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Office Fax: 903.886.5507  
University Email Address: delores.rice@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

The textbook will be available in the Online Course.


Internet Access: Library: You will be asked to locate articles, readings, and excerpts using the Internet and library.

Course Description: This course provides an introduction of the characteristics of leadership related to the role of the individual in the training/classroom environment. Topics include an analysis of the best practices of exemplary leadership, an examination of the issue of credibility as the foundation of leadership, a demonstration of how finding your voice is the necessary first step in becoming an exemplary leader, a discussion of how leaders serve as role models by their deeds and not just their words, an evaluation of how leaders must envision the future and effectively communicate to those with whom they work, an analysis of the methods effective leaders use to communicate their agenda in a positive and expressive way, an identification of the meaningfulness of the challenge as the real motivator for innovation rather than the material rewards of success, an exploration of how leaders foster collaboration and build effective teams, a description of how leaders create a climate in which it is possible for others to do their best, a discussion of the way in which leaders sustain the commitment to achieve the extraordinary by recognizing individual, building social support, and celebrating team successes.

Student Learning Outcomes:
Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course - these are my expectations of you. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

1. Analyze the best practices of exemplary leadership.
2. Examine the issue of credibility as the foundation of leadership.
3. Understand that finding their voice is the necessary first step in becoming an exemplary leader.
4. Explain how leaders serve as role models by their deeds and not just their words.
5. Identify how leaders must envision the future and effectively communicate to those with whom they work.
6. Analyze the methods effective leaders use to communicate their agenda in a positive and expressive way.
7. Identify that the meaningfulness of the challenge is the real motivator for innovation rather than the material rewards of success.
8. Explore how leaders foster collaboration and build effective teams.
9. Describe how leaders create a climate in which it is possible for others to do their best.
10. Describe the way in which leaders sustain the commitment to achieve the extraordinary by recognizing individual, building social support, and celebrating team successes.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

A wide variety of instructional methods will be utilized to provide meaningful learning experiences, including group problem-solving activities, self-assessments, independent research, and case studies. It is vital that support material is read prior to class and that students actively participate in class discussion, activities, and case studies.

Participation, Attendance, and Assignments

Demonstration of work ethic, responsibility, and integrity related to course objectives: This area is a holistic score based on demonstrated effort, attendance, and participation. It includes assignments given in each class. Students shall earn points per class for attendance and participation. Participation includes reading materials prior to class including completion of reading notes and organizers, bringing specified handouts and notes, and actively participating in small group and class discussions.

Journals, Discussion Boards, Presentation (75%): 750 possible points

Each student is to post a journal entry for each unit’s reading assignment. Summarize the reading in your own words and note any insights you have gained (i.e.; note where you agree or disagree with the author and why). Each student will post a URL link for each of the 7 units on the Webliography page on the course website. Also, each student
will make at least 3 meaningful discussion posts per unit interacting with the other
students in the class. Each student will make a presentation on of one of the course
lecture topics found in the course calendar\schedule (p. 8). The student will also lead
the class discussion of this topic. This assignment will be used to assess the ability of
the student to do research and develop their presentation skills. The student will also
lead the class discussion of this topic. This assignment will be used to assess the ability
of the student to do research and develop their presentation skills. Please view the
Rubric for Presentation for this assignment. The student may also download a copy of
the rubric from the Course Home section of the course website. Each student will
complete an assessment of several classmates’ individual projects. For details and
grading rubrics, please refer to this assignment page in Module 7 on the course
website.

Journal 7% (100 points/ unit x 7 units = 700 points)

Webliography 7% (100 points/ unit x 7 units = 700 points)

Discussion Board 21% (100 points/ unit x 7 units = 700 points)

Group Presentation 25% (100 points)

Group Participation 15% (100 points)

Research Paper (20%): 100 possible points

Peer Review via Workshop 5%: 100(2)

Each student will write a research paper directly related to one aspect of the course.
The research paper will be between 2,800 - 3,000 words, utilize a minimum of five
references within the last five years, and adhere to standard APA format. The research
paper should basically constitute a literature review of an aspect of the course that
catched your fancy. Please view the Rubric for Research Paper for this assignment

TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required.

Access to a computer with

• Internet access (high-speed preferred)
• Microphone
• Speakers so you can hear me and others during audio enhanced
assignments throughout the semester
• Word processing software (Microsoft Word preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an
email account via myLeo - all my emails sent from eCollege (and all other
university emails) will go to this account, so please be sure to check it regularly.
Conversely, you are to email me via the eCollege email system or your myLeo
email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.-5:00 p.m., Monday through Friday.)

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics, team and/or individual research proposal topics and participation in proposal revision activities (submission of individual draft sections and evaluation of draft sections from other class members).

1. Email is the best way to reach me as I check it daily. A reply will be sent within 12 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!! in the subject line. HOWEVER.... in order to avoid duplication of questions and answers I prefer that you post all class related questions in the Virtual Office Course Link. It is likely that your peers will have the same question. Emails of a personal nature should be sent to my email address via eCollege.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Citizenship: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Late work: Late work is not accepted. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

Plagiarism: Plagiarism WILL NOT be tolerated and will result in an automatic F in the course. Various versions of your work and final papers will be run through Turnitin
software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work. **Attendance:** This is an online class therefore attendance is up to you! You will be required to work as a team via various activities. The quality of your contributions and regular participation activities, including attendance via ClassLive sessions, will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check your email for messages in order to not get behind. The synchronous sessions via ClassLive are not required, but it is in your best interest to attend when available during the semester. **Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

**University Specific Procedures:**

**ADA Statement**

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 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu.edu
Student Disability Resources & Services

**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).

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<tr>
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<td>Mar. 30 – Apr. 5</td>
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<td>Achieving Global Integration, Managing Global Talent: Recruitment, Selection and Retention</td>
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| Apr. 6 – Apr. 12      | 3    | Developing Global Leaders  
Group 1 Presentation |
| Apr. 13 – Apr. 19     | 4    | Leadership Qualities, Characteristics of Followers, and Situational Factors  
Group 2 Presentation |
| Apr. 20 – Apr. 26     | 5    | The Importance of Vision and the Motive to Lead  
Group 3 Presentation |
| Apr. 27 – May 3       | 6    | The Importance of Vision and the Motive to Lead –  
Research Paper Due  
Group 4 Presentation |
| May 4 – May 8         | 7    | Helping People through Change and Burnout Prevention  
Group 5 Presentation |

Note: Keep in mind that the above schedule is subject to change at the discretion of the instructor.