



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: SLSS

Course and Section #: 3200 001

Course Title: Leader – Teacher and Mentor

Credits: 3

Course Description

Provides concurrent theoretical and engaged learning experiences that invite students to explore the notion of leader as an effective facilitator of learning and as a coach for self and others. Engages a broad range of current academic literature exploring relevant intra- and interpersonal leadership principles and their interactions within micro and macro level settings. Develops adaptable philosophical and practical toolkit to more effectively navigate within and across multiple settings as a mentor, teacher, and coach to self and others.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: CC Franklin

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate effective leadership and mentoring skills
 2. Apply heightened levels of self-awareness
 3. Model effective learning skills and strategies
 4. Employ skills that facilitate learning (e.g. self-awareness, the acquisition of learning skills and strategies, etc.) in others
 5. Demonstrate increased ability to utilize and connect other students to university and other resources and opportunities
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Course Materials and Texts

Course Requirements

Course Assignments, Assessments, and Grading Policy

Assignments:

Attendance & Participation: Your attendance and choice to engage are vitally important because you will be expected to contribute in class. Also, you are expected to complete all of the readings (according to the schedule listed on Canvas). You are given points for your attendance based on your participation. We hope you come to each class prepared and engaged. You will receive 10 points each day you attend the entire class. Note that showing up late will result in 0 points for the class period. **(250 points)**

Welcome Survey: There will be a short survey for you to complete the first week of class to give the UVU Mentor and I a chance to get to know you better. **(10 points)**

Meeting with UVU Mentor: This class has an assigned UVU mentor who will help assist you in this class and provide you with more opportunities to become connected to others in the class and within the university community. You will set up a time to have an individual meeting with the Mentor before the end of the first month of class. **(20 points)**

One-on-One Chats Confirmation: One of the first things you will do for this class is to schedule a time to meet with a few other students (I will make the assignments during the first week) for the purposes of getting to know them in an informal matter. This activity allows you to begin practicing your interpersonal skills. You will ultimately write up a short reflection of your experiences (see that assignment below). **(10 points)**

Pre-Survey & Post-Survey: Leadership Certificate for Personal and Social Impact: Each student will take a very brief survey that identifies motivations for taking this class, how they heard about the class, and identify their baseline understanding of certain principles. **(2 surveys at 10 points = 20 points)**

Submit top Via Strengths: You will complete a Via Strengths assessment as part of a class assignment. You will bring your results to class. If you completed the VIA Character Strengths Survey within the past 8 months, you can retake it to compare your results or submit your original results (if you feel they are still accurate). **(20 points)**

Four Conversations with Classmates Reflection: One of the best ways to get to know people is to chat with them in an informal, one-on-one setting. The UVU Mentors generally meet one-on-one all of their students in their class within the first 4 weeks. You are expected to schedule time to informally meet with an assigned group of classmates in this class within the first 4 weeks. You will submit a reflection according to the outlined date in the course schedule/Canvas, specifying who you meet with, describing how your conversations went, and what you learned (e.g. I DON'T want a summary of what they told you. I'm interested in what you learned about yourself in the process of meeting with them, facilitating informal one-on-ones, and many other possibilities). **(50 points)**

Resource Share (no more than 7 min.): In this course, you will engage in a resource-sharing activity designed to enhance your ability to connect others to valuable campus resources. Effective mentors actively seek out and share opportunities that benefit others, making this assignment an important exercise in mentoring skills development.

Your task is to **explore and present a campus resource or service** to the class. Each of you will select a unique resource to ensure diversity and depth in the presentations. Your presentation should be well-

organized and include a visual aid (e.g., PowerPoint, Canva) to effectively communicate the features and benefits of the chosen resource. **(50 points)**

Leadership Topic Facilitation (no more than 15 minutes total): You will create a simple mentoring/leadership topic facilitation, based upon topics outlined on Canvas, where you will share how this topic applies to leadership. The topic must be unique/different than one already selected by your peers. You will create a slide presentation to help you guide your discussion. Make sure you remember to share how your chosen topic relates to leadership. Be prepared with an engaging facilitation that could include discussion, group activity, role play, etc. As the facilitator, your goal is to engage the students in your team (not lecture) in meaningful ways and take note of comments and other insight from others. **(75 points)**

Mid-Term Reflection: Your mid-term for this class will be a reflection on your experience and what you have learned in SLSS 3200 thus far. **(50 points)**

Leadership & Self-Deception Facilitation: You and your assigned partners will facilitate a discussion on an assigned section from Leadership & Self-Deception. You will be expected to ask questions of your classmates and work together to lead a class conversation on your assigned material. In addition, your group should create at least one activity to engage the class in the material. You do not submit anything to Canvas for this assignment. **(50 points)**

Empathy Map Interview: As part of your final group project, you will be asked to interview an individual who meets the criteria for the audience your group project is seeking to serve. **(50 points)**

Final Group Project Activity/Presentation: You will want to pay attention to information that is shared throughout the semester, because there will be a culminating group activity presentation that will require you to be familiar with and apply the course content. Your assigned group will develop your own mentoring program in any setting (e.g. youth, elderly, students, etc.). You will hear more about this in class. You will have time in class to discuss and prepare for this final presentation, which will be during the last week of class. **(100 Points)**

Final - Reflection: Your final for this class will be a meaningful reflection on your overall experience with this class. You will be asked to discuss how well you accomplished the outcomes of this course and illustrate these outcomes with specific examples you experienced this semester. We will discuss this further in class. **(100 points)**

The following grading standards will be used in this class:

Grade	Percent
A	94-100
A-	90-93
B+	87-89
B	83-86

B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

Required or Recommended Reading Assignments

Leadership and Self-Deception: Getting Out of the Box, The Arbinger Institute, Publisher: Berrett-Koehler Publishers, Inc., ISBN 978-1-57675-977-6

Selected chapters from *Mentoring: Mindset, Skills and Tools (4th Edition)*

General Description of the Subject Matter of Each Lecture or Discussion

Week 1: Course introduction, policies, and syllabus overview. Icebreaker activity and mentor meetings scheduled.

Week 2: Introduction to MMS&T concepts (Chapters 2 & 4). Overview of the Resource Share project.

Week 3: Exploration of mentorship roles (Chapters 3, 5, & 6). Mentor-led Resource Share example.

Week 4: VIA Strengths and Values discussion, introduction to Leadership & Self-Deception facilitation, and mentor-led activity.

Week 5: Leadership Shield activity and Resource Share presentations begin.

Week 6: Resource Shares, UVU Mentor Panel, and guidance on questioning and feedback (Chapters 14 & 15).

Week 7-8: Resource Shares and Leadership & Self-Deception facilitations.

Week 9: Intersectionality activity and mid-term reflection.

Week 10: Introduction to the final project and design thinking (Empathy and Define stages). Empathy map interviews and leadership skill facilitation.

Week 11-12: Leadership topic facilitations, final project work, and progress through the Design Thinking process (Define, Ideate, Prototype, and Test stages).

Week 13: Leadership topic facilitations and final project work.

Week 14-15: Final project presentations and reflections.

Required Course Syllabus Statements

Generative AI

Artificial intelligence is growing at a rapid pace both inside and outside of educational settings. Because of the nature of this course, I don't believe most assignments will lend themselves well to AI use given the personal nature of the reflections along with the specific examples I am asking you to provide in your writings.

However, I recognize that AI is a tool that many of us use in a variety of ways and it can be appropriate, within limits. For example, if your group wants to use AI to generate some mentor program ideas for your final project, that would be appropriate. What would not be appropriate is if you asked AI to write an entire presentation for you. And, frankly, it wouldn't do a very good job.

Whatever you do, do not submit work directly from an AI as your assignment submission and claim it as your own - this is a violation of academic integrity. Not only will it likely not be what you need to do well on an assignment (it might surprise you just how bad AI can be sometimes), but you will also lose a valuable opportunity to gain new knowledge and skills in using a modern tool.

If you do choose to use an AI tool in an assignment, there are two requirements: 1) please make sure you check and edit it appropriately, and 2) please note on an assignment (or submission comment) what tool you used and what role it played in your assignment. This is both for transparency of work and for us to all learn more about what these tools are good for.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.