

**LDR 4915 – Fall 2014 (3 Credits)
Capstone Seminar on Leadership**

TITLE

Capstone Seminar on Leadership

COURSE NUMBER

LDR 4915

CREDIT HOURS

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

PREREQUISITES, COREQUISITES

This is a core class designed for student leaders and those who aspire to leadership roles. Students must take LDR 2010, Introduction to Leadership, and LDR 4104, Theories of Leadership before enrolling in this course.

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 credential with a Master's in related field and approved will teach this course.

TA CONTACT INFORMATION

Will be included, as appropriate.

COURSE DESCRIPTION

The goal of this course is to assist students in the integration of their academic study of leadership and their leadership experiences in preparation for their roles as members of the contemporary work force. Students will analyze and synthesize the concept of leadership using cultural, ethical, sociological, and historical perspectives. Exploration and reflection of personal values, decision-making, and in-depth analysis of various leadership themes take place in course activities.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

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

- Deepen your own thinking about leadership theories and practices.
- Apply critical thinking to the complexity of the field of leadership studies.
- Compare and contrast traditional and emergent paradigms of leadership.
- Connect leadership principles with practices in a deep and meaningful way.
- Develop a purposeful set of actions and beliefs related to leadership.
- Build an awareness of leadership issues facing our community and society.

**LDR 4915 – Fall 2014 (3 Credits)
Capstone Seminar on Leadership**

- Refine your own personal philosophy of leadership to guide you in transitions from collegiate leadership environments to new contexts.
- Develop a greater understanding of your personal capacity for leadership.

**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 on line 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 Participation	20 points
Leadership Fad Book Report	15 points
Reflective Responses	15 points
Leadership Theory Paper	10 points
Leadership Philosophy Paper	10 points
<u>Final Project</u>	<u>30 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)

COURSE ASSIGNMENTS

Attendance and Participation (20 points)

The attendance policy is explained on page two.

LDR 4915 – Fall 2014 (3 Credits)
Capstone Seminar on Leadership

Reflective Responses (15 points)

Each reading assignment is a critical component of the preparation required for full and active participation in class. It is also necessary to reflect upon the reading to make meaning of the material. At the beginning of several class sessions, there will be a short reflective response connected to the topic that week. Each response is worth 10 points.

Leadership Fad “Book Report” (15 points)

Every year it seems a “hot” book on leadership or management climbs to the top of the bestseller list by promising a “new,” “radical,” or “revolutionary” take on success. Popular press books on “leadership” – such as *Seven Habits of Highly Effective People*, *Who Moved My Cheese?*, *The One-Minute Manager*, *Fish!*, *Good to Great*, and *Getting to Yes* – have come to saturate the market. The purpose of this assignment is to take a brief glimpse into this genre, identify some common themes and elements of these works, and begin to analyze these popular press notions of leadership.

For this assignment, you will be assigned one of these popular books and will need to review the work and create an Executive Summary (1-2 pages *at most*) to distribute to the class on your book (bring one for everyone). Your summary should focus on the central idea(s) or premise of the book. I do not expect you to read the book you are assigned (although you are welcome to do so). You are expected to research your book on the web (using sites like Amazon, the NYT Review of Books, and websites run by the author or otherwise tied to the book) and report from those sites.

Leadership Theory Artifact Paper (10 points)

You will be asked to turn in a 1-page (format as you wish) artifact paper (a description of an artifact that reflects a leadership theory or that represents how you may have applied the leadership theory of interest in your student leadership work).

Describe what artifact from your prior or current leadership experiences best represents theories we are discussing in class or you have learned in another leadership class. You need to 1) briefly describe the artifact (attach if possible) 2) write a paragraph or two describing HOW you selected the artifact and WHY you think it represents the theory/theories you have chosen.

An “artifact” is just another term for a tangible piece of evidence. I encourage you to think broadly and be creative. More important than the artifact you choose is how you make meaning of it and connect it to leadership. For example, in this class artifacts may be any of the following:

1. A paper or presentation completed for another academic class.
2. Work done in the context of a student organization (such as a SGA bill, constitution, project, or promotion you have done).
3. A description of community service or internship experiences.
4. A description of a significant moment in your life or an ethical dilemma you faced.
5. A video or audio file of your achievements.

Leadership Philosophy Paper (10 points)

Your final paper will be a synthesis of what you have learned (from this course, other courses, and personal experiences) represented through your personal philosophy of leadership defined.

LDR 4915 – Fall 2014 (3 Credits)
Capstone Seminar on Leadership

The final paper should be 5-6 pages in length and serve as a capstone/summary of your experiences in leadership courses. Start with one-sentence of your definition of leadership. Then, support it. Why those words? Why not other words? What do they mean? What do they mean to you? Where does that come from? How has it developed? This paper should walk us through your definition with lots of elaboration, introspection, and synthesis, and should use course content liberally. Rost does a masterful job in his book and may be seen as a model to follow. There will be in class experiences, rewrites, and discussion before you reach your final product.

Final Project – Case Study (30 points)

You will participate in a semester long case study to help develop the next generation of leadership scholars and practitioners by providing a forum in which you can:

- Engage in dialogue that may strengthen the case analysis.
- Develop a deeper understanding and appreciation of leadership in various contexts.
- Apply leadership theory and research to a real-world scenario.
- Gain experience in presenting ideas and leadership analyses in a professional setting.
- Receive encouragement and constructive criticism on your case analyses and presentations.
- Receive personal leadership knowledge and wisdom from established leadership scholars, educators and practitioners.

Team Composition: Each team will be comprised of three to five students.

Structure: The case study project is divided into three rounds and significant class time will be used to achieve results.

Round One - Case Study Brief: Project teams will receive the selected case study and initial questions. Teams must prepare a case study brief of no more than 1,600 words (excluding references). Please see Blackboard (BB) for guidance on appropriate content and the criteria used for evaluation. The case study brief must be submitted electronically on Blackboard.

Round Two – Poster Showcase: Each team must prepare a poster of their analysis to be presented during the Poster Showcase – during class. Posters will be evaluated during the Showcase. Please see Blackboard (BB) for more details concerning the poster showcase and criteria for evaluation. The top three teams will advance to Round Three and will be exempt from completing the Leadership Philosophy Paper. Teams that do not advance will be required to complete the Leadership Philosophy Paper as your final experience in the class or can be approved consultants for finalists teams (more details on this in class!!).

Round Three – Finalists’ Presentations: Finalists will continue building on their case analysis and can “hire” students from other teams to act as consultants for their final presentations. Each team will deliver a 15-minute oral presentation to a panel of judges and participate in a question and answer discussion of an additional five minutes. Please see Blackboard (BB) for more details concerning the final presentation and criteria used for evaluation.

LDR 4915 – Fall 2014 (3 Credits)
Capstone Seminar on Leadership

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

This is required for students who desire to hold resident assistant, orientation leadership, and other related student affairs leadership positions. In addition, during the course, students will be exposed to movie clips exploring the leadership experiences within the movie clip. Examples include:

Sister Act (1992): Running time: 100 minutes

A lounge singer is hidden in a convent by police, after she witnesses a murder, and helps to inspire self-confidence in her fellow "sisters" through her role in bringing life into the convent's choir. This movie is a good illustration of the process of empowering others, transforming leadership, working collaboratively, and valuing the different gifts and talents of everyone.
<http://www.imdb.com/title/tt0105417/>

The Power of One (1994): Running time: 2 minutes

The Power of One combines evocative visuals with a moving original score by Academy Award winner Hans Zimmer. It features historical and contemporary persons who have impacted the world to illustrate that each of us, working individually or as a group, can make a difference.
Available for download at: <http://www.caringstrangers.com/powerofone.htm>

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.

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.

LDR 4915 – Fall 2014 (3 Credits)
Capstone Seminar on Leadership

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.

REQUIRED TEXT AND READINGS

You may select leadership books to enhance your own personal leadership development. Use this as an opportunity to find valuable resources through our leadership library. Once you've made your selection notify the processor for approval.

LDR 4915 – Fall 2014 (3 Credits)
Capstone Seminar on Leadership

SUPPLEMENTAL READINGS

Supplemental readings, power points and videos will be available on the Blackboard (BB) site. Additionally, the text offers excellent supplemental readings which will be referenced in this class.

**LDR 4915 – Fall 2014 (3 Credits)
Capstone Seminar on Leadership**

COURSE TOPICAL OUTLINE, INCLUDING DUE DATES FOR ASSIGNMENTS

Date	Topic	Readings/Assignments Due
Week 1	Introduction: Learning the language of leadership	Sign up for final presentations and book fad assignment
Week 2	Interdisciplinary Nature of Leadership; Nature of Theory Evolution of Leadership Theory	Read: <ul style="list-style-type: none"> • Rost – Forward, Preface, C 1-2 • Gill: Introduction: The Nature and Importance of Leadership (BB) Due: Review syllabus and come with questions
Week 3	Transforming/Transformational/Charismatic Leadership	Read: <ul style="list-style-type: none"> • Theories of Leadership Review (BB) • Steve Jobs (BB) • Anita Roddick (BB) • Ernest Shackleton (BB) Due: <ul style="list-style-type: none"> • Reflective Response 1 (done in class)
Week 4	Developing a Philosophy of Leadership Part 1: Identifying Your Leadership Values Class Case Study	Read: <ul style="list-style-type: none"> • Nelson Mandela (BB) • Mark Zuckerberg (BB) Due: Exercise One (BB) Case Study Discussion/Research (in class)
Week 5	Collaborative Leadership & Leadership for Social Change	Read: <ul style="list-style-type: none"> • Rost – Chapter 5 • Social Change Theory (BB) • Cesar Chavez (BB) • Abraham Lincoln (BB) Due: <ul style="list-style-type: none"> • Reflective Response 2 (done in class)
Week 6	Developing a Philosophy of Leadership Part 2: Uncovering Your Leadership Assumptions	Read: <ul style="list-style-type: none"> • Bill Wilson (BB) • Indra Nooyi (BB) Due: Exercise Two (BB) Leadership Fad “Book Report” Case Study Brief (BB)
Week 7	Principle-Centered Leadership & Servant Leadership	Read: <ul style="list-style-type: none"> • Rost –Chapter 7 • Mohandas Gandhi (BB) • Martin Luther King (BB)

LDR 4915 – Fall 2014 (3 Credits)
Capstone Seminar on Leadership

		Due: <ul style="list-style-type: none"> • Reflective Response 3 (done in class)
Week 8	Leadership in Action : Guest Speaker	Read: <ul style="list-style-type: none"> • Sitting Bull (BB) • Bill Wilson (BB) • Adolf Hitler (BB) Due: Leadership Theory Artifact Paper
Week 9	Learning Organizations and Leadership in Teams	Read: Pat Summitt (BB) Luiz Inacio Lula da Silva (BB) Kenneth Lay (BB) Due: Reflective Response 4 (done in class)
Week 10	Poster Showcase	Due: <ul style="list-style-type: none"> • Case Study Poster
Week 11	Horizons of Leadership & Discussion Developing a Philosophy of Leadership Part 3: Understanding Your Leadership Beliefs Finalizing Your Leadership Philosophy	Read: <ul style="list-style-type: none"> • Rost – Chapter 8 • Horatio Nelson (BB) • David Koresh (BB) Due: <ul style="list-style-type: none"> • Reflective Response 5 (done in class) • Exercise Three (BB)
Week 12	Leadership in a Global Society	Read: Global Leadership Articles (BB)
Week 13	Case Study Final Presentations Leadership in Action: Guest Speaker	Due: <ul style="list-style-type: none"> • Final Project Presentations
Week 14	Leadership Studies: The Next Step	Due: <ul style="list-style-type: none"> • Leadership Philosophy Paper