



# Grand River Collegiate Institute

## COURSE OUTLINE

*For students and their families.*

**Course Name**

Interdisciplinary Studies-Leadership

**Course Code**

IDC3OX-01

**Prerequisite**

None

**Teacher(s)**

Ms. S. Bodnar

**Contact**

SAC Office (x 1-341)

**Ministry Document:** The Ontario Curriculum, Grades 11 and 12: Interdisciplinary Studies. 2002

### **COURSE DESCRIPTION**

The interdisciplinary studies course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline.

Through individual and collaborative inquiry and research, students will analyze the connections among diverse subjects and disciplines; develop information literacy skills in analyzing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on leadership issues. They will also examine their own leadership styles, relate their inquiries and research to real-life situations, and investigate leadership opportunities in new disciplines.

### **COURSE EXPECTATIONS AND SKILLS**

To be successful in this course you **must** be able to demonstrate **all** of the course expectations and skills as communicated by your teacher:

#### ***Readings, Assignments and Monthly Leadership Performance Reflection***

- demonstrate an understanding of the key ideas and issues related to leadership
- demonstrate an understanding of different perspectives and approaches used in leadership
- implement and communicate information about leadership theory, concepts, strategies and skills, using a variety of methods and strategies
- evaluate the quality of your personal leadership and the leadership of our executive team, using a variety of strategies
- analyze and describe ways in which leadership relates to personal development and careers
- analyze and describe the impact of leadership approaches and solutions to real-life situations

#### ***Practical Leadership—Event Research, Planning and Execution***

- be able to plan for research, using a variety of strategies and technologies
- be able to access appropriate resources and process information, using a variety of research strategies and technologies
- be able to demonstrate the skills and strategies used by effective leaders
- be able to assess and extend research skills to present findings and solve problems

## **EVALUATION**

<b>Leadership Theory, Concepts and Communication</b> .....	<b>20%</b>
<i>Assignments, Readings and Leadership Performance Reflections</i>	
<b>Practical Application</b> .....	<b>50%</b>
<i>One Major &amp; One Minor chair (event proposal, planning, debrief, and reflection &amp; support of other events throughout the s</i>	
<b>Summative Assessment</b> .....	<b>30%</b>
<i>Practical event/activity presentation and written portfolio/reflection</i>	

## **UNITS/STRANDS**

### **1. Planning, Execution and Reflection**

- Event Proposals, Planning, Organization, and Implementation
- Event Publicity/Marketing
- Event Debrief, Wrap-up and Reflection

### **2. Introduction to Leadership Theory**

- Understanding Leadership Theory, Concepts and Styles
- Characteristics of Effective Student Leaders

### **3. Leadership Skill Development**

- Self-Awareness and Personal Leadership Characteristics
- Skills required for effective Leadership

## **TEACHER EXPECTATIONS**

All students enrolled in the Leadership course have made a commitment to serve as a leader on the Student Executive for the entire 2015-2016 school year. This may include attending meetings **outside** of class time and participating in various events that are organized by the executive. The summative evaluation will require students to use data and reflect on experiences based on the events that they have helped to organize, plan, execute, and support.

### **Time Management**

Students will be expected to not only show up to class every day, but to use their class time effectively and productively. Some class periods will be designated work periods for students to prepare for events and it is the student's responsibility to use their time wisely. Students are also expected to assist in the set-up, execution and clean-up of extra-curricular activities, and thus, must manage their time appropriately and notify both the teacher and event chairs if they will be absent for an event.

### **Responsibility**

As a member of the Student Executive and the Leadership class, there will be many times when we will expect students to act in a responsible manner. This course will require students to work throughout the school, especially during events. When students leave the teacher's direct supervision, they are a representative of both the teacher, the Leadership course and the school. All student leaders are expected to act as responsible members of the GRCI school community.

### **Teamwork**

The various group projects that students will undertake in this course will require a commitment to teamwork. Students will be required to work cooperatively, collaboratively and respectfully with fellow executive members at all times, despite differing opinions and ideas.

## **PROCEDURES**

Key values of Grand River Collegiate Institute and the WRDSB include respect, responsibility, resiliency, honesty, and trustworthiness. Our expectations for student behaviour and academic conduct come from these core values. In accordance with WRDSB guidelines outlined in the Assessment, Evaluation, and Reporting Handbook, the following policies are in effect for each subject at GRCI:

**Late and Missing Assignments:** It is important for students to develop good personal management skills (such as time management and planning). These skills will be reflected in the **learning skills** area of the report card. It is expected that students will complete and submit all essential tasks on a timely basis, as they are the opportunity for students to demonstrate their learning to their teacher.

**Attendance:** Attendance in classes is an important part of learning, and absences should be avoided. When a student is absent, a parent/guardian must call the school's attendance line on the date of absence, or provide a note explaining the absence for the student to submit the following day. Students are responsible for what they missed during their absence.

**Cheating and Plagiarism:** It is important for students to do their own best work. Some assignments for this class are done within the classroom and observed by the teacher, which helps to minimize the chances of cheating and plagiarism. However, in the event that cheating or plagiarism occurs, the following consequences may be implemented, in consultation with administration and dependent upon the situation:

1. The student may be required to redo all or part of the assignment or assessment.
2. The student may be required to complete an alternate assignment or assessment.
3. The student's work may be treated as a missed assignment.

There may also be other consequences that are determined to be appropriate (e.g. detention, suspension, etc.) as per the school's progressive discipline process. Parents/guardians will be informed about the infraction and the consequences.

**Please refer to the school website: <http://grc.wrdsb.ca/about/policies> for more details on these policies and other academic procedures.**

## **SIGNATURES**

Please sign below indicating you have read and understand the requirements for successful completion of this course.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date