Introduction to Leadership Studies  
Fall 2014 Course Syllabus  

LDR 3003, Section 591, 3 Credit Hours  
SMC A203A, Monday, 6:00 – 8:50 p.m.

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Office Hours: by appointment

COURSE DESCRIPTION: The focus of this course is on understanding self and personal leadership. It covers a broad range of leadership topics from understanding self, group behavior, teamwork, organizational design, ethics, and change.

This introductory course is developed to encourage you to carefully analyze your responsibilities and commitments in the context of leadership for the common good and for purposeful change. You will come to understand the concept of relational leadership and how it differs from traditional leadership theories. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. You will also develop your own leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skills application through course activities.

COURSE LEARNING OBJECTIVES & OUTCOMES:  
Through active engagement in the course and course materials, students will:
1. Understand and apply the Relational Leadership Model.
2. Increase self-awareness through the exploration of values, beliefs, culture, and identity.
3. Learn the basics of group roles, dynamics, and decision making in order to function constructively in group settings.
4. Understand the nature of coalitions, communities, and systems.
5. Appreciate the relationship between ethics and leadership.
6. Discover the complexities of leadership and the multidisciplinary nature of leadership studies.
7. Compare and contrast traditional and emergent paradigms of leadership.
8. Apply critical thinking to leadership theories and practices.
9. Understand gender and cultural influences on leadership.
10. Begin to develop a personal philosophy of leadership.
11. Engage in a positive, inclusive learning experience where all students are challenged and supported.

COURSE EXPECTATIONS: Students will come to class prepared for active participation. Your preparation for class, attentiveness, reflection, integration of readings into class discussion and willingness to share experiences, issues, and questions from readings are expected. Some class participation may include in-class writing submissions.

In class, students will work in small teams to discuss readings, engage in simulations, and use theory to enhance practice through group 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. Students and the instructor are expected to treat each other with respect.

Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all 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
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 schedules.

REQUIRED TEXT & MATERIALS
*Exploring Leadership: For College Students Who Want to Make a Difference (3rd Edition)*
Susan Komives, Nance Lucas, and Timothy McMahon
San Francisco: Wiley, John & Sons, Inc. 2013

*StrengthsQuest: Discover and Develop Your Strengths in Academics, Career, and Beyond*
Donald Clifton, Edward Anderson, and Laurie Schreiner
- New Edition of the text includes code
- Can be purchased online from The Gallup Organization

CANVAS:
The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used for submitting assignments and grade posting. Information on how to use Canvas is available at: [http://usfsm.edu/e-learning-services/](http://usfsm.edu/e-learning-services/)

COMPUTER LAPTOP:
This course is participation intensive, and therefore requires your undivided attention. If a laptop is suggested for a classroom activity, the instructor will provide advanced notification. Otherwise, students should not be using their phones or laptops during class. Unauthorized use of electronic devices during class will negatively affect students’ class participation grade. If you are expecting an urgent text or e-mail, please notify the instructor.

EMAIL:
Every enrolled USF student receives an official USF e-mail account. Every official USF correspondence to students is sent to that account. Information can be found at: [http://netid.usf.edu/una](http://netid.usf.edu/una).

PLAGIARISM SOFTWARE
The University of South Florida has an account with an automated plagiarism detection service which allows students’ assignments be checked for plagiarism. The instructor reserves the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. Please remove your name from the body of your paper and replace it with your USF ID # before submitting it to Turnitin. Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

USFSM AND USF SYSTEM POLICIES
A. **Academic Dishonesty**: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the [USFSM Catalog](http://usfsm.edu/), the USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](http://usf.edu/).

B. **Academic Disruption**: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty
C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://usfsm.edu/disability-services/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

ACADEMIC SUPPORT SERVICES:
Information Commons provides students with individual and group study spaces, computers, printers, and various media equipment for temporary use. Information Commons is staffed with a librarian, learning support faculty, tutors, and technology and e-learning specialists. Students are encouraged to use tutoring services to improve their writing, which is provided at no cost to students. Make an appointment at: http://usfsm.edu/information-commons/tutoring/

MISSED ASSIGNMENTS:
Assignments and papers all have deadlines noted on the syllabus. It is the student’s responsibility to complete assignments by the deadline. Late assignments will receive no credit. If you have documented extenuating circumstances, contact the instructor immediately via email. Quizzes will be given randomly during class times. Unless there is an extenuating circumstance, there will be no make up quizzes given.
GRADED ACTIVITIES/ASSIGNMENTS:

Class Participation/Attendance 20 points
Chapter Reflections (12) 2.5 points each = 30 points total
Quizzes (3) 5 points each = 15 points total
Self-Reflection Paper 10 points
Influential Leader Presentation 10 points
Final Paper 15 points

TOTAL POINTS POSSIBLE 100 points

Grades are based on a 100 point scale and plus/minus will not be awarded:
A 100 – 90
B 89 – 80
C 79 – 70
D 69 – 60
F 59 and below

CLASS PARTICIPATION & ATTENDANCE (20 POINTS)
Attendance is vital to learning in this course. The following actions are essential for maximum learning: attending all classes, being on time, completing reading assignments before class, participating in discussions, and participating in class activities and group assignments. Moreover, punctuality is expected of leaders and is thus expected of students in this class. Tardiness will result in the loss of points. **Missing 3 or more classes will result in losing all 20 attendance points.**

CHAPTER REFLECTIONS (2.5 POINTS EACH, 30 POINTS TOTAL)
Students will be asked to provide thoughtful reflection based on each weekly reading assignment throughout the semester. Appropriate reflection includes reactions to new concepts, examples of how topics covered in the chapter have personally impacted your life, future plans to incorporate concepts into your life, etc. Chapter reflections should be at least one full page, typed, and double-spaced. **Reflections should be printed and submitted at the beginning of each class. Students must include their name, UID, and that week’s chapter in the heading. Chapter Reflections are essential as assigned readings are used as a base for classroom work.**

QUIZZES (5 POINTS EACH, 15 POINTS TOTAL)
To ensure that students are retaining key concepts relevant to the learning outcomes of the course, quizzes will be periodically placed throughout the semester. These will be based on material from the classroom and the readings.

SELF-REFLECTION PAPER (10 POINTS)
This 3-4 page, double-spaced paper should be an analytical and reflective review of the influences and factors which have shaped who you are. Developing self-awareness is a powerful first step to becoming a great leader. Consider the following: What do you value? How did you come to believe what you believe? Who and what experiences have influenced your values and philosophies? What factors have shaped your life? What are your top five StrengthsQuest themes? What values within those themes are important to you? What is your purpose and how do these themes influence that purpose? What attributes and capabilities are important to you? What is your theory of leadership and how will these themes influence your leadership style?

INFLUENTIAL LEADER PRESENTATION (10 POINTS)
Students will give a presentation on a leader of his/her choosing covering topics such as: the leader’s story, leader’s accomplishments, what were his/her strengths and weaknesses (consider the context of StrengthsQuest), why do you personally find him/her inspirational, what qualities would you like to emulate, what type of power does he/she exhibit, what are his/her values, etc. Students will be expected to tie in concepts learned from the text. Each presentation should also include a creative experiential activity that involves/engages their classmates. Each presentation should be approximately 20 minutes (suggested
breakdown: 10 minutes of discussion/teaching about leader chosen, 10 minutes of experiential learning class activity). Impactful leaders are engaging and inspiring speakers; plan your presentation with regard to not only entertaining and teaching your classmates but also motivating them to aspire to your chosen leader’s qualities.

**FINAL PAPER (15 POINTS)**

This final 5-6 page, double-spaced paper will be an in-depth look at your leadership journey throughout the length of this course. It should address your growth throughout the semester in regards to your leadership capacity. Addressing such topics as the Relational Leadership Model, Social Change Model, and other important concepts from the text, students should identify their growth as leaders, areas for improvement, challenges, and expectations for future leadership experiences. Describe the leadership philosophy you have developed throughout this class. Has it changed since the beginning of class? If so, how? Describe two action steps you can take to continue to develop your leadership in the future.

**COURSE CALENDAR: CLASS TOPICS & READING ASSIGNMENTS**

(The instructor reserves the right to make changes to the course calendar at any time.)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1: August 25</td>
<td>Welcome, Introductions, Syllabus Review</td>
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<tr>
<td>Week 2: September 1</td>
<td>No Class – Labor Day Holiday – Campus Closed</td>
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<tr>
<td>Week 3: September 8</td>
<td>An Introduction to Leadership</td>
<td>Preface &amp; Chapter 1</td>
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<td>Presentation topics &amp; dates determined</td>
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<td></td>
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<td>Chapter 1 Reflection due</td>
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<td>Week 4: September 15</td>
<td>The Changing Nature of Leadership</td>
<td>Chapter 2</td>
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<td>Week 5: September 22</td>
<td>The Relational Leadership Model Quiz 1</td>
<td>Chapter 3</td>
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<tr>
<td>Week 6: September 29</td>
<td>Understanding Yourself, Understanding Your Strengths Bring Strengths to class</td>
<td>Chapter 4</td>
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<td>Week 7: October 6</td>
<td>Understanding Others</td>
<td>Chapter 5</td>
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<td>Week 8: October 13</td>
<td>Leading with Integrity Presentations 1-2</td>
<td>Chapter 6</td>
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<td>Week 9: October 20</td>
<td>Being in Communities Presentations 3-4</td>
<td>Chapter 7</td>
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<td>Week 10: October 27</td>
<td>Interacting in Teams and Groups Presentations 5-6 Quiz 2</td>
<td>Chapter 8</td>
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<td>Week 11: November 3</td>
<td>Understanding and Renewing Complex Organizations Presentations 7-8</td>
<td>Chapter 9</td>
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<td>Week 12: November 10</td>
<td>Understanding Change Presentations 9-10</td>
<td>Chapter 10</td>
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<td>Week 13: November 17</td>
<td>Strategies for Change Presentations 11-12</td>
<td>Chapter 11</td>
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<td>Week 14: November 24</td>
<td>No Class</td>
<td>Use this time to work on final paper</td>
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<td>Week 15: December 1</td>
<td>Thriving Together Quiz 3</td>
<td>Chapter 12</td>
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<tr>
<td>Final Exam Week: December 8</td>
<td>No Class</td>
<td>Final Paper Due by midnight</td>
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