How to Change the World:
NYU Steinhardt Sophomore Honors Seminar

SAHS-UE 12, Two credits (if necessary, because of other program requirements, this course can be taken for 1 or 0 credits by permission.)
Meets once per week, Tuesdays, 4:55-6:35
Graded course, A-F scale

Course Description:
Based on three pillars of experiential learning—exploration, collaboration, and engagement—this course introduces students to various pathways of academic, personal and professional achievement. Course examines strengths and limitations of a range of strategies that individuals and groups use to effect change in various domains—academic, humanitarian, social, artistic, educational, entrepreneurial, and cultural—with an emphasis on how students can build skills to effect change in their chosen academic, artistic or professional field.

Course Overview:
Students will conduct individual and group self-assessments and interest inventories; identify and cultivate mentoring relationships in their field of study; and examine and practice leadership in both traditional and non-traditional modes. Course includes high-profile guest speakers, a high level of student involvement in constructing learning activities, and experiential learning trips to complement the on-campus experience.

Learning Objectives:
By the end of the course, students will be able to:
1. Analyze the strengths and limitations of a range of strategies and tactics that individuals and groups use to effect change in various domains: academic, humanitarian, social, artistic, educational, entrepreneurial, political and cultural.
2. Assess and analyze their personal and academic interests, values, and skills through assigned self-assessment tools and reflective journals in order to develop greater self-awareness and effective strategies for academic and professional engagement.
3. Demonstrate a clear understanding of various mentoring and leadership types and styles.
4. Summarize various leadership styles and demonstrate their own leadership style preferences.
5. Analyze, in written work, their own efforts to build mentoring relationships through structured, ongoing meetings with potential mentors.
6. Conduct effective informational interviews and demonstrate effective networking and relationship-building skills.

Course Readings - Selections from the following (in development):


Course Requirements:
See summary of assignments & points for assignment due dates

By the end of this semester, you will have completed the following assignments:

1. **Reflective Journal [Assessment of Objectives 1-3]**: Keep a weekly journal of reactions, observations, and reflections on your goals, feelings, and insights. *We will discuss in class specific topics for your journals.*

2. **Leadership Group Presentation [Assessment of Objectives 2 & 3]**: Present a 5-10 minute overview of leadership in your field. Include a review of several leaders in your field, their strengths and weaknesses as well as how they relate to leaders in other fields.

3. **Informational Interview Analysis [Assessment of Objectives 1, 2, & 4]**: A 3-5 page analysis of your informational interviews with potential mentors which include a summary of your interviews as well as a reflection on learning outcomes from these activities.

4. **Mentor Luncheon Reflection Paper [Assessment of Objectives 1, 4 & 5]**: A 1-2 page summary of your “take your mentor/leader to lunch” exercise.
5. An e-portfolio [Assessment of Objective 1]: An online portfolio that includes the following items: personal statement/goals statement, resume, elevator pitch, cover letter for a specific job of your choosing, scholarship application for a specific scholarship/fellowship of your choosing, and thank you note.

6. Class Participation [Essential for achieving Objectives 1-6]: Attendance, active engagement, active reading, comments, and questions. Attendance will be taken at every class and missing more than 2 classes will significantly affect your overall participation grade.

Experiential Learning Trip: The course will include a travel colloquium to our Washington D.C. campus where students will participate in team building/group dynamics activities as well as leadership meetings and other group activities.

Course Format:
Classes will be conducted using direct instruction, small and large group discussions, small and large group activities, and experiential field experiences.

The course will be broken up into three main skill areas: self-assessment, understanding leadership, and understanding mentorship. The goal of self-assessment is for students to identify their interests, values and skills and learn how they influence career and life choices. The goal of understanding leadership is to explore the following questions: What is leadership in the broadest sense? How do we define leadership in both traditional and non-traditional terms? How can we become leaders in our chosen fields? What does it mean to be a leader in a creative or research-based field, in addition to other types of organizations or institutions? The goal of understanding mentorship is to learn what mentorship means, and how it can impact students’ personal and professional life. We will also explore together how to identify a potential mentor and then prepare to build a future mentoring relationship.

The first half of the semester will be designed for students to explore these three main skill areas and develop a toolkit that you will be able to put into practice during the second half of the semester. By the end of the first half of the semester, students should have a greater awareness of their own interests, values, skills and how to use that knowledge to grow and succeed in their chosen field. Students should also have a greater understanding of what leadership is, know more about various types of leaders and well as strengths and weaknesses of different leadership styles. Students will also have learned about mentorship and what it means, discussed the important role a mentor can play in their lives, and have conducted a search for potential mentors.

During the second half of the semester, students will complete exercises designed to create short term/long term goals and implement strategies to meet those goals as well as complete exercises designed to help discover their own leadership style and create a strategy for how to grow leadership “muscles.” Students will also have completed several informational interviews to begin to build future relationships with potential mentors.
The second half of the semester will focus on specific topics/concepts related to self-assessment/reflection, leadership and mentorship as developed by the students based on their stated goals/needs. Groups will take on individual weeks to prepare readings, assignments and in-class activities. Students will also work to complete their e-portfolio that will include identifying and applying to a national fellowship or scholarship in their field.

**Academic Integrity**
All students are responsible for understanding and complying with the NYU Steinhardt Statement on Academic Integrity. A copy is available here.

**Students with Disabilities**
Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

**Schedule of Assignments**
*Note: “Objective” refers to what we will be covering in class that day; “Assignment” refers to the work that will be due for the next class.

**Skill Area 1: Self-Assessment**

| Week 1: | Objective: Introduction to the course and each other; review of course objectives and goals; and begin to discuss what self-assessment is as well as its importance as it relates to future planning |
| Assignment: Complete your goals statement and self-assessment packet Due Week 2 |

| Week 2: | Objective: Review self-assessment packet, goals statement & complete Myers-Briggs interactive party activity |
| Assignment: Watch TEDx talk on Leadership & reflective journal #1: thoughts and feelings on the self-assessment course activities and outside packet work. Due Week 3 |
| **Meet with assigned group outside of class to start discussing leadership group presentation** |

**Skill Area 2: Understanding Leadership**

| Week 3: | Objective: Discuss TEDx video and participate in interactive discussion on what leadership means in the modern world |
| Assignment: Gladwell “The Law of the Few” chapter reading; finish leadership group presentation; complete polished resume Due Week 4 |

| Week 4: | Objective: Leadership Group Presentations, including a Q&A and discussion of presentations |
| Assignment: Mentorship reading (TBD); reflective journal #2: what leadership means to you and what you learned from the group presentations; identify three potential mentors within your chosen field; craft a cover letter for an actual job in your field you would be interested in applying to (either now or upon graduation) Due Week 5 |
### Skill Area 3: Understanding Mentorship

**Week 5:**
**Objective:** Interactive discussion on the goal of mentorship and the role it can play in our lives.
**Assignment:** Mentorship reading (TBD); reflective journal #3: discuss what mentorship means to you, how would you use a mentor as an asset in your personal and professional life; prepare an outline of questions for an informational interview with your potential mentor(s); do initial outreach to potential mentor(s) and set up meeting(s) **Due Week 6**

**Week 6:**
**Objective:** Skill based activity reviewing communication (verbal and nonverbal) techniques and interview techniques; discussion on how to identify potential mentors in your field
**Assignment:** Readings as assigned by group A **Due Week 7**
Complete informational interviews with potential mentors **Due Week 8**
*Group A prepares to lead discussion for week 7 and provides selected readings/materials*

### Skill Areas in Practice

**Week 7:**
**Objective:** Student group A develops and leads learning activities related to our discussion of leadership in practice
**Assignment:** Polish your elevator pitch and prepare to review in class, reflective journal #4: topic discussed in class, readings as assigned by group B **Due Week 8**
*Group B prepares to lead discussion for week 8 and provides selected readings/materials*

**Week 8:**
**Objective:** Student group B develops and leads learning activities related to our discussion of leadership in practice
**Assignment:** informational interview analysis; readings as assigned by group C **Due Week 9**
*Group C prepares to lead discussion for week 9 and provides selected readings/materials*

**Week 9:**
**Objective:** Student group C develops and leads learning activities related to our discussion of mentorship in practice; students discuss their informational interviews experiences
**Assignment:** Reflective journal #5: topic discussed in class; readings as assigned by group D; set up your mentor luncheon **Due Week 10**
*Group D prepares to lead discussion for week 10 and provides selected readings/materials*

**Week 10:**
**Objective:** Student group D develops and leads learning activities related to our discussion of mentorship in practice
**Assignment:** Reflective journal #6: topic discussed in class; readings as assigned by group E; mentor luncheon reflection paper **Due Week 11**
*Group E prepares to lead discussion for week 11 and provides selected readings/materials*

**Week 11:**
**Objective:** Student group E develops and leads learning activities related to our discussion of future planning related to leadership and mentorship in their lives

**Assignment:** Finish assembling e-portfolio with all components Due Week 12

**Week 12:**

**Objective:** Semester wrap up; reflection on individual growth and learning experiences from throughout the semester

**Assignment:** Final reflection: a 3-5 page summary of what you learned from our readings, activities and events throughout the semester.

**Summary of Assignments and Points**

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<thead>
<tr>
<th></th>
<th>Goals Statement</th>
<th>Due Week 2</th>
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<tbody>
<tr>
<td>2</td>
<td>Reflective Journal #1</td>
<td>Due Week 3</td>
<td>5 points</td>
</tr>
<tr>
<td>3</td>
<td>Leadership Group Presentation</td>
<td>Due Week 4</td>
<td>10 points</td>
</tr>
<tr>
<td>4</td>
<td>Reflective Journal #2</td>
<td>Due Week 4</td>
<td>5 points</td>
</tr>
<tr>
<td>5</td>
<td>Reflective Journal #3</td>
<td>Due Week 6</td>
<td>5 points</td>
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<tr>
<td>6</td>
<td>Cover Letter with job description</td>
<td>Due Week 6</td>
<td>5 points</td>
</tr>
<tr>
<td>7</td>
<td>Informational Interview Questions</td>
<td>Due Week 6</td>
<td>5 points</td>
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<tr>
<td>8</td>
<td>Reflective Journal #4</td>
<td>Due Week 8</td>
<td>5 points</td>
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<tr>
<td>9</td>
<td>Elevator Pitch</td>
<td>Due Week 8</td>
<td>5 points</td>
</tr>
<tr>
<td>10</td>
<td>Informational interview analysis</td>
<td>Due Week 9</td>
<td>10 points</td>
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<tr>
<td>11</td>
<td>Reflective Journal #5</td>
<td>Due Week 10</td>
<td>5 points</td>
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<tr>
<td>12</td>
<td>Reflective Journal #6</td>
<td>Due Week 11</td>
<td>5 points</td>
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<tr>
<td>13</td>
<td>Mentor Luncheon Reflection Paper</td>
<td>Due Week 11</td>
<td>10 points</td>
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<td>14</td>
<td>Final Reflection Journal #7</td>
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<tr>
<td>15</td>
<td>E-portfolio</td>
<td>Due Week 12</td>
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<td></td>
<td>Participation</td>
<td></td>
<td>10 points</td>
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=100 points

Lateness = -1 pts.
Absences = -5 pts.

**Appendix A**

Grading Scale and Rubric
Steinhardt School of Education Grading Scale

<table>
<thead>
<tr>
<th>A</th>
<th>93-100 points</th>
<th>C-</th>
<th>70-72 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>90-92 points</td>
<td>D+</td>
<td>65-69 points</td>
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<tr>
<td>B+</td>
<td>87-89 points</td>
<td>D</td>
<td>60-64 points</td>
</tr>
<tr>
<td>B</td>
<td>83-86 points</td>
<td>F</td>
<td>Below 60 points</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 points</td>
<td>IP</td>
<td>Incomplete/Passing</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 points</td>
<td>IF</td>
<td>Incomplete/Failing</td>
</tr>
<tr>
<td>C</td>
<td>73-76 points</td>
<td>N</td>
<td>No Grade</td>
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Appendix B
Grading Rubric for Individual Writing Assignments*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Adequate</th>
<th>Poor</th>
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<tbody>
<tr>
<td><strong>Quality of Response</strong></td>
<td>• Eloquently written, thoughtful and insightful. • Demonstrates thorough understanding of assignment and communicates message with clarity and fluency. • Demonstrates a coherent, original, well-developed message. • Answers all prompts in an integrated manner.</td>
<td>• Well written and thoughtful with some deep reflection. • Demonstrates understanding of assignment and communicates message throughout most of the work. • Is fairly well developed but may need additional development. • Answers all prompts.</td>
<td>• Adequately written but lacking in deep reflection. • Demonstrates some understanding of assignment. • Is underdeveloped and points made are lacking in solid arguments or examples. • Answers most prompts.</td>
<td>• Poorly written and lacking in deep reflection and/or critical feedback. • Demonstrates little to no understanding of assignment. • Is underdeveloped and points made are lacking in solid arguments or examples. • Does not clearly answer the assignment.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>• Is carefully written, proofread and spell checked. • Proper citation of texts when appropriate. • Is virtually error free.</td>
<td>• Is carefully written, proofread and spell checked. • Proper citation of texts when appropriate. • Minimal errors.</td>
<td>• Assignment was not proofread, spell checked or written carefully. • Incorrect citations at times (when appropriate). • Some errors but not enough to detract from message of assignment.</td>
<td>• Assignment was not proofread, spell checked, organized or written carefully. • Incorrect citations (when appropriate). • Many errors that detract from the overall message being delivered.</td>
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</tbody>
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*Adapted from the following sources:
Northern Arizona Writing Rubric: [http://www.jcu.edu/academic/planassess/assessment/resources/outcomes.htm](http://www.jcu.edu/academic/planassess/assessment/resources/outcomes.htm)
AAC&U Written Communication Rubric: [http://www.jcu.edu/academic/planassess/assessment/resources/outcomes.htm](http://www.jcu.edu/academic/planassess/assessment/resources/outcomes.htm)

Appendix C
Class Participation Grade Rubric*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>A</td>
<td>♦ Demonstrates excellent preparation: has analyzed readings exceptionally well, relating them to other material (e.g., course material, discussions, experiences, etc.); always brings readings and substantive notes to class. ♦ Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate. ♦ Engages in extensive and active involvement in discussing one’s own project ideas as they develop. ♦ Offers thorough and well-thought opinions and suggestions for the projects of other</td>
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students.

B
♦ Demonstrates good preparation: knows facts from the readings well, has thought through their implications of them; often brings readings to class; shows evidence of taking some notes on readings.
♦ Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.
♦ Engages in a moderate level of involvement in discussing one’s own project ideas as they develop.
♦ Offers substantive opinions and suggestions for the projects of other students.

C
♦ Demonstrates adequate preparation: knows basic facts from the readings, but does not show evidence of trying to interpret or analyze them; rarely brings readings to class; does not show evidence of taking notes on readings.
♦ Contributes minimally in a self-initiated way to discussion, but contributes to a moderate degree when called on.
♦ Engages minimally in discussing one’s own project ideas as they develop.
♦ Offers occasional and less than fully relevant opinions and suggestions for the projects of other students.

D
♦ Does not demonstrate evidence of having completed readings and responds when called on but does not substantive opinions
♦ Demonstrates infrequent involvement in discussion
♦ Does not volunteer to discuss one’s own project ideas and does not demonstrate an evolution of a concept for the project over the course of the semester.
♦ Does not offer substantive opinions and suggestions for the projects of other students.

F
♦ Lacks the minimum qualities above for lowest passing grade. This is also the grade for excessive absences.

* Adapted from Steinhardt Website:
http://steinhardt.nyu.edu/scmsAdmin/media/users/sa1636/Adolescent_Learners_Syllabus.pdf