ELT 632

Cognitive Tools: Mentoring, Leadership and Personal Development
Syllabus - Spring, 2016

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Course Overview

This is the third course in the Cognitive Tools track of the program. The focus of this course is on your development as a leader in education, on developing relationships in your primary learning circle, and on the connections between learning, leadership and mentoring. We will also explore mentoring from both the mentor and mentee perspective. A running theme throughout this class will be the role of diversity in education, as well as our role in making sure that diversity is a part of what we do.

Required Books

- **Super Better**
  Jane McGonigal (ISBN: 1594206368)

- **Leadership from the Inside Out**
  Kevin Cashman (ISBN: 1576755991)

- **Tao Mentoring**
  Chungliang Al Huang (ISBN: 1569246572)

- **Start With Why**
  Simon Sinek (ISBN: 1591846447)

Course Components

The course will be composed of the following pieces:

Discussion Forums (Ongoing, 25%):

The tone of the forums should be conversational, although the content should reflect graduate level thinking. Whenever possible, explicit references to assigned reading should be made. Responses should be thoughtful, meaningful and respectful, although you are free to disagree and argue varying points as part of the learning process.

I expect that all students are active participants in forum discussions throughout this class. "Active" means multiple meaningful posts each week.

The Essence of Leadership (Due 2/19, 20%)

Choose a leader - any leader that you think is particularly effective or a good example of what a leader should be. You will develop a video (or another web-friendly, multimedia presentation) that uses their story, quotes, and ideas to illustrate what it means to be a good leader. Bonus points for themes that relate to education and diversity.

Mentoring Paper (Due 3/18, 30%)

In this project each of you will locate both a mentor and a mentee. The context of the mentoring relationship can be whatever you'd like. However, this project might be more meaningful if the context is leadership or something related to your profession. The context of the relationships don't need to be the same, or even similar, although that might facilitate comparisons between the two. You will meet with your mentor and mentee each a minimum of four times throughout the term. Using your observations from these relationships and meetings, as well as the Tao Mentoring book, you will write a 4-6 page paper that reviews the mentoring process as a context for personal growth and change. The introduction of other sources is highly encouraged. Paper should be in APA format.

SuperBetter (Due weekly, 1/25 - 3/21, 25%)

In part two of SuperBetter, McGonigal includes eight chapters, each with its own focus and quests. Starting the week of the 25th, we will do the quests for one chapter each week, and post reflections in the Sakai forum for that chapter. After the 8th week, we will have a final reflection covering the SuperBetter quests as a whole.

Class Schedule

We will use Sakai and Adobe Connect for the class.

Week	Week Of	Reading	Assignment
Week 1	1/4/2016	McGonigal	
Week 2	1/11/2016	McGonigal	
Week 3	1/18/2016	McGonigal	Begin Superbetter Quests
Week 4	1/25/2016	Cashman	SB: Chapter 5
Week 5	2/1/2016	Cashman	SB: Chapter 6
Week 6	2/8/2016	Cashman	SB: Chapter 7
Week 7	2/15/2016	Tao	SB: Chapter 8 Essence of Leadership - Due 2/21
Week 8	2/22/2016	Tao	SB: Chapter 9
Week 9	2/29/2016	Tao	SB: Chapter 10
Week 10	3/7/2016	Sinek	SB: Chapter 11
Week 11	3/14/2016	Sinek	SB: Chapter 12 Mentoring Paper - Due 3/20
Week 12	3/21/2016	Sinek	SB: Final Reflection
Week 13	3/28/2016	Selected Articles	
Week 14	4/4/2016	Selected Articles	Superbetter Final Reflection - Due 4/10
Week 15	4/11/2016	Selected Articles	

From your friends at GSEP

MAINTAINING COPIES OF ASSIGNED COURSE WORK FOR PROGRAM EVALUATION: The Graduate School of Education and Psychology evaluates its programs on an ongoing basis. The data from such evaluations provide us with information to help improve the quality of the educational experience we provide our students. In addition, the data are used by our accrediting bodies, such as the Western Association of Schools and Colleges (WASC). California Council on Teacher Credentials, and the American Psychological Association (APA), to make decisions as to whether we can maintain our accredited status with these respective associations. To this end, we may archive copies of the papers, examinations, exercises, etc. that students complete as part of their required course work so that we can track if students appear to be meeting the objectives of the program in which they are enrolled. Names will be removed from the assignments we opt to archive for evaluation purposes. If you prefer that your course work not be archived for evaluation purposes, please let me know immediately so that we can make such a notation in the files I keep for each student who enrolls in my courses.

CODE OF CONDUCT: The Graduate School of Education and Psychology strives to create a learning environment which is respectful of the rights and dignity of all members of our learning community. Students are expected to conduct themselves in a collegial, respectful, and professional manner while participating in all activities associated with this course. Students are expected to exhibit behaviors and attitudes consistent with appropriate ethical-legal standards, and to refrain from any fraudulent, dishonest, or harmful behaviors such as plagiarism, cheating, or harassment, which compromise the integrity of the academic standards of the university and/or impact the safety and security of fellow students, staff, and faculty. Failure to comply with appropriate standards of conduct may result in a grade of "F" in the course and dismissal from the program.

RESPECTFUL DISCOURSE: The Pepperdine University Graduate School of Education and Psychology values and respects the perspectives and diversity of our students in regard to ethnicity, nationality, gender, sexual orientation, socioeconomic status, religion, age, and ability status. Thus, it is critical that classroom discussions include respectful dialogue about any issue that impacts the lives of our students, and the individuals, families, and communities that our students serve.

PLAGIARISM: Plagiarism is commonly understood in the academic community to involve taking the ideas or words of another and passing them off as one's own. When paraphrasing or quoting an author directly, one must credit the source appropriately. Plagiarism is not tolerated at the Graduate School of Education and Psychology.

DISABILITY STATEMENT: Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Malibu Campus, Tyler Campus Center 225, 310.506.6500) as early in the semester as possible. All discussions will remain confidential. Please visit http://www.pepperdine.edu/disabilityservices/ for additional information.