

Request for Courses in the Core Curriculum

Originating Department or College: Department of Psychology and Communication

Person Making Request: Dr. Paul Madlock

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Course Number and Title: LEDR 2301 Foundations in Leadership

Please attach in separate documents:

Completed Catalog Add/Change Form

Syllabus

List the student learning outcomes for the course (Statements of what students will know and/or be able to do as a result of taking this course. See appended hints for constructing these statements.)

Student Learning Outcomes:

Upon completion of this course students will be able to:

1. Discuss the influence of culture on leadership.
2. Explain the complexities of leadership and the multi-disciplinary nature of leadership studies.
3. Compare and contrast traditional and emergent paradigms of leadership.
4. Apply leadership theories and practices.
5. Identify the value of research by being able to apply previous research findings.
6. Discuss how their behaviors can influence issues facing their communities and society.
7. Describe behaviors that are considered to be respectful to themselves and others.

Core Curriculum Objectives addressed by the Student Learning Outcome(s):

1. Critical Thinking: includes creative thinking, innovation, analysis, evaluation, and synthesis of information.

SLO's: 1, 2, 3, 4, 6, 7

2. Communication Skills: include effective written, oral, and visual communication.

SLO's: 1, 2, 3, 4, 5, 6, & 7

3. Empirical & Quantitative Skills: involve the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

SLO's: 3 & 5

4. Social Responsibility: involves intercultural competency, knowledge of civic responsibility, and ability to engage in regional, national, and global communities.

SLO's: 6 & 7

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Teamwork |
| <input checked="" type="checkbox"/> Communication Skills | <input type="checkbox"/> Personal Responsibility |
| <input checked="" type="checkbox"/> Written Communication | <input checked="" type="checkbox"/> Social Responsibility |
| <input checked="" type="checkbox"/> Oral Communication | |
| <input checked="" type="checkbox"/> Visual Communication | |
| <input checked="" type="checkbox"/> Empirical & Quantitative Skills | |

Because we will be assessing student learning outcomes across multiple core courses, assessment assigned in your course must include assessment of the core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will be engaged in critical thinking during the group assignment in which the group is to work on a major project for non-profit organizations located in Laredo. Students are to individually complete a written assignment associated with the project and they, as a group, are to give an oral presentation using PowerPoint slides to highlight their experience. During each student's group experience he or she is to list and explain a time or times in which he or she had to engage in creative thinking. Also, since the students worked with leaders in the community; they are to describe and give examples of times when these leaders engaged in creative thinking. Critical thinking will be assessed using the university-wide assessment rubric designed for critical thinking.

Communication Skills:

Oral, written, and visual communication skills are required for the group assignment in which the group is to work on a major project for non-profit organizations located in Laredo. Each student will complete a written assignment associated with the project and as a group; they are to give an oral presentation using PowerPoint slides that highlights their experience. Communication will be assessed using the university-wide assessment rubric designed for communication.

Empirical & Quantitative Skills:

Empirical and quantitative skills are required for the group assignment in which the group is to work on a major project for non-profit organizations located in Laredo. Each student will collect and present descriptive statistics from their assigned organizations. Empirical and quantitative skills will be assessed using the university-wide assessment rubric designed for empirical and quantitative skills.

Social Responsibility:

Students will have to behave in a socially responsible manner during the group assignment in which the group is to work on a major project for non-profit organizations located in Laredo. Students are to individually complete a written assignment associated with the project and they, as a group, are to give an oral presentation using PowerPoint slides to highlight their experience. During the student's group experience he or she is to list and explain a time or times in which he or she engaged in behaviors that highlighted his or her citizenship, social justice, and ecology. Since each student worked with leaders in the community, the student should also describe and give examples of the leadership behaviors they witnessed that highlighted citizenship, social justice, and ecology. Social responsibility will be assessed using the university-wide assessment rubric designed for social responsibility.

Will the syllabus vary across multiple sections of the course? Yes No

If yes, list the assignments that will be constant across the sections:

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every five (5) years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their courses.

Reviewed and approved by the Core Curriculum Committee on March 29, 2013.

Appendix A

Written paper highlighting the group experience.

You are required to answer the following questions:

- a) During your group experience list and explain a time or times in which you had to engage in creative thinking. Also, since you worked with leaders in the community; please describe and give examples of times when these leaders engaged in creative thinking.
- b) During your group experience list and explain a time or times in which you engaged in behaviors that highlighted your citizenship, social justice, and ecology. Also, since you worked with leaders in the community, please describe and give examples of their behaviors that highlighted their citizenship, social justice, and ecology.
- c) count the number of times you, a group member or a leader from the community engaged in one of the following leadership behaviors: task leadership, relational leadership, transformational leadership, and charismatic leadership.

The paper is to follow APA 6th edition guidelines. For example, you are to write your paper using 12 pt. Time New Romans font, one inch margins, double spaced, and with a coversheet.

Part two of the group project

The group as a whole is to give a presentation highlighting their project. Be sure to include leadership behaviors within your group and those you witnessed from others. Also, make sure to include the obstacles you encountered. Each member is to participate in the oral presentation. The presentation is to include PowerPoint slides in which you are to print and hand in to the professor. Lastly, the presentation is to be 30 minutes long, not including the discussion that will follow the presentation.

TEXAS A&M INTERNATIONAL UNIVERSITY
College of Arts and Science Department of Psychology and Communication

LEDR 2301 Course Syllabus—Spring, 2013

Course: Foundations in Leadership – LEDR 2301

Time and Location Tuesday and Thursday 9:30am-10:45am 224 Bullock Hall

Professor: Dr. Paul Madlock Ph.D.
paul.madlock@tamiu.edu
 Office: LBVSC 324F
 Phone: 326-3119

Office hours: T & TH 11:00-2:00 or by appointment

Required Text:

Yukl, G. (2013). *Leadership in organizations* (8th Ed.). New York: Prentice Hall.

Course Description:

The purpose of this course is to encourage students to carefully analyze their responsibilities and commitments in the context of leadership for the common good and for purposeful change. Students will develop critical thinking skills through careful analysis of course material and civic engagement and will come to understand the concept of leadership and how it differs from management and followership. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. Students will also develop their own leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skill practice through course activities. Additionally, the course examines a number of leadership issues including power, authority and influence, mentoring, technology, and diversity and multiculturalism.

Student Learning Outcomes:

Upon completion of this course students will be able to:

1. Discuss the influence of culture on leadership.
2. Explain the complexities of leadership and the multi-disciplinary nature of leadership studies.
3. Compare and contrast traditional and emergent paradigms of leadership.
4. Apply leadership theories and practices.
5. Identify the value of research by being able to apply previous research findings.
6. Discuss how their behaviors can influence issues facing their communities and society.
7. Describe behaviors that are considered to be respectful to themselves and others.

Assignments and Grading:

Tests: **300**
 There will be three tests consisting of both essay and multiple choice questions.

Movie Essay: **150**
 Two page paper on a movie watched in class tying together concepts on Mentoring discussed in class.

Research Project/Literature review:**250**

10 page review of the literature on a leadership topic supplied by the professor. Paper is to be in APA format with proper citations. Present your findings to the class.

Community group Assignment (Working with the community)**400**

You will work as a group on a project with an organization in the Laredo community. As a group you will write a summary of your experience and give an oral presentation to the class.

Calculation of grades

Tests	300
Movie Essay	150
Research Project/Literature review	250
Group assignment (working with the community)	400
Total	1100

Grading Scale

90- 100%	A
80- 90%	B
70- 80%	C
60- 70%	D
below 60	not passing

Classroom Behavior

The Department of Psychology and Communication encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The Department of Psychology and Communication will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such an article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Plagiarism and Cheating

Plagiarism is the presentation of someone else's work as one's own. Recently, the Internet has complicated the picture. Getting something from the Internet and presenting it as one's own is still plagiarism. Copying another student's paper or a portion of the paper - is usually called "copying". Neither plagiarism nor copying will be tolerated. Should a faculty member discover that a student has committed plagiarism; the students will receive a grade of 'F' in that course and the matter may, if necessary, be referred to the TAMIU Honor Council for possible disciplinary action.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Disabilities Services Coordinator located in the Student Counseling Center and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

Safety and Security - You are the Difference

Your safety and security are of prime concern here at Texas A&M International University, and the University police department work hard to ensure the campus is a safe place to live, learn, work and play. TAMIU is not, however, exempt from crime. To be safe and secure, you must take common sense precautions. Be alert and aware of those around you; look out for the safety of others. Do not leave valuables unattended; do not attempt to touch or interfere with our wildlife.

Student Responsibility for Dropping a Course

It is the responsibility of the STUDENT to drop the course before the drop date. Faculty are not responsible for dropping students who suspend class attendance.

Final Examination

The University requires all final Examinations be given on the day specified.

Class Requirements

All written assignments are to follow APA format in that they are double spaced with 1" margins, and Times New Roman font. All direct quotes or paraphrased quotes will be properly cited.

Day	Date	Class Topic	Reading Assignment	Assignments
T	1-22	Introduction to the class		
TH	1-24	The nature of leadership	Chapter 1	
T	1-29	Effective leadership behavior	Chapter 3	Assign Groups for Group projects Discuss group assignment
TH	1-31	Communication and leadership	Professor	Assign leadership topics for Lit Review
T	2-5	Technology and globalization	Professor	
TH	2-7	Cross cultural leadership	Chapter 14	
T	2-12	Socialization/culture and leadership	Professor	
TH	2-14	Socialization/culture and leadership	Professor	
T	2-19	Group-work and leadership	Professor	APA and EBSCO training
TH	2-21	Leadership in teams	Chapter 10	
T	2-26	TEST 1		
TH	2-28	Strategic leadership	Chapter 11	
T	3-5	Mentoring/motivating	Professor	
TH	3-7	Watch movie		
T	3-12	No class Spring Break		
TH	3-14	No class Spring Break		
T	3-19	Charismatic Leadership	Chapter 12	Movie paper due 3-19
TH	3-21	Charismatic Leadership	Chapter 12	
T	3-26	Power and Influence	Chapter 8	
TH	3-28	Power and Influence Ethics	Chapter 8 Chapter 13	
T	4-2	Dyadic Relationships/followership	Chapter 9	
TH	4-4	Change	Chapter 4	
T	4-9	Individual presentations		Research papers due
TH	4-11	Individual presentations		
T	4-16	Participative Leadership	Chapter 5	
TH	4-18	TEST 2		
T	4-23	Work on group presentations		
TH	4-25	NO Class. Conference		Work on group presentations
T	4-30	Group Presentations		Summaries due
TH	5-2	Group Presentations		
T	5-7	NO CLASS		
TH	5-9 - 5-15	Final Exam (Test 3)		

THE PROFESSOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS SYLLABUS AS NEEDED AND WITH NOTIFICATION TO STUDENTS