San Diego State University
School of Communication
COM 485 – Leadership

Instructor: Dr. Kathleen Czech
Email: kczech@mail.sdsu.edu

Required Text:


There will be several articles posted on E-Class by the instructor to supplement the course that will be required reading.

Course Description:
The purpose of this course is to study current thinking about how leadership is communicated in organizations and other aspects of our lives. The emphasis in this course is on developing a better understanding of yourself, your role as a leader, and the communication strategies to maximize your effectiveness. The mechanism to achieve these ends is discussion (engaging with one another) and critical thinking in a learning community.

Student Learning Objectives:
• Identify, differentiate, and contrast major theories of leadership
  Measured by: Exams
• Demonstrate competent verbal & nonverbal communication behavior in team presentation
  Measured by: Team presentation
• Describe and evaluate your own leadership style
  Measured by: Leadership Philosophy Paper
• Create a leadership project with members of a team
  Measured by: Team Presentation
• Engage in activities to increase self-understanding
  Measured by: Engagement (Self-assessments, etc.)
• Demonstrate competency in APA style
  Measured by: Team Paper
Prerequisite:
COM 300 & COM 350, or permission of instructor. One or both prerequisites may be waived for students in the Communication and Leadership minors.

Course Assignments:

✓ **Leadership Book Review** (50 pts): Each student will be responsible for selecting and reviewing one book related to leadership. The goal of your review is to concisely summarize and evaluate the book.

✓ **Movie Review** (25 pts): There will be a movie shown in class illustrating the principles of leadership. A 2-3 page paper explaining how the movie applies to specific theories of leadership will be assigned.

✓ **Leadership Current Event Presentation** (75 pts): Each team of 3-4 students will select a current organizational issue relating to leadership and prepare and deliver a 20 minute workshop on the issue to the rest of the class. The issue/event you select should be directly related (focused) on leadership and the topics covered by this course. It’s always a good idea to have your event/issue approved in advance by the instructor before you proceed.

✓ **Leadership Philosophy** (100 pts):
Each student will research (a minimum of 5 scholarly articles) on an issue related to leadership and write a 4-5 page review of literature on that topic. Then each student will write a 2-3 page philosophy of their own based off of their research, lectures, and text.

✓ **Mid-Term Exam** (100 pts): The Midterm Exam will cover all the material in the readings and discussion up to that point in the course. The exam will be objective (multiple choice).

✓ **Final Exam** (100 pts): The Final Exam will cover all the material in the readings and discussion from the midterm to the end of the course. The exam will be objective (multiple choice).

✓ **Quizzes** (50 pts): Quizzes over assigned readings may be given at any time, announced or unannounced by the professor.
Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Review</td>
<td>50 pts</td>
<td></td>
</tr>
<tr>
<td>Movie Analysis</td>
<td>25 pts</td>
<td></td>
</tr>
<tr>
<td>Current Event Presentation</td>
<td>75 pts</td>
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<tr>
<td>Mid-Term Exam</td>
<td>100 pts</td>
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<tr>
<td>Philosophy Paper</td>
<td>100 pts</td>
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<tr>
<td>Final Exam</td>
<td>100 pts</td>
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<tr>
<td>Quizzes</td>
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<tr>
<td>Total</td>
<td>500 pts</td>
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Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>463 - 500</td>
<td>C</td>
<td>73-76</td>
<td>363 - 382</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>448 - 462</td>
<td>C-</td>
<td>70-72</td>
<td>348 - 362</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>433 - 447</td>
<td>D+</td>
<td>67-69</td>
<td>333 - 347</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>413 - 432</td>
<td>D</td>
<td>63-66</td>
<td>318 - 332</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>398 - 412</td>
<td>D-</td>
<td>60-62</td>
<td>298 - 317</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>383 - 397</td>
<td>F</td>
<td>0-59</td>
<td>0 - 297</td>
</tr>
</tbody>
</table>

Grade Concerns:
If you feel that you were unjustly evaluated on any assignment, please talk with me within 2 weeks after the assignment has been returned. An appeal is welcome by scheduling an appointment or coming to my office hours. Please come with a well reasoned and written explanation of why the grade should be changed, and I will be happy to discuss it with you. Asking for an appeal and defending your case does not secure, nor imply a change of grade. If at any point during the course you are concerned with your overall class grade or other issues in the course, please feel free to make an appointment or stop by my office. I want to help you learn and succeed in this course.

Assignments:
All assignments must be typed. Hand written work will not be accepted. Please note that APA standards will be expected on all papers. All papers should be 12pt Times New Roman font. There should be no grammatical errors or misspelled words in your assignments. Always proof read your assignments and have someone else proof them too.

The real world operated under the assumption that when a deadline is established, it must be met. People fail to meet deadlines, lose their jobs, and companies that don’t meet deadlines lose money and go bankrupt. You are expected to have your assignments in ON TIME.
School of Communication Academic Dishonesty Policy

In any case in which an instructor identifies evidence for charging a student with violation of academic conduct standards or plagiarism, the presumption will be with that instructor’s determination. The instructor(s) will confer with the School Director to confirm the evidence. Once confirmed, the student will be informed and presented with the evidence. Some conditions and terms below clarify the School policy and procedure.

“Cheating: Cheating is defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to:

- copying, in part or in whole, from another’s test or other examination; discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor;
- obtaining copies of a test, an examination, or other course material without the permission of the instructor;
- using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition;
- collaborating with another or others in work to be presented without the permission of the instructor;
- falsifying records, laboratory work, or other course data;
- submitting work previously presented in another course, if contrary to the rules of the course;
- altering or interfering with the grading procedures;
- plagiarizing, as defined; and
-knowingly and intentionally assisting another student in any of the above.

Plagiarism:

Plagiarism is defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the university as one’s own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to:

- submitting work, either in part or in whole, completed by another;
- omitting footnotes for ideas, statements, facts, or conclusions that belong to another;
- omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof;
- close and lengthy paraphrasing of the writings of another;
- submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and

submitting as one’s own work papers purchased from research companies.” (source: http://www.sa.sdsu.edu/srr/cheating-plagiarism.html)

Consequences of Academic Dishonesty

- **Course failure:** Soliciting or reproducing a whole paper, paragraph, or large portions of unattributed materials without proper attribution, whether represented by: (a) multiple sentences, images, or portions of images; or (b) by percentage of assignment length, will result in assignment of an “F” in the course in which the infraction occurred, and a report to the Center for Student Rights and Responsibilities (CSRR²).
- **Assignment failure**: Reproducing a sentence or sentence fragment with no quotation marks, but with source citation, or subsets of images without source attribution, will minimally result in an “F” on the assignment, and may result in greater penalty, including a report to the CSRR, depending factors noted below. In this instance, an “F” may mean anything between a zero (0) and 50%, depending on the extent of infraction.

- **Exacerbating conditions—Amount**: Evidence of infraction, even if fragmentary, is increased with a greater: (a) number of infractions; (b) distribution of infractions across an assignment; or (c) proportion of the assignment consisting of infractions.

- **Exacerbating conditions—Intent**: Evidence of foreknowledge and intent to deceive magnifies the seriousness of the offense and the grounds for official response. Plagiarism, whether ‘by accident’ or ‘by ignorance,’ still qualifies as plagiarism—it is all students’ responsibility to make sure their assignments are not committing the offense.

- **Assistance**: Evidence that the student was not the original author of the work, due to soliciting the assistance or composition of another person or persons.

**Exceptions**: Any exceptions to these policies will be considered on a case-by-case basis, and only under exceptional circumstances.

**Types of Plagiarism**

**Intellectual Contents** - Intellectual contents include all forms of ‘text’ produced by another person or persons. It includes: writings, course syllabi, course lectures and recordings of lectures, visual information such as models, videos, lyrics, software, etc.

**Intellectual Property** - The syllabus, lectures and lecture outlines are personally-copyrighted intellectual property of the instructor, which means that any organized recording for anything other than personal use, duplication, distribution, or profit is a violation of copyright and fair use laws.

**Paper Source Attribution** - Proper attribution occurs by specifying the source of content or ideas. This is done by (a) providing quotation marks around text, when directly quoted, and (b) clearly designating the source of the text or information relied upon in an assignment.

**Self Plagiarism** - Students often practice some form of ‘double-dipping,’ in which they write on a given topic across more than one course assignment. In general, there is nothing wrong with double-dipping topics or sources, but there is a problem with double-dipping exact and redundant text. It is common for scholars to write on the same topic across many publication outlets; this is part of developing expertise and the reputation of being a scholar on a topic. Scholars, however, are not permitted to repeat exact text across papers or publications except when noted and attributed, as this wastes precious intellectual space with repetition and does a disservice to the particular source of original presentation by ‘diluting’ the value of the original presentation. Any time a writer simply ‘cuts-and-pastes’ exact text from former papers into a new paper, it is a form of self-plagiarism. Consequently, a given paper should never be turned in to multiple classes. Entire paragraphs, or even sentences, should not be repeated word-for-word across course assignments. Each new writing assignment is precisely that, a new writing assignment, requiring new composition on the student’s part.
Solicitation for Ghost Writing - Any student who solicits any third party to write any portion of an assignment for this class (whether for pay or not) violates the standards of academic honesty. The penalty for solicitation (regardless of whether it can be demonstrated the individual solicited wrote any sections of the assignment) is F in the course and reporting to Student Rights and Responsibilities.

Secondary Citations - Secondary citation is not strictly a form of plagiarism, but in blatant forms, it can present similar ethical challenges. A secondary citation is citing source A, which in turn cites source B, but it is source B’s ideas or content that provide the unique basis for the claims the student intends to make in the assignment. For example, assume there is an article by Jones (2006) in the student’s hands, in which there is a discussion or quotation of an article by Smith (1998). Assume further that what Smith seems to be saying is very important to the student’s analysis. In such a situation, the student should always try to locate the original Smith source. In general, if an idea is important enough to discuss in an assignment, it is important enough to locate and cite the original source for that idea. There are several reasons for these policies: (a) Authors sometimes commit citation errors, which might be replicated without knowing it; (b) Authors sometimes make interpretation errors, which might be ignorantly reinforced (c) Therefore, reliability of scholarly activity is made more difficult to assure and enforce; (d) By relying on only a few sources of review, the learning process is short-circuited, and the student’s own research competencies are diminished, which are integral to any liberal education; (e) By masking the actual sources of ideas, readers must second guess which sources come from which citations, making the readers’ own research more difficult; (f) By masking the origin of the information, the actual source of ideas is misrepresented. Some suggestions that assist with this principle:

• When the ideas Jones discusses are clearly attributed to, or unique to, Smith, then find the Smith source and citation.
• When the ideas Jones is discussing are historically associated more with Smith than with Jones, then find the Smith source and citation.
• In contrast, Jones is sometimes merely using Smith to back up what Jones is saying and believes, and is independently qualified to claim, whether or not Smith would have also said it; in such a case, citing Jones is sufficient.

Never simply copy a series of citations at the end of a statement by Jones, and reproduce the reference list without actually going to look up what those references report—the only guarantee that claims are valid is for a student to read the original sources of those claims.

A good place to learn about plagiarism is the tutorial on academic integrity at http://plagiarism.org/plagiarism-101/overview/; and at http://www.yorku.ca/tutorial/academic_integrity/caseintro.html
A good place to learn about APA writing and citation style is: http://owl.english.purdue.edu/owl/resource/560/01/
A good place to learn about making better arguments is: http://www.readwritethink.org/files/resources/interactives/persuasion_map/
Academic Accommodations:
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Attendance Policy:
You will be allowed 1 excused or unexcused absences for any reason. The third absence will result in the lowering of the final grade by one grade step (i.e., B to a B-). After the second absence, every other absence lowers the grade by one grade step. Attendance in class means that you are fully attending to the course. Students who choose to read the paper, engage in irrelevant and disruptive conversations, study for your next class exam, etc… will be counted as absent for that day. Please plan accordingly and use your absences wisely. There are no exceptions to this policy so please do not ask (barring serious illness or tragedy, of course).

Make-up’s and Extra Credit:
All assignments are due on the date specified in the syllabus, within 5 minutes of the beginning of the class period. I am not responsible for turning in your assignments on time – YOU ARE! Please be responsible and figure out how you will get the assignment done and turned into me. In the event of an unexpected and unavoidable scheduling conflict, it is your responsibility to make prior arrangements (well in advance) with me to resolve the problem. Excuses after the assignment dates are unacceptable with the exception of extreme circumstances (death in the family, severe illness requiring medical attention…). Extra credit is not available, so please do well on the assignments in the course.

Classroom Demeanor:
While I enjoy a relaxed classroom atmosphere, with lots of discussion and jokes, disrespect will not be tolerated. Again, behavior that interrupts the class will result in an absence for that day. This simply means that you need to pay attention and participate in class. While the course will encounter lots of opinions and views, it is everyone’s responsibility to keep an open mind, and avoid character attacks, stereotypes, and racist or sexist language.
Appearance:
Your physical appearance on presentation days is important. You should be neatly groomed and dressed in a way that suggests you expect to be taken seriously. At a minimum this means a dress shirt and dress slacks for men, and dress skirt or dress slacks and blouse for women. Please do not wear hats, tennis shoes, shorts, or chew gum during your presentations. Physical appearance has been shown to affect the credibility of public speakers and as a result will also affect yours in this class!

Technology
The use of laptops or computers is prohibited in class! I recommend taking notes and using a notebook to do so. Cell phones are not to be used during class. Music and headphones are not to be worn during class or exams. Students who engage in these behaviors will be counted absent for that class period.

Daily Syllabus

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion/Activity</th>
<th>Readings</th>
</tr>
</thead>
</table>
| R Jan. 22 | Communication & Leadership | Chp. 1 & 2  
Article on Eclass |
| R Jan. 29 | Trait, Situational, & Functional Leadership | Chp. 3 |
| R Feb. 5  | Transformational Leadership    | Chp. 4                  |
| R Feb. 12 | Adaptive Leadership            | Articles on Eclass      |
| R Feb. 19 | Movie Analysis                 |                         |
| R Feb. 26 | Leadership & Power             | Chp. 5 & 6              |
| R Mar. 5  | **Mid-Term Exam**              | **Book Review Due!**    |
| R Mar. 12 | Leadership in Groups & Teams   | Chp. 7 & 8              |
| R Mar. 19 | Decision Making Models         | Chapters on Eclass      |
| R Mar. 26 | Diversity, Women, & Leadership | Chp. 10                 |
| R Apr. 2  | Spring Break – No Class        |                         |
## Daily Syllabus

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion/Activity</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>R Apr. 9</td>
<td>Case Study Presentations</td>
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<tr>
<td>R Apr. 16</td>
<td>Case Study Presentations</td>
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<tr>
<td>R Apr. 23</td>
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<td>R Apr. 30</td>
<td>Leadership &amp; Ethics</td>
<td>Chp. 11</td>
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<td></td>
<td><em>Leadership Philosophy Paper Due!</em></td>
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<tr>
<td>R May 7</td>
<td>Review</td>
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<tr>
<td>R May 14</td>
<td>Final Exam</td>
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