



**RSP 201 – Applied Leadership
Course Syllabus Spring 2020**

Instructors: Jennifer Hudson
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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 focused on leadership development. The course format is hybrid meaning students will meet in class one day a week and utilize the other class meeting time for planning. 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 class and students will be required to participate and reflect on their learning.

Attendance & Participation- The course will meet Thursday of each week. Class attendance is required. Each student is expected to be present and participative in class. Failure to attend will result in a penalty to the student's grade. Attendance and participation constitutes **20%** of the overall grade. For each unexcused absence, 2% 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.

Leadership Journal: Because of the nature of the course, students will be required to keep a journal which will have a regular entries online through D2L. This journal will serve as a place to answer questions posed in class and keep track of your goals. You will also use this journal as your guide when you build your own theory of leadership throughout the year. The journal will be worth **30%** of your course grade. The final component (10%) of this project will be a "This I Believe" statement at the conclusion of the semester. Entries will incorporate each student's theory of leadership, life and purpose.

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)**

Project Proposal/Presentation: Groups will submit a well thought-out, cohesive plan which makes the case for why their project idea should be selected by the class. Proposals should be formatted appropriately (12 point font, standard type) and include a purpose statement and goals/deliverable outcomes.. 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%)** Each group will give a formal presentation of their project proposal 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%)**

Peer Evaluation- Using assigned metrics determined by group, each group member will be scored by their fellow class-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. **(10%)**

Final Project Reflection- Interview with instructor **(15%)**. 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?

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.