ENES 215: Flexus Seminar III
Fall 2013
Thursdays 4:00 – 5:15 pm
EGR 0110

Instructor Information
INSTRUCTORS: Dr. Paige Smith Candice Staples
OFFICE: 1131 Martin Hall (Mon-Thurs) 1131 Martin Hall (Fri)
0110 Easton Hall (Tues) 0110 Easton Hall (Tues-Th)
OFFICE HOURS: 10:00-11:00 am Tuesdays 11:00 am – 1pm Tu Easton
or by appointment 1:00 – 3:00 pm Th (Easton)
OFFICE PHONE: 301.405.3931 x59434 and x56610
EMAIL: pesmith@umd.edu cstaples@umd.edu

Course Description
This course is designed to assist you as you continue your path to becoming a successful and well-rounded engineer. You will be provided with information that will assist your success both personally, academically and professionally. This course will focus on:
1. Enhancing professional and personal development
2. Developing self-confidence and self-efficacy in academic and technical ability, and encouraging self-awareness
3. Identifying and employing strategies and skills for academic and professional success
4. Developing career commitment through networking, mentoring, and role models
5. Developing awareness of issues of diversity, specifically gender diversity

Course Objectives
Flexus, specifically through this seminar, centers on the following learning outcomes. With successful completion of this course:
1. Students will expand upon their decision to major in engineering at UMD.
2. Students will enhance their understanding of the social relevance of engineering through research activities that apply classroom learning to social, environmental, and technical needs.
3. Students will improve skills essential to the study of engineering through practice in group processes and interpersonal communication.
4. Students will continue to increase their awareness of campus resources and support services.
5. Students will increase their awareness of issues related to women in the field of engineering by
   • Sharing stories and engaging in conversations with science and engineering role models regarding their personal experiences in academia and industry,
   • Exploring diversity and multiculturalism,
   • Examining their values regarding particular multicultural and gender-related issues.
6. Students will synthesize and apply new knowledge and skills through directed self-reflection and group activities.
Readings
Leadership Reading:
Signature Theme Report & Strengths Insight and Action-Planning Guide (information will be emailed to you or posted on blackboard)

Lean In:
Lean In: Women, work and the will to lead by Sheryl Sandberg (books will be given out in class on the first day)
  Chapters 1-3
  Chapter 4
  Chapter 7

Course Policies
Attendance
Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.
2. If a student is absent more than 3 time(s), the instructor may require documentation signed by a health care professional.
3. If a student is absent on days when papers are due [or other such events as specified in the syllabus] he or she is required to notify the instructor in advance, and upon returning to class, bring documentation of the illness, signed by a health care professional.
4. There will be make-up work for classes that students miss.

Cell Phones & Laptops
All cell phones and laptops should be in the “silent” mode and should not be visible during class. Points may be deducted from the professionalism grade for repeated offenders.

Missed/Late Assignments
Students are expected to turn in all assignments, journals, papers and projects at the beginning of the class on the date due or it will be considered late. If you plan to miss a class, it is your responsibility to turn in the assignment before the class in person (i.e., during office hours). There will be a 10% point deduction from the assignment for each day it is late.

Academic Integrity
The University of Maryland has a nationally recognized Honor Code, administered by the Student Honor Council. This code sets standards for academic integrity for all undergraduate and graduate students, and you are responsible for upholding these standards in this course. It is very important for you to be aware of the consequences for cheating, fabrication, facilitation, and plagiarism. For more information visit: http://www.shc.umd.edu.

Students who engage in academic dishonesty in this course will receive no points for the assignment, and will be reported to the Honor Council and Office of Judicial Programs for further action. There will be no warnings. Remember, it is never worth it!
Religious Observances
Absence due to religious observance will not be penalized. However, it is the student’s responsibility to notify the instructors within the first three weeks of class regarding any absence(s) for the entire semester.

Persons with Disabilities
Students with a documented disability should inform the instructors as soon as possible if academic accommodations are needed. Accommodations for individuals with disabilities can be arranged through the Disability Support Service (DSS), a division of the University Counseling Center. Please call 301.314.7682, e-mail dissup@umd.edu, or visit Susquehanna Hall for more information.

Multicultural Statement
The instructors of this course are committed to creating an open and accepting environment in which diversity, opinions, unique perspectives, and others’ worldviews are respected.

Special Accommodations
Any student with special needs or circumstances (work conflicts with outside activities, personal issues, etc.) should feel free to meet with the course instructors during office hours to discuss accommodations and/or special circumstances. Make-up work will be provided to cover the material that was missed.

Limits to Confidentiality in the Classroom
While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services and to the University President’s Designee, the University’s Chief of Police. In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adult’s daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors and mental health professionals are not required to report child abuse neglect to the President’s Designee, but are required by law to make reports to Child Protective Services.

Evaluation Process
A total of 1000 points will be allocated as follows:

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Maximum Points</th>
<th>Total Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan for Academic Success</td>
<td>25 points</td>
<td>25 points</td>
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<tr>
<td>Autobiography Paper</td>
<td>125 points</td>
<td>125 points</td>
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<tr>
<td>Strengths Quest</td>
<td>100 points</td>
<td>100 points</td>
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<tr>
<td>Multicultural Challenge</td>
<td>100 points</td>
<td>100 points</td>
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<tr>
<td>Engagement Logs</td>
<td><strong>250 points</strong></td>
<td><strong>250 points</strong></td>
</tr>
<tr>
<td>Journal Entries</td>
<td>2 @ 50 points</td>
<td>100 points</td>
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<tr>
<td>Chat Board Discussion</td>
<td>50 points</td>
<td>50 points</td>
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<tr>
<td>Video</td>
<td>150 points</td>
<td>150 points</td>
</tr>
<tr>
<td>Participation/Professionalism</td>
<td>100 points</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td>--</td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>
**Grading Scale**

In order to pass this class, all assignments must be completed. The following grading scale will be used:
Evaluation Criteria

Plan for Academic Success
Completing an Academic Success Plan is important for time management and being a successful student. This is due on September 12 at the beginning of class.

Autobiography Paper
It is vital to know oneself and one’s formative influences before leading and influencing others. Write a 3-5 page, double spaced, autobiography that reflects on the following:
- People who have influenced your growth, development and identity (e.g. mentors, friends, role models, family)
- Causes for which you have passion and/or experience
- Beliefs, values, and passions that inform your action and that ground you
- Key transformative experiences
- Personal qualities that define you
- Obstacles and challenges that you have confronted or encountered
The paper is due on October 3rd. You will share your initial reflections and experiences and compare them to your peers’ experiences during class discussion on September 26th.

Strengths Quest
More information will be provided to you via email or posted on Canvas. Due: October 10th. To be able to fully engage in the class discussion please read your entire Strengths Quest report.

Journal Entries
Journals are an expression of your thoughts and reactions to academic and social experiences. You will be required to submit four journal entries electronically on Blackboard. Each journal is due by 4:00pm on Thursdays, and specific topics will be posted on Canvas the week before they are due. Length: approximately one page double-spaced. Due: September 19th and November 21st.

Multicultural Challenge
Diversity and multiculturalism is a cornerstone of UMD and an important focus of our program and class. Attend one event or lecture presented by a student group or campus office that focuses on a topic of diversity or multiculturalism. For example, the Black Student Union, the Muslim Student Association, the Asian Student Union, and the Latino Student Union are student groups that host a number of these events throughout the semester. The Diamondback or the Stamp Student Union website will be helpful in your search. Submit a 1/2-page reaction summarizing your experience and your reactions to how it felt to attend such an event. Note: This event is intended to help you step outside of your “comfort zone.” You should attend an event hosted by a group that is different from a group with which you identify. Due: November 14th.

Engagement Log
Refer to the handout for the full description. The engagement log is designed to provide “beyond the classroom” experiences necessary to develop well-rounded engineering students. Mentoring and
role modeling experiences have been shown to enhance self-confidence and self-efficacy with respect to engineering.

One component of the engagement log is service outreach related to engineering. Three opportunities available through WIE are:

1. Girl Scout Engineering Saturday – Saturday, October 19, 8:30 am – 2:00 pm
2. Society of Women Engineers STEM Outreach Expo, Baltimore, MD – Saturday, October 26, Time TBA
3. Keys To Empowering Youth (KEYS) – Saturday, November 16, 8:30 am – 4:00 pm

Please let Vanessa Medley (vmedley@umd.edu) know if you would like to volunteer for one of the events above and state that you are in Flexus as soon as possible. Note: there are limited openings for Flexus volunteers, and all volunteers for these activities are expected to have an interest in working with a middle school age-group, be enthusiastic and make sure the students are engaged.

Other opportunities may be found at: http://thestamp.umd.edu/student_involvement/lcs1. Additional opportunities will be posted on the listserv and canvas. Please remember that the service outreach activity you choose must relate in some way to engineering!

All engagement log activities are due by December 12th. However, you can submit your activities on canvas as you complete them.

Chat Board Discussion
In order to create a more interactive experience for you as you synthesize your thoughts on leadership, we are asking you to discuss your perspectives on leadership with each other on the designated Google Doc, which will be provided for you. Feel free to draw from any course readings or StrengthsQuest presentations. Each person will be responsible for submitting one thoughtful question and for providing your views on at least one classmate’s question. Due: October 31st.

Video Outreach/Marketing Project
One way to extend your engineering experience and give back to the community is to share your knowledge with others. You are no longer novice first year students, and many of you serve as informal role models to the first year Flexus members. We would like to extend an opportunity for you to express your creativity and share your experiences with UMD, engineering, Flexus, etc. by creating a short video. The purpose for these videos is to be both informative and fun for students who aspire to study engineering, attend UMD, or want to know what college is like in general. We are asking you to work in groups of 3 or 4; you may work with someone in the independent study section. Each group will be responsible for identifying a mode to shoot a video such as an iPhone, tablet, or video camera and selecting from one of the following themes:

- Your major within engineering
- Academic life on campus and how you manage your time
- Extracurricular activities
- Intramural sports
- Flexus
- Life in a residence hall
• A day in the life of a college student
• University of Maryland
• Clark School of Engineering

The goal is for you as a group to define and explore one of the themes above in your own vision. Try to think about what information you wanted to know about college or engineering as a high school student.

We would like each theme to have representation so please submit your team and theme by September 19, 2013 to Candice. The videos should be between 30 seconds and 4 minutes. Elise Carbonaro, Communications Coordinator in the Clark School of Engineering, will provide more detail about how to delegate responsibilities in your groups during class on September 12, 2013. **You will present your final video to the class on December 12th, but videos must be submitted to canvas by noon on December 12th.** Save the presentation as the names of each group member.

**Participation/Professionalism**
1. This course will be interactive, combining lecture, reading, discussion, and activities. Please come prepared to each class. Active participation is highly valued. Discussions of your personal experiences and opinions are important. You are encouraged to make suggestions about your needs as a first-year student, and to share ideas that you believe may make the class more conducive to your learning style. There will be periodic evaluations of the class content and you are strongly encouraged to comment honestly.

2. Professionalism entails coming to class on time, being attentive in class (vs. sleeping), completing individual assignments, and being respectful of your instructors, guest speakers, and other class members. Treating others with respect includes respecting diverse opinions, paying attention, listening when others are speaking, and allowing everyone a chance to voice opinions and comments. Confidentiality is expected as personal experiences and opinions will be shared often.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment (Due for class)</th>
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<tbody>
<tr>
<td>1</td>
<td>9/5</td>
<td>Syllabus</td>
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<td>Plan for Academic Success</td>
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<td>Entrance Survey</td>
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<td>Video Project Overview</td>
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<td>Elise Carbonaro, <em>Communications Coordinator</em></td>
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<tr>
<td>3</td>
<td>9/19</td>
<td>Clark School Picnic (class will not formally meet) – <em>stop by the WIE/SEEDS table and sign in</em></td>
<td>Journal #1</td>
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<tr>
<td>4</td>
<td>10/3</td>
<td>No Class</td>
<td>Autobiography Paper</td>
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<tr>
<td>5</td>
<td>9/26</td>
<td>Ch 1-3 and Autobiography Paper Discussion</td>
<td>Ch. 1-3 Lean In</td>
</tr>
<tr>
<td>6</td>
<td>10/10</td>
<td>Leadership Strengths Quest – Part I Ramsey Jabaji, <em>International &amp; Leadership Programs</em></td>
<td>Complete on-line Strengths Quest Leadership Reading</td>
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<tr>
<td>7</td>
<td>10/17</td>
<td>No Class</td>
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<td>8</td>
<td>10/24</td>
<td>Leadership Strengths Quest – Part II Ramsey Jabaji, <em>International &amp; Leadership Programs</em></td>
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<tr>
<td>9</td>
<td>10/31</td>
<td>No Class</td>
<td>Leadership Discussion on Chat Board</td>
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<tr>
<td>10</td>
<td>11/7</td>
<td>Women &amp; Leadership</td>
<td>Ch. 4 Lean In</td>
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<tr>
<td>11</td>
<td>11/14</td>
<td>No Class</td>
<td>Multicultural Challenge</td>
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<tr>
<td>12</td>
<td>11/21</td>
<td>Networking Event</td>
<td>Journal #2</td>
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<td><strong>Location</strong>: AV Williams 2460</td>
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<tr>
<td>13</td>
<td>11/28</td>
<td>No Class</td>
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<td>Happy Thanksgiving! 😊</td>
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<tr>
<td>14</td>
<td>12/5</td>
<td>Ch 7 Discussion</td>
<td>Ch 7 Lean In</td>
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<tr>
<td>15</td>
<td>12/12</td>
<td>Video Presentations</td>
<td>Videos Due Engagement Logs</td>
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1 This assignment was developed by Dr. Marsha Guenzler-Stevens and Katie Hershey for EDCP 418G: Special Topics in Leadership: Women’s Leadership in Spring 2008 and is used with their permission.