COURSE OVERVIEW

INSTRUCTORS:
Natasha Chapman, Ph.D.
Coordinator, Leadership Studies Program,
Leadership & Community Service-Learning
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301.314.1347 (Office)
1110 Stamp Student Union

Craig Slack, Ph.D.
Assistant Director, Adele H. Stamp Student Union Center for Campus Life
Director, Leadership and Community Service-Learning & NCLP
Affiliate Assistant Professor, CHSE, College of Education
cslack@umd.edu
301.314.7164 (Office)
1110 Stamp Student Union

COURSE INFORMATION:
Fridays, 9:00 AM - 11:45 AM
1110 Stamp Student Union, Training Room
Office hours: By Appointment
UMD Leadership Studies Program: http://ter.ps/lsp

COURSE DESCRIPTION
This advanced undergraduate seminar, as the final academic experience in the Leadership Studies minor, is designed to be both retrospective and integrative, encouraging the student to synthesize relevant concepts and experiences and to formulate their own informed perspective on the implications of leadership. This course will serve as a place to critically think about the field of leadership studies and the implications of leadership in multiple settings for life-long practice.

Students will be expected to demonstrate skill in analysis of pertinent literature, write with purpose and clarity, and engage in thoughtful group discussion. In this seminar, students will submit scholarly products to demonstrate a mature understanding of their leadership trajectory in past, present and future contexts.

COURSE MATERIALS
All course readings will be provided in the form of documents accessible via the course ELMS site. Assigned readings are listed in the course outline below. The instructor may add additional readings not listed in this syllabus, as relevant, during the course of the semester.

COURSE OBJECTIVES
Through this course you will be able to:
• Explore leadership theories and practices in multiple contexts
• Apply critical thinking to describe the logic behind the field of leadership
• Integrate leadership curriculum into the context of your major
• Examine your leadership identity development and distinguish benchmarks for continued growth
• Communicate your own personal philosophy of leadership guiding your transition from collegiate leadership environments to new contexts

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 when determining your final grades.
**Students will be engaged and productive group members.** You will work in small teams to discuss readings, engage in simulations, design and facilitate class sessions for your peers, and use theory to enhance practice through carefully designed group activities. The teams will allow you to apply leadership theory and concepts in diverse contexts.

**Students will help create 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 will approach assignments with thoughtful consideration and be thorough in their completion.** In all class assignments, students will be expected to present solid content and to convey their message thoughtfully and clearly. Written assignments should use appropriate grammar, syntax, punctuation, and language. 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.

**Instructors are here to teach, listen, discuss, share, and learn along with students.** 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.

**Respect confidentiality.** 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.

**No cell phones or laptops unless instructed for class use.** Students must refrain from using cellphones and sending or reading text messages, and unless explicitly needed for the course. Students should not be using laptops or other technology during the class except for the purposes of the class.

**ACADEMIC INTEGRITY**

In all class work and assignments, you are expected to uphold the highest personal and professional standards that reflect the objectives of the University of Maryland. You will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating, fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course.

More information about academic integrity and the Honor Pledge is available online at [www.shc.umd.edu](http://www.shc.umd.edu).

**DISABILITIES, LEARNING ASSISTANCE AND ADDITIONAL NEEDS**

If you are a student with disabilities, then you are encouraged to contact the instructor(s) so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, you may want to 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 is 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.

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 on-line. 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.

Learning Assistance Services (LAS)  Counseling Center
2201 Shoemaker Hall  Shoemaker Hall
Email – LAS-CC@umd.edu  Phone – 301-314-7651
Phone – 301-314-7693  Website – www.counseling.umd.edu
Website – www.counseling.umd.edu/LAS

University Health Center, Mental Health Service
2nd Floor, University Health Center (across from the Stamp Student Union)
Phone – 301-314-8106
Website – www.health.umd.edu/services/mentalhealth.html

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.

ATTENDANCE
Class attendance is essential and expected. The university attendance policy is available at http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540. The information contained in this syllabus adheres to these policies. Unexcused absences and absences from a portion of a class session (e.g., late arrivals or early departures) will be factored into your participation grade.

Excused absences
It is the policy of the university to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (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 (i.e. scheduled athletic competition); and compelling circumstance beyond the students control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

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, and when documentation is submitted within one week of absence. Finding out why you missed after you have missed class or lack of documentation will likely result in an unexcused absence.

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) one time per semester. Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event. The student should:

Make a reasonable attempt to inform the instructor of their illness prior to the class (if you know you are going to miss class, I expect an email or a call 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. Providing false information to University officials is a violation of Part 9(h) of the Code of Student Conduct.

**Non-consecutive medically necessitated absences from more than a single class session**
If more than one medically necessitated absence is necessary, it will be treated as a Prolonged Absence from Classes and documentation from a health care provider is required (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 as a MSGE in the course calendar) shall be required to provide written documentation of the illness from a health care provider. 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.

For both excused and unexcused absences, you 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.

**ADDITIONAL ATTENDANCE INFORMATION**

**Religious or Spiritual Observations**
It is your responsibility to inform instructors of any intended absences for religious or spiritual 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.

**COURSE EVALUATIONS**
While we hope to create a learning environment in this course that allows you to provide timely feedback to instructors, there are more formal ways we will engage in evaluation as a class. One of these is the University’s campus-wide online course evaluation system, CourseEvalUM. Your participation in this system will make a real contribution to our academic program. We value your feedback, and other students will benefit from having evaluation data for all courses readily available. CourseEvalUM will be open for you to complete their evaluations at the end of the semester and can go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to do so. You will be alerted via your official University e-mail account when the website is active for this semester. You may also see an option to complete the CourseEval under the course ELMS site. You can find complete evaluations for all of your courses, from previous semesters (excluding summer) via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate. More information regarding this system is available at [www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml](http://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml).

**KNOW YOUR RIGHTS**
Please review the Course Related Policies as determined by the University of Maryland at the following website: [http://www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html)
COURSE TECHNOLOGY
You will use Canvas or the Electronic Learning Management System (ELMS) (elms.umd.edu) to submit assignments, retrieve non-textbook readings, and find the latest changes and updates about the course schedule. It is imperative that you have a clear understanding of how to use Canvas. For information about Canvas you can contact the University technology services: www.helpdesk.umd.edu.

GRADING
All assignments will be assessed using the following rubric:

<table>
<thead>
<tr>
<th>EVALUATIVE DIMENSION</th>
<th>EXEMPLARY</th>
<th>PROFICIENT</th>
<th>MARGINAL</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACHIEVEMENT OF SPECIFIED LEARNING OUTCOMES</td>
<td>The assignment demonstrates strong achievement across designated outcomes</td>
<td>The assignment demonstrates evidence of meeting the designated outcomes</td>
<td>The assignment meets the majority, but not all of the designated outcomes</td>
<td>The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated outcomes</td>
</tr>
<tr>
<td>DEMONSTRATED UNDERSTANDING OF CONTENT</td>
<td>Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas</td>
<td>Demonstrates adequate competence in articulating central points of core content</td>
<td>Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points</td>
<td>Assignment is not completed or does not demonstrate accurate or full understanding of content</td>
</tr>
<tr>
<td>SOPHISTICATION OF APPLICATION TO PRACTICE</td>
<td>Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations</td>
<td>Application to practice is accurate and adequate</td>
<td>Application to practice varies in accuracy and does not take into account varying perspectives and considerations</td>
<td>Assignment is not completed or application to practice fails to take into consideration context</td>
</tr>
<tr>
<td>DEPTH OF ANALYSIS</td>
<td>Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations</td>
<td>Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations</td>
<td>Depth of analysis varies greatly; fails to consistently assess strengths and weaknesses, make connections between various content areas, and/or add meaningful interpretations</td>
<td>Assignment is not completed or depth of analysis is not consistent with requirements of collegiate-level work</td>
</tr>
<tr>
<td>APPROPRIATE STRUCTURE, STYLE, AND GRAMMAR</td>
<td>The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or APA style</td>
<td>The final product is well organized and clearly structured with only minimal grammatical and APA style errors</td>
<td>The final product suffers from problems associated with organization and structure and/ or grammatical and APA style errors</td>
<td>Assignment is not completed or final product is poorly organized, structured, and/ or possesses significant grammar and/ or APA style errors</td>
</tr>
</tbody>
</table>

Adapted with permission, John Dugan (2015)

A Word about Perspective
This course, like all courses, involves an instructor and authors with particular points of view. Thus, its curriculum is not neutral; as critical theorists explain, all scholarship approaches knowledge from a particular point of view. However, you do not need to embrace the instructors’ or course material perspectives to be successful in it. You
are strongly encouraged to think critically about everything in this course. You will be assessed according to the quality and rigor of your thinking and work. If you articulate perspectives contrary to those of the instructors and authors and ground those perspectives with evidence that goes beyond your personal beliefs about the world, you will be academically successful in this course.

Late Assignments
While not guaranteed, class members are expected to seek approval for extensions of assignment deadlines prior to due dates. You will be asked to bring a copy of some assignments to class. 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. Students are welcome to turn in assignments late, with the understanding that these penalties will accrue.

In addition to these graded assignments, you may also be given several non-graded assignments that will count towards your participation grade. These are provided to flesh out the material or to prepare you for a class discussion.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Weighted % of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Leadership Engagement</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Leadership Fad Book Report</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Facilitating a Leadership Theory Discussion</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>3 Theory Analysis Papers</td>
<td>300</td>
<td>20%</td>
</tr>
<tr>
<td>Leadership Identity Development (LID) Project</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>Leadership Philosophy Digital Story</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>800</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

A+ = 97 – 100% (4.0)  C+ = 77 – 79.99% (2.3)  F = below 60% (0.0)
A = 93 – 96.99% (4.0)  C = 74 – 76.99% (2.0)
A- = 90 – 92.99% (3.7)  C- = 70 – 73.99% (1.7)
B+ = 87 – 89.99% (3.3)  D+ = 67 – 69.99% (1.3)
B = 84 – 86.99% (3.0)  D = 64 – 66.99% (1.0)
B- = 80 – 83.99% (2.7)  D- = 60 – 63.99% (0.7)

**PARTICIPATION & LEADERSHIP ENGAGEMENT**
Much of the learning in this course takes place through engaging in the classroom activities, practicing leadership, and receiving direct and immediate feedback. Therefore, your attendance and full participation in class is expected at all times. This helps ensure the quality of your learning and also speaks to your respect for the instructors and your fellow students. You are expected to arrive on time, be prepared to regularly contribute to class discussions, and demonstrate your growth in leadership understanding and practice. A portion of the final grade is dedicated to participation and a rubric is provided that outlines how this will be assessed. Students will receive a mid-semester participation grade as well as feedback to ensure time to adjust their participation levels prior to the end of the semester. Keep in mind that each of our classes are important, but as the semester comes to a close it will be expected that there is full participation during the last three classes of the semester. All students should plan to be in class during the Digital Story presentations and the last class on “Leadership in Practice”. The rubric for participation is listed below:
<table>
<thead>
<tr>
<th><strong>EVALUATIVE DIMENSION</strong></th>
<th><strong>EXEMPLARY</strong></th>
<th><strong>PROFICIENT</strong></th>
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<th><strong>UNACCEPTABLE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROMPTNESS</strong></td>
<td>Arrives on time for class and is prepared to begin at the designated time as well as following any breaks; does not leave early</td>
<td>Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early/ is absent</td>
<td>Demonstrates a pattern of lateness, absence, or early departure that interferes with course objectives.</td>
<td>Consistently late to class, does not return from breaks in a timely manner, leaves class early, and/ or is absent frequently</td>
</tr>
<tr>
<td><strong>QUALITY OF CONTRIBUTIONS</strong></td>
<td>Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/or life experiences</td>
<td>Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based</td>
<td>Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based</td>
<td>No or minimal contributions or arguments are offered</td>
</tr>
<tr>
<td><strong>GENERAL ENGAGEMENT</strong></td>
<td>Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and/or discussions</td>
<td>Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/or discussions</td>
<td>Minimal contributions are offered in the small or large group; Appears disengaged from activities and/or discussions; Addresses core issues in activities and/or discussions quickly and shifts to personal conversations or off-topic material</td>
<td>No contributions are offered</td>
</tr>
<tr>
<td><strong>GATE-KEEPING</strong></td>
<td>Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students’ thoughts</td>
<td>Student occasionally encourages the participation of others; recognizes the contributions of others</td>
<td>Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor</td>
<td>No or minimal contributions</td>
</tr>
<tr>
<td><strong>LISTENING/ATTENDING SKILLS</strong></td>
<td>Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers’ learning processes</td>
<td>Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers’ learning processes</td>
<td>Is dismissive (verbally or nonverbally) of others’ feelings and opinions; Displays a lack of interest; Does not actively support peers’ learning processes</td>
<td>Inconsiderate of others’ feelings and opinions; Does not actively listen or support others’ learning</td>
</tr>
</tbody>
</table>

Adapted with permission, John Dugan (2015)

**ASSIGNMENTS**

**Leadership Fad “Book Report”**

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 choose one popular leadership book to review and create a 1-2 page executive summary of the book. Your summary should focus on (1) the central idea(s) or premise of the book, (2) any assumptions about leadership the author is making in the book (3) how the book does or does not reflect leadership from your perspective – why is this leadership or not leadership based on what you know? We do not expect you to read the entire 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. Please upload your report to ELMS and bring one copy to class.

Facilitating a Leadership Theory Discussion
At the start of the semester, students will be divided into groups and assigned a date for facilitating a course discussion and activity on an assigned theory family (see course outline). The group will have the entirety of class to facilitate the discussion. These presentations might include:

- a review of the family of leadership theories being discussed (only as necessary); all students should come to class having read the materials, so you are encouraged to use most of your time making relevant connections to the reading and less time lecturing on them;
- a specific activity and/or facilitated discussion that allows your audience to refer back to their Theory Analysis papers and bring attention to the Examples of Leadership in Practice.
- a critical examination of the merits and potential weaknesses or challenges of the theories (deconstruct AND reconstruct); and/or
- interactive learning activities 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 organized and professional was the presentation?); analysis (did the group critically analyze and deconstruct the family of theory presented? Was this analysis in-depth, thorough, and distinct?). Grading will also be based on creativity, originality and overall energy.

Theory Analysis Papers (3 Papers)
For these assignments, you will personally analyze each of the families of theory presented in class and offer real-world examples of that theory in practice. These papers and examples 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.

Please note the following:
1. You do not have to complete a paper on the day that your group is facilitating.
2. You can choose one of the two options for completing this assignment below.
3. Regardless of the option you choose, you should incorporate the readings (and previous readings) intentionally – be sure to cite and reference appropriately.
4. The assignment (regardless of the option you choose) is due in its complete form on the date listed in the syllabus. We realize you may have a better understanding of the content after the class discussion, so we will allow you to make revisions to your assignment after the class if you adhere to the following: 1) you will need to inform Dr. Slack or Chapman by email within 24 hours of that class, 2) you will need to submit the revised assignment by midnight on the following Monday.

Option 1
This option requires you to respond directly to the 4 questions/prompts outlined below. Each response should be 3-4 paragraphs long. In your paper, please number and type the question before your response.

1. Describe the major components of this family of theory. What makes it distinct?
2. What would you identify as the strengths and weaknesses of these theories?
3. Based on your critique (deconstruction) of these theories (in questions 2), how would you specifically “reconstruct” the theories to address the limitations?

4. What connections can you make to your own life experiences throughout the paper? How have you applied these model/theories to your own leadership settings?

5. Identify and write about an “example of leadership in practice”. Your example should connect the theory or set of theories discussed that week to the real-life practice of leadership. This can be reflected through a link to an article, video clip, image, or a description of an event that you observed or engaged in. The example should be accompanied by 3-4 paragraphs that describe why it was chosen and how it relates to the family of theories for that week. The practical applications should be tangible, real, and demonstrate how you can actively use these theories to inform your practice of leadership.

Option 2
This option requires you to verbally respond to the 4 questions/prompts outlined above through a video recording of yourself. While this recording does not have to be of the highest caliber, we do expect that you put thought and intention in your responses and in your presentation. Additionally, like the other option you will be expected to refer to the class readings. When referring to any readings, please state the title of the reading and author when applicable.

Leadership Identity Development Project
Understanding the key developmental influencers of how your leadership identity has developed is central to facilitating the learning of leadership. This assignment will challenge you to critically reflect on your life and the leadership moments that you have experienced.

For this assignment you will need to complete one draft (at least 3 pages) and one completed Student Leader LID Interview Paper (4-5 pages). You will be assigned a student in class to interview on their leadership trajectory over time. You will create an interview protocol for an interview, conduct the interview, and write up a draft of your findings. Before the second interview, you will exchange a copy of your draft with a classmate who will provide you with feedback. We will also discuss interview findings in class to help you create additional follow up questions and prepare for your second round. After your second interview, you will write up a summary of your major findings and analysis as it relates to the LID and other course content.

Leadership Philosophy Digital Story
Your final major project for this course will be a synthesis of what you have learned about leadership over time (from this course, other courses, and possibly, personal experiences) represented in a 5-7 minute digital story of your “personal leadership philosophy.” This could include photos, personal videos, spoken word/voice-over, clips from YouTube or TED talks, quotes, etc. combined into one digital format (i.e. movie). You will narrate the entire movie, sharing your leadership philosophy. You should use course content (theories, concepts, etc.) throughout. We will share these in a “gallery” type experience at the end of the semester. Questions to consider when deciding what to include in your story:

- What do you think of when you hear the word “leadership?” and how would you define it? What assumptions does your definition make about:
  - power and influence
  - the role of ethics or values
  - about relationships (between and among individuals, groups, organizations, systems)?
- What organizational structures and contexts is your definition most suited for? What contexts would not be conducive to this type of leadership? Is your definition of leadership accessible to everyone- why or why not? Do you reference diverse views (inclusiveness, pluralism) - why or why not?
- How has your understanding of leadership changed over time?
  - What significant experiences triggered these changes?
  - What factors played a role in the evolution of your understanding?
- What theories and concepts from this course or other courses help to illustrate your understanding of leadership?
  - Which leadership concepts resonate most with you and why?
  - How might you use your own language for communicating these concepts?
• Alternatively, what critique of the literature (from this course or other courses) has informed your understanding of leadership? What are leadership experiences you’ve had that counter the literature or conventional notions of leadership? What is missing from the literature that you would like to communicate in this assignment (as it relates to your leadership philosophy)?

• How does your philosophy of leadership relate to your hopes for the future? How does your philosophy of leadership empower you? How does this relate to you career and civic readiness?

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## Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/2</td>
<td>Course Intro &amp; Leadership Moments</td>
<td>Sign up for Fad Book Report and Leadership Theory Discussion (completed in class)</td>
</tr>
<tr>
<td></td>
<td>• What are the course requirements and what is expected of me?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What makes this class different from other classes?</td>
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<td></td>
<td>• What do you need to feel successful in this course?</td>
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<tr>
<td></td>
<td>• How have you come to understand leadership?</td>
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Perruci and McManus (2013)  
Rost (2000) Forward, Preface and pgs. 1-36 | Upload your Fad Book Report on ELMS before class and bring 1 copy of the report to class. |
|       | • How have we come to understand leadership over time? |                                                                            |
|       | • What is the central purpose of leadership? |                                                                            |
|       | • How is leadership conceptualized and what influences these conceptualizations? |                                                                            |
|       | • How have you come to understand what leadership means to you? |                                                                            |
| 9/16  | Critical Perspectives of Leadership      | Preskill & Brookfield (2009), Chpt. 3  
Collison & Tourish (2015)  
Eagly & Chin (2010)  
Watch Why Ordinary People Need to Understand Power | Set up a time (next week) to meet with your LID interviewee. |
|       | • What informs your leader prototypes? How might these reflect particular stocks of knowledge? |                                                                            |
|       | • What effect might “the story most often told” have on how individuals relate to and think about leadership? |                                                                            |
|       | • What does a single story mean to you? How will we avoid that in examining the literature of this course? |                                                                            |
|       | • What guiding questions might we develop as we move into our Leadership Theory and Facilitation conversations? |                                                                            |
| 9/23  | Leadership Efficacy                      | Avolio & Hannah (2008)  
Anzaldúa (2010)  
Hoyt & Blascovich (2007)  
Watch Listening to Shame |                                                                            |
|       | • What is efficacy? |                                                                            |
|       | • What experiences have empowered you? |                                                                            |
|       | • When and where do you feel constrained? |                                                                            |
|       | • What lessons have you learned (and internalized) about your own capabilities and agency? |                                                                            |
Komives et al (2005)  
Komives et al (2009) | Submit draft from LID Student Interview to ELMS before class, bring a copy to class. Set up a second interview with your interviewee. |
<p>|       | • What is your leadership story? How did you arrive there? What makes your story unique/different than others? |                                                                            |
|       | • What development influences and salient experiences have shaped your leadership identity over time? |                                                                            |
| 10/7  | Leadership Identity Development (LID) Continued | Harro (2013) |                                                                            |
|       | • What makes you, you? |                                                                            |
|       | • How do social categories affect our sense of who we are? What meaning do we make of our various identities? |                                                                            |
|       | • What are the dangers of a singular story? How do identities shape how individuals understand, experience, and enact leadership? |                                                                            |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tr>
<td>10/14</td>
<td>Developing Your Digital Story</td>
<td>• McShay (2010)</td>
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<td>Submit final LID Student Interview Paper to ELMS before class.</td>
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<td>10/21</td>
<td>Transforming/ Transformational/ Charismatic Leadership</td>
<td>• Burns (1978)</td>
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<td>Group 1 Leadership Theory Facilitation</td>
<td>• Burns (1978)</td>
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<td></td>
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<td>• Antonakis (2012)</td>
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<td></td>
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<td>• Couto (1993)</td>
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<td>Leadership Theory Paper Submitted to ELMS before class (bring a copy to class to refer to)</td>
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<td>10/28</td>
<td>Collaborative Leadership &amp; Leadership for Social Change</td>
<td>• Astin (1996)</td>
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<td>Group 2 Leadership Theory Facilitation</td>
<td>• Chrislip &amp; Larsen (1994)</td>
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<td>• London (2012)</td>
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<td>• Komives (1996)</td>
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<td>• Wagner (2009)</td>
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<td>Leadership Theory Paper Submitted to ELMS before class (bring a copy to class to refer to)</td>
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<tr>
<td>11/4</td>
<td>Digital Stories Work Day</td>
<td>*Bring storyboard and tools/materials to assist with the development of your digital stories</td>
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<td>Group 3 Leadership Theory Facilitation</td>
<td>• Rost (2000)</td>
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<td>• Spears (2005)</td>
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<td>• Yukl (2013)</td>
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<td>• Lussier &amp; Achua (2013)</td>
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<td>• Senge (2000)</td>
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<td>Leadership Theory Paper Submitted to ELMS before class (bring a copy to class to refer to)</td>
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<td>11/25</td>
<td>Thanksgiving Holiday – no class</td>
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<td>12/2</td>
<td>Digital Story Showcase</td>
<td>Leadership Philosophy Digital Story uploaded to ELMS by Wednesday 11/30</td>
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<tr>
<td>12/9</td>
<td>Digital Story Showcase</td>
<td>End of Semester Reflections</td>
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Please note that this syllabus is subject to change at any time during this course. All students will be notified if any changes occur.

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 Adele H. Stamp Student Union - Center for Campus Life.