



RSP 297- Leadership Theory & Development II
COURSE SYLLABUS: Spring 2013

"Leadership is the capacity to translate vision into reality."
- Warren Bennis

Instructor: Jennifer Hudson
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

McMahon, Timothy, Nance Lucas, and Susan R. Komives. *Exploring Leadership: For College Students Who Want to Make a Difference*. San Francisco: John Wiley & Sons, 2007.

Course Description:

Knowledge/Cognitive Learning Goals:

- Examine etymological origins of leadership
- Discriminate between popular notions of leadership, models, and empirically tested theories
- Develop working knowledge of history of leadership and the evolution of leadership theory including: servant, relational, peer.
- Integrate leadership learning across the disciplines

Personal Development Learning Goals:

- Understand the nature of power and influence, as well as oppression
- Refine/Improve effective written and oral communication skills

Group/Organizational Learning Goals:

- Learn to develop common purpose in groups
- Study elements of strategic planning including development of mission, vision, goal and outcome statements
- Focus on collective efficacy and group potency for change

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Instructional Methods: Class consists of various styles of presentations, activities and interactions. In RSP 297, students will be active participants regardless of the mode of instruction. Students should come to class ready to participate, both in terms of preparation and attitude toward class and colleagues.

Attendance- Class attendance is EXPECTED. For each unexcused absence, 3 points will be deducted from your final grade. If a student is excessively tardy, the instructor reserves the right to consider the student absent for class and deduct points from final grade. Class assignments are not accepted after the posted due date. Excused absences are defined by university policy and must be documented appropriately within ONE WEEK of absence.

Participation: Students must attend all class sessions unless they are able to present a valid University-recognized excuse. Though ninety percent of life is showing up, we want RSP students to demonstrate strength in the other ten percent: going the extra mile through active involvement and contribution to the class. You will be asked to stretch your comfort zones. Participation and discussion is worth **20%** of the grade.

Leadership Journal: Because of the nature of the course, students will be required to continue their journal from the previous course. This journal will be to not only record class notes but is a place to answer questions posed in class and keep track of your goals. You will also use this journal as your guide throughout your project as a way of showing progress and personal growth. The journal will be worth **20%** of your course grade. The grade is divided between two journal checks during the semester (each worth **10%**) and one final check at the end of the semester.

Student-Lead Discussions: On two identified class dates, students will lead the day's class discussion based on assigned articles or handouts. Students will only earn points for this activity by participating, contributing and sustaining a scholarly dialogue regarding their readings. No contribution equates to no points earned. (**5%** per discussion, **10%** total)

Project: Leadership in Action: Your project for this semester will center on your ability to come together as a group to execute a chosen task, utilizing your individual and collective leadership styles, strengths and vision. The project will be broken down into multiple aspects to be completed throughout the semester. (**50%** total)

Personal Proposal: Of the topics available, describe your top 2 choices of tasks. Explain why your leadership theory/style and strengths is complimentary to your chosen task. Also, document ideas you have for the task and any complimentary partnerships you see with your fellow classmates either in their expressed leadership theory or their personal strengths (Ex. I am a relational leader but I may need someone who is more task or goal-oriented). Groups will be assigned based on these statements. **Turned in last semester.**

Project Proposal: Groups will submit a well thought-out, cohesive plan of implementation for their chosen task. Proposals should be formatted appropriately (12 point font, standard type, double-spaced, paragraph form) and include a purpose statement and goals. Groups should also outline each group member's roles and responsibilities as well as measurements on how to evaluate each group member's contributions. Proposals should also include ideas on how to include others (either in RSP or in campus/community), identify key support needed (supplies, people money), how to garner needed support and detail measurements for determining the overall successfulness of the task. **(10%) Due January 29th**

Project Presentation- Each group will give a formal presentation of their project proposal to the class. What is your group's mission? How does your project tie into the goals of the Regents' Scholars Program? The purpose of the presentation will be to convey your group's task and goals while soliciting feedback/input from your classmates and garnering support. Class will evaluate score. **(5%) Present in-class February 22nd and 29th**

Peer Evaluation- Using assigned metrics determined by group, each group member will be scored by their fellow group-mates on a scale of 1 to 10 for their contributions to completing the group task. **(10%) Due April 30th**

Project Reflection- Interview with instructor **(10%)** and paper or board **(10%)**. Each person will write a paper examining their growth as a leader through the project, how they were able to exhibit/practice/grow their own style/theory of leadership. What theories influenced the way they worked with their peers. What did they do that was successful? What was unsuccessful? What goal will you set for yourself for next year?
Paper due May 2nd, Instructor interviews sometime that week

Grading

Students' course grade will be calculated according to the following scale:

A = EXCELLENT	90 and above
B = GOOD	80-89.9
C = AVERAGE	70-79.9
D = POOR	60-69.9
F = FAILURE	less than 60 points

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Instructors will expect each of you to participate in the class discussion/activities, as well as to carry your own weight in the group work activities. Office hours are available outside of class by appointment. If you have any questions or concerns, please contact me.

University Specific Procedures:

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct* from *Student Guide Handbook*).