Syllabus for COM 408
Principles of Leadership

Instructor: Larry J. King
Office: LAN 413
Office Hours: T TH: 3:30-5:00 PM
W: 1:00-2:30 PM
Other times by appointment

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E-mail: lking@sfasu.edu

Communicating with Your Professor: I prefer you use my SFA e-mail (lking@sfasu.edu) rather than the D2L e-mail tool. Of course, you can also call me at my office phone (936-468-1260). If you e-mail me, please include the course number (COM 408 500) in the subject line of the e-mail.


Course Description: COM 408 (COMM 4308) “Principles in Leadership” (3 credits) meets once, twice, or three times a week for a total of 150 minutes per week for a total of 15 weeks, and also meets for a 2-hour final examination. Online delivery contains extensive written content as well as audio-visual presentations and exercises that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Activities may include lectures and discussions, readings, a semester term project, writing assignments, group discussion, service-learning projects, and personal leadership inventories, exams as well as presentations. A student can expect to spend at least 6 hours each week preparing outside of classroom hours.

Primary Goals and Learning Objectives for the Course:

1. Students will engage organizational communication and discourse literature examining leadership.
2. Students will be able to recognize primary leadership theories.
3. Students will be able to analyze and critique leadership processes.
4. Students will display a greater understanding of the centrality of communication to effective leadership and organizational change processes.
5. Students will develop a critical analysis of leadership communication.
6. Students will enact leadership practices and assessment through service-learning projects.

Communication Studies Program Learning Outcomes:

1. Theory Knowledge: Students majoring in Communication Studies should display comprehension of major communication theories.
2. Theory Application: Students majoring in Communication Studies will apply the major theories in the field to communicate effectively in a variety of settings.
3. Research Methods: Students majoring in Communication Studies will be able to use and demonstrate understanding of appropriate methodology in critical, humanistic, or social scientific paradigms in examining research questions in communication.

4. Diversity and Freedom of Expression: Students majoring in Communication Studies will be able to recognize the central role of diversity and freedom of expression in a global community.

5. Constitutive Nature of Communication: Students majoring in Communication Studies will be able to demonstrate knowledge of the constitutive nature of communication, which includes forces that enable and constrain communication such as technology, ethics, and organizational life.

6. Higher Order Thinking: Students majoring in Communication Studies will be able to demonstrate oral and written competence in logical and critical thinking.

**Student Conduct:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, [http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf)). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Course Adaptations:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Academic Integrity:** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. **Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. **Cheating** includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. **Plagiarism** is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from
an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**D2L and Online Course work:** ALL students are expected to use D2L in this course to perform and keep up with graded activities and scheduled readings. Students should sign in at http://d2l.sfasu.edu using the same username and password as MySFA.

**Grade Withheld Policy:** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average (see Semester Grades, Policy A-54, http://www.sfasu.edu/policies/semester_grds.asp).

**Participation and Make-up Work Policy:** Students are expected to participate in a punctual manner in the online course throughout the semester. Skipped assignments cannot be made-up. You will be allowed to make up a missed graded activity only when conditions are clearly beyond your control and are convincingly documented. If you do not have valid documentation for the absence, you will receive a ZERO for the assignment.

**Tests:** There will be two tests during the semester. Test 1 will be the mid-term and Test 2 will be the final. Each test will be in essay form. The tests will be delivered via D2L and you will submit your responses via a drop box.

**Discussions:** You will need to provide your definition of leadership, respond to 5 case studies, post your definition and answers to the case studies, and then respond to at least two other student's posts. Each discussion is worth 25 points. See the Discussion Post Rubric to see how the discussion will be graded.

**Activities:** You will need to respond to 8 leadership instruments at the end of specific chapters. The specific activities and descriptions are identified in the specific class sessions. These will be submitted to a drop box designated for each assignment. Each activity is worth 25 points and will be graded based on completeness of your response, correct grammar and style, and demonstration of knowledge and understanding.
Leadership Analysis Project:

This will be a neatly typed (5-7 page) report using APA or MLA style. The paper will have the following parts:

1. **Insights:** In part 1, you provide the most important insights or learning points on leadership you believe you have gained from the course; you should also explain why you found them personally meaningful to you. You should use the activities/leadership instruments that you have completed this semester as part of this section of the report.

2. **Assessment of past opportunities:** In part 2, you provide a factual description and a critical self-assessment and analysis of important leadership challenges, opportunities and dilemmas your career/life has thrown at you so far; the specific ways you responded in those situations; and the overall success or failure of those outcomes.

3. **Assessment of strengths:** In part 3, you should then use these past experiences to arrive at a list of top five or so aspects about your personality that, you believe, exemplify your successful leadership qualities. Please also mention what situations you found to be the most helpful in letting you blossom as a leader.

4. **Assessment of weaknesses/obstacles:** In part 4, you should also use your past experiences discussed in part 2 to build a list of top five or so aspects about you that, you believe, prevent you from fully realizing your leadership potential. Please also mention what specific environments or situations have typically hindered your growth as a leader.

5. **Leadership development plan:** In part 5, you should outline, in specific details, a career and leadership progression road map for the next five to six years or so. This part should also explain how such a road map will help you leverage the leadership skills you already possess and help you acquire the ones you don’t have but need, as identified in part 4 above.

Overall, this report will be assessed in terms of how well you have integrated your insights gained with course material discussed; how realistic, creative, and insightful your roadmap is; the passion, conviction and intellectual rigor with which you provide the analysis; and use of proper style, organization, mechanics, and citations. Your Leadership Analysis Project is worth 100 total points.
### Grade Sheet for COM 408

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>My Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Test 2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Discussions</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Leadership Analysis Project</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>650</strong></td>
<td></td>
</tr>
</tbody>
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Total Points Needed for Semester Grades:

- A = 650-585
- B = 559-498
- C = 497-435
- D = 434-373
- F = 372-0
How will your knowledge be assessed?

General Assessment Rubric

<table>
<thead>
<tr>
<th>Required Activities</th>
<th>Full Credit</th>
<th>Partial Credit</th>
<th>No Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (2 total)</td>
<td>100 points. You correctly answer all questions.</td>
<td>99-1 points. Points are earned for each correct answer.</td>
<td>0 points. You do not complete the test on time and/or there is evidence of working with another student.</td>
</tr>
<tr>
<td>Discussion Posts and Activities (13 total)</td>
<td>25 points. You provide meaningful posts and there is evidence of participation. You clearly integrate course material/knowledge into the discussion. You provide meaningful, completed assignments where you clearly demonstrate your knowledge of the course material.</td>
<td>24-1 points. Points are lost if your participation or content is not adequate, and/or you do not follow instructions. If you do not submit the assignment on time or follow instructions</td>
<td>0 points. There is no evidence of your participation in the discussion. If you do not submit your activity on time, you'll receive zero points. There is evidence of working with another student.</td>
</tr>
<tr>
<td>Semester Project</td>
<td>100 points. Your grade will depend on the timeliness of your submission and your ability to follow directions.</td>
<td>99-1 points. If your paper is submitted after the deadline and diverges from the paper requirements, you'll lose points.</td>
<td>0 points. If you do not submit your paper on time or your paper is plagiarized, you'll receive zero points.</td>
</tr>
</tbody>
</table>
## Discussion Board Rubric

Below is a more specific explanation of what I'll be using to grade discussion board posts.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality and Timeliness</td>
<td><strong>6.25 points.</strong> Submits one initial response early in the session and two or more thoughtful peer responses early in the session, and more than two peer responses closer to the end of the session.</td>
<td><strong>6.24-4.24 points.</strong> Submits at least one initial response early in the session, and at least two peer responses closer to the end of the session.</td>
<td><strong>4.23-0 points.</strong> Does not submit at least one initial response early in the session and/or does not submit at least two peer responses closer to the end of the session.</td>
</tr>
<tr>
<td>Spelling and Mechanics</td>
<td><strong>6.25 points.</strong> Submits posts that contain grammatically correct sentences without any spelling errors.</td>
<td><strong>6.24-4.24 points.</strong> Submits posts that have one or grammatically incorrect sentences and two spelling errors.</td>
<td><strong>4.23-0 points.</strong> Does not submit posts that are in complete sentences or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors.</td>
</tr>
<tr>
<td>Demonstrates Knowledge and Understanding of Content and Applicability to Professional Practice</td>
<td><strong>6.25 points.</strong> Posts and responses show evidence of knowledge and understanding of course content and applicability to professional practice and include other resources that extend the learning of the community.</td>
<td><strong>6.24-4.24 points.</strong> Posts and responses show evidence of knowledge and understanding of course content and applicability to professional practice.</td>
<td><strong>4.23-0 points.</strong> Post and responses show little evidence of knowledge and understanding of course content and applicability of professional practice.</td>
</tr>
<tr>
<td>Generates Learning Within the Community</td>
<td><strong>6.25 points.</strong> Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners and take the discussion deeper.</td>
<td><strong>6.24-4.24 points.</strong> Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper.</td>
<td><strong>4.23-0 points.</strong> Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper.</td>
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</tbody>
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