HCC
HOUSTON COMMUNITY COLLEGE

Course Syllabus
Workforce Leadership and Critical Thinking for Student Success
LEAD 1370

Semester with Course Reference Number (CRN)	Fall 2016 Regular Term CRN#14564
Instructor contact information (phone number and email address)	Carolyn J. Pipkin Carolyn.pipkin@hccs.edu Please communicate via HCC email only **(no personal email)** Workforce Development Office 713.718.7079
Office Location and Hours	Southeast College Workforce Building By appointment only Wednesdays
Course Location/Times	Monday, Wednesday, Friday 8:00 a.m.- 9:00a.m.
Course Semester Credit Hours (SCH) (lecture, lab) If applicable	Credit Hours 3.00 Lecture Hours 3.00 Laboratory Hours 0
Total Course Contact Hours	48
Continuing Education Units (CEU): if applicable	None
Course Length (number of weeks)	16 weeks: August 22 – December 11, 2016
Type of Instruction	Lecture / Web-enhanced

Course Description:	LEAD 1370 is a study of the development of leadership skills and critical thinking strategies that promote employment readiness, retention, advancement, and promotion for student success.
Course Prerequisite(s)	**PREREQUISITE(S):** None
Academic Discipline/CTE Program Learning Outcomes	N/A
Course Student Learning Outcomes (SLO)	1. Identify characteristics of employees who are qualified for employment, promotion, and retention in the workforce. 2. Explain critical thinking strategies within the context of strong leadership. 3. Apply business communication skills. 4. Utilize data and information to make decisions. 5. Identify roles and strategies used in group processes and team building.

Learning Objectives

SLO #1 Identify characteristics of employees who are qualified for employment, promotion, and retention in the workforce.
1.1 Identify skills needed for a career in an area of expertise.
1.2 Acquire techniques and skills for personal and professional success.
1.3 Explore career options incorporating the use of related assessments, search tools, and job placement resources.
1.4 Identify and file the appropriate career plan with proper advisement.
1.5 Develop personal skills of persistence, self-reliance, accountability, resilience, and resourcefulness.

SLO #2 Explain critical thinking strategies within the context of strong leadership.
2.1 Identify personal learning style, as well as strengths and weaknesses as a strategic learner, and apply knowledge to classroom learning.
2.2 Demonstrate the use of learning strategies and study skills.
2.3 Brainstorm an issue and create a mind map to problem solve it.
2.4 Expand financial capabilities by gaining and exercising financial knowledge.
2.5 Develop strategies used in creative/innovative processes.
2.6 Use deductive and inductive reasoning to come to a leadership decision.

SLO #3 Apply business communication skills.
3.1 Identify communication styles and describe how communication problems arise.
3.2 Use social networking and electronic communications appropriately.
3.3 Write a resume or create an e-portfolio.

SLO #4 Utilize data and information to make decisions.
4.1 Use data and information obtained from technological tools and library resources to acquire information, solve problems and communicate effectively.
4.2 Access online college resources and services to make college and career decisions.

SLO #5 Identify roles and strategies used in group processes and team building.
5.1 Write and prioritize both short-term and long-term personal and group goals.
5.2 Apply knowledge of group goals, roles, and norms to a specific group.
5.3 Explore strategies for adapting to different learning environments and delivery formats.
5.4 Rate self as an active group member in the classroom.
5.5 Decide which leadership styles work best in specific situations; specifically to build a team.

SCANS and/or Core Curriculum Competencies

1. **Resources**—An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.
2. **Interpersonal**—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.
3. **Information**—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.
4. **Systems**—An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.
5. **Technology**—The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The following skills will be developed in the Workforce Development with Critical Thinking course:
☐ Using Resources: Identify—Plan—Manage
☐ Developing Interpersonal Skills: Collaborate—Negotiate—Lead
☐ Applying Technology: Select—Apply—Enhance
☐ Understanding Systems: Connect—Support—Improve
☐ Acquiring Information: Evaluate—Communicate—Apply

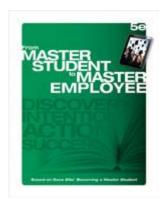The three SCANS foundation skills are the following:
Basic Skills—Reading, writing, mathematics, listening, and speaking. classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.
Thinking Skills—Creative thinking, decision-making, and problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning. During

their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.

Personal Qualities—Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.

Course Calendar

See page nine for assignment deadlines and dates for exams.

Instructional Methods

Face to Face
Web-enhanced (49% or less)
A variety of instructional methods are used throughout the semester. Examples may include class discussions, lectures, readings, group projects, video/DVD, internet searches, and presentations.

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge and opportunities for critical thinking and applications as appropriate.

As a student wanting to succeed at your academic and career endeavors, it is your responsibility to do the assigned readings, submit assignments on time, participate in discussion forums and other activities, attend class (face-to-face, and online portions), and enjoy this learning experience as you learn how to use tools for success.

Student Assignments

Assignments have been developed that will enhance your learning. You will be required to successfully complete these assignments. Please see page seven for more information.

Student Assessment(s)

Knowledge checks are given in most of the online topics sections.
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Instructor's Requirements

As your instructor, it is my responsibility to:
- Provide the grading scale and detailed grading formula explaining how student grades are to be derived.
- Facilitate an effective learning environment through class activities, discussions, and lectures or other forms of presenting materials.
- Provide the course outline and class calendar, which will include a description of any special projects or assignments.
- Arrange to meet with individual students before and after class as required.
- Inform students of policies, such as attendance, withdrawal, tardiness and make up.

To be successful in this class, it is the student's responsibility to:
- Attend class and participate in class discussions and activities.
- Read and comprehend the textbook.
- Complete the required assignments and exams:
- Ask for help when there is a question or problem.

- Keep copies of all paperwork, including this syllabus, handouts, and all assignments.
- Complete the course with a passing score.

Program/Discipline Requirements: If applicable

You will be required to declare your major, populate your student planner with the appropriate courses, and meet with your assigned advisor during this course.

HCC Grading Scale

A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
FX (Failing due to non-attendance)	0 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

http://www.hccs.edu/district/students/student-handbook/

Instructor Grading Criteria

The following departmental grading system will be used to evaluate student performance.

Class Participation and Academic Advising	**10%**
Critical Thinking Excercises/Class Assignments	**30%**
Exam 1	**10%**
Exam 2	**10%**
Exam 3	**10%**
Power Point Project	**30%**
TOTAL	**100%**

Instructional Materials

Ellis, D. (2016). *From Master Student to Master Employee*, (5th Ed.) Mason, OH: Cengage Learning.
ISBN 9781337131247

EGLS3 – Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

HCC Policy Statement:

Access Student Services Policies on their Web site:

http://www.hccs.edu/district/about-us/policies/d-student-services/

Attendance Policy:

Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences. You may be dropped from a course after accumulating absences in excess of 12.5 percent of the total hours of instruction (lecture and lab) For a 3 credit-hour lecture class meeting 3 hours per week (48 hours of instruction), you can be dropped after 6 hours of absence. The 6 hours includes accumulated minutes for arriving late to class and leaving class early.

Distance Education Policies:

Access DE Policies on Their Website:

All students are responsible for reading and understanding the *DE Student Handbook*, which contains policies, information about conduct, and other important information. For the *DE Student Handbook* click on the link below or go to the DE page on the HCC website.

The ***Distance Education Student Handbook*** contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook

contains valuable information, answers, and resources such as DE contacts policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the *DE Student Handbook* by visiting this link: http://de.hccs.edu/media/houston-community-college/distance-education/student-services/2013-CDEStudentHandbook-%28Revised8-1-2013%29.pdf

Advising:

A senior advisor is connected to this class section and will meet with the class within the first two weeks of instruction. The senior advisor will review the advising syllabus and the ways in which you can communicate with him/her. Students are required to meet with their senior advisor at least twice within the semester. Participation in these advising sessions is required and will be a part of the grade in this success class.

Title IX

HCC is committed to providing a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at oie@hccs.edu.

Discrimination

Students should be aware that discrimination and/or other harassment based on race, sex, gender identity and gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status is prohibited by HCC Policy G.1 Discrimination and Harassment and D.1.1 Equal Educational Opportunities. Any student who feels they have been discriminated against or harassed on the basis of race, sex, gender identity, gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status including sexual harassment, has the opportunity to seek informal or formal resolution of the matter. All complaints/concerns should be directed to the Office of Institutional Equity, 713 718-8271 or oie@hccs.edu. Additional information may be obtained online. Visit http://www.hccs.edu/district/departments/institutionalequity/ Complaints involving sexual misconduct to include but not limited to: sexual assault, stalking, dating violence, sexual harassment or domestic violence should be directed to the HCC Title IX Coordinator, Renée Mack at 713 718-8272 or renee.mack@hccs.edu

Abilities

http://www.hccs.edu/district/students/disability-services/ada-counselors/

Central College
713.718.6164
Coleman College
713-718-7376
Northeast College
713-718-8322
Northwest College
713-718-5667
713-718-5408
Southeast College

713-718-7053
Southwest College
713-718-7909
Adaptive Equipment/Assistive Technology
713-718-6629
713-718-5604
Interpreting and CART services
713-718-6333

Useful Websites
- **Information: www.hccs.edu ; http://learning.hccs.edu**
- **Tutoring & Support: https://hccs.upswing.io/**
- **Eagle Online: https://hccs.instructure.com**
- **Purdue OWL: http://owl.english.purdue.edu/owl/resource/747/01/**

LEAD 1370   16 WEEK   COURSE CALENDAR

WEEK	ASSIGNMENT	WEEK BEGINS
Week One	Orientation/MindTap/New Textbook Introduction: Managing Change	August 22, 2016
Week Two	Chapter 1: First Steps	August 29, 2016
Week Three	Chapter 2: Character **Monday Holiday**	September 5, 2016
Week Four	Chapter 3: Time	September 12, 2016
Week Five	**Exam 1** Chapter 4: Memory	September 19, 2016
Week Six	Chapter 5: Reading	September 26, 2016
Week Seven	Chapter 6: Notes	October 3, 2016
Week Eight	Chapter 7: Tests	October 10, 2016
Week Nine	**Exam 2** Chapter 8: Creative & Critical Thinking	October 17, 2016
Week Ten	Chapter 9: Communicating & Collaboration	October 24, 2016
Week Eleven	Group/individual Presentations	October 31, 2016
Week Twelve	Chapter 10: Career & Money Management	November 7, 2016
Week Thirteen	Career/Power Point Project Preparation	November 14, 2016
Week Fourteen	(Library Research) **Thanksgiving Holiday (Thur & Fri)**	November 21, 2016
Week Fifteen	Career/Power Point Presentations	November 28, 2016
Week Sixteen	**Exam 3 (Final Examination)**	December 5, 2016

Holidays: Labor Day Holiday September 5, 2016 & Thanksgiving Break November 24, 2016
Final Exam: Week of December 5, 2016
Last Day for Withdrawals from 16 Week Classes: October 28, 2016 4:30 p.m.

Be advised that this syllabus is subject to change at the instructor's will.
MindTap access link:

Registration

1. Connect to https://login.cengagebrain.com/course/MTPQ5RBPL66N
2. Follow the prompts to register your MindTap course.

Insert Calendar Here