

# COM 430: Leadership in Group Communication

Hugh Downs School of Human Communication, Arizona State University

Instructor:

Email:

**WELCOME TO COM 430!** This course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine topics such as: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, overcoming obstacles, and addressing values in leadership. Attention will be given to helping you understand and improve your own leadership performance.

## COURSE OBJECTIVES

The objectives of this course are to:

- gain awareness of our own leadership philosophies, traits, skills, and behaviors through self-assessment
- gain through real-world observation exercises an understanding of the fundamental ways leadership is practiced in actual organizations
- gain through activities an understanding and appreciation for the unique dimensions of our own leadership style, our strengths and weakness, and areas where we can improve our leadership communication



## REQUIRED READING and MATERIALS

Northouse, P. G. (2015). *Introduction to leadership: Concepts and practice* (3rd Ed.). Thousand Oaks, CA: Sage

- Additional materials made available on Blackboard or by email
- Access to and full knowledge of Blackboard. Plan to check our class site at least 3x per week.

## Recommended Reading

Covey, S. R. (2004). *The 7 habits of highly effective people* (2nd ed.). New York: Free Press.

## GENERAL CLASS INFORMATION and EXPECTATIONS

**Online Presence:** This class will provide you with a unique opportunity to learn about group leadership while modeling your leadership skills. You will be demonstrating and applying your knowledge, hence, your actions and interactions in our online learning environment will be considered a reflection of your learning. As such, I encourage you to conceptualize this course as a time and place where you will be putting your best leadership foot forward, and envision yourself in a leadership position as you write, reflect, and discuss course material. This will help you make the most of this class material, while also making the most of our time together as a small, intimate, learning group.

**\*\*Please be advised that all work for this class must be **original** to this class. You may not recycle papers or work from other courses you've taken, including if you are taking this course over again, we consider this behavior to be academically dishonest. \*\***

**Reading/Writing/Speaking:** This class is a senior-level communication course, which means you are expected to engage the course material from an advanced communication-studies perspective. Therefore, plan to **critically read** all assigned readings prior to the assigned date, be prepared to **actively discuss** all readings and activities, and expect to **write reflectively and academically** about your leadership experiences. You can expect that I will come to each learning session prepared to engage you in discussion, to encourage you to express your ideas, and that I will provide a fun, safe, and positive learning environment for each of you.

**Be Reflective:** In addition to carefully reflecting upon and engaging the course material, this course will also ask you to reflect upon your real-world practices as a leader. Give yourself time to reflect on times and places where you have stepped into a leadership position, avoided a leadership position, succeeded as a leader, and/or found yourself wishing to do better in that role. By sharing these experiences, we will help each other learn about leadership in real-world and applied settings.

**E-Etiquette:** Please remember that electronic communication should be treated with the same care and respect that you would a face-to-face interaction. Therefore, you should compose e-mail carefully, using a pertinent subject line (including your section number), an appropriate greeting, and a concise message, without spelling or grammatical errors. I will attempt to return all e-mail promptly, within 48 hours or less. Messages received after 6:00 p.m. (Arizona time) will not be opened until the following morning. Messages received over weekends may not receive responses until the following Monday.

Additionally, Blackboard posts should be error-free and thoughtfully composed. Treat each electronic correspondence as a representation of your professional and leadership voice, and an opportunity to model respect, character, and ingenuity in your wording and interactions. It is especially important you remain aware of your language choices and tone throughout the semester. To help facilitate respectful communication in our course, ask that you display appreciation for all members of the classroom (including the instructor and students), avoid racist, sexist, homophobic, or other negative language that may unnecessarily marginalize or exclude members of our campus and classroom, and remain cognizant of how communication through technology can be misread or misconstrued easily.

**Online Learning:** This course takes place online through Blackboard. Become familiar with the class interface now and seek help if necessary. All ASU campuses have resources available to help you. A lack of Blackboard knowledge is not an acceptable excuse for late work.

- See <http://asuonline.asu.edu/> for more information and to check system requirements for online learning.
- If you need technical support visit <http://asuonline.asu.edu/student-resources/technical-support> (do not contact me as I will not be able to assist you in this manner.)
- Class participants are responsible for managing their access and assignments. Please do not wait until the last minute for assignments, quizzes, and exams. **Tech failures do occur, and these failures are not legitimate excuses for missing deadlines.** No late posts will be accepted for points so plan accordingly.
- Information on planned outages is available at <http://syshealth.asu.edu/>. Unplanned system outages will be dealt with on a case-by-case basis. If you have any questions about Blackboard or course requirements, please speak with me ASAP.

**Due Dates:** Due dates are absolute. **No late assignments will be accepted.** If you know you will miss a due date, plan to work ahead. Make-up assignments will not be given without legitimate proof of either serious illness or serious conflicts that are outside of the control of the student. In cases of serious illness or conflicts, documentation must be provided and reviewed before make-up work will be assigned/permitted. Given the highly flexible nature of online learning, do not assume makeup work, even with documentation, will be allowed.

**Grade Disputes and Grievance Policy:** If you have a warranted disagreement and argument against my grading on a specific assignment, you may approach me to discuss it, following these standards. First, you must wait 24 hours before approaching me. Second, you must approach me within seven days of receiving your grade. Third, you must have a written list of reasons as to why you believe your grade did not reflect your work. This list should be clear and concise, and should focus on the work, not issues relating to your personal life, etc. I will review your written argument in relation to the assignment, and I will consider your case accordingly.

## ASSIGNMENT DESCRIPTIONS

**Leadership Journal:** The leadership journal is a place for you to reflect on your personal leadership skills and experiences **PRIOR** to reading the assigned book chapters. These written entries are short (approximately 250 words) and can contain any additional links, images, or support material you wish to include. Journal entries are personal, so only you and I will read them. Use them to help you apply the course material to real-world scenarios. Doing so will also help you create a realistic assessment of your leadership qualities and skills without being influenced by the chapter material. **You will create 12 journal entries total.**

**Discussion Boards:** After reading the chapter, reading or listening to course lectures and media materials, and then working through the exercises at the end of each chapter, you will need to post your findings and discuss them with the class. **You will make 12 response posts total.** (See Blackboard for suggestions on how to do this effectively.) All posts are due by 11:59 p.m. (Arizona time) on the scheduled day found in the course schedule.

In addition to making individual homework posts, you are required to **reply substantively** (100-150 words) to one other post. (You should avoid replying to posts that have already been commented upon until every post receives at least one comment.) **You will make 12 replies total.**

**Exams:** There are **two exams** scheduled for this semester. They are designed to test your knowledge of definitions, concepts, key theorists, and technical vocabulary from the assigned readings, power point lectures, and other posted material. The exams may contain multiple choice, true/false, and/or matching questions. The questions may also ask you to apply these terms and concepts to leadership scenarios. The exams will be 50 questions and will be timed.

**Final Project:** For your final project in this class, you will prepare a **3-minute presentation**, which 1) highlights your leadership skills by acting as a supplement to your resume; or 2) demonstrates your ability to train others in leadership concepts. This presentation can be creative, and utilize many different formats. Additionally, you will submit a 3 to 5 page paper discussing your presentation. See the assignment sheet on Blackboard for assignment details.

**Extra Credit:** There is no extra credit for this course. Plan accordingly!

**Citation Note:** APA format is expected for ALL writing assignments for this course. It is your responsibility to be familiar with APA and use it appropriately when referencing citations. For APA assistance, refer to an APA style manual, or visit <http://owl.english.purdue.edu/owl/resource/560/01/>

## DISABILITY ACCOMMODATIONS

If you would benefit from additional support for this course, I encourage you to register with the Disability Resource Center by contacting them at 480-965-1234 or <http://www.asu.edu/studentaffairs/ed/drc/>

## GRADING

Your grade for this course will be based on the following assignments:

Class Meet and Greet Discussion Thread .....	10 points
Leadership Journals (12 x 10 points each).....	120 points
Discussion Board Posts (12 x 15 points each) .....	180 points
Discussion Board Responses (12 x 7.5 points each) .....	90 points
Exams (2 x 75 points each) .....	150 points
Final Project – Paper and 3 Minute Presentation.....	50 points
<b>Total Points Possible .....</b>	<b>600 points</b>

### *Grading Scale*

Grades are based on earned points not percentages. **Points will not be rounded** so 539 points will be a B+, not an A-. Extra credit is not available for this class, so plan accordingly. The following is the point breakdown for this course:

589-600 = A+	522-539 = B+	462-479 = C+	360-419 = D
558-588 = A	498-521 = B	420-461 = C	0-359 = E
540-557 = A-	480-497 = B-		Academic Dishonesty = XE

**A grades** = outstanding effort. Student goes beyond expectation and demonstrates a strong understanding of course material. Written work conforms to all APA standards. Substantial personal reflection and application evident.

**B grades** = good work. Student effort is above average and demonstrates a good understanding of course material. Written work mostly conforms to all APA standards. Above average personal and application evident.

**C grades** = satisfactory work. Student meets the basic requirements and demonstrates basic understanding of course material. APA standards are minimally met. Basic reflection and application evident.

**D grades** = unsatisfactory work. Student does not meet all of the minimum requirements and does not demonstrate understanding of course material. APA standards are not met. Personal reflection and application lacking development.

**E grades** = failing. Student does not meet the assignment requirements or engages in academic dishonesty. NOTE: either situation will result in an automatic failing grade. Academic dishonesty will result in an XE grade (see the statement of Academic Integrity at the end of this syllabus for more details.)

### ACADEMIC INTEGRITY

The College of Liberal Arts and Sciences and the Hugh Downs School of Human Communication strongly believe in academic integrity; thus cheating and plagiarism are not tolerated. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. In the Student Academic Integrity Policy, ASU defines plagiarism (as) using another's words, ideas, materials, or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. This policy can be found online at: <http://humancommunication.clas.asu.edu/undergraduate/major-information> and <http://provost.asu.edu/academicintegrity>

Disciplinary action may result in the student being suspended or expelled from the college, given an E or XE on his or her transcript, and/or referred to Student Judicial Affairs. For more information, visit: <http://students.asu.edu/srr/code>