

Being a Leader – COM 494 – SLN 21377 (T)
Stauffer A114; Tues-Thur 10:30-11:45 a.m. – Spring, 2017, Arizona St U-Tempe

Professor: Dr. Sarah J. Tracy, Ph.D.

Email: Sarah.Tracy@asu.edu

Phone/voice mail: (480) 965-7709

Available to meet (virtual or Stauf 424A):

Tue/Thur 11:50 a.m.-1:20 p.m. & by appt.

Doctoral Classroom Assistants:

Sophia Holeman, M.A.

Email: sholeman@asu.edu

Available to meet (virtual or Stauf 345):

M/W 3pm - 4:30pm & by appt.

Rikki Tremblay, M.A.

Email: rtrembla@asu.edu

Available to meet (virtual or Stauf 308):

M/W 8:30-10:00am & by appt.



REQUIRED TEXT

Northouse, P. G. (2016). *Leadership: Theory and Practice* (7th ed.).
Thousand Oaks, Calif: SAGE.

Available at www.Amazon.com. NOT at campus bookstore.

Student companion site: <https://edge.sagepub.com/northouse7e>
[exam review flash cards, related readings and more!]



COURSE OVERVIEW

This course broadly examines leadership theory in the context of communication. Employers seek graduates who demonstrate communication competence, critical thinking-skills, creativity, and an ability to lead. Through a communication lens, this course will continue to help you build the aforementioned skills while learning about the most influential bodies of thought regarding leadership. Some of the theories and topics we will cover are as follows: transformational leadership, situational leadership, servant-leadership, and trait and behavioral approaches to leadership. While some theories and topics are more relevant today than others, this course aim to provide you with a broad exposure to the diversity of leadership topics, and in doing so, prep you for future work and graduate study.

Course activities include reading, case study analyses, mastery quizzes, a live leadership assessment, and culminates in a final leadership project.

** This syllabus is a living document subject to change per announcement.** *I thank Rahul Mitra who has generously provided me insight on teaching this course, and Robert Razzante for contributing to the curriculum planning of this class.*

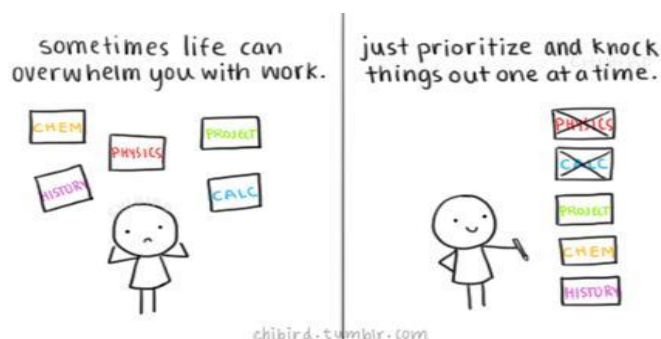
LEARNING OUTCOMES & OBJECTIVES

If you complete all activities, you will leave this course understanding a breadth of knowledge related to leadership. Such knowledge is instrumental for analyzing and making sense of current and future leadership situations. The following discusses more specific objectives of the course.



1. Students will understand contemporary leadership theories within the context of communication.
2. Students will compare and contrast different approaches to leadership.
3. Students will evaluate which theories are contextually relevant to particular communication settings.
4. Students will apply theoretical approaches in various leadership communication contexts.
5. Students will distinguish the appropriateness of specific leadership approaches.
6. Students will engage in written, verbal, and kinesthetic assignments that will demonstrate their ability to understand, analyze, and apply different leadership theories in different communication contexts.

Assignment	Points
Extra Credit (pre & post course survey, interview)	+ ()
Case Study Discussion Board Entries (6 @ 15 pts each)	90
Mastery Exams (3 @ ~70 pts each)	210
Evidenced Preparation, Presence, Participation	50
Leadership Scenario and Live Role Play	25
Group “Undercover Boss” Case Analysis & Presentation	125
Absence or civility deductions: (after two absences): -10 points for more than 15+ minutes missed from a class; -3 points being late / leaving early	- ()
Total	Up to 500



Outstanding – above expectations	Good – above average	Satisfactory – meets min. requirements	Unsatisfactory	Failing or academic dishonesty
A+ 485 – 500 pts	B+ 435 – 449 pts	C+ 385 – 399 pts		
A 465 – 484 pts	B 415 – 434 pts	C 350 – 384 pts	D 300–349 pts	E below 299 pts
A- 450 – 464 pts	B- 400 – 414 pts			XE - academic dishonesty

ASSIGNMENTS (see course schedule for due dates)

EXTRA CREDIT

This course (its assignments, approach, and instructor) is being studied by a team of researchers. *Your insight is extremely valuable* and you have the opportunity to earn extra credit through several activities across the semester. You can earn extra credit for participating in these activities whether or not you choose to contribute your responses to the research team.

CASE STUDY DISCUSSION BOARD POSTS (6 @ 15 points each for up to 90 points)

The purpose of this assignment is threefold:

1. to jump-start your critical examination and application of the week's readings, providing a foundation for the week's in-class discussion
2. to facilitate the practice of expressing complex ideas in a limited space
3. to facilitate a group conversation among course members.

Part A (Original Post) - You will respond to *one* question/statement crafted by the instructor (which will often reference a case study from the text). At the end of your post, you should post a question or dilemma related to your post that you would like your peers to respond to. Your post should be 600-700 words (capped at 800 words). *This will be due by 10:30 a.m. on 6 different Tuesdays across the semester* (see course schedule below for due dates).



Part B (Peer Feedback) - For each unit, you will also respond to a peer's discussion board post. Your feedback to your peer should be about 300 words (capped at 350). You can provide feedback on whichever peers' post you choose. *This will be due by 10:30 a.m. on 6 different Thursday across the semester* (see course schedule below for due dates).

Please love your reader by proofreading your posts for grammar, spelling, and style. Furthermore, **DO NOT** attach a separate document but rather include the response within Blackboard. We recommend drafting the response in a separate word-processing program (e.g. Microsoft Word), saving a copy for yourself, and then pasting response into Blackboard.

If you attend sufficiently to the prompt, respond meaningfully to your peer, and do so by the due dates and within the word-counts/formatting specified, you will earn 10 points for Part A, and 5 points for Part B.

The Blackboard discussion portals are structured so that you must create your post before you are able to read your peers' responses. This choice facilitates and encourages your originality and freedom in crafting a post that reflects your thoughts, instincts, and impressions related to the week's materials, while avoiding any potential priming effects. You are encouraged to read through your peers' responses and reference your and others' posts during class.

MASTERY EXAMS (up to 210 points)

We will have three (3) mastery exams that test your mastery of the terms and materials. The exams will be a mix of ~35 questions that are T/F, multiple choice, and fill in the blank.

EVIDENCED PREPARATION, PRESENCE & PARTICIPATION (up to 50 pts)

Evidenced preparation and verbal participation is a key part of learning leadership. Students should listen alertly, take notes, concentrate on course material rather than external distractions, and actively engage in enthusiastic and supportive interaction with other class members.

Minimally, students will be expected to share insights and experiences based upon the assignments and course activities. *To earn As and Bs in participation*, students must additionally provide thoughtful, appropriate verbal participation informed by the class resources, generate questions that forward the learning for oneself and others, and reference peers' discussion posts.

Being punctual and fully present for all the class periods are integral parts of this class. Assignments are explained in class, and many activities/mini-assignments are completed or workshoped during class.

Please see policies below for information on absence and tardiness grade deductions.

The teaching team will take notes about the quantity and quality of participation throughout the semester. Students are welcome to ask to receive feedback about their participation at any time.

LEADERSHIP ROLE PLAY SCENARIO (Up to 25 points)

In the last week of the semester and during the final's period, we will conduct a role play scenario that assesses your application of leadership theories and concepts. We will talk about this assignment in more detail later in the semester.

GROUP PROJECT: "UNDERCOVER BOSS" (UB) ANALYSIS, RESEARCH, PAPER & PRESENTATION (Up to 100 points)

Each group (of ~5 class members) will be tasked with analyzing an Undercover Boss (UB) case video with respect to any TWO leadership communication topics or theories covered in class. We will be workshoping one video together. Your participation in the workshops is required and instrumental for ensuring success in this assignment.



The project will consist of conducting auxiliary research, participating in three workshops, developing summary outlines of four outside sources, writing a group paper, and doing a class presentation. All of this is detailed on the next page.

“UNDERCOVER BOSS” PROJECT, CONT.

Auxiliary Resource Outlines – 20 pts

Each group member will find and analyze at least four (4) auxiliary resources associated with the two chosen leadership topics. At least two of these sources must be scholarly books, book chapters, or journal articles—while the other two may popular culture resources (e.g., blogs, newspaper/magazine articles, TED talks, YouTube videos). The course text student resource site is very useful for finding related resources (<https://edge.sagepub.com/northouse7e>). Across the group, the sources should be distributed roughly equally to each of the two chosen leadership topics. Typed outlines of these sources should be brought to class and shared with group members as scheduled below (please bring copies for all group members and for class instructor) and also should be appended to the final paper.

Outline summaries should be one page, single spaced, and include an APA formatted reference entry of the selected source at the top. Overview of the source should be restricted to 1/2 a page, leaving 1/2 page for reflection on how it relates to the UB episode and indication of how this new knowledge might be applied to professional/leadership actions.

Group Paper – 50 pts

Each group will submit an essay 10-12 pages (double-spaced, font size 12, in inch margins), which should demonstrate sufficient depth of the leadership communication topic and how it applies to the case video. The paper should:

1. briefly overview of the case video (~1 page)

Then incorporating auxiliary resources and course text, the paper should:

2. overview each topic/theory used (~3 pages)
3. detail at least 4 examples from the video case study of how each topic/theory was relevant (~4 pages)
4. provide at least 2 recommendations for the “boss” based on each of your chosen topics/theories (~2 pages)
5. discuss at least 2 “lessons worth learning” that group members will carry into their future professional lives based upon the case study, research, and analysis (~2 pages)

Finally,

6. Provide a reference page using APA style (4 relevant and useful sources per group member, with at least half being scholarly sources) and append all 1-page outlines.

Points are based on meeting these criteria, for grammar/spelling/writing style, and APA style.

Group Presentation – 30 points

You will also present your analysis in a group presentation, lasting ~25 minutes, using PowerPoint slides and (no more than 10 minutes of) excerpts from the show. (An additional 5-10 minutes will be allotted to field questions from the audience, after each presentation).

Peer Evaluation and Insightful Question(s) for other Groups – 25 pts

Each student will also be assigned 15 points on the basis of peer evaluations by group members, and 10 points for preparing AT LEAST ONE insightful question for another group each day of the UB presentations. (Questions will be submitted to the instructor at the end of class)

COURSE POLICIES

Use of Personal Electronic Devices in Class

The latest research suggests that focus, comprehension, recall of ideas, and information processing increase when students hand-write class notes and read from physical paper. During class, please take notes by hand, and make handwritten notes on printed readings. For information:

<http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html>, <http://www.newyorker.com/online/blogs/elements/2014/06/the-case-for-banning-laptops-in-the-classroom.html>, and <http://www.scientificamerican.com/article/reading-paper-screens/>.

Many of us are irresistibly drawn to our electronic devices. In the classroom, put them away and turn off any buzzer, flasher, or vibrator that would be sensed by you, your classmates, or a member of the teaching team. If there is an emergency or ongoing situation in which you would like to request exception to this rule, contact Dr. Tracy.

If there is an activity in which use of the internet will enhance our collective work, I'll alert the class. *Otherwise, please go screen and keyboard free.*



Absences, Due Dates, Late Work, “Making up” Attendance / Participation:

An absence in this class equates to missing any one class for more than 15 minutes. Every absence over two absences will result in a 10-point deduction (or 2%) from your final grade. Every late arrival or early departures (of 15 or fewer minutes) will result in a 3-point deduction. These deductions can significantly affect your course grade. **If you cannot attend the dates of the three exams, the final’s period, and UnderCover Boss workshopping sessions, you should drop this course.**

Assignments will be marked down up to 10% each day and may not be accepted more than two weeks past their due date (none will be accepted after 4/28). In-class work (e.g., exams, presentations, and leadership scenario activities) will receive credit only on the day they are due. Incompletes are discouraged and only available if you: 1) experience serious documented illness or emergency; 2) finish more than half the coursework, 3) negotiate the incomplete before 4/21.

Students who miss class or a due date because of an unavoidable emergency should notify Dr. Tracy within 24 hours, following up with documentation/explanation. Students who will miss a class due to a university-excused absence (e.g., participation in an ASU athletic event or practice of a religious holiday) should alert Dr. Tracy in the first two weeks of class.

Students who desire to “make up” participation points from an excused absence should email a related assignment or activity from <https://edge.sagepub.com/northouse7e> within one week of the missed session. The following websites explain ASU’s “university excused absence” policies: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>; <http://www.asu.edu/aad/manuals/acd/acd304-02.html>.

ASU’s Civility Policy:

ASU’s policy on “Handling Disruptive, Threatening, or Violent Individuals on Campus” at <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>, explains how interfering with the peaceful conduct of university-related activities or remaining on campus grounds after a request to leave may be considered a crime. Students may be withdrawn from a course with a mark of “W” or “E” when the student’s behavior disrupts the educational process.

Blackboard and Technology Help:

You need to access and navigate Blackboard to succeed in this class. The following provides a helpful resource: <http://asu.force.com/kb/articles/Informational/Blackboard-Help-for-Students/>

Academic Integrity at ASU:

ASU’s policies for academic integrity are available here <https://provost.asu.edu/index.php?q=academicintegrity>.

Assignments with integrity are written at the collegiate level, with clear and appropriate organization, full sentence structure, grammar and spelling. When referring to material from the text, class notes, or any other source (including Internet webpages), using quotation marks and appropriate citation is ethically and stylistically required.



Cheating or plagiarizing on any assignment or exam includes copying from other students, past coursework, the Internet, the text, or other published sources without proper citation. You may not recycle papers or work from other courses you’ve taken, including if you are taking this course over again. Academic dishonesty also includes excessive “help” or “editing” on assignments from others (if in doubt, ask). Students in violation of academic integrity guidelines face disciplinary action which may include being suspended or expelled from the College or University, given an XE on the transcript, referred to Student Judicial Affairs and/or having his/her name kept on file. Student assignments are routinely checked against plagiarism-detection websites and files of past student papers. Please do your own work and cite all sources.

Course content, including lectures, are copyrighted material and students may not sell notes taken during the conduct of the course (see ASU’s “Commercial Note Taking Services” policy at: <http://www.asu.edu/aad/manuals/acd/acd304-06.html>).

Unique Academic Needs:

Students with unique academic needs who would like to coordinate special accommodations should contact me in the first couple sessions to discuss options and document their needs with ASU’s disability resource center (<https://eoss.asu.edu/drc>).

This class, as all others in the School, is taught in English. If English is not your first language and you are having difficulty in speaking, writing, or understanding—please seek assistance at the Writing Center on campus or with the International Student office which provides conversational groups for non-native speakers. Since this class is taught in English, all work in this course will be graded based on a common rubric that assumes an understanding of English.

Sarah Tracy COM 494 – 21377 (T)- Spring '17 Schedule
(Subject to change via class or email announcement; see Blackboard for latest version)

To read or review (before class & turning in Discussion Board Entry)	Disc Board Entry Turn in “Part A” by 10:30 a.m. Tuesday, and “Part B” by 10:30 a.m. Thursday	In-class Activity	Week	Class Date
Welcome & Intro Activities		Intro Survey	1	1/10
Ch 1. Introduction to Leadership				1/12
Ch 2. Trait Approach	DB 1A		2	1/17
Ch 15. Gender & Leadership	DB 1B			1/19
Ch 3. Skills Approach	DB 2A		3	1/24
Ch 4. Behavioral Approach	DB 2B			1/26
Review Chaps 1, 2, 15, 3, 4		Catch-all & Review	4	1/31
		Exam #1		2/2
Ch 5. Situational Approach	DB 3A		5	2/7
Ch 6. Path-Goal Theory	DB 3B			2/9
Ch 7. Leader-Member Exchange Theory	DB 4A		6	2/14
Ch 13. Leadership Ethics	DB 4B			2/16
Review Chaps 5, 6, 13, 7		Catch-all & Review	7	2/21
		Exam #2		2/23
Ch 8. Transformational Leadership	DB #5A		8	2/28
Ch 9. Authentic Leadership	DB #5B			3/2
SPRING BREAK – NO CLASSES				3/7
SPRING BREAK – NO CLASSES				3/9
Ch 10. Servant Leadership	DB 6A			3/14
Ch 11. Adaptive Leadership	DB 6B		9	3/16
Jensen – Integrity Zampella – 3 one pagers on requests and promises All on Blackboard	Assignment to be determined			3/21
Read Undercover Boss (UB) Assignment in syllabus		Determine Groups / UB Workshop #1	10	3/23

To Do Before Class	In-Class Activity	Week	Date
Review Chaps 8, 9, 10, 11, Jensen, & Zampella		Catch-all & Review	3/28
Meet with group outside of class to determine UB episode (not sample) and theories/concepts to apply	Exam #3		3/30
Watch sample UB episode & meet with group outside class to plan group analysis	UB Workshop #2 [In this workshop, we will analyze together a sample UB episode]	12	4/4
Bring outlines of four articles related to Group UB Paper	UB Workshop #3 [In this workshop, you will meet with your group to share article outlines, and have questions answered as you prepare for the presentation and paper]		4/6
	Undercover Boss Group Presentations (1 & 2) and Class Q&A Explanation and Sign-up for Leadership Scenario Assignment	13	4/11
	Undercover Boss Group Presentations (3 & 4) and Class Q&A		4/13
	Undercover Boss Group Presentations (5 & 6) and Class Q&A	14	4/18
Undercover Boss Paper & Peer Evaluations Due 11:59 p.m., Wednesday, 4/19 (upload to Blackboard)	Leadership Scenario & Live Role Play		4/20
	Leadership Scenario & Live Role Play	15	4/25
	Leadership Scenario & Live Role Play		4/27
	End of Course Survey & Wrap-up Celebration	Final Period	Tues, May 2, 9:50-11:40 a.m.