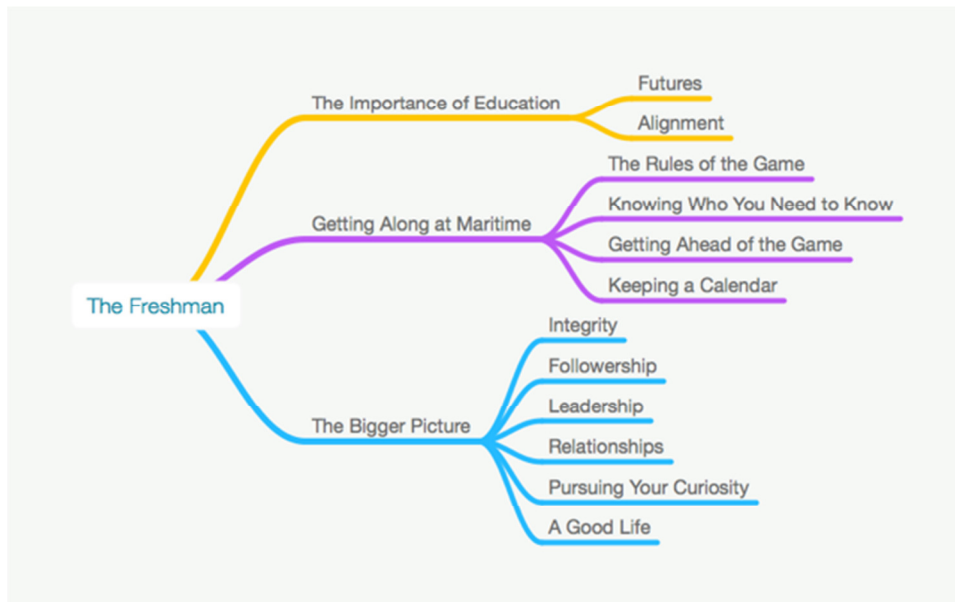
COURSE OUTLINE

Overview

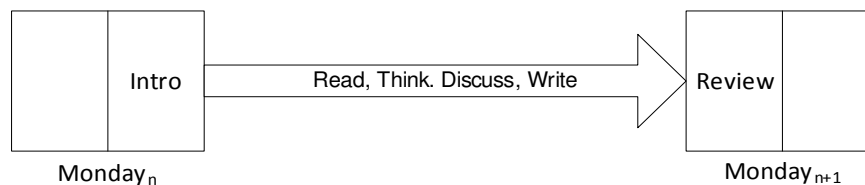
Life is about constant change – in little ways and in big ways. My sense is that the transition from high school to an undergraduate college regime is potentially major. Even if you don't think it is, it's probably safer to think that it is and plan accordingly.

LEAD 101 is a set of actions taken by Maritime to help you with this transition. My view is that one of the major responsibilities we have is to help you through this time.

This course is summarized in the following graphic.



The items to the right (e.g., Futures) are the topics to be covered in this course. In general, the following approach will be used.



On a Monday (n), during the second half of the class, the topic will be introduced. On the following Monday (n+1), the topic will be reviewed. The basis for the review will be your homework (read, think, discuss, and write) with the written assignments representing your grasp of the topic.

Detail

1. Introduction to the Course

a. Purpose

- To understand the intent, structure, expectations, and mechanics of the course.
- To learn the workings of the Maritime learning management system (LMS) Learn. Learn is the principle method for distributing material to students and for student submission of assignments.
- To introduce the next topic, *Futures*.

- b. Agenda
 - (a) Course review.
 - (b) Learn review.
 - (c) Presentation on *Futures*.
 - (d) Reading Assignment
 - (i) *Technology and the Future* (Chapter 15, Brynjolfsson, 2014).
 - (ii) *Writing Papers in Jim Drogan's LEAD Course* (Drogan, 2014c).
 - (e) Written Assignment

An Appealing Future (10 points). Due 2400 the Friday before the next Monday class. Submit in Learn. See the note *Writing Papers for Jim Drogan's LEAD Course* for instructions.

NOTE: Written assignments are considered by me to be confidential. I will not share them with anyone.

- 2. Futures
 - a. Purpose: from this point forward in this outline the purpose of every class will be to 1.) provide feedback on the assignment from the prior class, and 2.) introduce the next topic. I will not, therefore, repeat the purpose in each of these numbered sections.
 - b. Agenda
 - (a) Feedback on *An Appealing Future*.
 - (b) Presentation on *Alignment*.
 - (c) Reading Assignment
 - (i) *Thinking About Vocations* (Drogan, 2014a)
 - (d) Written Assignment

Your Four Rs. Due 2400 the Friday before the next Monday class. Submit in Learn. See the note *Writing Papers for Jim Drogan's LEAD Course* for instructions.

- 3. Alignment
 - a. Agenda
 - (a) Visit to the Luce Library.
 - (b) Feedback on *Your Four Rs*.
 - (c) Presentation on *The Rules of the Game*.
 - (d) Reading Assignment: *SUNY Maritime Student Handbook & Planner* (Office of Student Affairs, 2014).
 - (i) Student Responsibilities pp 7-8
 - (ii) Student Code of Conduct
 - 1. Section I Article I, II
 - 2. Section II Article II, IV, V, VI
 - 3. Section III All Articles

- 4. Section IV Article II, V
 - (iii) Guide to Campus Housing
 - 1. Section 8
- (e) Quiz

Complete *Maritime Policies and Procedures* quiz in Learn.

4. The Rules of the Game

a. Agenda

- (a) Feedback on *Maritime Policies and Procedures* quiz.
- (b) Presentation on *Knowing Who You Need to Know*.
- (c) Reading Assignment: *SUNY Maritime Student Handbook & Planner* (Office of Student Affairs, 2014).
 - (i) Inside front cover
 - (ii) Academic Departments & Contact Information pp 9-10
 - (iii) Student Services Departments & Contact Information pp 15-23
 - (iv) Additional Information pp 24-26
- (d) Written Assignment

Resolving a Problem. Identify a problem you think you may face during your time here at Maritime. Identify the person on campus you should contact to help you resolve the matter. How would you contact them? How would you make them aware of your needs?

Due 2400 the Friday before the next Monday class. Submit in Learn. See the note *Writing Papers for Jim Drogan's LEAD Course* for instructions.

5. Knowing Who You Need to Know

a. Agenda

- (a) Feedback on *Resolving a Problem*.
- (b) Presentation on *Getting Ahead of the Game*.
- (c) Reading Assignment
 - (i) *The Key To Success: Always Be One Step Ahead Of The Game In Any Decision You Make* (Hudson, 2013)
- (d) Written Assignment

Please write on two questions.

- (i) What do you need to get ahead of the game?
- (ii) What actions will you take to do this?

6. Getting Ahead of the Game

a. Agenda

- (a) Feedback on *Getting Ahead of the Game*.

- (b) Presentation on *Keeping a Calendar*.
 - (c) Reading Assignment:
 - (i) *Academic Calendar* (Office of the Registrar, 2014).
 - (ii) *Time Management* (Gardner & Jewler, 2005, Chapter 2).
 - (d) Written Assignment
 - (i) A copy of a weekly page from your Fall 2015 calendar (any week within the academic term).
 - (ii) A copy of the Fall 2015 academic calendar with all dates that might affect you highlighted.
 - Academics > Academic Calendar
 - Print Academic Calendar: Fall 2015 - Spring 2016
 - Highlight only the Fall 2015 pages.
7. Keeping a Calendar
- a. Agenda
 - (a) Feedback on your weekly calendar and the important Fall 2014 dates.
 - (b) Presentation on *The Bigger Picture* with a focus on integrity.
 - (c) Reading Assignments
 - (i) *Ethics, Critical Thinking, and Communications* (Drogan, 2009a).
 - (ii) *A Guide to Interview Guides* (Kennedy, Mary, 2006).
 - (iii) *Success Will Come and Go, But Integrity is Forever* (Anderson, 2012).
 - (d) Written Assignment

Discuss the matter of integrity with someone of a generation prior to yours. Take good notes. Write on the outcome of the discussion with a focus on comparing and contrasting your generation's view of integrity with the view of the prior generation.
8. Integrity
- a. Agenda
 - (a) Feedback on *Integrity*.
 - (b) Presentation on *Followership*.
 - (c) Reading Assignments
 - (i) *Followership* ("Followership," 2009).
 - (ii) *Leadership 310: The Four Principles of 'Followership'* (Peterson, 2013).
 - (d) Written Assignment
 - (i) What steps will you take to become a better follower?
9. Followership
- a. Agenda
 - (a) Feedback on *Followership*.

- (b) Presentation on *Leadership*.
- (c) Reading Assignments
 - (i) *What Is Leadership?* (Kruse, 2013).
 - (ii) *Leadership Lessons From the Shackleton Expedition* (Koehn, 2011).
 - (iii) *Humility* (Martinuzzi, 2013).
 - (iv) *Warren G. Bennis, Scholar on Leadership, Dies at 89* (Rifkin, 2014).
- (d) Written Assignment
 - (i) What are the risks and rewards of being a leader? How does one's position in the leadership hierarchy affect these risks and rewards?

10. Leadership

- a. Agenda
 - (a) Feedback on *Leadership*.
 - (b) Discussion of Advisement.
 - (c) Presentation of *Relationships*.
 - (d) Reading Assignment
 - (i) *Relationships* (Drogan, 2014b)
 - (e) Written Assignment

Pick an existing relationship you have that you would like to change in some way. Describe the nature of the relationship, what about it you would like to change, and how you would go about making the change.

- (f) Quiz

Alcohol I

11. Relationships

- a. Agenda
 - (a) Feedback on *Relationships*.
 - (b) Presentation on *Developing Curiosity*.
 - (c) Reading Assignment
 - (i) *Cultivating Curiosity* (Svoboda, 2014).
 - (ii) *Baseball or Soccer?* (Brooks, 2014).
 - (iii) *If You're Curious, You Hold the Keys* (Tyagarajan, 2014)
 - (d) Writing Assignment

Curiosity: What are you curious about? Why? How will you satisfy that curiosity?

12. Curiosity

- a. Agenda
 - (a) Feedback on *Curiosity*.

- (b) Presentation on *A Good Life*.
- (c) Reading Assignment
 - (i) *Six Ingredients of a Good Life* ((Schwartz, 2010)
- (d) Writing Assignment

A Good Life: What will your good life be like?

- (e) Quiz

Alcohol II

13. A Good Life

a. Agenda

- (a) Feedback on *A Good Life*.
- (b) Reading Assignment
 - (i) *The Value of Introspection* (Drogan, 2009b).
- (c) Writing Assignment
 - (i) *Maritime So Far*: You're about to come to the end of your first term at Maritime. Consider the following questions:
 1. What has worked well for you and why?
 2. Where have you gotten stuck and why?
 3. What would you do differently if you had it to do over?

14. Putting a Bow On It

a. Agenda

- (a) Feedback on *Maritime So Far*.
- (b) Presentation on *Putting a Bow on It*.
- (c) Concluding discussion.

Schedule

Class #	Day	Date	Topic	Attendance	Participation	Written Assignments	Quizzes	
1	Tuesday	8/24/2015	Introduction to the Course	4	2			
2	Monday	8/31/2015	Futures	4	2	10		
3	Monday	9/14/2015	Alignment	4	2		10	
4	Monday	9/21/2015	The Rules of the Game	4	2	10		
5	Monday	9/28/2015	Knowing Who You Need to Know	4	2	10		
6	Monday	10/5/2015	Getting Ahead of the Game	4	2	10		
7	Tuesday	10/13/2015	Keeping a Calendar	4	2	10		
8	Monday	10/19/2015	Integrity	4	2	10		
9	Monday	10/26/2015	Followerwship	4	2	10		
10	Monday	11/2/2015	Leadership	4	2	10	10	
11	Monday	11/9/2015	Relationships	4	2	10		
12	Monday	11/16/2015	Pursuing Your Curiosity	4	2	10	10	
13	Monday	11/23/2015	A Good Life	4	2	10		
14	Monday	11/30/2015	Putting a Bow On It	4	2	30		
				56	28	140	30	226
				25%		62%	13%	100%

Complete Bibliography

This is a complete bibliography of sources I have identified, reviewed, and sometimes used in this course. It's provided to stimulate your interest.

(2) *Learning New Things: How Can You Learn Faster?* (n.d.). *Quora*. Retrieved May 3, 2014, from <http://www.quora.com/Learning-New-Things/How-can-you-learn-faster>

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Amy Cuddy: Your body language shapes who you are | Video on TED.com. (2012). Retrieved from http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are.html

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