



RSP 200
COURSE SYLLABUS: Fall 2012

*"If your actions inspire others to dream more, learn more, do more
and become more, you are a leader."
- John Quincy Adams*

Instructor: Jennifer Hudson
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Office Hours: By appointment
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

There are no required textbooks for RSP 200. However, this course will require extensive outside reading and hand-outs or readings provided in class.

Course Description:

Knowledge/Cognitive Learning Goals:

- Examine etymological origins of leadership
- Discriminate between popular notions of leadership, models, and empirically tested theories
- Develop working knowledge of history of leadership and the evolution of leadership theory including: great man; trait; behavioral/style; situational/contingency; influence/charisma; reciprocal/relational; change and chaos theories.
- Integrate leadership learning across the disciplines

Personal Development Learning Goals:

- Understand the nature of power and influence, as well as oppression
- Refine/Improve effective written and oral communication skills

Group/Organizational Learning Goals:

- Learn to develop common purpose in groups
- Study elements of strategic planning including development of mission, vision, goal and outcome statements
- Focus on collective efficacy and group potency for change

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Instructional Methods: Class consists of various styles of presentations, activities and interactions. In RSP 200, students will be active participants regardless of the mode of instruction. Students should come to class ready to participate, both in terms of preparation as assigned and attitude toward class and colleagues.

Participation: Students must attend all class sessions unless they are able to present a valid University-recognized excuse. Though ninety percent of life is showing up, we want RSP students to demonstrate strength in the other ten percent: going the extra mile through active involvement and contribution to the class. You will be asked to stretch your comfort zones. Participation is worth **20%** of the course grade.

Student-Lead Discussions: Because of the nature of the course, students will be required to attend and participate in the student-lead discussions held on identified Fridays from 12:00-1:30. This time will be solely for discussion of materials covered in class, current issues, personal development and group interaction. A student's participation in this setting will be worth **15%** of their course grade.

Attendance- Class attendance is EXPECTED. For each unexcused absence, 3 points will be deducted from your final grade. If a student is excessively tardy, the instructor reserves the right to consider the student absent for class and deduct points from final grade. Class assignments are not accepted after the posted due date. Excused absences are defined by university policy and must be documented appropriately within ONE WEEK of absence.

Assignments- A complete list of course assignments will be available on August 27th/28th. Assignments will be worth the remaining 65% of your course grade.

Grading

Students' course grade will be calculated according to the following scale:

A = EXCELLENT	90 and above
B = GOOD	80-89.9
C = AVERAGE	70-79.9
D = POOR	60-69.9
F = FAILURE	less than 60 points

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Instructors will expect each of you to participate in the class discussion/activities, as well as to carry your own weight in the group work activities. Office hours are available outside of class by appointment. If you have any questions or concerns, please contact any me.

University Specific Procedures:

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE/CALENDAR

Day	Date	In-Class Activity/Topic
Mon/Tues	8/27-8/28	Welcome & Syllabus, Introduction to Leadership
Mon/Tues	9/3-9/4	History of Leadership Theory (Mon class must meet Friday)
Mon/Tues	9/10-9/11	Trait Approach
Friday	9/14	Student-Lead Discussion: Topic- What is leadership? What do you want to learn?
Mon/Tues	9/17-9/18	Skills/Style/ Situational Approach
Mon/Tues	9/24-9/25	Contingency Theory
Mon/Tues	10/1-10/2	Path-Goal Theory
Friday	10/5	Student-Lead Discussion: Topic: Thoughts on theories
Mon/Tues	10/8-10/9	Leader-Member Exchange Theory
Mon/Tues	10/15-10/16	Write Your Own Theory
Mon/Tues	10/22-10/23	Transformational Leadership
Friday	10/26	Student-Lead Discussion: Topic: Thoughts on theories
Mon/Tues	10/29-10/30	Team Leadership Model
Mon/Tues	11/5-11/6	Peer Leadership
Mon/Tues	11/12-11/13	Relational Leadership Model
Friday	11/16	Student-Lead Discussion: Topic: Group Dynamics/Leadership
Mon/Tues	11/19-11/20	Psychodynamic Approach
Mon/Tues	11/26-11/27	Presentations- My Leadership Theory
Mon/Tues	12/3-12/4	Presentations- My Leadership Theory
Friday	12/7	Student-Lead Discussion: Topic: How has your leadership theory developed?