

**The University of Texas at Austin  
School of Social Work**

SW 360K	Instructor:	Michael Lauderdale, PhD Clara Pope Willoughby Centennial Professor
	Assisting Faculty	Noel Landuyt, PhD
	Research Assistant	Marisa Lauderdale
Unique No. 62740	Office Location:	SWB 3.130J
Semester: Fall 2012	Office Phone:	(512) 471-9246
Time: M 1:00 p.m. – 4:00 p.m.	Office Hours:	9:00 –12:00 a.m. Friday
Location: School of Social Work & Kealing Middle School		Web: <a href="http://www.longhornleaders.com">http://www.longhornleaders.com</a>

**SW 360 – Leadership in Communities for Middle Schools**

**I. Course Description**

This course is a structured class and field effort in collaboration with and sponsored by the Greater Austin Crime Commission, the Austin Police Department, the Austin Independent School District and Men’s and Women’s Varsity Athletics Academic Programs. The course will be open by instructor’s permission to selected upper class students that have developed specific skills and public profiles to apply these skills to work with middle school aged children (approximately 12 to 15 years old).

The course involves students working in a research class that has several goals. The goals include providing leadership in a middle school setting to assist middle school students and the school to identify leadership skills in students and promote the effective development of these skills.

Each student will provide a brief presentation on his or her personal experiences during middle school and how correct decisions around school work, school attendance, avoiding gangs and drugs and staying in school were important to gaining entrance to college. The student will speak briefly about college schedules and the challenges of work as a student athlete, meeting class expectations and participating in campus life. Each student will make two presentations during the semester at a single school each time. In addition to the student presentations the middle school students will be asked to participate in a weekly diary where they will provide the class with their experiences during the week in staying in school, achieving high grades, participating in extracurricular activities and avoiding decisions that might lessen school success. The middle school students will post their diaries on a restricted, secure web site and class students will read these diaries and provide coaching as needed. Each student will have the lead responsibility twice during the semester of reading and providing responses in writing on the web site.

If middle school students raise issues that are beyond the experience and expertise of the class members, the Instructor will work with the relevant middle school to locate appropriate assistance for the middle school student. All contacts between class members and the middle school students will be either at the middle school or via the moderated web site. Middle school students will not be provided telephone numbers, addresses or e mail addresses of the class members. This is to respect the time and privacy of the class members as well as to avoid any compromising situations.

The activities of the course will require lectures and readings in the areas of early adolescence development, group dynamics including the impact of reference groups and the peer culture, public speaking and some techniques of counseling with adolescents.

## **II. Course Objectives**

By the end of the course the student should be:

1. Familiar with the major concepts and dynamics of development in early adolescence;
2. Familiar with the important decisions that occur during early adolescence;
4. Able to address effectively a young audience about decisions that support school success and those steps that enhance the likelihood of college admission and success;
5. Understand the fundamentals at the psychological and small group level of leadership concepts and leadership style alternatives;
5. Understand the steps in creating a personal retrospective presentation;
6. Be able to moderate a web-based discussion group and assess potential problems in interpersonal communication with young adolescents.

## **III. Teaching Methods**

The format will be lecture and discussion with individual assessment of knowledge and skills, group problem solving exercises, and case study analyses. The class will operate as an upper level seminar with students prepared to discuss assigned material.

## **IV. Prerequisites**

**Completion of SW 311 Survey of the Criminal Justice System or SW 334 Communities and Organizations or SW360 Working With Youth Gangs**

## **V. Required Text and Materials**

Required:

Lauderdale, M. (2012) Annual Report of the Longhorn Leaders, Austin, Tx.

Lauderdale, M (2007) Brief Leadership Concepts

McWhirter, J. et al (2013) At Risk Youth, Belmont, CA: Wadsworth.

**VI. Course Requirements and Grading Policies**

1. Student Video Script, Selection of Performance Tape and Preparation of Presentation Video:

All students will work collaboratively on a web log chronicling the semester.

Approximate Time: 6 hours

2. Personal Script Presentation

Each student will prepare a one minute presentation focusing upon each student's own personal experiences that illustrate the tasks during adolescence and important decision that lead to college success.

Approximate Time 3 hours

3. Presentation at a Middle School Classroom

Each student will participate in two presentations at one middle schools of the tape; his/her personal story and conduct a question and answer session with the middle school students. The School Principal will ask each student at the end of your presentation to sign an agreement to work to achieve the goals that you will articulate in your presentations

Approximate Time 2 hours each time 6 hours

4. Moderating a Web-based Discussion Group.

Each student will post a weekly journal on Blackboard about class progress.

Approximate Time 10 hours

5. Participation at Community Luncheon

All will be required to attend a luncheon to meet community leaders and class sponsors. Various students will be called upon for short remarks.

Approximate Time 2 hours

6. Class Paper

Each student will prepare a personal paper that details some of the critical decisions the student has made from the journey from the 7<sup>th</sup> grade to college success. It will be based upon the Personal Script that is presented to the Middle School students. Paper will illustrate some of the solutions to the developmental tasks faced and key challenges such as school success, economic problems, peer groups, important reference persons, self image, drugs, gangs, sexual activity, etc. Personal paper is due as a Microsoft Word file. Paper is due on December 4, 2009.

Approximate Time 8 hours

## 7. Content Mastery Exams

There will be two exams focused upon key theoretical themes in the class

### Class Tasks and Time Allocations

Web Preparation	6 hours		
Personal Script	3 hours		
Presentations	6 hours		
Web Journal	10 hours		
Paper	8 hours		
Total	33 hours		

### Distribution of Grade Areas

Web Preparation	100 points
Personal Script	100 points
Presentations	100 points
Web Journal	100 points
Personal Paper	300 points
Exams	300 points
Total Possible Points:	1000 points

## VI. Class Policies

Students must conduct themselves with the highest level of scholastic honesty and integrity. Your personal presentations are at the core of the success in this class. Middle school students will only have contact with you during your school presentations and via your moderation session on the Web site. Your personal telephone number, e mail address or home address will not be released to middle school students. AISD personnel have agreed not to ask you to sign articles or to request additional presentations or appearances.

The Publication Manual of the American Psychological Association is the style manual adopted by the School of Social Work. All papers prepared for this class should conform to the APA style. The complete manual is available at <http://www.utexas.edu/socialwork>

### **Specific Student Responsibilities:**

1. This will be a large class with significant crowding. Assist by keeping chairs orderly and backpacks under the desks.
2. Attend class regularly. Attendance will be taken and counts toward final grade. Early departure must receive prior approval by the instructor. Repeated occurrences will result in the student being dropped from the class.
3. During class time, no telephones or computers or pagers or iPod devices or reading material other than text and notes. You will see some material that cannot be copied or photographed.

4. Hats and caps off during class. Men are not to wear chains or ear rings. Women must wear modest jewelry. Remember you will be working with 7<sup>th</sup> graders and we must reflect the dress rules of the school.
5. No food or drink during class.
6. Check class Blackboard site weekly at <http://courses.utexas.edu>
7. Come prepared to class to participate. Instructor will ask questions about material including Blackboard postings and you will want to be prepared.
8. Dress appropriately. We will have frequent guest speakers that you may see in other settings and that watch what we do and who we are at the University closely. Set the correct standard. Clothes and general personal presentation are critical issues relative to some topics of this class. Guest speakers will include community leaders from many sectors and persons involved in the development of social policy and organizational leadership.

### VIII. Course Schedule

Class will meet weekly at 1:00 in SWB 2.132. Presentations at School assemblies will occur on Monday afternoons in lieu of class meetings. When the O'Henry Middle School students come to campus we will meet in the Auditorium at Moncrief. The question and answer period is to help communicate to the middle school students your story and to assist the police officers in developing rapport with the middle school students. Part of the class effort is to have the officers develop more regular rapport with middle schoolers.

<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Chap.</b>
Monday, Sept, 10	Introduction to class; objectives and teaching methods.	Newman and Newman	Introduction
Monday, Sept, 17	Preparing Script for Presentation and Photographs		
Monday, Sept, 24	Presentation Reviews and Introduction to Kealing with Mr. Mendoza, Mr. Villa, Ms. Gonzales and Ms. Ashorn	Newman and Newman	1-4
Monday, Oct, 1	Leadership Concepts and First Content Mastery Exam Chapters 1-3 and Lectures	Newman and Newman	5-8
Monday, Oct, 8	Street Gangs, Prison Gangs and Cartels with Ms. Burman and Lt. Muniz		9-12

Monday, Oct 15	Review of Presentations	13-15
Monday, Oct 22	Final Presentation Review and Second Content Mas- tery Exam	
Monday, Oct 29	Presentation Keeling	16
Monday, Nov, 5	Presentation Keeling	
Monday, Nov, 12	Presentation at Keeling	
Monday, Nov, 19	UT Class Room	
Monday, Nov, 26	Presentation at Gardner- Betts	
Monday, Dec, 3	Presentation at Keeling	
Monday, Dec, 10	<b>Personal Paper Due</b>	
Monday, Dec, 10	Keeling on UT campus	

## **IX Internet**

A significant resourced in this class is involvement with internet resources: syllabus, many assignments, discussion group, personal assessments, additional readings, Powerpoint presentations of lectures, selections from my research, practice examinations, etc. You will need to have your University Account validated and regularly access the class site.

**Class Roster**  
**TBA**

**Additional Readings**

These are supplementary material on a variety of topics. There will be additional handouts and specific assignments of Internet-based readings.

Anderson, S. C. and Lauderdale, M. L. (1986). *Developing and Managing Volunteer Programs: A Guide for Social Service Agencies*, Springfield, IL.: Charles C. Thomas, Bluestone, B., and B. Harrison. (1982). *The Deindustrialization of America*. New York: Basic Books.

Clegg, S. R. (1989). *Frameworks of Power*. Thousand Oaks, CA: Sage.

Rothman, J. (1995). "Approaches to community intervention." In J. Rothman, J. L. Erlich, and J. E. Tropman (Eds.). *Strategies of Community Practice*, Fifth Edition. Itasca, IL: F. E. Peacock Publishers, Inc., 26-63

Duster, T. (1987). "Crime, Youth Employment and the Underclass." *Crime and Delinquency*. 33:300-316.

Ecklein, J. (1984). *Community Organizers*, Second Edition. New York: John Wiley & Sons.

Eitzen, D. S., and M. B. Zinn. (1993). *In Conflict and Order*. 6<sup>th</sup> ed. Boston; Allyn and Bacon.

Fellin, P. (1995). *The Community and the Social Worker*, Second Edition. Itasca, IL: F. E.

Follett, M. P. (1924). *Creative Experience*. New York: Longmans, Green.

Follett, M. P. (1940). *Dynamic Administration: The Collected Papers of Mary Parker Follett*. New York: Harper & Row.

Lewin, K. (1948). *Resolving Social Conflicts: Selected Papers on Group Dynamics*. New York: Harper & Row.

Maslow, A. (1952). *Motivation and Personality*. New York: Harper & Row.

Moore, J.W. (1978). *Homeboys: Gangs, Drugs, and Prisons in the Barrio of Los Angeles*. Philadelphia: Temple University Press.

Warren, R. L. (1978). *The community in America*, 3rd Edition. NY: University Press of America.