

ORGL 3050 Reflective Seminar II: Self in Context



Fall 2013 - Session II: October 14 – December 4

Dr. Patricia M. Hinton

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

CONTACT INFORMATION:

- **Online Office Hours:** I am usually online daily at various times. If you would like to have an online chat at a particular time, let me know. Evenings are the best times for me.
- **Telephone:** 850.673.9474 (cell) or 850.948.4189 (home in an emergency)
- **E-mail:** Through the GoVIEW course email (Class List) or pmhinton@valdosta.edu. I usually respond within 24 hours; longer on the weekends.

ORGL 3050: This is a one-hour seminar that develops students' understanding of the conceptual frameworks for reflective learning and asks students to reflect on and document the **social networks, environmental context, and political contexts** that have affected their prior learning experiences.

ORGL 3050 Learning Outcomes:

1. Students will analyze previous experiences using conceptual frameworks for reflection.
2. Students will identify social influences and community relationships that shaped their reactions to past experience.
3. Students will document ethical or theoretical frameworks that influence their decision making and actions.
4. Students will evaluate their own self-awareness, using theoretical frameworks for reflection.
5. Students will critique their own value system vis-à-vis other value systems that they have confronted

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 online in the course, 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 instruction**, this is determined by on-time submission of assignments, quizzes or 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 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 by accessing <http://www.valdosta.edu/access/> or by telephone: (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. VSU's Academic Honesty Policy, Procedures, and the Report of Academic Dishonesty may be found at:

<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>
<http://www.valdosta.edu/academic/documents/ReportofAcademicDishonesty.doc>

E-Mail: It is strongly recommended that students contact the professor through the GoVIEW course area using the Class List or e-Mail feature. (VSU policy mandates that all official communication by e-mail take place through VSU e-mail accounts or through the <https://go.view.usg.edu/> tool. If you are registered as a VSU student, please remember to also 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.

Literature Background:

There is no textbook for this course. Readings are posted online within the course content. In discussions, you are expected to demonstrate knowledge of the concepts presented in the readings and reference them appropriately in the graded Discussions (Film and Final Discussions). The following are the basic concepts

covered in this course. The concepts are introduced and explained in the Learning Modules. They are also available as a group under the Resources Module –Readings for this Course.

1. Sullivan and Rosin's Parts II and III of IV: **Community—“Participation with others populates the imagination with models of what it means to engage the natural, social, and contextual contexts of action.” Responsibility—“the person lives up to her responsibility for others and the values of the community... Only by keeping faith with the trust of others does the professional achieve legitimacy and meaning.”** (Sullivan & Rosin, 2008, p. 94).
2. Korthagen and Vasalos: Phase Model of Core Reflection 3 and 4, Awareness of core qualities needed; plan for Actualization of Core Qualities (KV, 540) – This corresponds to KV Onion Model questions - **What can you do? What do you do? What is it you have to cope with?** (KV, 535).
3. Fiddler and Marienau 2008: **Description of the “role of others’ ideas” in one’s interpretation of situations, connections to others, forming interpretive insights into experiences and observations** (FM, 83).
4. Kolb 1984: **Heightening complexity of interactions to show influences that the individual may be unaware of** (from diagram in figure 6.3, Self as content) **The study of the self as it interacts with the world; Specialization)** .
5. Kegan and Lahey 2010: **The self-authoring mind, agenda-driven leader** (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 (Quizzes feature) 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 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 and Orientation for the Course OCT 14 – 21. INTRO DISCUSSION, ETC. DUE OCT 21.

- Online Introduction to the Course,
- Responding email to instructor affirming that you are familiar with basic D2L navigation elements with attachment.
- Introductory Discussion Post
- Reading in Course Content Learning Modules. (Prep for Terminology Quiz)

Week 2: Terminology Quiz on basic vocabulary OCT 22 – OCT 29. TERMS QUIZ DUE BY OCT 29.

You'll have two hours and two attempts to complete the quiz. The highest score counts.

Topics for questions: [From reading materials In Learning Modules and as a group under Resources/ Readings]

- What does “community” mean to you? (from Sullivan and Rosin)
- Have you been involved in volunteer activities, did you note a sense of accomplishment after these activities? Why?
- Do you feel more self-conscious when you do volunteer activities, or less self-conscious? Most people say that they feel less self-conscious, that being a volunteer helps them to “get out of their own head” in a sense. Why do you suppose this happens?
- In your community, have you thought about what you could do, what you can do, and what challenges you have to cope with in your social context? (Korthagen and Vasalos)
- How have your connections to other people affected how you see experiences and events in your community? (Fiddler and Marienau)
- In reflecting on your past experiences, were there any interactions that might have influenced you without you even being aware of the influence? (Kolb diagram 6.3)
- Imagine yourself interacting with others at work. How would you describe the way you interact with others, what are your basic personality traits? (Kolb diagram 6.3)
- Do you see yourself as a leader? Do you lead by setting agendas for others? Do others agree with you as a leader or not? What is the distinction between being a manager and being a micro-manager? (Kegan and Lahey)

Week 3: Posting and Responses (Three Discussions) OCT 30 – NOV 6. DISC'NS DUE BY NOV 6.

Discussion 1. Consider an example of yourself as a member of team, as a volunteer, as a member of a church group or mission team. **What did you do in terms of interacting with others that went well? What did you do as you interacted with others that did not go well, or that had an effect you did not expect? Looking back, how might you interact with people differently?**

Discussion 2. This is a case study discussion. Read the case study, and imagine yourself in John Reynolds' position.

- **What are the social and contextual influences on how John thinks about his situation?**
- **Are they all equally relevant?**

John Reynolds is a Research Chemist in Alabama. He also volunteers for Habitat for Humanity. In his volunteer work, he receives a lot of personal fulfillment as well as lines on his vita and credit towards “service in the community” at the laboratory where he is employed. One weekend, John sees a documentary film called “Blue Vinyl.” It essentially criticizes the polyvinylchloride-related industries for not using environmentally safe procedures, and for allowing PVC derivative compounds to leach into water tables. The current theory is that these compounds can later cause cancer in the human body. John was especially surprised to learn that vinyl siding on homes is considered to be one of the main contributors to groundwater and water table pollution. The documentary noted that a variety of home builders receive special incentive discounts to use vinyl siding. One such builder is Habitat for Humanity, which has used inexpensive vinyl siding in its homes for years, because Habitat receives vinyl siding at a reduced rate from the vinyl industry as a corporate tax shelter contribution. John does some research in respected journals, and decides that the link between vinyl products and cancer gives him cause for concern.

Discussion 3. This is a case study discussion. Read the case study, and imagine yourself in the young American Department of Defense (DoD) doctor's position.

- **What are the social and contextual influences on how you think about his situation?**
- **Are they all equally relevant?**

It's 1957, and you are a young American doctor working for the Department of Defense in the Marshall Islands. The Marshall Islands are being used by the United States as a nuclear warhead testing site. A friend of yours, Adam Johnson, is a doctor with a volunteer medical team who treats the Marshall Island

natives, who were relocated to an island downwind from the testing sites. Adam mentions to you that over the last ten years, he has noticed an increase in particular kinds of cancers. You suspect that this cancer might be related to radioactive fallout, traveling with the prevailing wind patterns, from the nuclear weapons testing that your group has been engaged in on the islands. What should you do in this case?

Further Background: Between 1945 and 1958, the United States conducted 67 atmospheric tests of nuclear weapon designs on the Bikini and Enewetak atolls of the Marshall Islands. After this testing ended in the late 1950s, residents who had been relocated from these atolls began asking to return to their home islands. But going home proved to be not so simple. At Enewetak, for instance, islands continued to be used for other defense programs through the 1960s and 1970s. Finally, in 1978, an extensive radiological survey was conducted of the northern Marshall Islands, including those in the Bikini and Enewetak atolls. An aerial survey determined the external gamma exposure rate. Samples of soil, food crops, animals, well water, seawater, fish, and more were collected to evaluate the radionuclide concentrations in the atoll environment. About the same time, the U.S. launched a massive cleanup and rehabilitation program on the Enewetak Atoll, scraping off about 76,400 cubic meters of surface soil from 6 islands and sealing it off in a crater on the atoll's Runit Island.

Make your initial post early, so your classmates can respond. Make comments on at least two classmates' posts. S/U grading.

Week 4: Self-Analysis (Drop Box assignment) NOV 7 – NOV 14. Self-analysis due by Oct 14.

In this Drop Box assignment, you should prepare a Word .doc, .docx or .rtf in which you answer the following questions. Use the "Add Attachments" button to browse for your saved document on your computer. Upload it here.

- What social interactions, either at work, in volunteer situations, or with family, have shaped my beliefs?
- When my beliefs have changed, why did this happen?
- When I look back on my learning experiences, how have friends or my community helped or hindered my understanding of the world?
- Do I have any regrets about how I either connected or did not connect with social networks?
- Describe an example of someone you consider to interact ideally with others. How close are you to living up to this example? (Please do consider someone who is a learner, who has had learning experiences, rather than a somewhat more classic example like your mother or Jesus.)

Week 5: Film Example (Discussion) NOV 15 – NOV 22. FILM DISC'N DUE NOV 22.

Choose one film and then answer the reflection questions beneath the film choices:

1. **Barbershop** (2002). Calvin (Ice Cube) runs a barbershop that is a neighborhood institution, begun by his father. Calvin struggles with the feeling that the barbershop is holding him back, and eventually sells it to someone who will not value it. Over the course of the film, we begin to see that the barbershop, and other small community businesses like it, matter a great deal to the people who meet there and discuss the issues of the day. Slowly, Calvin also realizes the true value of the barbershop.

2. **Amélie** (2001). Amélie (Audrey Tatou) is a lonely girl who has grown up sheltered and strongly influenced by her parents' views of the world and their perceptions and their choices. After a series of episodes in which she helps other people to be happy, she finds the key to her own happiness in interacting with others rather than remaining solitary. (French film, subtitled in English).

3. **The Village** (2004). In a quiet, isolated village in old Pennsylvania, there seems to be a pact between the

people of the village and the creatures in the surrounding woods: the townspeople do not enter the woods, and the creatures do not enter the village. The pact stays true for many years, but when Lucius Hunt (Joaquin Phoenix) seeks medical supplies from the towns beyond the wood, the pact is challenged. The result causes the council of elders to fear for the safety of the village the future of the people. Written by M. Night Shyamalan.

4. **The Color Purple** (1985). A young African American girl named Celie Harris (Whoopi Goldberg) faces abuse from her father and her husband, but rises above it to discover herself. Based on the Pulitzer Prize-winning novel by Alice Walker. The film chronicles the problems African American women faced during the early 1900s, including poverty, racism, and sexism – and illustrates the culture of the times. Celie is transformed as she finds her self-worth through the help of two strong female characters – played by Oprah Winfrey and Margaret Avery.

1. **Describe the specific assumptions made by the main characters in the film.**
2. **Why do they hold the beliefs that they do?**
3. **What do they learn about other people or about the world that challenges their long held beliefs?**
4. **How do the goals or desires of the characters change by the end of the film?**
5. **Which character in the film did you most identify with (in terms of how his/her attitude or his/her assumptions changed)?**

HINT: Avoid writing out the film's plotline and concentrate on the characters. The focus of your discussion should be on how the characters develop over time. (Refer to the Grading Rubric for maximum points. Include references/citations to relevant theories in the course. Provide specific examples.)

Week 6: Final Discussion NOV 23 – NOV 30. FINAL DIS'N DUE NOV 30.

- **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.
- **What interactions with others did you have that resulted in learning in each of these outcome activities? Reflect on the social nature of your past learning**
- **Consider how you would be able to document the learning you achieved in that context.**
 - What items, artifacts, or other portfolio items can you provide that will show the learning you achieved in interactions with others?
 - Discuss how you plan to collect the items for your portfolio.

(Refer to the Discussion Grading Rubric for maximum points. Include references/citations to relevant theories in the course. Provide specific examples. Respond to at least two classmates' postings.)

Makeup Work LAST DAY FOR ACCEPTING MAKEUP WORK IS TUESDAY, DECEMBER 3RD.

Online Course Evaluations

Student evaluations (SOIs – Student Opinion of Instruction) are extremely important in helping faculty members plan and revise their courses. Students will need to access SOI evaluation forms via BANNER and complete them in a period 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. They will be in Banner under Answer a Survey.