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SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 4/10/2013

1b. Department/Division: Communication

1c. Contact Person

Name: Dr. Deanna Sellnow

Email: Deanna.Sellnow@uky.edu

Phone: 859-257-2886

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: COM 381

2c. Full Title: Communication, Leadership, and Entrepreneurship

2d. Transcript Title: Comm, Leadership, and Entrepreneurship

2e. Cross-listing: NA

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course provides an introduction to the study and practice of leadership from an entrepreneurial and communication perspective. Course activities will cover, 1) the basic concepts essential to personal skills development and organizational leadership behavior, 2) the theory component, and 3) the practical process of leadership and entrepreneurship. The course is designed to introduce students to leadership perspectives and the role communication plays in effective leadership and entrepreneurial strategies. The course explores communication variables involved when leaders attempt to influence members to achieve a goal. Topics include power, credibility, motivation, research on leader traits, styles, and situations, innovation strategies, organizational dynamics, creative problem solving, and current models of leadership. The different leadership challenges posed by different group and organizational types will also be explored.

2k. Prerequisites, if any: NONE

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: interdisciplinary certificate program in Innovation and Entrepreneurial Thinking.

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: interdisciplinary certificate program in Innovation and Entrepreneurial Thinking.

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|CPTHUR0|Christopher P Thuringer|Undergrad Council approval for ZCOURSE_NEW COM 381|20131203

SIGNATURE|CEMONA2|E C Monaghan|College approval for ZCOURSE_NEW COM 381|20121217

SIGNATURE|DDSELL2|Deanna D Sellnow|Dept approval for ZCOURSE_NEW COM 381|20121127

Courses | **Request Tracking**

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

[Open in full window to print or save](#)

Attachments:

Upload File

ID	Attachment
Delete 2686	COM381 FINAL SYLLABUS DRLane Nov26-2013.docx

1

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: COMMUNICATION AND INFORMATION Submission Date: 4/10/2013
- b. * Department/Division: Communication
- c.
 - * Contact Person Name: Dr. Deanna Sellnow Email: Deanna.Sellnow@uky.ed Phone: 859-257-2886
 - * Responsible Faculty ID (if different from Contact) Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: COM 381
- c. * Full Title: Communication, Leadership, and Entrepreneurship
- d. Transcript Title (if full title is more than 40 characters): Comm, Leadership, and Entrepreneurship
- e. To be Cross-Listed² with (Prefix and Number): NA
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain:		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours:
 If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course provides an introduction to the study and practice of leadership from an entrepreneurial and communication perspective. Course activities will cover, 1) the basic concepts essential to personal skills development and organizational leadership behavior, 2) the theory component, and 3) the practical process of leadership and entrepreneurship. The course is designed to introduce students to leadership perspectives and the role communication plays in effective leadership and entrepreneurial strategies. The course explores communication variables involved when leaders attempt to influence members to achieve a goal. Topics include power, credibility, motivation, research on leader traits, styles, and

k. Prerequisites, if any:

NONE

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 30

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Open enrollment. No prerequisites. Will be offered as part of the interdisciplinary certificate program in entrepreneurial studies.

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

interdisciplinary certificate program in Innovation and Entrepreneurial Thinking.

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

interdisciplinary certificate program in Innovation and Entrepreneurial Thinking.

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SF

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

- ^[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ^[2] The chair of the cross-listing department must sign off on the Signature Routing Log.
- ^[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 5.2.1)
- ^[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ^[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

Communication, Leadership, and Entrepreneurial Thinking

COM 381 Course Syllabus

GENERAL COURSE INFORMATION

COM 381-002 Class meets: 2:00 pm – 3:15 pm Tuesday and Thursday 303 LCLI Little Library

Portions of the course will be delivered online.

INSTRUCTOR CONTACT INFORMATION

Dan O’Hair, PhD

Email: ohair@uky.edu

Phone: 859.257.7805

Office Location: 308 LCLI Little Library

Office Hours: By appointment.

Jennifer Dupuis, MLS

Email: Jennifer.dupuis@uky.edu

Phone: 859.940.5662

Office Location: 310 LCLI Little Library

Office Hours: Tues & Thurs 1:00-2:00 pm

COURSE DESCRIPTION

This course provides an introduction to the study and practice of leadership from a entrepreneurial and communication perspective. Course activities will cover, 1) the basic concepts essential to personal skills development and organizational leadership behavior, 2) the theory component, and 3) the practical process of leadership and entrepreneurship. The course is designed to introduce students to leadership perspectives and the role communication plays in effective leadership and entrepreneurial strategies. The course explores communication variables involved when leaders attempt to influence members to achieve a goal. Topics include power, credibility, motivation, research on leader traits, styles, and situations, innovation strategies, organizational dynamics, creative problem solving, and current models of leadership. The different leadership challenges posed by different group and organizational types will also be explored. **Prerequisite: none.**

The primary purpose of this is course is to extend students' theoretical understanding of leadership and entrepreneurship from a communication perspective. Specifically, this course is designed to (1) sharpen the students' understanding of the role of communication in developing effective leadership behaviors; (2) familiarize students with leadership as it relates to the communication process; (3) involve students in **major term projects which incorporate current leadership theory and research**; and (4) enhance students' understanding of published research in leadership communication and explore the intersections among leadership, communication, innovation, and entrepreneurship.

As mentioned above, portions of the courses will be delivered and completed online.

STUDENT LEARNING OUTCOMES*

1. Be able to define and distinguish between leadership, innovation, entrepreneurship, and communication.
2. Describe the common leader and follower communication styles.
3. Be able to analyze and differentiate among trait, state, and functional leadership. Learn multiple leadership perspectives.
4. Be able to differentiate between transformational and charismatic leadership.
5. Understand the impact of power and influence as they relate to leadership and entrepreneurship in multiple contexts.
6. Participate in a functional group/team as part of a major course project.
7. Assess the characteristics of leadership and entrepreneurship style.
8. Develop skills in analyzing, and evaluating leadership and entrepreneurial activity.
9. Plan, design, execute, interpret, and critically evaluate the conclusions of original communication, entrepreneurship, and/or leadership research projects.
10. Clearly communicate and interpret the findings of original entrepreneurship, communication, and leadership research to a lay audience.

Objectives will be assessed using written, oral, and team-based assignments.

REQUIRED COURSE MATERIALS

Hackman, M. Z., & Johnson, C. E. (2009). *Leadership: A communication perspective* (6th ed.). Long Grove, IL: Waveland.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

APA Style Aid: <http://www.wou.edu/provost/library/instruct/citations/apa/>

Assigned articles and monographs on entrepreneurship, communication, and leadership.

All students are expected to have an active email account and to check email regularly.

In addition to the required textbooks and the 6th Edition of the Publication Manual of the APA you will need to become familiar with the communication resources available in the Department of Communication and W.T. Young Library in order to secure the necessary references required for the course assignments.

Other **supplemental readings** will be provided throughout the course. Required reading material will be available on the Blackboard course page.

NOTE: The benefits you receive in this class are directly proportional to your efforts in keeping up with the assigned reading and actively participating in class to build trust, cooperation, support and mutual respect.

PERFORMANCE CRITERIA

To accomplish these objectives, students will:

1. Prepare individual assignments
2. Read and respond to required course readings
3. Participate in class discussions, problem solving, and decision-making exercises.
4. Complete exams.
5. Research, analyze, and synthesize leadership theories.
6. Successfully participate in a team-based research/writing project.

DESCRIPTION OF COURSE ACTIVITIES AND ASSIGNMENTS

2 Exams (40%, [20% for each exam])

Two exams will be administered in which you will have some time to make a response online once the questions have been posed (approximately 48 hours). You will be given one class period as part of your writing/preparation period for completing the exam. The exam will cover all course material with appropriate review sessions to precede the exams. The exams will be open-ended format.

Participation & Response to Colloquium (20%)

The College of Communications and Information Studies hosts College Colloquium each semester for the benefit of students, faculty, and the local community. Part of your responsibility will be to attend four of these colloquia (in lieu of class attendance) and to participate in the Q & A of the Colloquium and to provide a brief reaction paper (approximately two double spaced pages) regarding the content of the Colloquium.

Wikipedia Project (25%)

You will join a team to provide content to Wikipedia in the areas covered in the course. You will be provided explicit instruction on how to appropriately research, edit, revise, and refine content that would be valid and reliable entries in the Wikipedia database.

Contribution to iNET Database (15%)

As part of the research component of the course, we are asking you to conduct research on the topics relevant to the course and assess and evaluate the research so that your contribution can become part of a database on the general topics associated with the course. The number of contributions you make will determine your grade in this area of evaluation.

MID-TERM GRADE

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

COURSE POLICIES

GENERAL CLASS REQUIREMENTS

Students are expected to:

1. Be on time for all class and team meetings.
2. Interact productively in class discussions, Blackboard discussions, and small group activities.
3. Be prepared daily for discussions by reading all assigned material BEFORE the day it is listed on the course schedule. Be certain to say something smart and improve on the silence.
4. Successfully deliver several effective oral presentations.
5. Submit all written assignments TYPED at the BEGINNING of the class period on the designated due date.

ATTENDANCE POLICY

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious

penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

CLASSROOM CIVILITY: We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and fellow classmates, (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls, etc.); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus and classroom community. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned. Again, trust, cooperation, support, and mutual respect are key classroom goals.

If a student consistently exhibits behavior that disrupts the class or contributes to a negative communication climate, action will be taken, including forced withdrawal from the course.

In addition, all university students are expected to abide by the Student Code of Conduct. You can access this five-part document at <http://www.uky.edu/StudentAffairs/DeanofStudents/conduct.htm>

MISSED OR LATE EXAMS OR ASSIGNMENTS: Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. [US: 11/10/85 and SREC: 11/20/87]

READINGS AND PARTICIPATION: All readings should be done prior to the assigned class period. Students are expected to participate fully and positively in class discussions and activities to improve on the silence.

WRITTEN WORK AND PRESENTATIONS: While it should go without saying, I'll say it anyway – students must use correct spelling and grammar in all written and oral assignments. In-class activities and exams may be handwritten. All other submitted work must be typed. All written assignments must conform to guidelines established in the Sixth Edition of the American Psychological Association's (APA) Publication Manual. Grades on poorly written assignments or those not conforming to APA guidelines will be lowered by at least 10 percent. Please note that any assignment you turn in may be submitted to Turnitin (www.turnitin.com) for plagiarism comparison.

See Appendix A for more information on writing guidelines.

EMAIL & COMPUTER WORK: We will use electronic mail and Blackboard for on-line discussions and class updates. Please read your email and Blackboard regularly (at least twice per day) so you can keep up-to-date on upcoming assignments. Students should also make arrangements to attend an EndNote training session to learn about how the citation management software can make using APA 6th edition much easier (http://www.uky.edu/Libraries/page.php?lweb_id=21<ab_id=1040).

CLASS ORGANIZATION & INSTRUCTIONAL MODES

The class combines a variety of instructional models, including, but not limited to: in-class discussion, Blackboard discussion, group activities and exercises, lectures, readings, research, and multimedia technologies. A combination of instructional modes will contribute to your overall understanding of and appreciate for leadership communication concepts, contexts, theory, and research.

The method of instruction to be employed is based on the following assumptions:

The major functions of an instructor are to: (a) identify appropriate course objectives, (b) communicate to students what and how they should learn, (c) motivate them to learn, (d) devise valid and reliable means for evaluating whether course objectives are achieved, (e) provide feedback, and (f) shape favorable attitudes toward the subject matter.

The lecture method of dispensing information is for many of these purposes an inefficient method of instruction. Students can acquire information with a minimum of teacher direction and are usually more efficient learners when employing personal learning strategies. This course is designed as an upper-level undergraduate seminar. Experiencing success in this course should shape favorable attitudes toward leadership communication theory and research.

Consistent with this rationale, you will be given considerable freedom to select what you will study, how you will study, and how your performance will be evaluated. At the same time, there will be assignments that are specified for all members of the class. Specific instructional strategies will include: (a) lectures and discussions by the instructor, members of the class, and guests; (b) required reading of assigned materials and the required reading of other materials; and (c) in-class facilitation of course-related content.

PERSONAL NOTE

I'm looking forward to having you in class and getting to know you as we work through our semester together. It is my hope that you will leave this course with an exposure to the knowledge claims and research methodologies that will allow you to become a stronger graduate of the University of Kentucky. To see that the course objectives are met, I'm committed to quality teaching. Class time will be well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course as well. Come to class having read and reflected on the week's readings. I encourage you to write down questions that you would like to raise during class sessions as you work through the readings. If there is anything I can do to make this course more relevant to you, your work, and/or your research interests, please let me know. I encourage you to take advantage of my office hours and email. I have an open door policy and I'm willing to help.

HOW TO STUDY AND DO WELL IN THIS COURSE

The following guidelines are offered as the best way to master the material in this course --

- Come to class, listen actively, and participate. This means taking good notes and participating in the discussions and in-class exercises.
- Participate in-class and make use of web resources on Blackboard.
- Take notes as though you will be explaining the content to a friend who missed it.
- Communicate with your instructor – about possible absences, late assignments, or anything else that will affect your performance in class.
- Ask questions if you don't understand something. Just because others aren't asking questions doesn't mean they understand everything being said. If something isn't clear to you it may not be clear to your classmates. Do them a favor and raise your hand--or ask it in an email.
- Summarize, re-write, or otherwise review your notes between classes. Don't wait for the night before an exam to re-familiarize yourself with the material covered. Mental preparation is similar to physical exercise. A little bit every day will make you stronger gradually. A strenuous workout after a long layoff will only leave you sore.
- Read the assigned readings twice. Don't wait for the last minute to read! There's no reason you can't read ahead.
- Take some action to personalize the material. Develop your own set of reading notes, summarize each reading, or write what you think would be a likely essay question.
- Don't simply highlight the readings with a marker (This can be a trap - it *isn't* true that "to highlight is to know.").
- Think about your written assignments *before* you write them. Create a detailed outline before you begin to write any assignment. Plan on at least two—and preferably more—drafts of your work (ideally written at different sittings).
- DON'T PROCRASTINATE!
- Work with Dr. O'Hair or Instructor Dupuis outside of class as needed.

SYLLABUS REFERENCES

Watt, W. M. (1995). Teaching essential behaviors of leadership: A rationale and syllabus. *The Journal of Leadership Studies*, 2, 149-161.

TENTATIVE SCHEDULE

The following topics are part of what we hope to cover in the class. The actual schedule will likely vary, depending on the needs of the class. You will be responsible for checking Blackboard and attending class to know from week to week what we are actually covering in class.

Introduction and Overview	Leadership and Communication Fundamentals
Communication Styles	Traits, Situational, Functional, and Relational
Leadership Styles	Transformational and Charismatic
Leadership and Power	Leadership and Influence
Leadership in Groups and Teams	Leadership in Organizations
Leadership and Diversity	Ethical Leadership and Followership
Leadership Development	Leadership in Crisis
Team Building	Relationship Management
Social Marketing	Innovation Type and Strategy
Valley of Death	Boundary Spanning
Environmental Scanning	Machiavellianism
Creative Problem Solving	Influence
Negotiating	Goal Setting
Knowledge Management	Design Thinking
Organizational Dynamics	Intangible & Invisible Capital
Partnership Theory	Conflict Management

Appendix A

Writing guidelines

Active vs. passive voice

In general, the active voice (“*Chicago* won the Oscar for Best Picture”) is stronger than the passive voice (“The Oscar was won by *Chicago*”) because the passive shifts the agent of the sentence from the beginning of the sentence to the end, which is more likely to confuse readers. Of course, if your goal is to confuse the reader or to convey a sense of objectivity, then the passive voice is the way to go (e.g., “Mistakes were made” instead of “I made a mistake”).

Contractions

Avoid contractions in formal writing.

Voices

The first and third person voices (“I” and “he/she/it,” respectively) are commonly accepted in formal writing, although some controversy exists regarding the first person. A traditional social science study avoids the first-person voice because it compromises objectivity. The second-person “you” is to be avoided in all cases.

Word choice

A thesaurus can be your friend, but be careful not to unnecessarily alter the meaning of your sentences with fancier words. For instance, “notorious” and “famous” have similar dictionary meanings, but their different connotations require that writers not use them interchangeably. Also, a writer should not use a word without being certain of that word’s meaning. Consider the case of a student who wanted to explain that boys desired to emulate their fathers but wrote instead that boys desire to “immolate” their fathers.

Syntax and punctuation

Dictionaries are our friends. Check the spelling of difficult words (and not-so-difficult words, too, if you are uncertain of their spellings and/or definitions). Also, keep in mind that book and movie titles should be underlined or italicized, but not placed in quotation marks.

Proofreading

Need I explain this one?

Parsimony

In this context, parsimony refers to the use of precise, elegant language, whereby a good writer says as much as possible with as few words as possible. With parsimony in mind, be careful to avoid words that do not add to the meaning of a sentence. (“Really,” “actually,” and “basically” are common culprits.) Why use “at this point in time” when “now” will suffice? Also, watch out for “there is/are” constructions. Such statements often reflect lazy writing and can be rewritten more parsimoniously.

Fonts and margins

One-inch margins are standard for academic papers. Also, no font should be larger than 12-point.

Proofreading again (just in case I do need to explain this one)

A writer should never turn in a paper without proofreading it first. In case the last sentence was unclear, A WRITER SHOULD NEVER TURN IN A PAPER WITHOUT PROOFREADING IT FIRST. I recommend reading papers aloud, which allows the voice to catch errors that the eyes and ears might overlook.