PROPOSED SYLLABUS FOR
UNIV 2000 FOUNDATIONS OF LEADERSHIP (3)

INSTRUCTOR: TBA

CREDIT: 3 Credit Hours. Lec. (2), Lab. (1)

COURSE OBJECTIVES:

This course is designed for those who might be interested in exploring the Interdisciplinary Leadership Minor. In addition, it serves as the introductory course of that minor. Students taking this course will be able to read or experience leadership from a variety of perspectives. Leadership is a personal and individual thing, which must be internalized. The class will use personal assessments, experiential exercises, contemporary news articles and films to explore various leadership issues. Through reflection and introspection, students should expect to gain insight into their own leadership strengths and weaknesses and to take steps toward becoming more effective leaders.

NOTE: Correspondence with students in the class will use the email address assigned by the university.

TEXT: Exploring Leadership: For College Students Who Want to Make a Difference, 2nd Ed

ALL WRITTEN ASSIGNMENTS:

All written assignments are expected to be typed. Grades will be based not only on content but on the care, thought and grammar of the writing. A review of grammar rules can always strengthen one's writing. A basic guide to 11 rules of grammar can be found at http://www.junketstudies.com/rulesofw/

LATE ASSIGNMENTS:

Assignments will be considered late if they are not turned in when collected in class. Five points per business day will be deducted for late assignments.

CLASS PARTICIPATION:

Class participation is particularly important in this class. Therefore, participation will count 10% of the course grade. Participation is made up of two factors: 1) participation in class discussions and activities 2) attitude and 3) attendance. Playing with one's cell phone or doing other homework or tasks will decrease one's participation grade.

INTERVIEW OF A LEADER:

Each student shall interview a leader—someone outside of the academic setting. The student should plan at least 12 open-ended questions in addition to basic questions regarding position, years in a leadership role, etc. (Open ended questions are those that must be answered with more than a yes or no. They require an explanation. An example might be, "What do you think is the most important leadership trait in a successful leader and why?" Or "What do think is the most difficult thing that a leader must do?") The write-up of the interview may be in paragraph form or in question and
answer form. You may want to think about taping the interview to help you with your write-up. The student must include the leader's name, position, company/organization, and telephone number.

PERSONAL COAT OF ARMS PRESENTATION:

Each student will present his or her personal coat-of-arms. Traditionally, a coat-of-arms was a crest worn to represent a family or clan from which a member of royalty descends. Your personal coat-of-arms, however, is a visual representation of you. Although you are not being graded on your artistic abilities, keep in mind that an effective visual aid is one that is large enough and clear enough for the entire audience to see. Be creative! You may draw, paint, paint, sew or in some other manner create the coat-of-arms. You will be graded on your creativity as well as your presentation to the class. You may NOT use notes for this presentation. The presentation must include:
1. One of the values that influences your decisions
2. Symbol of a story about you that you will share with the class, illustrating something significant about you (value, trait, motivating force)
3. Something about you or your family of which you are proud
4. One thing you do well
5. Anything else of your choosing that will help us know who you really are
6. Motto: A short statement 3-10 words long that describes your philosophy of life.
   Example: Life is uncertain; eat dessert first.

PERSONAL BEST LEADERSHIP ESSAY:

Reflect and write about a personal best leadership incident in which you believe you exercised effective leadership and perhaps made a difference in an organization, project, or community. Additionally, write about a personal leadership incident in which you believe you were not effective or did not reach your goals. In your paper, analyze those two experiences from the perspective of the Relational Leadership Model and explore the lessons you learned. Be prepared to share your experiences with classmates in a small group discussion the day the assignment is due. Your paper should be five to six pages long, typed, and double spaced. (Note: "Personal best" language taken from Kouzes & Posner, 1987, 1995).

SELF ASSESSMENTS (Strengths Finder and Emotional Intelligence):

Self Assessments will come from the Web, WebCT or be distributed in class. The assignment should include: 1) a printout of the student's scores, 2) an analysis of the meaning of the scores, 3) an assessment of whether the student agrees or disagrees with the findings, based on included examples, and 4) finally what the student needs to do to be more effective as a leader, based upon those findings.

BOOK REPORT:

A book report is expected for this class. The book should be selected from the listings provided or approved in advance. Summarize the main points of the book. In addition, analyze the book for its contribution to your understanding of leadership. How has the book contributed to your understanding of leadership? Book reports should be 6-7 pages, typed and double spaced (stapled) and should included a summary of the book and an application of its concepts to your life and/or leadership.
PEER EVALUATION:

Each student will be given two students who they are to anonymously evaluate during the semester. Feedback will be provided in a 1-2 page typed assessment identifying both strengths and (using kind constructive feedback) areas that might be improved. The page of feedback should not include the assessor’s name, only the name of the student being assessed. The two pages of peer evaluation should be stapled and submitted to the instructor with a cover page that includes the name of the anonymous assessor.

SPECIAL ACCOMMODATIONS:

Any student needing special accommodations should contact the Instructor to discuss the “Accommodations Memo” as soon as possible. If you do not have an “Accommodation Memo” but need special accommodations, contact the Program for Students with Disabilities, 1244 Haley Center, 334-844-5943 (Voice T/O)

ABSENCES AND MAKE UP POLICY:

Make-up exams will be given only for University excused absences (as outlined in the Tiger Cub), provided advanced notification is made with the instructor. Arrangements for makeup exams must be made within a week of the absence from the exam.

ACADEMIC DISHONESTY:

All portions of the Auburn University Honesty Code (Title XII) found in the Tiger Cub will apply to this class. Academic dishonesty is an offense that will be reported to the Academic Honesty Committee per the process described in the Tiger Cub.

GRADING will be assigned as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>14%</td>
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<tr>
<td>Final Exam</td>
<td>14</td>
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<tr>
<td>Leadership Book Review</td>
<td>14</td>
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<tr>
<td>Class Participation</td>
<td>10</td>
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<tr>
<td>Coat of Arms Presentation</td>
<td>10</td>
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<tr>
<td>Personal Leadership Retrospective</td>
<td>10</td>
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<td>Strengths Quest Self-assessment</td>
<td>8</td>
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<tr>
<td>Emotional Intelligence Self-assessment</td>
<td>5</td>
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<tr>
<td>Write-up of Leader Interview</td>
<td>5</td>
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<tr>
<td>Personal Best Essay</td>
<td>5</td>
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<tr>
<td>Peer Evaluation</td>
<td>5</td>
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Course Schedule

Class 1: Introductions
Class community building
Student and instructor expectations and contributions to learning
Overview of course

Class 2: More Introductions
Ice Breaker Exercises
Best class ever: (In class assignment) Jot down ideas about what it would take to make this the best class you have ever had. You can deal with assignments, assessments, how you will treat each other as students, qualities of the instructor, and so forth. You will then share your thoughts in small groups.

PART 1: Understanding the Basics of Leadership

Class 3: Introduction to Leadership
Readings due: Preface and Chapter One
Discussion of the concept of paradigms
Model of Social Change

Class 4: What Is Leadership?
Readings due: Chapter Two
Assignment due: Interview of a leader
Evolution of leadership theory
Contemporary theories and models
Class debate Are leaders made or born?
Analysis of Dead Poets Society or Sister Act video

Class 5: Theories of Leadership

Class 6: Relational Leadership Model
Readings due: Chapter Three
Knowing, being, doing analysis of leadership as inclusive, empowering, and purposeful
Sources of power
Leading for common purpose

Part II: Exploring Your Potential for Leadership

Classes 7-8 Personal Coat of Arms Presentations

Class 9: Understanding Yourself
Readings due: Chapter Four
Assignment due: Personal Best Leadership Essay
Communication role-play exercises

Class 10: Personal Assessment
Complete Strengths Finder assessment. Do evaluation of results.

Class 11: Emotional Intelligence
Assigned Reading

Class 12: Presentation of Self
Oral Communication
Non-Verbal Communication (including Dress)

Class 13: Etiquette

Class 14: Vision, Mission and Goals
Craft a Vision Statement

Class 15: Leading with Integrity and Moral Purpose
Readings due: Chapter Six
Due: Bring to class a real ethical dilemma you have faced as a leader or read about
Cultural influences on values and ethics
Ethical decision-making models
Creating and sustaining ethical environments
Application of ethical leadership

III. Leading Others

Class 16: Understanding Others
Readings due: Chapter Five
Review of changing demographics
Begin work on transforming leadership group project

Class 17: Influence and Building Trust
Midsemester course evaluation Small Group Instructional Feedback

Class 18: Midterm exam

Class 19: Team Building
Readings due: Chapter 7

Class 20: Team Building Activities

Class 21: Conflict Management
Controversy of Civility

IV. Being in Community

Class 22: Social Consciousness

Class 23: Creating Community Environments
Readings due: Chapter Eight
Due: Leadership book review due
What does community mean?
How a sense of community develops

**Class 24: Guest Panel in Diversity**
(Panel topic: leadership in the community. Panelists will reflect diverse communities such as Native Americans, religious groups, community service agencies, gay activists, homeless people, and so on.)
Due: Peer Evaluations

**Class 25: Understanding Change**
Readings due: Chapters 11 and 12

**Class 26: Project Planning**
Due: Personal Leadership Reflection

**Class 27: Project Planning cont**

**Classes 28-29: TBA (High Ropes Course)**