RSP 297- Leadership
COURSE SYLLABUS: Fall 2020

"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:
There are no required textbooks for RSP 400. However, this course does require outside research and/or utilizing handouts/readings provided in class.

Software required: Access to myLeo Online (D2L Brightspace) and a word processing system (preferable Microsoft Word). Also for creating an online presentation with audio/visual capabilities, suggest familiarizing yourself with Loom or GoogleSlides.

Course Description:

Knowledge/Cognitive Learning Goals:
- Examine etymological origins or 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.

Participation*: Students must participate in all class in the course, which will be conducted completely online. Each person is expected to be active and contribution to the class through online discussion postings and working with group members. 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 online 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.

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%)**

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%)**

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%)**

Project Reflection- Interview with instructor **(10%)** and paper **(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?

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

TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION

Students will need access to a word processor prepare all assignments in the course. Additionally, all components of the course such as the gradebook and discussions, will take place in D2L Brightspace. Additionally, students will need access to a presentation generator (like PowerPoint, Canva, etc.) and a way to present visual information along with audio through a formal presentation- groups may use tools in D2L and resources will be provided.

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot

guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products. Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed.

A maintenance browser becomes officially unsupported after one year. Note the following: • Ensure that your browser has JavaScript and Cookies enabled. • For desktop systems, you must have Adobe Flash Player 10.1 or greater. • The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Grievance Procedure:
Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with my supervisor, Dr. Raymond Green. Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

Academic Integrity: Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures: Undergraduate Academic Dishonesty 13.99.99.R0.03
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

ADA Statement:
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
Email: StudentDisabilityServices@tamuc.edu
Website:
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Statement on Nondiscrimination:
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.

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct).

Further, students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:
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Texas Senate Bill – 11:
(Government Code 411.2031, et al.) Authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Attendance:
For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf