



RSP 201 – Leadership Theory & Development II Course Syllabus Spring 2017

Instructors: R. Gabrielle McCormick, Honors College Graduate Assistant
Jennifer Hudson
Office Location: Prairie Crossing
Office Hours: By appointment
Office Phone: 903-468-3001
E-mail Address: rmccormick@leomail.tamuc.edu
Jennifer.Hudson@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

There are no required textbooks for this class but students will be given appropriate handouts, books, articles and activities as needed.

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, and Assessments

Instructional Methods: RSP 201 is a course structured as an independent study and project course. Students are assigned to a Leadership in Action project to propose, plan and execute for the semester. Most work will be self-paced and completed independently and as part of assigned groups. Instruction will come in the form of email, scheduled meetings with instructor and independent learning.

Attendance & Participation- There is no formal meeting time for this course. Each group is required to meet with the instructor a minimum of **five** times during the semester. Each group member is expected to be present and participative in scheduled meetings. Failure to attend a called group meeting will result in a penalty to the student's grade. **Each required meeting is worth 3% of the course grade.** Attendance at all meetings constitutes **15%** of the overall grade. For each unexcused absence, 3 points will be deducted from your final grade. Excused absences are defined by university policy and must be documented appropriately within **ONE WEEK** of absence.

Lessons in Leadership: Each student will be required to submit a 500 word (approx.) lesson as part of their ePortfolio during an assigned week. This post needs to encompass a valuable lesson you have learned about leadership. What is it to you? How has your definition changed? It can be an experience, quote, personal story, inspirations person or a simple reflection on an idea. **The post will be typed in a word document then uploaded for review within the Documents section of your ePortfolio. This is also a great opportunity for you link your lesson to your LinkedIn Profile, so make it good! Post is worth 20% of course grade.**

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. **(65% 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. Groups are 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 following their first required meeting with the instructor. Proposals should be formatted appropriately (12 point font, standard type) and include a purpose statement and goals/deliverable outcomes. Groups should outline each member's roles and responsibilities as well as measurements 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. **(20%) Due Friday, February 10th.**

Project Presentation- Each group will give a formal presentation of their project proposal to **Jennifer and Gabrielle** following feedback on their proposal. 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 and garnering support. **(15%) Presentations will occur the week of February 20th.**

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. Each group is responsible for creating an evaluation metrics for group members that is mutually agreed upon. This is an important document as it will be our only insight into how you all balanced the work. **(20%) Due May 12th.**

Final Project Reflection- Interview with instructor **(10%)**. Each person will discuss their growth as a leader through the project and how they were able to exhibit/practice/grow their own style/theory of leadership. What theories influenced the way you worked with their peers? What did you do that was successful? What was unsuccessful? What goal will you set for yourself for next year? **Paper due May 1st; Final instructor interviews sometime before May 8th.**

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures:

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*)

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.