EDCP 417: ADVANCED LEADERSHIP SEMINAR
University of Maryland ♦ Fall 2013

Course Overview

Course Information
Section 0101 – Fridays – 9-11:45am; EDUC 2119

Instructors
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Textbooks
Required:
• Readings available on Canvas (www.elms.umd.edu)
• Printing Course Materials – You are expected to print and bring the readings to class each week. You may print them out yourself at home, but there are a couple options available if you want to create a course packet for yourself:
  o Go to https://printonline.fedex.com/v2.2.0/ and follow the instructions to upload the documents and print. Remember to pick Black&White and double-sided (it’s a LOT cheaper)

Supplemental Course Materials
The following textbooks are used as the primary course materials for EDCP 217 and EDCP 315. It is expected that you are already familiar with the content of these books.

Course Description
Students will analyze and synthesize the concept of leadership using cultural, ethical, sociological, and historical perspectives. Exploration and reflection of personal values, decision-making, and in-depth analysis of various leadership themes will take place in course activities.

Course Objectives
• Deepen your own thinking about leadership theories and practices.
• Apply critical thinking to the complexity of the field of leadership studies.
• Compare and contrast traditional and emergent paradigms of leadership.
• Connect leadership principles with practices in a deep, meaningful way.
• Develop a purposeful set of actions and beliefs related to leadership.
• Build an awareness of leadership issues facing our community and society.
• Develop a commitment to the ethical practice of leadership.
• Understand the nature of coalitions, communities, and systems.
• Increase individual and collective efficacy to make positive social change.
• Refine your own personal philosophy of leadership to guide you in transitions from collegiate leadership environments to new contexts.
• Develop a greater understanding of your personal capacity for leadership.
Course Expectations

- Students will come to class prepared for active participation. A quality learning experience in this leadership course rests heavily upon interaction and exchange of ideas among students and the instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining your final grades.

- In class, you will work in small teams to discuss readings, engage in simulations, prepare for guest scholar and leader visits, and use theory to enhance practice through carefully designed groups activities. The teams will allow you to apply leadership theory and concepts in diverse contexts.

- The classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values and voice. Students and the instructors are expected to treat each member with respect.

- Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all class written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Unless otherwise noted, written assignments are to be typed, double-spaced, in 12 point Times New Roman font, with 1” margins. All citations must be in a recognized format such as APA or MLA. Websites must also be cited with their full and accurate URL.

- Students should be prepared to experience learning through many different avenues and participate in each to his or her fullest capacity.

- Students can expect the instructor to come prepared. The instructor will be a willing listener with regard to student concerns. Students may expect the instructor to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students’ and instructor’s schedule.

- Many issues in the class session are to remain confidential. Class members are expected to remain mindful of this issue with respect to their peers’ contributions during class.

- Students must refrain from using cellphones and sending or reading text messages, and unless explicitly needed for the course, should not be using laptops or other technology during the class periods. Text messaging during class is my pet peeve. Don’t do it.

Classroom Attendance

Class attendance is essential and expected. The university has instituted a new attendance policy related to medically necessitated absences (available at http://www.president.umd.edu/policies/docs/V-100G.pdf). The general attendance policy is available at http://www.testudo.umd.edu/soc/atedasse.html. The information contained in this syllabus adheres to both these policies.

Unexcused absences and absences from a portion of a class session (ie, late arrivals or early departures) will be factored into your participation grade.

Medically necessitated excused absence from a single class section

For a medically necessitated absence from a single class session, students may submit a self-signed note to me (an email is acceptable). Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event (noted with a MSGE in the course calendar).

Any student who wishes to be excused for an absence from a single class session due to a medically necessitated absence shall:

- Make a reasonable attempt to inform the instructor of his/her illness prior to the class (if you know you are going to miss class, I expect an email or a text prior to class); and,

- Upon returning to class, present their instructor with a self-signed note attesting to the date of their illness (the former email or text would suffice in this case). Each note must also contain an acknowledgment by the student that the information provided is true and correct.

Non-consecutive medically necessitated absences from more than a single class session

For this course, I will treat these in the same manner as absences from a single class session for a medically necessitated absence (see above), unless the number of absences exceeds two. At that point, I will treat the absences as a Prolonged Absence from Classes (see below).

Prolonged Absence from Classes and/or Absence from a Major Scheduled Grading Event

- A prolonged absence is defined as multiple consecutive absences from a course during a semester due to the same illness.
• Students who experience a prolonged absence(s), as defined above or an illness during a Major Scheduled Grading Event (noted with a MSGE in the course calendar) shall be required to provide written documentation of the illness from a health care provider. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information shall be given.

Excused absences will only be provided on a limited basis for illness (self or dependant) (see information above), religious observations (where the nature of the observance prevents the student from being present during the class period), participation in university activities at the request of university authorities (this often applies to scholarship athletes), or compelling circumstance beyond the student’s control. **Absences will only be excused when the student has made a reasonable attempt to inform the instructor prior to class, except in case of emergency.** Finding out why you missed after you’ve missed class will likely result in an unexcused absence.

For both excused and unexcused absences, students are still responsible for coursework missed and for turning in assignments on time. Additionally, occasional in-class assessments may occur, sometimes without advance notice. These assessments will not be available for make-up due to an unexcused absence and are not considered Major Scheduled Grading Events.

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**Course Policies**

**Code of Academic Integrity:**
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [www.shc.umd.edu](http://www.shc.umd.edu).

**Religious or Cultural Observances**
Because we are a diverse community and enroll students with many spiritual beliefs, I will be sensitive to students’ requests for excused absences and make-up requests due to reasons of religious observances. Be mindful that it is the student’s responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided by the end of the drop/add period.

**Course Cancellations/Delays**
Please check with 301-405-SNOW or the university website ([www.umd.edu](http://www.umd.edu)) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays. ([alert.umd.edu](http://alert.umd.edu)). This course will comply with any university cancellations or delays accordingly.

**Students with Disabilities**
Both in compliance with and in the spirit of the American with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time. ([www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS)). It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

**Students in Need of Assistance**
The University of Maryland offers a variety of services for students in need of either educational or psychological assistance.

**Learning Assistance Services** (LAS) offers services and programs on writing skills, English as a second language, study and time management skills, math skill, and issues for students over 25 years of age. They also offer a range of handouts, available online. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the Counseling Center or the Mental Health Service at the University Health Center for an appointment. The Counseling Center also offers on-line resources on a series of topics.
Limits to confidentiality in the classroom

While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services and to the University President’s Designee, the University’s Chief of Police. In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adult’s daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors and mental health professionals are not required to report child abuse neglect to the President’s Designee, but are required by law to make reports to Child Protective Services.

Course Evaluations

While I hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there are a couple more formal ways I will engage in evaluation as a class. The university has a campus-wide online course evaluation system, CourseEvalUM. Your participation in this system will make a real contribution to our academic program. I value this student feedback, and other students will benefit from having evaluation data for all courses readily available. CourseEvalUM will be open for students to complete their evaluations at the end of the semester and can go directly to the website (www.courseevalum.umd.edu) to do so.

Course Assignments

PARTICIPATION (80 POINTS)

A quality learning experience in this leadership course rests heavily on a high degree of interaction and exchange of ideas among students and instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining final grades. You are not expected to have all the “right” answers in every class, nor should you dominate every in-class discussion. You are, however, required to be prepared and contribute regularly to our class discussion. The quality of the discussion in class will depend on how well prepared you are, and how willing you are to share the results of your preparation with the class.

Your participation grade is based on several factors:

- Attendance – your attendance is vital to your class participation grade. Attendance is approximately half of your class participation grade and will suffer as a result of unexcused absences or tardiness. I recognize that 9am on a Friday morning may be challenging, but showing up on time is a sign of respect to your fellow classmates (and to me).
- Reading – in order to participate fully in class, all assigned readings must be completed. Failure to complete the readings will be obvious during class discussions and will cause your class participation grade to suffer.
- Raising and answering questions.
- Sharing ideas, observations, and personal experiences, and helping others develop their views and ideas
- Relating and synthesizing ideas of others, and pointing out relationships to earlier discussions

REFLECTIVE RESPONSES (50 POINTS)

Each reading assignment is a critical component of the preparation required for full and active participation in class. It is also necessary to reflect upon the reading to make meaning of the material. Therefore, at the beginning of several class sessions, there will be a short reflective response connected to the topic that week. Each response is worth 10 points.

LEADERSHIP FAD “BOOK REPORT” (20 POINTS)

Every year it seems a “hot” book on leadership or management climbs to the top of the bestseller list by promising a “new,” “radical,” or “revolutionary” take on success. Popular press books on “leadership” have come to saturate the market. The purpose of this assignment is to take a brief glimpse into this genre, identify some common themes and elements of these works, and begin to analyze these popular notions of “leadership.”

For this assignment, you will be assigned one of these popular books and will need to review the work and create an Executive Summary (1-2 pages AT MOST) to distribute to the class on your book (bring one for everyone). Your summary should focus on the central idea(s) or premise of the book. I do not expect you to read the book you are assigned (although you are welcome
to do so). Rather, you are expected to research your book on the web (using sites like Amazon, the NYT Review of Books, and websites run by the author or otherwise tied to the book) and report from those sites.

**LEADING GROUP THEORY DISCUSSIONS (40 POINTS)**

At the start of the semester, students will be divided into groups and be assigned a date for facilitating approximately 60 minutes of course discussion on the assigned theory family. These presentations might include:

- a review of the family of leadership theories being discussed (only as necessary);
- a review of the theoretical frameworks presented and how they answer the core criteria/questions covered in the leadership theory analysis papers;
- a critical examination of the merits and potential weaknesses or challenges of the theories;
- an active-learning activity based on the readings that involves the entire class.

Additionally, students will be evaluated as a team and receive credit for their evidence of each of the following: **collaboration** (did the group discuss and integrate their learning versus dividing the presentation into individual “segments”?); **planning effort** (to what extent was the group prepared by having carefully read and analyzed the readings, collected external research if necessary, and evidence of thought put into the presentation?); and **presentation** (was the group able to effectively communicate the necessary information? Was the class engaged by the presentation? How thorough and creative was the presentation?); **analysis** (did the group critically analyze and deconstruct the family of theory presented? Was this analysis in-depth, thorough, and distinct from first class discussion of topic?). Grading will also be based on originality, creativity, and overall energy.

**LEADERSHIP THEORY ANALYSIS (25 POINTS X 4)**

One of the major assignments for this course involves you personally analyzing each of the families of theory presented in class. These papers will be a great way for you to present your knowledge, skills, abilities, and thoughts about leadership. It will also provide tangible evidence of your learning throughout the semester.

For each paper, you are to turn in a 3-4 page reflection paper evaluating, analyzing, and/or critiquing the current family of theory we are covering using the criteria/principles outlined below. Be sure to link your reflections to class readings, discussions, and activities. I do **NOT** want you to simply regurgitate or repeat what you heard in class; this is a chance for you to be reflective and to share your own thoughts and ideas about the theories. This paper is **NOT** a summary of the theory – it is an analysis, evaluation, and/or critique.

Here are some questions that may help you (by some, I mean that this is **NOT** a checklist NOR is it an exhaustive list):

- What assumptions do the models/theories make about the **purpose of leadership**?
- What assumptions do the models/theories make about **power and influence**?
- What is the role of **ethics or values** in the models/theories?
- How are **diverse views** (inclusiveness, pluralism) addressed in the models/theories?
- What assumptions do the models/theories make about **relationships** (between and among individuals, groups, organizations, systems)?
- What are the **organizational structures and contexts** are the models/theories most suited for? What contexts would not be conducive to this type of leadership?
- How do these models/theories inform your thinking about **creating social change**?
- How do these models/theories **inform your own thinking about leadership**? Which parts resonate with you? Which parts are you critical about? How will these models/theories inform how you do leadership in the future?

**LEADERSHIP THEORY AND PRACTICE (10 POINTS X 4)**

In addition to the analysis paper, you will also turn in a 1-page (format as you wish) paper that connects a theory or set of theories discussed that week to the real-life practice of leadership. These are due the same day you should have the readings completed. The practical applications should be tangible and real and demonstrate you can actively use these theories to inform your practice of leadership. This can take different forms, including the following:

- Personal experience applying the theory to your own leadership settings – how you have actively done this in the past.
- An action plan of how you can apply this theory to a group or organization you are part of in the future.
- A case study of how this theory could be applied to a particular setting or a particular discipline.
- A list of examples of best practices for activating these theories.

**HORIZONS OF LEADERSHIP PRESENTATION (30 POINTS)**
During this week of class, everyone will be responsible for reading chapter 8 in the Rost text. In addition, students will be placed in groups and given readings that look at contemporary or future-looking topics or theories in leadership. Groups will each present their topic to the rest of the class – the time frame for the presentations will depend on the number of groups, but the format for the presentations will be similar to the other group theory presentations, with an increased emphasis on introduction to the theory.
LEADERSHIP PHILOSOPHY PAPER (100 POINTS)
Your final paper will be a synthesis of what you have learned (from this course, other courses, and possibly, personal experiences) represented through your personal philosophy of leadership defined.

This final paper should be 6-8 pages in length and serve as a capstone/summary of your experiences in leadership courses. Start with a one-sentence of your definition of leadership. Then, support it. Why those words? Why not other words? What do they mean? What do they mean to you? Where does that come from? How has it developed? This paper should walk us through your definition with lots of elaboration, introspection, and synthesis, and should use course content liberally. Rost does a masterful job in his book and may be seen as a model to follow.

Social Action Project (100 points)

What is a Social Action Project?
An integral part of EDCP 417 will be the completion of a social action project by each student in the course.

To get started, it’s important to think about just what a social action project is. Social action projects go beyond volunteering and service learning, where people help others in need and learn about social issues in local and global communities. A social action project is a multi-step process in which collaborators address an issue they care about deeply, research and learn about it and potential solutions to solve it (including learning about what others are doing to address the issue), and then design and execute their own project to create positive change on this issue.

Good social action projects:
- involve community members and stakeholders in their implementation
- both educate and motivate others to take action too
- focus on solutions to address the root causes of a social issue

Here are two examples social action projects that addresses these factors:

Your university has a recycling program, but the bins around campus are almost always empty. Last year, students made posters to hang around campus, but this didn't seem to have much of an impact. This year, the project team decides to survey students and faculty about why they aren't recycling. They used this information to change the location of some bins, to develop not just awareness but also educational campaigns about climate change and the importance of recycling, and to encourage accountability for recycling by sponsoring contests, incentives, and electing recycling captains. All these efforts have led to a huge increase in recycling and a reduction in the trash across campus.

Students in the group want to address accessibility issues on campus for individuals with disabilities. In their initial review of important stakeholders and available information, they discover that basic information about restrooms, curb cuts, accessible entrances, accessible rooms, etc, is difficult to find and there is not a centralized coordinated process for collecting or sharing this information on campus. The group decides to do a pilot study of a section of campus to map this information. This information is shared with stakeholder offices and the group works to bring interested parties together to share their results and create buy-in for the expansion of the map, the development of a mobile app and website, and to help the offices determine responsibility for continued development of the project.

Types of Social Action Projects
There are many different types of projects you can undertake to make change. Think about how your team’s talents align with the problem and solutions you identify. In many cases, there will be overlap between these different actions - - you might design a project that educates, unites people to your cause, and advocates for a policy change to address the issue. Think creatively and critically about how you personally can have an impact on the problem!

Education
- Develop educational workshops for your peers or younger students
- Present at local organizations, community groups, etc. to educate the community about your topic

Advocacy
- Organize a letter writing campaign or petition to local/national representatives

Unity
- Organize a university-wide event to raise awareness and get students to take action
- Sponsor a social event to bring people together while also generating awareness or funds for an organization working to solve your issue
Creating a Social Action Project – Step by Step

1. **Identify various problems in your community and select one to address.**
   Start by encouraging every team member to suggest issues in the community that they want to address. All ideas are welcome and of equal value. Write them all down for everyone to see and consider. Explore all the pros and cons of taking on each issue including brainstorming about how your team might try to solve each problem.

   Once you have considered all the options, come to a group decision on one issue that you want to tackle. If you have a long list of ideas you may want to narrow down the entire list to the top 3, 4, or 5 problems and then work from there to select the one issue.

2. **Research the problem thoroughly and identify stakeholders, needs, and resources of the community affected by that issue.**
   Research is a key to your success. You need to thoroughly understand your issue BEFORE you can figure out the best solution. To start, identify the various aspects of the problem and have different team members research each area. It might be a good idea to have members work in pairs or trios on the research.

   Stakeholders are the people involved in an issue – those impacted by the issue, those who can influence or create change, etc. Assess the needs and strengths of the community related to your issue. Are other organizations working on the same issue? Are there needs in your community not being addressed? You can research locally by meeting with local officials, counselors, and other experts who are knowledgeable about the problem and possible solutions. You can research globally by conducting research online to find other communities with similar problems and possible solutions.

3. **Select a Solution.**
   After your team has conducted your research, get together and share your findings. Narrow down the possible solutions by considering these criteria among others. As a Team, discuss possible solutions and then decide on one solution to address your problem.

   - **Feasibility** - What is a realistic, attainable goal for your team?
   - **Scalability** - How many people will your Social Action Project help? Can it be expanded in your community?
   - **Repeatability** - Can your Project be replicated in other communities?
   - **Sustainability** - Can your Project continue on its own after your team's direct participation is over?

4. **Create and implement your solution as an Action Plan.**
   - Identify the actions you want to take to address your issue/problem.
   - Organize your plan into a set of steps with specific goals, and assign team members as individuals, pairs, or trios, to be responsible for each part of the plan.
   - Identify specific and quantifiable goals that your team wants to accomplish at each step in the process. Quantifiable goals are objectives that can be measured in terms of social impact and change.
   - Develop a budget (if applicable) and timetable for your project.
   - Develop a method for measuring the progress or success of your solution before you start and after you complete your Social Action Project.

5. **Measure your social impact.**
   Successful Social Action Projects change people's lives for the better. Measuring social impact considers four stages; Inputs, Outputs, Outcomes, and Impacts.
• **Inputs** - Inputs are the resources your team puts into your project including your time, money, and materials. This can also include resources from stakeholders and others.

• **Outputs** - Outputs reflect the direct results of your team's action in your community. For example an output might be a change in a university policy or delivery of 100 meals to hungry members of your community.

• **Outcomes** - Outcomes are changes to people in your community in less tangible ways. For example an outcome of a team's suicide prevention program could be increased awareness of community members to the problem.

• **Impacts** - Impacts are the outcomes minus an estimate of what would have happened without your work. For example, if your team implemented a suicide prevention program and the community awareness of the problem rose from 20 percent to 80 percent, your Impact would be 60 percent.

Examples of measures:

A. If your goal is to reduce the number of attempted suicides in your community, you need to find out what the number of attempted suicides is before you start. To do so you may want to interview counselors, psychologists, and community health care professionals in the area before you start your Project.

B. If your goal is to provide healthy food to people in need, you may want to interview directors at a local food bank to find out how much food they have available before you start your Project.

C. If your goal is to clean up a local playground by removing graffiti, trash, and other problems, you may want to take photos of the site and quantify how much trash and graffiti is in the area.

*Social Action Project Materials adapted from The World We Want Foundation, The World Savvy American Youth Leadership Program, and The College at Brockport*

At the end of the semester, each group will present their project to the class. The scope and content of the project will be directly tied to the issue chosen and measures employed. Students will be expected to put considerable effort into the project and presentation.

### Grading Criteria

**Grading Criteria**

All assignments will be graded with the following criteria:

**Content:**

The degree to which the student responds to all the specific items in the assignment. The degree to which a student indicates his or her recall and understanding of the material and concepts covered in the course.

**Introspection, Elaboration and Synthesis:**

The degree to which a student is insightful, thoughtful, innovative and self-aware in the application of course concepts to his or her individual experiences. The degree to which a student provides detail, depth and development in written work. Instructors will be looking for the student’s ability to reason and provide rationales for conclusions, the extent of critical thinking, the development of examples and analogies, and the application of leadership concepts. The degree to which the student “brings it all together” and incorporates leadership theory in the creation of new insights, unique products and/or creative solutions.

**Form:**

The care and clarity with which a student completes papers and presentations. Written assignments should be of very high quality. Grammar, syntax, punctuation and structure of assignments should support and enhance the concepts that the student intends to convey. The organization, clarity and polish of the group presentation should do the same.

Class members are expected to seek approval for extensions of assignment deadlines **prior to due dates**. All assignments are due and will be collected during the class in which they are due. Assignments turned in late will result in the loss of one full letter grade, plus an additional letter grade for each subsequent 24-hour period after the due date. (i.e., a paper turned in two hours after the due-date class period will be counted as late and one letter grade will be deducted). Students are welcome to turn in assignments late, with the understanding that penalties will accrue.

If you email your paper (not preferred), you will receive a confirmation response within 24-hours. If you do not receive the confirmation, assume your paper was not received. The time that your submission is **successfully** submitted will be used as the time of submission for any deadline grading reductions.
In addition to these graded assignments, you may also be given several non-graded assignments which will count towards your participation grade. These are provided to flesh out the material or to prepare you for a class discussion.

**Grading Summary and Scale:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>My Grades</th>
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<tbody>
<tr>
<td>Participation</td>
<td>80</td>
<td>________</td>
</tr>
<tr>
<td>Reflective Responses (5 x 10 pts per response)</td>
<td>50</td>
<td>________</td>
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<tr>
<td>Leadership Fad “Book Report”</td>
<td>20</td>
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<tr>
<td>Leading Group Theory Discussion</td>
<td>40</td>
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<tr>
<td>Leadership Theory Analysis (4 x 25 pts per paper)</td>
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<tr>
<td>Leadership Theory and Social Action Reflections (4 x 10 pts per paper)</td>
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<td>Horizons of Leadership Presentation</td>
<td>30</td>
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<tr>
<td>Leadership Philosophy Paper</td>
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<tr>
<td>Social Action Project</td>
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**Total Possible Points**  560 points

A+ = 97-100% (4.0)  B+ = 87-89.99% (3.3)  C+ = 77-79.99% (2.3)  D+ = 67-69.99% (1.3)
A  = 93-96.99% (4.0)  B  = 83-86.99% (3.0)  C  = 73-76.99% (2.0)  D  = 63-66.99% (1.0)
A-  = 90-92.99% (3.7)  B- = 80-82.99% (2.7)  C-  = 70-72.99% (1.7)  D-  = 60-62.99% (0.7)
F    = below 60% (0.0)

**Course Calendar**

MSGE = Major Scheduled Grading Event

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
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<tbody>
<tr>
<td>Sept. 6 (1)</td>
<td>Introduction</td>
<td>Sign up for theory presentations and book fad assignments</td>
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<td>Learning the language of leadership</td>
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<td>Discussion of Social Action Project</td>
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<td>Sept. 13 (2)</td>
<td>Leadership Fads</td>
<td>Read:</td>
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<td>Interdisciplinary Nature of Leadership</td>
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<td>Nature of Theory</td>
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<td>Evolution of Leadership Theory</td>
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<tr>
<td>Sept. 20 (3)</td>
<td>Leadership, Social Change, &amp; Social Action</td>
<td>Due:</td>
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<td>Social Action Project Group Work</td>
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<td>Sept. 27 (4)</td>
<td>Transforming/ Transformational/ Charismatic</td>
<td>Read:</td>
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<td>Leadership</td>
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<td>Date</td>
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| Oct. 4 | Transforming/ Transformational/ Charismatic Leadership Presentation and Discussion | Due:  
  - Student group presentation on readings (MSGE)  
  - Theory analysis paper #1 |
| Oct. 11| Collaborative Leadership & Leadership for Social Change                | Read:  
  - Rost – Chapter 5  
  - Komives: “A Call for Collaborative Leadership”  
  - Astin: “Leadership for Social Change”  
  - Chrislip & Larsen: “New Visions of Leadership and Civic Action”  
Due:  
  - Leadership Theory & Practice Paper #2 |
| Oct. 18| Collaborative Leadership & Leadership for Social Change Presentation and Discussion | Due:  
  - Student group presentation on readings (MSGE)  
  - Theory analysis paper #2 |
| Oct. 25| Principle-Centered Leadership & Servant-Leadership                    | Read:  
  - Rost - Chapter 7  
  - Yukl: “Ethical, Servant, Spiritual, and Authentic Leadership”  
  - Morton, "The Irony of Service"  
  - Greenleaf: “Servant Leadership”  
  - Spears: “Servant-Leadership and the Greenleaf Legacy”  
Due:  
  - Leadership Theory & Practice Paper #3 |
| Nov. 1 | Principle-Centered Leadership & Servant-Leadership Presentation and Discussion Social Action Project Group Work | Due:  
  - Student group presentation on readings (MSGE)  
  - Theory analysis paper #3 |
| Nov. 8 | Learning Organizations and Leadership in Teams Presentation and Discussion | Read:  
  - Development Associates – designer-steward-teacher  
  - Gephart et al – Learning Organizations Come Alive  
  - Yukl: “Leading Organizational Learning”  
Due:  
  - Leadership Theory & Practice Paper #4 |
| Nov. 15| Learning Organizations and Leadership in Teams Presentation and Discussion | Due:  
  - Student group presentation on readings (MSGE)  
  - Theory analysis paper #4 |
| Nov. 22| Horizons of Leadership & Discussion Presentation and Discussion        | Read:  
  - Rost - Chapter 8  
  - Other readings to be determined based on theories chosen  
Due:  
  - Horizons of Leadership Presentations (MSGE) |
| Nov. 29| No Class – Happy Thanksgiving!                                         |                                                                      |
Dec. 6
(13)
Social Action Project Presentations Time
Due:
• Social Action Projects (MSGE)

Dec. 13
(14)
Wrap-Up
Due:
• Leadership Philosophy Paper

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Full Citations of Readings in Packet


*This course has been developed through the collaboration and partnership of the Department of Counseling, Higher Education, and Special Education within the College of Education and the Leadership & Community Service-Learning unit within the Adele H. Stamp Student Union - Center for Campus Life.*