

## HHD 402

### Women's Leadership Initiative: Leadership Concepts and Competencies

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#### SPRING 2021 SYLLABUS

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### **Course Description**

HHD 402 is the second semester of the year-long required course for students selected to participate in the Women's Leadership Initiative. It is specifically designed to work in concert with WLI activities to support students in their development of the foundational values, knowledge, skills and confidence to realize their potential as effective, life-long leaders. This course is 2 credits.

### **Student Learning Objectives**

By the end of the 2020-21 academic, year each student will:

1. Develop a deeper knowledge of herself and others
2. Be able to define and critically assess leadership concepts
3. Develop leadership skills
4. Practice leadership through service

### **Course Philosophy and Expectations of Students**

You were selected to participate in WLI because of your potential to become an outstanding lifelong leader. To be successful in this course, and to realize your potential, you are expected to be an active and collaborative partner in your learning and development. We have designed this course – and the WLI program as a whole – to guide and support your journey, but you are responsible for your learning and for being a full, collaborative partner in the process.

#### **You are responsible for:**

- **Being completely and fully present during class and all WLI activities**  
This means focusing on class and the activities at hand during class – both actively listening and participating. It also means no email, no texting, no phone calls, no other classwork, and no extraneous conversations during class.
- **Your own learning and actively contributing to a collaborative and productive learning environment**
- **Treating each other with respect: your classmates, your instructors, and guests**  
This includes listening, considering and respecting each other's views even when different from your own; speaking and writing using a respectful tone; and being completely and fully present (as described above).
- **Learning from our mistakes; sharing and celebrating our successes**

### **Course Materials**

There is one REQUIRED textbook for HHD 402:

Northouse, P. G. (2019). *Leadership: Theory and Practice, Eighth Edition*. Sage. This text is available from the Penn State Bookstore and will be on reserve at Paterno-Pattee Library.

Additional readings: Any additional readings will be made available through the Canvas course website or electronic library reserves.

**Grading Policy and Grades**

**Scale for final course grade:**

93-100%	A
90-92%	A-
87-89%	B+
82-86%	B
80-81%	B-
77-79%	C+
70-76%	C
65-69%	D
<65%	F

**Your course grade will be determined as follows:**

Written Reflection Assignments	25%
Communication Skills	25%
Class Participation	20%
Celebration Sendoff Presentation	5%
Service Project and Paper	10%
Service Project Presentation	5%
Leadership Philosophy	10%

**Grading criteria:**

All required work is assessed using a grading rubric developed for that particular component. All grading rubrics are provided on the WLI Canvas website. It is highly recommended that, in addition to the assignment instructions, you consult an assignment’s grading rubric before you begin an assignment.

**Grade appeals:**

Contact the instructors to address any questions or concerns you have about an assignment grade. If you decide to submit your assignment to be formally re-graded, the assignment must be accompanied by a clear and specific written explanation of why you would like her to re-grade the assignment. If you submit an assignment to be re-graded, you are accepting the fact that your assignment grade may increase, but it also could decrease or remain the same. All formal requests for re-grading of an assignment must be submitted within one week of receiving the graded assignment.

**Attire :**

Dress code for Friday Sessions and the Saturday session on March 20 is **business casual**: slacks or skirt (no leggings, jeans, or khakis); blouse, shirt or top with modest neckline; jacket (optional); and shoes (no sneakers or flip-flops) that are comfortable for the business ahead. The professionals with whom you will interact will notice your attire and the messages they receive from you as a result.

Dress code is **business attire** : slacks or skirt, modest top, business shoes for:

- Celebration Sendoff

**Required Work and Policies**

A table delineating the required work due dates and times is provided at the end of the syllabus.

**1. Readings**

Required readings are noted on the class schedule at the end of the syllabus. You are expected to complete these readings before class, since you will be asked to draw on the readings in class and in the assignments. Options to access these readings have been noted in the previous section titled “Course Materials”.

**2. Written Reflection Assignments (25% total)**

You will complete four reflection papers over the course of the spring semester (5% each). These reflections ask you to think deeply and critically about leadership based on course readings, presentations, activities and your own experiences. The reflections require you to identify, interpret and synthesize what you are learning over time. Your grade is based on the quality of your thinking and the quality of your presentation of your thinking. Additional instructions for the reflections will be provided on Canvas.

**3. Communication Skills (25% total)**

**a. Mentor Communications (10%)**

You are required to complete two specific written communications with your assigned WLI mentors. As always, you are encouraged to communicate with your mentor more often!

**b. Thank-you Notes (5%)**

You will write thank you notes to panelists and guest speakers at the culmination of each class or event. WLI will provide you with notecards for your thank-you note and then a selection of these cards will be sent by WLI to the guest. Additional instructions will be provided on Canvas.

**c. Questions for Panel Discussions (5%)**

In advance of every panel discussion, you will submit two questions in advance of every panel that you would like the panelists to address. Your questions must be related to leadership and the panel theme. Additional instructions will be provided on Canvas.

**d. Expert Lecture Attendance (5%)**

You are required to attend one Expert Lecture event and submit a brief summary and commentary by noon 7 days after the event. Please request prior approval to Dr. Lorek or Ms. Clark. Instructions regarding the summary/commentary will be posted on Canvas.

**4. Class Participation (20%)**

Full participation in class by every student is imperative for learning. You will come to class prepared to actively participate in class discussion and activities. You will receive a class participation grade for every class. The class participation rubric (on Canvas) shows that grading reflects the quality of a student’s participation and effort (e.g., thoughtful questions and comments, active listening and discussion in both small and large group settings, being engaged in class activities, etc).

**5. Celebration Sendoff Presentation (5%)**

You will give a group presentation at the Celebration Lunch that showcases your learning during the course of the entire academic year. Time is allotted during class for group work, but it is anticipated that some of the work will be done out of class.

**6. Service Project Paper (10%) and Presentation (5%)**

You will spend a minimum of 10 hours of service during the spring semester and complete a reflective paper in which you draw from your service project experiences to explore WLI's key themes: deeper knowledge of self and others; development of your leadership philosophy; and development of leadership skills. Instructions will be posted on Canvas. In addition, you will give a brief presentation of your service project experience, and its relation to leadership, during the final class meeting on April 9.

**7. Personal Leadership Philosophy (10%)**

You will develop a written statement of your leadership philosophy. There are three assignments, equally weighted. First, 10 questions about your leadership philosophy. The second and third assignments are a written statement of your personal leadership philosophy. Additional instructions will be posted on Canvas.

**Assignment Submission Policy:**

All assignments are due on the day and by the time specified in the syllabus unless you receive explicit permission from the instructors to do otherwise. If events beyond your control will prevent you from turning in an assignment on time, request an extension from Dr. Lorek or Ms. Clark **before** the due date and time. Assignments submitted late without prior approval from the instructors will receive a zero (0) – no exceptions! There are no extra credit opportunities.

**Attendance Policy:**

Attendance at all WLI classes and activities is mandatory unless otherwise specified. Only absences that are due to events beyond your control (e.g., illness, family emergency) or another academic activity (e.g., attending a professional conference) will be authorized by Dr. Lorek or Ms. Clark. As soon as you encounter an attendance issue, you must contact Dr. Lorek or Ms. Clark. Since you are responsible for your learning, you must make arrangements to make up the work and learning you miss; the make-up work corresponds to the objectives of the missed class and requires students to devote the equivalent amount of class time missed.

**Online/Virtual classroom:**

This class, or portions of this class, will be recorded by the instructor for educational purposes. These recordings will be shared only with students enrolled in the course. You will be required to consent to the recording at the beginning of each class session.

**Special 2020 COVID-19 Note**

**COVID-19 Policies and Resources.** We know from existing data that wearing a mask in public can help prevent the spread of COVID-19 in the community (Lyu & Wehby, 2020; CDC, 2020; Johns Hopkins Medicine, 2020). In accordance with PA Department of Health regulations and guidance from the Centers for Disease Control and Prevention (CDC), The Pennsylvania State University has determined that everyone will be required to wear a face mask in university buildings, including classrooms. *You MUST wear a mask appropriately (i.e., covering both your mouth and nose) in the building if you are attending class in person.* Masks have been provided for students, instructors, and staff, and everyone is expected to wear one while inside any university building. Clarification from the Environmental Health and Safety Office states “there is evidence that single-layer face coverings, including many neck gaiters, are not as effective in stopping respiratory droplets as multi-layer face coverings. At this time, it is recommended that all faculty, staff, and students wear a multi-layer mask or a procedure mask.

*Students who choose not to wear a mask may participate in class remotely, but may not attend in person.* This is to protect their health and safety as well as the health and safety of their classmates, instructor, and the university community. Anyone attending class in person without a mask will be asked to put one on or leave. Instructors will end class if anyone present refuses to appropriately wear a mask for the duration of class. Students should also be sure they are situated at least six feet away from their fellow students and seated in a seat that is designated to ensure that distance. (Add other appropriate language specific to the class here.) Students who refuse to wear masks appropriately or adhere to other stated requirements may face disciplinary action for Code of Conduct violations. On a case-by-case basis, students may consult with Student Disability Resources for accommodations if they cannot wear a mask. Students requiring such accommodations may be advised to take advantage of and participate in the course through synchronous remote learning. Finally, students who are experiencing COVID-19 related symptoms should not attend class in person and are encouraged to contact a health care provider. More information at:

- ☐ Centers for Disease Control and Prevention. (2020, April 3) Recommendation Regarding the Use of Cloth Face Coverings, Especially in Areas of Significant Community-Based Transmission.  
<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover.html>
- ☐ Johns Hopkins Medicine. (2020, June 17) Coronavirus Face Masks & Protection FAQs.  
<https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus/coronavirus-facemasks-what-you-need-to-know>
- ☐ Lyu, W. and Wehby, G.L. (2020, June 16) Community Use Of Face Masks And COVID-19: Evidence From A Natural Experiment Of State Mandates In The US. Health Affairs.  
[https://www.healthaffairs.org/doi/full/10.1377/hlthaff.2020.00818?url\\_ver=Z39.88-2003&rfr\\_id=ori%3Arid%3Acrossref.org&rfr\\_dat=cr\\_pub++0pubmed&](https://www.healthaffairs.org/doi/full/10.1377/hlthaff.2020.00818?url_ver=Z39.88-2003&rfr_id=ori%3Arid%3Acrossref.org&rfr_dat=cr_pub++0pubmed&)

### **Wellness day syllabus statement:**

Penn State has opted to begin the spring semester one week later and to eliminate Spring Break to help fight the spread of COVID-19 by reducing travel. To offset the loss of a mid-semester break, the University has instituted Wellness Days for Spring 2021: Tuesday, February 9; Thursday, March 11; and Wednesday, April 7.

No class meeting will happen, either in person or remotely, for the Wellness days, and no assignments will be due on those days. Students are encouraged to use the day to focus on their physical and mental health. Please see <https://wellnessdays.psu.edu/> for University sponsored events focusing on wellness that may be of interest to you. See Canvas and the course syllabus for any work that may be due before the next class meeting.

### **Penn State Policies:**

#### **1. Academic Integrity (Policy 49-20)**

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members

of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Using others' written words without attributing their source is a form of intellectual property theft (i.e., 'plagiarism'), and is taken especially seriously in this course. Most published information belongs, in some sense, to someone. Using others' words is usually acceptable, as long as it is acknowledged as theirs by proper citation. Papers that include inadequate citations or other evidence of plagiarism will be penalized heavily.

For more information about the College of Health and Human Development's expectations and policies regarding academic integrity, please visit <https://hhd.psu.edu/undergraduate/advising/academic-integrity-college-health-and-human-development>.

**Violations of the University's Academic Integrity Policy include the following:**

**Cheating:** using crib sheets of any kind, preprogrammed calculators or cell phones, use of notes during a closed book exam

**Copying on tests:** looking at other students' exams, copying with a plan with another student, passing notes during exams; exchanging exams with another student

**Plagiarism:** fabricating information or citations; copying from the Internet or submitting the work of others from journals, articles and papers, or books; submitting other students' papers as one's own. Any material, regardless of length, that is the work of somebody else and who is not given explicit credit by citation, submitted as one's own, is plagiarized material.

**Tampering with work:** changing one's own or another student's work; tampering with work either as a prank or to sabotage another's work

**Acts of aiding and abetting:** Facilitating academically dishonest work by others; unauthorized collaboration on work; permitting another to copy from one's exam; writing a paper for another; inappropriately collaborating on home assignments or exams without permission or when prohibited

**Unauthorized possession:** Buying or stealing of exams or other materials; failing to return exams on file or reviewed in class; selling exams; photocopying exams; any possession of an exam without the instructor's permission

**Submitting previous work:** Submitting a paper, case study, lab report, or any assignment that had been submitted for credit in a prior class without the knowledge and permission of the instructor

**Ghosting or misrepresenting:** Taking a quiz or exam or performing a class assignment in place of another student; having another student do the same in one's place; signing in as present in class for another student or having another student do the same in one's place

**Altering exams:** Changing incorrect answers and seeking favorable grade changes when instructor returns graded exams for in-class review and then collects them; asserting that the instructor make a mistake in grade. Other forms include changing the letter and/or numerical grade on a test.

**Computer theft:** Electronic theft of computer programs or other software, data, images, art, or text belonging to another.

**2. Reporting Bias**

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity,

national origin, race, religious belief, sexual orientation, or veteran status are not tolerated.

Students, faculty, or staff who experience or witness a possible bias motivated incident are urged to report the incident immediately through Educational Equity at the Report Bias webpage:

<http://equity.psu.edu/reportbias/>

### **3. Students with Disabilities**

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Student Disability Resources (SDR) website provides contact information for every Penn State campus: <http://equity.psu.edu/sdr/disability-coordinator>. For further information, please visit Student Disability Resources Web site: <http://equity.psu.edu/sdr>.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/sdr/applying-for-services>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

### **4. Counseling and Psychological Services**

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional well-being. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Counseling and Psychological Services (CAPS) (814) 863-0395 or 501 Student Health Center during regular office hours (8 am-5 pm, Monday-Friday)

Penn State Crisis Line (24 hours/7 days/week) (877) 229-6400

Crisis Text Line (24 hours/7 days/week) Text LIONS to 741741

Mental Health Providers (all campuses) <https://elections.psu.edu/caps-cpd/>

If you or someone you know is experiencing a crisis situation, information on resources at CAPS and other local groups that can help is found at <http://studentaffairs.psu.edu/counseling/crisis/>.

### HHD 402 Class Schedule and Assignments – Spring 2021

Session Details	Topics	Readings: complete before class on day assigned	Assignments DUE
Week 1			
Friday, 1/22 WLI Friday Session #1 2:30-8:00 p.m. Remote via Zoom Attire: Business Casual	Developing knowledge of self and others; Defining leadership; Developing leadership skills: adaptive leadership, philanthropy	Northouse Chapter 6 (Path-Goal Theory): pp.115-124 and p. 135 Northouse Chapter 7 (Leader-Member Exchange Theory): pp. 137-148 and 157-158	1/31: Personal leadership philosophy 10 questions exercise due by 11:59 p.m.
	<p>2:30 p.m.      <i>Syllabus Review</i></p> <p>3:00 p.m.      <i>Adaptive Leadership: Jennifer Cross</i></p> <p>5:00 p.m.      <i>Celebration Lunch introduction</i></p> <p>5:30 p.m.      <i>Dinner</i></p> <p>6:00 p.m.      <i>Networking: Georgean Wardzinski</i></p> <p>7:30 p.m.      <i>Mentor Check-In/Announcements</i></p> <p>8:00 p.m.      <i>Adjourn</i></p>		
Week 2			
1/25-1/31	No class meeting		2/7: Written Reflection #1 due by 11:59 p.m.
Week 3			
2/1-2/7	No class meeting		
Week 4			

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Session Details	Topics	Readings: complete before class on day assigned	Assignments DUE
Friday, 2/12 WLI Friday Session #2 2:30-8:00 p.m. Location: Remote via Zoom Attire: Business Casual	Defining leadership, Developing leadership skills: ethical leadership, civic engagement	Northouse Chapter 13 (Leadership Ethics): pp. 329-349 and pp. 359-360	2/7: Panel questions (Couples Panel) due by 11:59 p.m. 2/14: Mentor Communication #1 due by 11:59 p.m.
<p> <i>2:30 p.m. Introduction to Session</i>  <i>2:45 p.m. Erin Heidt-Forsythe Ethics and Leadership</i>  <i>4:00 pm Break</i>  <i>4:15 pm Case Study in Ethics</i>  <i>4:45 pm Celebration Sendoff Planning</i>  <i>5:15 p.m. Dinner</i>  <i>5:45 pm Jessica Menold, the Maker Ambassadors</i>  <i>7:45 p.m. Adjourn</i> </p>			
Week 5			
2/15-2/21	No class meeting		2/21: Written Reflection #2 due by 11:59 p.m.
Week 6			
Friday, 2/26 WLI Friday Session #3  2:30-8:00 p.m. Location: 22 BBH Pike Auditorium Attire: Business Casual	Developing knowledge of self and others, Developing leadership skills: financial management, networking, work/life balance (couples panel)	Northouse Chapter 8 (Transformational Leadership): pp. 161-180 and p. 190	2/28: Personal Leadership Philosophy #1 due by 11:59 p.m.

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Session Details	Topics	Readings: complete before class on day assigned	Assignments DUE
	<p>2:30 p.m. Service project check-in                      2:45 p.m. Erica Hogue: <i>The Role of Work/Life Balance in Leadership</i>                      4:00 pm Break                      4:15 p.m. Fun Activity/Announcements                      5:00 p.m. Financial Health: Deborah Pajak                      6:00 p.m. Dinner                      6:30 p.m. Panel Discussion: Couples Panel on Work/Life Balance                      7:30 p.m. Adjourn</p>		
Week 7			
3/1 – 3/7	No class		<p>3/6: Written Reflection #3 due by 11:59 p.m.                       3/7: Panel Questions (Harrisburg) due by 11:59 p.m.</p>
Week 8			
3/8-3/14	No class meeting	None	
Week 9			
<p>Friday, 3/19                      Harrisburg speakers and                      Saturday, 3/20 (9 a.m.-3 p.m.)                      Weekend Workshop                      Location: Zoom/Virtual on Friday and                      22 BBH on Saturday, Pike Auditorium                       Dress Code: Business Casual</p>	<p>Developing knowledge of self                      and others; Developing                      leadership skills: ethical                      leadership, building self-                      confidence, and healthy                      eating</p>	<p>Northouse Chapter 10 (Servant                      Leadership): pp. 225-241,                      pp. 253-254</p>	

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Session Details	Topics	Readings: complete before class on day assigned	Assignments DUE
	<p><b>Friday:</b>            9:00 a.m. Program begins            3:00 p.m. Program ends</p> <p><b>Saturday:</b>            9:00 a.m. Breakfast/Harrisburg Debrief            9:30 a.m. Kelsey Holland/Kinesiology            11:30 a.m. Fun Activity            12:00 p.m. Lunch            12:30 p.m. Body Image, Bias, and Better-For-You Eating: Rabiya Bower            1:30 p.m. Jennifer Hamer, Impact of DEI on Leadership and Decision Making            2:30 p.m. Celebration Sendoff planning            3:00 p.m. Adjourn</p>		
Week 10			
3/22-3/28	No class meeting	None	3/28: Written Reflection #4 due by 11:59 p.m.
Week 11			
3/29 – 4/4	No class	None	4/4: Panel Questions (Issues Facing Young Leaders) due by 11:59 p.m.  4/16: Personal Leadership Philosophy #2 due by 11:59 pm
Week 12			

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Session Details	Topics	Readings: complete before class on day assigned	Assignments DUE
<p>Friday, 4/9 WLI Friday Session #4 2:30 – 7:45 pm Location: 22 BBH Pike Auditorium Attire: Business Casual</p>	<p>Developing knowledge of self and others; Developing leadership skills: work/life balance, issues facing young leaders</p>	<p><i>See links in Canvas:</i> Slaughter, A. (2012, June 13). Why Women Still Can't Have It All  Slaughter, A. (2012, July 2). The 'Having It All' Debate Convinced Me to Stop Saying 'Having It All'  Adams, S. (2013, March 4). 10 Things Sheryl Sandberg Gets Exactly Right in 'Lean In'  Marche, S. (2013, June 9). Home Economics: The Link Between Work-Life Balance and Income Equality</p>	<p>4/12: Service Project Paper due by 11:59 p.m.</p>
<p>2:30 p.m.      <i>Introduction to Session</i> 2:45 p.m.      <i>Gail Frazier, Marriott VP, Global Sales for US/ Canada, Work/Life balance</i> 3:45 p.m.      <i>Break</i> 4:00 p.m.      <i>Generational Leadership, Amy Lorek</i> 5:00 pm        <i>Fun Activity</i> 5:30 p.m.      <i>Dinner</i> 6:00 p.m.      <i>Panel Discussion: Issues Facing Young Leaders</i> 7:00 p.m.      <i>Service Project Presentations</i> 7:30 p.m.      <i>Celebration Sendoff final details</i> 7:45 p.m.      <i>Adjourn</i></p>			
<p>Week 13</p>			
<p>Saturday, 4/17 Celebration Sendoff <b>11:30 am – 2:00 pm</b> <b>Location: TBD</b> Attire: Business Casual</p>			<p>4/19: Mentor Communication #2 due by 11:59 p.m.</p>

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Session Details	Topics	Readings: complete before class on day assigned	Assignments DUE
Week 14			
4/19-4/25	No class	None	
Week 15			
4/26-5/2	No class		
Final Exam Week			
5/3-5/9	No final exam		