

ORGL 3000 Reflective Seminar I: Self as Learner



Fall 2013 - Session I: August 19 – October 9

Dr. Patricia M. Hinton

One of four required ORGL seminars
in the eMajor Organizational Leadership degree program

This syllabus is available online, and may be updated, in the course in GoVIEW.

Online Office Hours: I am online daily, except for those occasions I am out of town. If you want to schedule an online meeting, just let me know.

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ORGL 3000: Reflective Seminar I: Self as Learner

An introduction to the major conceptual frameworks for reflective learning, which requires students to reflect on and document their own assumptions, beliefs and biases, and how they have affected their prior learning experiences.

ORGL 3000 Learning Outcomes (or Objectives):

1. Students will describe past experiences that involved learning.
2. Students will analyze past events and their personal feelings about those events.
3. Students will summarize actions or feelings that are part of their past learning process.
4. Students will record events in coherent written work.
5. Students will discuss situations using conceptual frameworks for reflection.

University and Organizational Leadership B.S. Learning Outcomes

The ORGL reflective seminar and capstone courses contribute to the Valdosta State University's General Education Outcomes listed at the link below, with special emphasis on numbers 3, 4, 7, and 8.

<http://ww2.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml> .

The ORGL reflective seminar and capstone courses contribute to the Organizational Leadership B.S. degree learning outcomes listed on page 102 of the VSU Undergraduate Catalog 2013-2014 at the link https://ww2.valdosta.edu/catalog/1314/ugrad/documents/UG_097-130.pdf .

Attendance Policy: You are expected to log in to the course at least every 3 days and participate each time you log in. You must also turn in activity work by the established weekly deadlines. Once you arrive at class, make an effort to get involved in the conversation. Don't hesitate to ask questions if you need clarification or would like more information: if you are confused, it is likely that others are too! The participation percentage you receive will depend on a variety of factors, including (but not limited to) the frequency and helpfulness of your contributions to class discussions and the care you take when peer editing. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course. For online teaching, this is determined by on-time submission of assignments, assessments, interactions (asynchronous discussions and synchronous chats), and response to e-mail communications.

Special Needs:

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. The institution's ADA Policies and Procedures can be read in variety of formats by accessing the VSU ADA Policies and Procedures page. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall or by accessing their website at Office for Students with Disabilities <http://www.valdosta.edu/student/disability/>. Phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (TTY).

Academic Honesty:

Members of the Valdosta State University faculty value honesty and integrity extremely highly and do not tolerate cheating of any kind. Any student caught cheating will automatically fail the course. Cheating includes – but is not limited to – plagiarism, giving or receiving assistance on a quiz, having someone else do work on a student's behalf, doing work on someone else's behalf, and working with a partner or in a group on an individual assignment. By enrolling in this course, students are in effect promising to maintain the bond of trust on which the professor-student relationship is based. In addition, VSU has a new Academic Honesty Policy. Here is the link to the Academic Honesty Policies and Procedures: <http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php>.

E-Mail:

It is strongly recommended that students contact the professor through the GoVIEW course area using the Mail (Class List) feature. (VSU policy mandates that all official communication by e-mail take place through VSU e-mail accounts or through the GoVIEW Mail tool. If you are registered as a VSU student, please remember to check your VSU [@valdosta.edu] e-mail account regularly.)

Note: This syllabus is not a legal contract; the content of this course is subject to revision by the professor.

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Literature Background (Course Content Learning Modules)

1. Sullivan and Rosen's Part I of IV: Identity—"the reflective and formative...ways in which persons are formed, through institutional and social engagement, as they participate in evolving traditions of knowing" (Sullivan & Rosin, 2008, p. 94)
2. Korthagen and Vasalos Phase Model of Core Reflection 1 and 2, Experience/Problematic Situation description and Awareness of ideal situation and desired outcome and achievement (KV, 540) – corresponds to KV Onion Model questions Why are you here, Who are you, What do you believe in (KV, 535)
3. Fiddler and Marienau 2008, description of past experiences, noting "what is getting my attention", what was salient, what beliefs or theories may have influenced the experience and what was interpreted as relevant or important (FM, 79)
4. Kolb 1984, focal experiences reflected upon and discussed, bringing awareness of how affective, symbolic, perceptual and behavioral knowledge create positive feedback loops (from diagram in figure 6.3, Self as undifferentiated – immersed in world; Acquisition)
5. Kegan and Lahey 2010, the socialized mind or "team player" describing past experiences (435)

How You Will Be Graded:

All reflective seminars in the ORGL 3000, 3050, 4000 series will be graded S/U. (Satisfactory/Unsatisfactory, otherwise known as pass/fail.)

In order to receive S satisfactory, students must achieve 70% or higher on all of the following course activities:

- I. Quiz on basic vocabulary and terms Weeks 1-2 (Course Objective Goal 5) 20%
- II. Posting and Responses (Discussion) Week 3 (Course Objective Goals 1-4) 20%
- III. Self-Analysis (Drop Box Assignment) Week 4 (Course Objective Goals 1-4) 20%
- IV. Film Example (Discussion) Week 5 (Course Objective Goals 1-4) 20%
- V. Final Discussion Week 6 (Course Objective Goals 1-4) 20%

SCHEDULE OF ACTIVITIES:**Week 1: Introduction to the Course AUG 19 – AUG 26. INTRO DISCUSSION, ETC. DUE AUG 26.**

- Use of D2L features, including sending an email to the instructor with an attachment.
- First Discussion Post Introduction
- Reading Course Content Learning Modules.

Week 2: Quiz on basic vocabulary and terms AUG 27 – SEPT 3. QUIZ COMPLETED BY SEPT 3.

Terms and concepts can be found in the required reading of various theories and concepts in the Learning Module content. They are also available under Resources/Required Reading for this Course in Module 4.

Topics for questions:

- What does “reflection” mean?
- What gets your “attention” during a learning experience? (Fiddler and Marienau)
- What is a positive feedback loop? (the self as undifferentiated tends to seek out experiences that do not conflict with past beliefs and experiences, we like to have our assumptions reinforced by others, not questioned)
- Why are you continuing your education at this point? (KV Onion Model)
- How would you describe yourself?
- How would you describe the learning experiences you have had in the past?
- Describe an example experience of when you learned something new.
 - Did it change your beliefs in some way? Or, did the experience not challenge your opinions very much? (Kolb Acquisition Model)
- When you learned something new during a job, did it involve an aspect of being a “team player”? How did the social relationships affect how you learned? (Kegan and Lahey)
- How do beliefs and opinions we already have affect how we see a situation? (Sullivan and Rosin)

Week 3: Posting and Responses (Discussion) SEPT 4 – SEPT 11. DISCUSSION DUE SEPT 11.

Describe a previous experience when you learned something new. As you describe it, try to answer the following questions:

- Did you have assumptions about what would be important during the learning experience?
- Did you have assumptions about the person who was teaching you?
- Were any of the assumptions challenged?
- Afterwards, did you feel that the learning experience made you change your mind completely about something, as in you found out you were wrong about something? Afterwards, did you feel that the learning experience made you revise a set of categories you had in your mind – either you had to include or exclude something new? (For this question, think of Kolb’s example of changing one’s own set of items fitting into the category of “automobile” after seeing multiple examples; changing one’s own understanding of what counts as “art” after visiting a museum.)

Week 4: Self-Analysis (Dropbox) SEPT 12 – SEPT 19. ASSIGNMENT DUE SEPT 19.

- What early experiences have shaped my beliefs? When my beliefs have changed, why did this happen?
- What traditions and values do I hold as I enter into new learning experiences?
- Do I have any regrets about how I handled past learning experiences?
- Do I learn the same way that most other people do, or are there any characteristics I have that make it more difficult for me to learn new things?

Week 5: Film Example (Discussion) SEPT 20 – SEPT 27. FILM DISCUSSION DUE SEPT 27.

Choose one film from the list below, view it and then answer the reflection questions:

1. In **Promised Land** (2012), Steve Butler (Matt Damon), a corporate salesman whose journey from farm boy to big-time player takes an unexpected detour when he lands in a small town, where he grapples with local politics, environmental issues and corporate manipulations. Steve has been dispatched to the rural town of McKinley with his sales partner (Frances McDormand) to buy drilling rights from the landowners. The two consummate sales executives see McKinley's citizens as likely to accept their company's offer as much-needed relief for hard economic times. What seems like an easy job becomes complicated as Steve is caught in the middle and re-examines his personal values.

2. In the film **Nobody's Fool** (1994), Sully (Paul Newman) is a rascal but has many friends in a town in upstate New York called Bath. He rents a room from Miss Beryl, his former schoolteacher. He occasionally works odd jobs for his frenemy, Carl. As the story unfolds, we aren't sure whether to like Sully or hold him accountable for mistakes in his past. By the end of the film it becomes clear that Sully is someone who has arrived at particular conclusions about himself and what kind of life he will live and many other people in the town depend on Sully and feel an important connection with him.

3. In the film **How to Make an American Quilt** (1995), Finn Dodd (Winona Ryder) is in graduate school finishing her master's thesis. She is also preparing for her wedding. Like many young people about to get married, she is having some second thoughts and questioning whether she is making the right choice. During a visit with her grandmother, a group of quilting-bee friends share their own life stories and advice; these new insights give Finn a more open-eyed perspective on her life.

4. In the film **Divine Secrets of the Ya-Ya Sisterhood** (2002), Siddalee (Sandra Bullock) is a famous playwright living in New York. She does not get along well with her emotional Southern mother, and does not feel that they can identify with each other very well. They fight with each other through phone calls between New York and the South, until her mother's friends, the members of the Ya-Ya Sisterhood, kidnap Siddalee and take her "home" to the South, where they explain her mother's history and try to patch up the rift between mother and daughter.

Describe the specific assumptions made by the characters in the film.

- Why do the characters hold the beliefs that they do?
- What do they learn about other people or about the world that challenges their long held beliefs?
- How do the goals or desires of the characters change by the end of the film?
- Which character in the film did you most identify with (in terms of how his/her attitude or his/her assumptions changed)?

Tip: Avoid including the plotline in your discussion, concentrate on how the characters develop throughout the film. When applicable, refer to the concepts or theories in the course.

Week 6: Final Discussion SEPT 28 – OCT 5. FINAL DISCUSSION DUE OCT 5.

- Research the stated Student Learning Outcomes of this course or of your particular degree program. Briefly outline them in your discussion response.
 - OR, If you hope to gain PLA credit (Prior Learning Assessment), describe the course or courses for which you plan to seek credit. Describe the Learning Outcomes of the course(s) briefly. [More on PLA may be found at <http://ww2.valdosta.edu/pla/index.shtml>.]
 - Organizational Leadership degree Educational Outcomes are included in Week 6 Learning Module.
- **Describe experiences that you have had that resulted in learning related to each of the learning/educational outcomes.**
- **How will you document the learning you achieved in that context?**
 - Do you plan to include: Training evidence, Certificates? On-the-job evaluations of your work? Letters from people in a position to evaluate your learning at work or in volunteer activities? Artifacts, items you designed or created?
 - How do you plan to collect the items for your portfolio?

Refer to the Grading Rubric for guidance to earn maximum points. When applicable, include references to the concepts from the course content.

Makeup Work: THE LAST DAY FOR ACCEPTING MAKEUP WORK IS OCTOBER 8, MIDNIGHT.

Online Course Evaluations

Student evaluations are extremely important in helping faculty members plan and revise their courses. Students will need to access SOIs (Student Opinion of Instruction) forms via BANNER and complete them during the last few weeks of class. Please take the time to complete this important evaluation (or opt out of providing an evaluation) during the designated period. Students who do not complete the online evaluation (or opt-out after logging into it) will not be able to access the grade for this class. SOIs are in Banner under Answer a Survey.