

**LDR 4104 – Fall 2014 (3 Credits)
Theories of Leadership**

FLORIDA ATLANTIC UNIVERSITY™

UUPC APPROVAL 2/20/15
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

Undergraduate Programs—NEW COURSE PROPOSAL

DEPARTMENT: EDUCATIONAL LEADERSHIP AND

COLLEGE: COLLEGE OF EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX LDR COURSE NUMBER 4104 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT RPOLENSK@FAU.EDU)

COMPLETE COURSE TITLE: THEORIES OF LEADERSHIP

EFFECTIVE DATE

(first term course will be offered)

FALL 2015

CREDITS:

3 CREDIT

TEXTBOOK INFORMATION:

DuBryn, A.J. (2013). Leadership: Research Findings, Practice, and Skills. (7th ed.). Mason, OH: South-Western. ISBN: 9781133435228
 Wren, J.T. (1995). The Leader's Companion: Insight on Leadership through the Ages. The Free Press, N.Y. ISBN: 0028740912

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR PASS/FAIL _____ SATISFACTORY/INSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES: This course will provide learners with a review of major leadership theories designed to incorporate research findings, practice, skill-building, and direct application to real world scenarios. Beyond leadership theories, the course will cover a variety of topics impacting today's

PREREQUISITES W/MINIMUM GRADE*:

N/A

COREQUISITES*:

N/A

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

NONE

*DEFAULT MINIMUM PASSING GRADE IS D-. PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: MASTER'S DEGREE IN RELATED FIELD

WAC/GORDON RULE COURSE

YES _____ NO

WAC/Gordon Rule criteria must be indicated in syllabus.
 Guidelines: www.fau.edu/WAC/

GENERAL EDUCATION REQUIREMENT (MARK X IN FRONT OF SELECTION):

___ Written Communication ___ Society/Human Behavior
 ___ Mathematics/Quant. Reas. ___ Global Citizenship
 ___ Science/Natural World ___ Creative Expression

Must attach the appropriate General Education Course Approval Request:
www.fau.edu/deanugstudies/GeneralEdCourseApprovalRequests.php

Faculty contact, email and complete phone number: Katie Burke, kburke19@fau.edu Director of Leadership Education and Development 561-297-3893; Dr. Deborah Floyd, dfloyd@fau.edu Professor, Higher Education Leadership EDLRM, College of Education 954-649-0344; Frankie Laanan, faanan@fau.edu Professor, Educational Leadership and Research Methodology 561-297-1067

Departments and/or colleges that might be affected by the new course must be consulted and listed here. Please attach comments from each.

Approved by:

Department Chair: _____

College Curriculum Chair: _____

College Dean: _____

UUPC Chair: _____

Provost: _____

Date:

1/23/14
2/19/15
2/19/15
2/20/15

ATTACHMENT CHECKLIST

- *Syllabus (see guidelines for requirements: www.fau.edu/academic/registrar/UUPCinfo/)
- *Written consent from all departments affected by new course
- *WAC approval (if necessary)
- *General Education approval (if necessary)

Undergrad. Studies Dean: Edith Smith 2/20/15
 UFS President: _____

LDR 4104 – Fall 2014 (3 Credits)
Theories of Leadership

TITLE

Theories of Leadership

COURSE NUMBER

LDR 4104

CREDIT HOURS

Three (3) credits: Students enrolled for three (3) credit hours will be expected to devote 45 contact hours, plus assignments.

PREREQUISITES, COREQUISITES

This is a core class that is required prior to taking LDR 4915, Capstone Seminar on Leadership. This class is designed for student leaders and those who aspire to leadership roles.

COURSE LOGISTICS

This course will be taught in a face-to-face, hybrid and on-line format. The exact meeting times and locations will be announced on specific course syllabi.

INSTRUCTOR INFORMATION

Each instructor will include his/her contact information such as office address, phone number and email address. Only faculty that are credentialed with a Master's in related field and approved will teach this course.

TA CONTACT INFORMATION

Will be included, as appropriate.

COURSE DESCRIPTION

This course will provide learners with a review of major leadership theories designed to incorporate research findings, practice, skill-building, and direct application to real world scenarios. Specifically, this course will cover a variety of topics impacting today's student, public and private-sector leaders as a foundation for learning including power and ethics, diversity, teamwork, leadership development, politics, coaching, mentoring, motivation, creativity, conflict and communication.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

As a result of active engagement in this course and course materials, students will:

- Understand the nature and importance of leadership theories, specifically ethics, social responsibility and politics through the lens of Servant Leadership.
- Learn, understand, and apply different leadership theories including trait, situational, contingency, transactional, and transformational.
- Consider the influence of leadership theories on power and politics.
- Understand the impact of Transformational Leadership on followership and the implications of creativity and innovation on one's own leadership style.

LDR 4104 – Fall 2014 (3 Credits)
Theories of Leadership

- Learn to observe and utilize emotional intelligence when interacting with other students, role models, and future colleagues.
- Be able to relate leadership theories and concepts to their current and future roles in student organizations and communities in order to synthesize and integrate leadership into everyday practices.
- Learn to practice continued self-reflection and self-evaluation of their own leadership styles, theories and approach of leadership, and practices.
- Understand the nature of leadership theories, namely that it is largely relational and based on many situational/contingency factors.

COURSE EVALUATION METHODS AND COURSE REQUIREMENTS/EXPECTATIONS

Expectations

Attendance and Participation: Class attendance and participation is an indication of students' commitment and professionalism; therefore, attendance will be taken and participation will be observed. Students are expected to attend all class sessions and actively engage in on line activities. Students who are ill or have some emergency that requires them to miss class must contact the professor in advance to be excused from class. Students who are not excused from class will lose 5 points. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance or participation on an FAU athletic team must provide notice of the date(s) to the professor prior to the class being missed. Students are also expected to be on time to all classes. Any student who arrives late to class will lose 2.5 points.

For online classes, students are expected to participate actively in all assignments and complete them on time. No assignments will be accepted late.

Readings: With on-line, face-to-face and hybrid classes, all students are expected to read assignments thoroughly and be prepared for class activities and discussions.

Assignments/Grades: Grades will be determined by class attendance, completion of assignments, and participation. If students participate in all classes and submit all assignments on time, they will pass this course.

Assignment	Total Points
Class Attendance and Participation	30 points
A Day in the Life of a Student Leader	20 points
Midterm Exam	20 points
5 Readings Reflections	15 points
Read, Think & Lead Critically	10 points
<u>Contemporary Leadership Article</u>	<u>5 points</u>
TOTAL	100 points

A (94-100)	A- (90-93)	B+ (87-89)	B (86-84)	B- (80-83)	C+ (77-79)
C (74-76)	C- (70-73)	D+ (67-69)	D (66-64)	D- (63-60)	F (59 and below)

LDR 4104 – Fall 2014 (3 Credits)
Theories of Leadership

COURSE ASSIGNMENTS

Class Attendance and Participation (30 points)

The attendance policy is explained on page two

A Day in the Life of a Student Leader Group Project (20 points)

This group project will allow students to produce a team documentary that demonstrates at least one major leadership theory from the texts in this class. This project will illustrate how leadership theories are applied in real world settings by following student leaders on campus. Written scripts may be used. However, use of written scripts in your video will not be allowed- just as real leaders don't have scripts in front of them. It is okay to ad lib, as long as it is smooth and effectively demonstrates your point.

You may select any student from your group, student organization, work, or any other resource for your documentary. You may use humor, costumes, props or other creative methods to make your video entertaining and illustrative. However, please remember the goal of the documentary is to give us a realistic impression of what a day in the life of this student leader looks like. What does he or she do? What responsibilities are most challenging? What is rewarding about his or her role as a leader? Why did you pick him or her?

As a group, students will film a seven to ten minutes documentary on "A Day in the Life of a Student Leader." The final product will be viewed and evaluated by the class at the end of the semester. Student-produced films will include:

- A creative staging of the theory or theories that demonstrates student understanding
- An interview with a student leader of the group's choice
- A demonstration of how the student leader applies the chosen concept in his or her leadership role

Throughout the semester, student groups will complete portions of the entire assignment by assigned due dates. These portions of the assignment will include:

- A short story concept paper or "pitch"
- A story board
- A research brief on the student leader
- A set of interview questions and shot list/log
- A story planner or script
- A final group reflection paper on the experience of making the film

Midterm Exam (20 points)

A midterm exam will be given to the students in class regarding readings and assignments in the course. More information will be given in class.

Reading Reflections (15 points)

Inclusive discussion and personal reflection of assigned readings. Completing the assigned readings will prepare you and your classmates for effective discussion and interconnectedness to

LDR 4104 – Fall 2014 (3 Credits)
Theories of Leadership

leadership theories and concepts imbedded therein. Thus, each week you will be required to complete the assigned readings.

Read, Think, & Lead Critically (10 points)

While learning about the many different theories of leadership this semester, our theme will be to challenge you to read critically, think critically, and lead critically. This assignment will be a three-page-paper where you will explain what you think it means to read, think, and lead critically. Then, elaborate how you feel you currently utilize these skills, how you will demonstrate these skills during the semester, and how you plan on applying these skills to your learning and leadership in your organizations and career in the future.

Contemporary Leadership Article (5 points)

Report on a published article on leadership or leadership theories and relate it to the assigned reading for the week you choose. You will also submit a well-organized illustrative handout or other visual expression of the article and make enough copies for the class. Make sure you include the following:

1. Brief summary of the article
2. Definitions/explanations of key concepts
3. Explanation on how at least one of the leadership theories or concepts from the assigned readings was applied
4. At least two interesting or provocative things you learned and/or discussion questions
5. Less is more! Seriously, no more than one page unless you are including a picture

POLICY ON MAKE-UP WORK, LATE WORK, AND INCOMPLETES

Deadlines: Students are expected to complete all assignments on time. Late work will not be accepted unless the student has been excused from class and the professor gives permission for the work to be handed in at a later date.

Incompletes: Grades of Incomplete (“I”) are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances

SPECIAL COURSE REQUIREMENTS

There are no special course requirements

CLASSROOM ETIQUETTE POLICY

Students are expected to come to class prepared for active participation. Students are expected to experience learning through many different avenues and participate in each to his or her fullest capacity. In class, students will work in small teams to discuss readings, engage in simulations, and prepare for guest scholar and leader visits, and use theory to enhance practice through carefully designed group activities. The teams will allow students 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 that each student will take the necessary actions to respectfully listen to the voices of others and share their own opinions and values. Students and the instructor are expected to treat others with respect.

LDR 4104 – Fall 2014 (3 Credits)
Theories of Leadership

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 for both content and presentation. Unless otherwise noted, written assignments are to be typed, double-spaced, in 12-point Times New Roman font, with one-inch margins. All citations must be in APA format.

Students should expect the instructor to come prepared. The instructors will be willing listeners with regard to student concerns. Students may expect the instructors 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.

DISABILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.

ACADEMIC INTEGRITY AND HONOR CODE STATEMENT

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at:

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

Plagiarism: Students are often under the impression that cheating only applies to copying material off another student's exam. However, there are other forms of serious academic dishonesty to avoid. Plagiarism is the appropriation of passages, either word for word, or in substance, from the writings of another and the incorporation of those passages as *one's own written work* offered for credit. It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks or appropriate citations in the text. This includes the copying of reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as other themes, theses, books, or pamphlets. Collusion is collaboration with another person in the preparation or editing of notes, themes, reports, or other written work offered for credit *unless such collaboration is specifically approved in advance by the instructor*. Examples of collusion include extensive use of another's ideas for preparing a creative assignment and undue assistance in the preparation or editing of written materials. A student guilty of plagiarism and/or cheating will receive a grade of F in the course and the grade will be so recorded on the transcript. Students giving and receiving assistance in any unauthorized fashion during an examination subject themselves to this cheating policy. A pattern of cheating will result in suspension.

LDR 4104 – Fall 2014 (3 Credits)
Theories of Leadership

REQUIRED TEXT AND READINGS

DuBrin, A.J. (2013). *Leadership: Research Findings, Practice, and Skills*. (7th ed.). Mason, OH: South-Western. ISBN: 9781133435228

Wren, J.T. (1995). *The Leader's Companion: Insight on Leadership through the Ages*. The Free Press, N.Y. ISBN: 0028740912

SUPPLEMENTAL READINGS

Supplemental readings, PowerPoints and videos will be available on the Blackboard site. Additionally, the text offers excellent supplemental readings which will be referenced in this class.

LDR 4104 – Fall 2014 (3 Credits)
Theories of Leadership

COURSE TOPICAL OUTLINE, INCLUDING DUE DATES FOR ASSIGNMENTS

DATE	TOPIC	READINGS/ASSIGNMENTS <i>(Additional Instructions on Blackboard)</i>
Week 1	Introduction	
Week 2	The Nature & Importance of Leadership	Dubrin: Ch. 1 Wren: #45 & #52
Week 3	Traits, Motives, & Characteristics of Leaders	Assignment Due: Reading Reflection #1, A Day in the Life “Pitch Paper”, Student Leadership Practices Inventory Dubrin: Ch.2 35-47 & 50-64 Wren: #24
Week 4	Emotional Intelligence Part 1	Dubrin: Ch.2 47-50
Week 5	Emotional Intelligence Part 2	Assignment Due: Reading Reflection #2, A Day in the Life “Story Board” Dubrin: Ch. 3 Wren: #21 & #43
Week 6	Transformational Leadership	Dubrin: Ch. 3 89-96 Wren: #19, #29, #30, #31
Week 7	Leadership Behaviors, Attitudes & Styles Midterm	Assignment Due: Reading Reflection #3, A Day in the Life “Question and Shot List” Dubrin: Ch. 4 110-131 Wren: #23
Week 8	Contingency and Situational Leadership	Assignment Due: Read, Think, & Lead Critically Dubrin: Ch. 5 141-168 Wren: #32
Week 9	Midterm: Gender & Leadership	Assignment Due: A Day in the Life “Story Planner or Script” Dubrin: Ch. 4 131-133, Ch. 14 445-454 Wren: #26, #27, #28, #38
Week 10	Leadership Ethics and Social Responsibility; Servant Leadership	Assignment Due: Reading Reflection #4, Dubrin: Ch. 6 173-196 Wren: #4, #61-63
Week 11	Creativity, Innovation, and Leadership	Dubrin: Ch. 11 338-368 Wren: #57
Week 12	Power, Politics, and Leadership; Influence Tactics of Leaders	Assignment Due: Reading Reflection #5, Dubrin: Ch. 7-8 202-234, 240-265

LDR 4104 – Fall 2014 (3 Credits)
Theories of Leadership

		Wren: #14
Week 13	Teamwork & Team Leadership	Assignment Due: A Day in the Life “Group Reflection Paper” Dubrin: Ch. 9 270-293 Wren: #47, #50
Week 14	No Class	
Week 15	Reflections on Leadership	Assignment Due: A Day in the Life of a Student Leader Film