

George Mason University | School of Integrative Studies

INTS204 – DL1 Leadership Theory and Practice Syllabus (3 credits) | Online | Spring 2017

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Course Instructor Contact Information

Dr. Graziella Pagliarulo McCarron

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E-mail: gmccarro@gmu.edu | SIS Phone: 703-993-1484 | Mobile: (202) 320-5597 (emergencies)

SIS Web: <http://integrative.gmu.edu>

Office hours are available via Blackboard Collaborate or in person when planned by e-mail appointment.

Course Teaching Assistants Contact Information

As the instructor for INTS204, I, Graziella, will be fully present and thoroughly involved with all aspects of the course (e.g., assignments, discussions, feedback, etc.). As a means to provide you with access to as much support as possible in this online environment, two wonderful teaching assistants will be working with us. Contact information for Marintha and Jeni can be found below as well as their specific expertise areas.

Marintha Miles (Graduate Teaching Assistant)

Marintha can help you with: Course assignment grading questions, feedback on assignments

E-mail: mmiles8@gmu.edu

Office hours are available via Blackboard Collaborate or in person when planned by e-mail appointment.

Jeni Stark (Undergraduate Teaching Assistant)

Jeni can help you with: Assignment instructions clarification, writing help/APA style, technical issues with BB, responses to questions posed in “Jeni’s corner”

E-mail: jstark7@gmu.edu

Office hours are available via Blackboard Collaborate or in person when planned by e-mail appointment.

Course Description

Via a multi-faceted approach grounded in engagement with theoretical foundations, self-assessment, students’ experiences, and practical application, this highly interactive learning community will explore historical and contemporary leadership theories; students will learn to be reflective of their leadership experiences through the lenses of those theories. This course will build a foundation upon which to construct lifelong learning practices for leadership development and includes the study of leadership as well as the integration of students’ rich experiences and backgrounds with leadership theories, concepts, and skills. Examples of coursework include self-assessments aimed at supporting students in their leadership development, critical thinking, and problem solving competencies; group discussions and collaborative teaching, and applied case studies

Note: This syllabus builds upon the fine work of George Mason faculty Dr. Julie Owen, and the instructor thanks Dr. Owen for her intellectual contribution to this course.

Course Learning Objectives

Course Learning Objectives

This course is informed by the School of Integrative Studies' 8 competencies: communication, critical thinking, group collaboration, global understanding, civic engagement, digital literacy, aesthetic awareness, and well-being. The course content, readings, class activities, assignments, and emphasis on applying theories and concepts to practice (reflective practice) are intended to contribute to your learning and development of these competencies. I encourage you to apply and reflect on these competencies throughout the semester. In addition to these competencies, specific course learning objectives follow. At the conclusion of this course, we should be able to:

1. Reflect on key theories/models of leadership, their evolution, and their relationship to our individual preferences and attitudes;
2. Reflect on the nature of coalitions, communities, and systems;
3. Articulate the basics of group roles, dynamics, and decision-making in order to function well in group settings;
4. Articulate importance of/connections between self-reflection/awareness and ability to be authentic leaders;
5. Identify the relationship between individual responsibilities/personal values and our leadership preferences;
6. Recognize the relationship between ethics and leadership;
7. Describe and reflect on our personal and professional values and leadership motivations;
8. Differentiate between theories/models of leadership to include traditional and emergent leadership paradigms
9. Describe the major leadership issues facing our communities and society;
10. Analyze leadership scenarios critically and apply appropriate theories, models, and concepts.

Course Guidelines

Duration of Class Week/Module: In this online class, the class “week” goes from Monday morning at 12:00am to Sunday night at 11:59pm, beginning with our first class day on Monday, January 23, 2017. The first 3 weeks of class will be fully available in BlackBoard (BB) as of the first week of class so that you can plan ahead and begin to see how our learning modules are structured. For week #4 and on, I will open modules as we go along in the term so that we can pace ourselves. By “as we go,” I mean that I will open modules 2 weeks in advance.

Online Class Participation and Commitment: Learning in this course is a shared responsibility, and, as such, good participation (e.g., discussion, collaboration, etc. in our online environment) is critical for all of our benefit and includes asking good questions and building on the comments of others (and, remember, that quality of thought is not the same as quantity of comments). A quality learning experience in this course rests upon a high degree of interaction and exchange of ideas among the students and instructor. Each student is expected to participate fully in small group discussions and activities.

Reflection: Thoughtful, critical reflection and engagement with the materials.

Respect and Professionalism: We are each other's teachers and, as such, it is expected that we treat each other with respect and professionalism at all times even though opinions may differ. Please see “Course and University Policies” below for specifics on classroom climate.

Technology Guidelines and Blackboard Course Management System: Each student will need access to GMU's Blackboard (<http://mymason.gmu.edu>). **All assignments should be turned in on the Blackboard course management system, unless otherwise noted.** The User Name should be the first part of your Mason email address and the same password that you use to access your Mason email account. If you require assistance with Blackboard access, please contact the GMU IT Unit: <https://itservices.gmu.edu/>

Course and University Policies

Commitment to Diversity and Classroom Climate

The School of Integrative Studies (SIS) is an intentionally inclusive community that celebrates diversity and strives to have faculty, staff and students who reflect the diversity of our plural society. We do not discriminate on the basis of race, class, linguistic background, religion, gender identity, sex, sexual orientation, ethnicity, age, or

physical ability. This course assumes that all opinions, thoughts, and ideas deserve respectful hearings from others. In fact, diversity in analysis and expression is the key to a successful course. Demeaning, intolerant, and/or disruptive behavior or responses at any time are inappropriate. Use points of disagreement/conflict to learn more about yourself, others, and the course material. We expect you to communicate diverse and opposing ideas and perspectives with professionalism and civility.

Sexual Misconduct and Interpersonal Violence

George Mason University is committed to providing a safe learning, living and working environment free from discrimination. The University's environment is meant to be experienced as vibrant and dynamic, and one that includes ample opportunities for exploration of self, identity and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and George Mason University is committed to a campus that is free of these types of incidents in order to promote community well-being and student success.

George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. [University Policy 1202 Sexual Harassment and Misconduct](#) speak to the specifics of our process, our resources, and options available to you.

Confidential resources are available on campus at the Student Support and Advocacy Center (ssac.gmu.edu), Counseling and Psychological Services (caps.gmu.edu), Student Health Services (shs.gmu.edu), and the University Ombudsperson (ombudsman.gmu.edu).

All faculty, staff and administrators of the University community (except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact Dr. Jennifer Hammat, the University Title IX Coordinator at 703-993-8730, jhammat@gmu.edu, diversity.gmu.edu or stop by Aquia 373.

Honor Code and Academic Integrity

This is a course dedicated to the topic of ethics, thus, I expect students to maintain the highest academic standards. Students and faculty will adhere to the highest possible standards - using the course as a laboratory to practice ethical behavior. You are expected to observe and honor [the University's Honor Code](#). Three fundamental principles students must follow at all times are:

1. All work submitted must be your own;
2. When using the work or ideas of others, including fellow students, give full credit through accurate citations;
3. If you are uncertain about citation rules or assignment guidelines, ask an instructor for clarification.

No grade is important enough to justify academic misconduct. If you feel unusual pressure or anxiety about your grade in this or any other course, please let an instructor know and also seek help from University resources. The University provides a range of services to help with test anxiety, writing skills, study skills, personal issues, and related concerns. Using someone else's words or ideas without giving them credit is *plagiarism*, a serious offense. If you wish to quote directly from any text, you **MUST** use the exact words (including punctuation) just as the words, phrases, and sentences appear in the original text. Additionally, you must follow proper citation rules (**APA 6th Edition in this INTS204 course**) to indicate that you are quoting directly from a text (e.g., quotation marks, quote indentation, source identification). If you want to paraphrase ideas from a source, that is, convey the author's ideas in your own words, you must still cite the source, using an established citation format.

The re-use of papers, presentations, and other materials from one course in another course is not appropriate or acceptable. In every SIS course, faculty expect that submitted work has been prepared for that class only. Violations of the University Honor Code will be referred to the University Honor Committee for review and action.

Please familiarize yourself with [the Honor Code](#). Should you have questions about how the code applies to INTS204, please ask me - not another student - for clarification.

PLEASE NOTE: All assignments should be submitted as Word documents (not PDF or written into BB) unless otherwise noted. Every assignment should include an appropriate APA-formatted cover-page with a signed integrity statement. 2-point deductions will be incurred on the assignment if the page is missing. ******Please see the last page of this syllabus for a cover page sample.******

Class Citizenship

- Submit your best work the 1st time, as there are no re-submissions post deadline - unless part of course plan.
- Grades and feedback will be posted in a timely fashion– as such, please check your grade in BB frequently.
- If you have any questions or concerns, please do not hesitate to contact me – I am here to help you succeed.

Religious or Cultural Observances

Some major course assignments are in close proximity to religious or cultural observances. If an assignment creates a conflict, please let me know in advance so we can make appropriate arrangements.

Attendance

While INTS204 is an online and not face-to-face class, “attendance” with regard to full and active participation is essential and expected. Please see “Course Requirements and Assignments” below for attendance and participation point values. Students are expected to notify the instructor immediately if you cannot participate fully in the week’s activities due to a **valid** personal or professional reason.

Late and Missing Assignments

You are responsible for completing individual/group assignments on time (defined as turning in all assignments via Blackboard on the date and by the time required). Please allow sufficient time for technological hiccups as these will not be considered valid excuses for late assignments. Submit your best work the 1st time, as there are no re-submissions post deadline - unless part of course plan. Grades and feedback will be posted in a timely fashion– as such, please check your grade in BB frequently. All due times are in Eastern Standard Time (EST). Assignments submitted late will be penalized 20% for each day they are past due, including Fridays, Saturdays, Sundays (and holidays) (with a maximum of 3 days late submission allowed). Any assignment submitted 4+ days after the original due date will not be accepted. Due dates are clearly indicated throughout the syllabus. Assignments may only be made up if you demonstrate that failure to complete required assignments was due to a valid reason. In such cases, you will have one week from your return to class to complete excused work.

Course Add/Drop

Please review the add/drop [deadlines](#) for this course

GMU E-mail and Inclement Weather Policy

In compliance with a University-wide initiative, SIS faculty and staff will correspond electronically with students only through their GMU assigned email accounts. No assignments will be accepted via email unless specifically requested. Please check your email account regularly for updates and important announcements; checking your email during University closings is especially important, as we will alert you to schedule changes. **However, given that INTS204 is an online class, please do not assume that our schedule will change due to inclement weather.** The instructor will communicate any potential schedule changes to you.

University Resources

Office of Disability Services | SUB 1, #2500, ods@gmu.edu, 703-993-2474 or 703-993-2476 (TTY)

If you believe that you have a learning or physical difference that may affect your academic work, please contact the GMU Office of Disability Services. If you qualify for accommodation based on the documentation you provide, the ODS staff will give you a form detailing appropriate accommodations – you will then bring this form to me. In addition to providing me with the appropriate form, please take the initiative to discuss accommodations with me at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted [the Office of Disability Services](#) and are waiting to hear from a counselor, please tell me.

Office of Counseling and Psychological Services (CAPS) | SUB 1, #3129, 703-993-2380

[CAPS](#) provides individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance.

University Writing Center | Rob Hall A, #114, 703-993-1200

[The University's Writing Center](#) offers free, expert tutoring to writers at all levels who want to improve their writing.

Course Readings

A number of course readings will be made available to you through GMU's e-reserves and will be posted directly to our Blackboard site. In addition, the class will use the following texts, and you may purchase them through the GMU bookstore and/or online book vendors – please purchase the **current editions**.

- *Leadership: Theory and Practice*. Author: Northouse; Publisher: Sage - 7th Edition. ISBN-13: 978-1483317533.
- *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*. Authors: Kouzes & Posner; Publisher: Jossey-Bass - 5th Edition. ISBN-10: 0470651725; ISBN-13: 978-0470651728
- *Exploring leadership: For College Students Who Want to Make a Difference*. Authors: Komives, Lucas, & McMahon; Publisher: Jossey-Bass - 3rd Edition. ISBN-13: 978-1118399477; ISBN-10: 1118399471.
- *Leadership 101: What Every Leader Needs to Know*. Author: Maxwell. Publisher: Thomas Nelson. ISBN-10: 0785264191; ISBN-13: 978-0785264194.

The course facilitator reserves the right to add or change readings over the course of the semester.

Course Requirements and Assignments

There are **five (5) graded parts** of this course for a total of 200 points.

| Course Parts (below linked to assignment descriptions) | Graded Assignments* | Due Date (above linked to course schedule) | Individual Point Value | Total Point Value | Course Grade % |
|---|--|---|-------------------------------------|-------------------|----------------|
| Class Engagement/Discussion | <ul style="list-style-type: none"> • Week 1 Intro Blog • Week 1 Express Reflection • Week 7 Express Reflection • Leadership in the News Discussion (non-presenters) • Leadership Theory Discussion (non-presenters) | 1/24, 1/29 1/29 3/12 Weeks 3-7 Weeks 8-12 | 5 2.5 2.5 10 10 | 30/200 | 15% |
| Experiential Learning | <ul style="list-style-type: none"> • Experiential Learning Reflection | 4/2 | 30 | 30/200 | 15% |
| Collaborative Leadership Experience | <ul style="list-style-type: none"> • Collaborative Contract • Leadership in the News Group Presentations • Collaborative Note-Taking • Leadership Theory Group Presentations | 2/5 Weeks 3-7 3/26, 4/9, 4/30 Weeks 8-12 | 5 15 15 20 | 55/200 | 27.5% |
| Theory to Practice | <ul style="list-style-type: none"> • Understanding Self Paper • Understanding Others Paper • Understanding the Whole Paper • Ethical Case Consultation | 2/19, 3/5 4/23 5/14 2/26 | 10 15 20 10 | 55/200 | 27.5% |
| Leadership and Social Action Poster | <ul style="list-style-type: none"> • Leadership/Social Action Poster Plan • Leadership/Social Action Poster | 3/12 5/7 | 5 25 | 30/200 | 15% |

*Does not include following non-graded submissions: Pre-Assess & Syllabus Agmt (Wk1); StrengthsFinder (Wk3); Core Values (Wk5); LBQ (Wk6); Team Assess (Wk14); Post-Assess (Wk15)

I. Class Engagement/Discussion (30/200 possible points | 15% of course grade)

This course integrates experiential learning as a key component. Learning occurs through active participation in community and class activities, discussion, and personal reflection upon experiences. Web-based assignments based on the reading materials and group experiences will be factored into the participation grade.

Week 1 Introductory Blog (5 points) and Week 1/Week 7 Express Reflections (2.5 points each)

In Week 1 of the course, you will create and post an introductory blog as well as complete an individual “express reflection.” For details, please see BlackBoard>Weekly Modules>Week 1. You will also complete an express reflection in Week 7. For details, please see BlackBoard>Weekly Modules>Week 7.

Leadership in the News & Leadership Theory Discussion Participation (2.5pts/ 8 discussions = 20 points)

Please see [Collaborative Leadership Experience](#) section below (i.e., III) for details on scoring.

Due in Weeks 3-7 (LIN) and Weeks 8-12 (Leadership Theory)

II. Experiential Learning (30/200 possible points | 15% of course grade)

Experiential Learning (EL) is one of the core components of SIS’s curriculum and is the process through which students “connect the classroom to the world.” Posted to the “Assignments-Quick View > Experiential Learning” folder on BB are a number of face-to-face and virtual opportunities aimed at helping you engage the EL requirement for this course. **YOU MUST COMPLETE ONE OPTION as well as the accompanying paper/project required.** Each student is responsible for executing his/her plan (e.g., reserving seats, transportation, etc.). Please speak with me if you would like to propose a different EL idea for your assignment.

Please note that the EL paper should represent your best writing with a structure and flow that makes your main points clear and backs them with evidence. You should plan to edit and revise these papers for quality writing style and proofread for grammar and spelling. I have posted specific writing guidelines for this EL paper to BB: “Assignments-Quick View > Experiential Learning.” **APA paper formatting and citation is required.**

III. Collaborative Leadership Experience (55/200 possible points | 27.5% of course grade)

During the first week of class, you will be assigned to Collaborative Leadership teams. These teams will work together on 3 assignments. Each team will have a group page in BB with associated discussion board (see the Collaborative Tools link on left navigation) and file sharing capabilities so that members can work together. **The course instructor will name a TEAM “LEADER”/HARMONIZER to guide team tasks and communicate questions and/or concerns to the instructor and teaching assistants.** Team assignments and team “leader” roles found in the “Who is in my group?” tab in the BB course menu. As a team, with the team “leader” as guide, it is your responsibility to decide, within the group, how work will be divided up, assigned, and who is responsible for final review and submission of materials due on the specific days **indicated below.**

As part of your experience, you will submit a team contract (5 pts in Weekly Module 2) at the beginning of the term outlining your commitments to each other and a team assessment at the close of the term evaluating each of your contributions to the larger team. Your grades may be impacted by team assessments.

Those 3 Collaborative assignments include:

- [Leadership in the News Presentation](#)
- [Collaborative Note-Taking](#)
- [Leadership Theory Group Presentations](#)

Assignment 1: Leadership in the News Presentation (15 pts for presenting*)

Your team will lead one class discussion on leadership grounded in current news events – this assignment is called **Leadership in the News (LIN)**. All LINs will occur in Weeks 3-7. See the BB “Assignments-Quick View > Collaborative Leadership > Leadership in the News” folder for current event topic ideas and news resources.

*Non-presenters who will respond to the week's discussion questions as well as post responses to other classmates may earn up to **2.5 points for each of the 4 LIN discussions during which they are not presenters (for a total of up to 10 points possible over the term's course).**

Instructions for LIN Presenters:

| When | What | Notes |
|--|---|--|
| Several days in advance of the week in which your team presents the LIN (see course schedule on pp 12/13 of this syllabus for details) | <ul style="list-style-type: none"> • Read ahead AND identify an aspect of your assigned LIN week's readings that resonates with you • Prepare a 2-3 page PowerPoint with voice-over that summarizes the specific readings. • Find a news article (no more than 30 days old) related to the week's leadership themes you chose • Create 3-5 discussion questions for the class (pay attention to the intersection between the current event and our week's readings). Add these to the final slide in your PowerPoint. | <ul style="list-style-type: none"> • Tutorials for how to create this voiceover are posted at "Assignments-Quick View > Collaborative Leadership > Leadership in the News" • AT LEAST ONE OF THE QUESTIONS MUST ASK READERS TO MAKE SPECIFIC CONNECTIONS BETWEEN THE CURRENT EVENT AND, AT LEAST, ONE CONCEPT FROM READING/VIDEO ASSIGNED FOR THE WEEK. For example: How do you see the relational leadership model mentioned in reading X play out in Z mentioned in the news article? What are some specific examples? • Sample presentation and rubric posted to "Assignments-Quick View > Collaborative Leadership > Leadership in the News" |
| Thursday (by 11:59pm EST) before the week in which your team presents the LIN (see course schedule on pp 12/13 of this syllabus for details) | <ul style="list-style-type: none"> • Team leader/harmonizer submits parts 1 through 4 above to Professor McCarron for approval, via e-mail at gmccarro@gmu.edu | -- |
| Sunday (by 11:59pm EST) before the week in which your team presents the LIN | <ul style="list-style-type: none"> • Once you receive approval (within 24 hours, usually), post your LIN. | <ul style="list-style-type: none"> • Go to the Leadership in the News Discussion Board, click into your week's thread, create a new thread, and post your PPT, article, and discussion questions. |
| Monday of your LIN week | <ul style="list-style-type: none"> • Begin facilitating HIGH QUALITY discussion. | <ul style="list-style-type: none"> • Posting guidelines below for presenters (and non-presenters/discussants) |

Posting expectations and timelines follow for LIN Presenters and Non-Presenters:

| Weekday (by 11:59pm EST) | Presenter Role Activities | Non-Presenter Role* Activities |
|--------------------------|---|---|
| Mon of LIN | Each presenting team member: Go to the thread in which you have posted your PPT, create a new thread titled "First Name_Last Name" and post a response to the discussion questions your team wrote/created. | -- |
| Tue of LIN | -- | Each class member: Go to the thread in which the presenting team posted its PPT, create a new thread titled "First Name_Last Name" and post a response to the presenting team's discussion questions. |

| | | |
|------------|---|--|
| Wed of LIN | Each team member: Respond to, at least, 2 classmate posts to your discussion questions with thoughtful insight (not just agreement or summary). Please upload one of these 2 response posts in video form (3 mins or less) via "paperclip" icon. | Each class member: Respond to, at least, 2 classmate posts with thoughtful insight (not just agreement or summary). Please upload one of these 2 classmate posts in video form (3 mins or less) via "paperclip" icon. |
| Thu of LIN | -- | (Team presenting next week submits LIN ideas to Pr. McCarron per p. 6 of syllabus) |
| Fri of LIN | -- | -- |
| Sat of LIN | Each team member: Respond to, at least, 2 NEW classmate posts to your discussion questions with thoughtful insight. Be sure to respond to anyone who has posed a question specifically to you. At least one response should be a video. (3 mins or less) | Each class member: Respond to, at least, 2 NEW classmate posts with thoughtful insight. Be sure to respond to anyone who has posed a question specifically to you. At least one post should be uploaded in video form (3 mins or less). |
| Sun of LIN | Each team member: Offer high quality closing remarks and a summary of the week's discussion and key themes that emerged. | -- |

All postings will be evaluated with a rubric. Please see "Assignments-Quick View > Collaborative Leadership > Leadership in the News" for a sample rubric so that expectations are clear to you.

For additional tips on writing for and posting to discussion boards, please visit [the GMU Writing Center](#) and download "Guidelines for Posting to Discussion Boards."

An important note about Discussion Boards: You may go into BB and "Subscribe" to Discussion Boards so that you can receive e-mail alerts when classmates (or instructor) post to boards. To subscribe, please go to Discussion Boards and click into individual boards. At the top of each board, you will see a tab labeled "Subscribe" -- please click this button. You will repeat this for each of the boards.

Assignment 2: Collaborative Note-Taking (15 points = 5 points x 3 check-ins)

Your group will create notes on the assigned readings from the Northouse text. At the course's conclusion, each student will have a comprehensive set of notes on the most central leadership theories. The notes will be collected and stored on BB and will address:

- Origin story (how the theory evolved)
- Summary of the theory
- Strengths and criticisms of the theory
- Application of the theory (provide 2-3 examples of how someone would apply this theory to inform a leadership experience or his/her own leadership practice?)
- How can you learn more about this way of thinking about leadership? (include links to reputable internet sources external to what we have covered in INTS204)

Please remember that these summaries should be your own words paraphrased from the text and not taken verbatim. Any direct quotes from the text included in your notes should be cited using APA. I will collect the notes 3 times over the course of the term. On each due date (please see syllabus schedule below), you will submit the final version of your notes via the associated BB Assignments page. Each group will have a group page in BB with associated discussion board (see the Collaborative Tools link on left navigation) and file sharing capabilities so that members can work together. It is your responsibility to decide, within the group, how note-taking work will be divided up, assigned, and who is responsible for final review and submission to me on due date. **Please note that you will be assessed on your collaboration skills by how you use and engage with the group boards.**

Assignment 3: Leadership Theory Presentations (20 points for presenting*)

In Weeks 8 –12, groups will "facilitate" a course discussion on assigned leadership theory readings. Team assignments and team leader roles found in the "Who is in my group?" tab in the BB course menu. As a team,

with the team “leader” as guide, it is your responsibility to decide, within the group, how work will be divided up, assigned, and who is responsible for final review and submission of materials due on the specific days **below**.

*Non-presenters who will respond to the week’s discussion questions as well as post responses to other classmates may earn up to **2.5 points for each of the 4 Theory discussions during which they are not presenters (for a total of up to 10 points possible over the term’s course)**.

Instructions for Leadership Theory Presenters:

| When | What | Notes |
|--|---|--|
| Several days in advance of the week in which your team presents your set of leadership theories (see course schedule on syllabus pp 12/13 for details) | <ul style="list-style-type: none"> Read ahead AND begin to familiarize yourself with assigned theories. Create a 12-15 minute PPT lecture (with voiceover) reviewing the leadership theor(ies) being discussed with critical examination of the merits and potential weaknesses or challenges of the theories and examples of how the theory or theories are being applied in diverse contexts to include interacting with teams/groups in organizations and/or leading complex organizations. Create a discussion board-based learning activity based on the readings that involves the entire class (e.g., 3-5 discussion questions, quiz with reflection questions, interactive game with reflection questions, etc.). Add to the end of your PPT. | <ul style="list-style-type: none"> Tutorials for how to create this voiceover are posted at “Assignments-Quick View > Collaborative Leadership > Leadership Theory” Sample presentation and rubric posted to “Assignments-Quick View > Collaborative Leadership > Leadership Theory” |
| Thursday (by 11:59pm EST) before the week in which your team presents (see course schedule on pp 12/13 of this syllabus for details) | <ul style="list-style-type: none"> Team leader/harmonizer submits PPT above to Professor McCarron for approval, via e-mail at gmccarro@gmu.edu | <ul style="list-style-type: none"> One of these Thursdays will land during Spring Break. As such, you are invited to submit the PPT to Professor McCarron earlier (i.e., before break). |
| Sunday (by 11:59pm EST) before the week in which your team presents the LIN | <ul style="list-style-type: none"> Once you receive approval (within 24 hours, usually), post your PPT. | <ul style="list-style-type: none"> Go to the Leadership Theory Discussion Board, click into your week’s thread, create a new thread, and post your PPT. |
| Monday of your LIN week | <ul style="list-style-type: none"> Begin facilitating HIGH QUALITY discussion. | <ul style="list-style-type: none"> Posting guidelines below for presenters (and non-presenters/discussants) |

Posting expectations and timelines follow for Leadership Theory Presenters and Non-Presenters:

| Weekday (by 11:59pm EST) | Presenter Role Activities | Non-Presenter Role* Activities |
|--------------------------|---|--|
| Mon of LIN | Each presenting team member: Go to the thread in which you have posted your PPT, create a new thread titled "First Name_Last Name" and post a response to the discussion questions or activity your team created. | -- |
| Tue of LIN | -- | Each class member: Go to the thread in which the presenting team |

| | | |
|------------|---|--|
| | | posted its PPT, create a new thread titled "First Name_Last Name" and post a response to the presenting team's discussion activity. |
| Wed of LIN | Each team member: Respond to, at least, 2 classmate posts to your activity with thoughtful insight (not just agreement or summary). Please upload one of these 2 response posts in video form (3 mins or less) via "paperclip" icon. | Each class member: Respond to, at least, 2 classmate posts with thoughtful insight (not just agreement or summary). Please upload one of these 2 classmate posts in video form (3 mins or less) via "paperclip" icon. |
| Thu of LIN | -- | (Team presenting next week submits Theory PPT to Pr. McCarron per p. 8 of syllabus) |
| Fri of LIN | -- | -- |
| Sat of LIN | Each team member: Respond to, at least, 2 NEW classmate posts to your activity with thoughtful insight. Be sure to respond to anyone who has posed a question specifically to you. At least one response should be a video. (3 mins or less) | Each class member: Respond to, at least, 2 NEW classmate posts with thoughtful insight. Be sure to respond to anyone who has posed a question specifically to you. At least one post should be uploaded in video form (3 mins or less). |
| Sun of LIN | Each team member: Offer high quality closing remarks and a summary of the week's discussion and key themes that emerged. | -- |

All postings will be evaluated with a rubric. Please see "Assignments-Quick View > Collaborative Leadership > Leadership Theory" for a sample rubric so that expectations are clear to you.

IV. Theory to Practice (55/200 possible points | 27.5% of course grade)

The ability to learn from experience is critical for leadership development. Making reflection on experience a habitual practice is a goal of this course. Through three reflection papers and one ethical case, students will make connections between these experiences and course concepts, including: connections to scholarly leadership theory, awareness of self, and group and community values. Specific assignments include:

- [Theory to Practice Paper 1: Understanding Self: Leadership Autobiography](#)
- [Theory to Practice Paper 2: Understanding Others: Relational Leader Interview](#)
- [Theory to Practice Paper 3: Understanding the Whole - Leadership Philosophy Final Paper](#)
- [Ethical Case Consultation](#)

Please note that the reflection papers in this course are expected to represent your best writing with a structure and flow that makes your main points clear and backs them with evidence. You should plan to edit and revise these papers for quality writing style and proofread for grammar and spelling. **APA use is required.** Assignment rubrics at BB "Assignments-Quick View > Theory to Practice."

Theory to Practice Paper 1: Understanding Self: Leadership Autobiography (10 points)

Students are asked to reflect on how they have become who they are and compose a brief but well-organized autobiography. This paper is NOT a chronological history of your life, but rather an analytical and reflective review of the influences and factors that have shaped who you are. Please note that, although questions are provided below, this paper should not take a Q&A form but be a well-written, well-formed essay. Length: 4-5 pages.

At a minimum, the following must be addressed:

- Based on your cultural, familial, and personal background, what factors have influenced your perception, values, and philosophy of leadership?

- What is your definition and/or philosophy of leadership?
- When was the first time you recognized leadership?
- Do you have any social identities (i.e. race/ethnicity, ability, religion, gender, sexual orientation, social class) that influence your actions in the context of leadership?
- When was the first time you realized your leadership potential?
- Do you see yourself as a leader, or think you have the potential to be a leader?
- Are there any influences outside of your family that have shaped your values and philosophy of leadership? What about the imperfect moments or mistakes that shaped the content of your character?
- How have mentors and critical incidents transformed you? What are the “a-ha” moments that have led you to be the person you are today?
- Given what you learned from the *StrengthsFinder 2.0* exercise, how do you plan to continue to develop your leadership insights and abilities? Please be specific.

Be sure to describe any salient events and explicitly connect them to what you learned from those experiences. Given that INTS is geared toward making us all better writers, for this Theory to Practice Paper #1 assignment, you will submit both a high-quality draft and an improved final product based on instructor feedback ([Please see syllabus course schedule \(pp. 12/13\)](#)). The final product will be re-evaluated and, if scored higher, will replace the grade for the draft. Please note that the draft is NOT AN OUTLINE but a well-written attempt.

PLEASE NOTE: Per syllabus, this paper must be reviewed by [the GMU Writing Center](#) before submission or points will be deducted accordingly (2 pts). You may schedule virtual appointments with the WC – please include your WC consultation verification (provided by WC tutor) with your final paper. Video and E-mail appointments are available – you do not have to come to campus for this appointment.

Theory to Practice Paper 2: Understanding Others: Relational Leader Interview (15 points)

Identify an individual in the community (campus, neighborhood, place of worship, non-profit, etc.) who you think exemplifies relational leadership and interview (preferably in a face-to-face meeting) this person. Formulate your questions in advance. In your interview, gain a greater understanding of the leader's role, how he or she views leadership, whether the person practices “relational leadership” or follows another theory of leadership, and then expand how that person carries out that leadership theory in practice. Please note that, although questions are provided below, this paper should not take Q&A form but be a well-written, well-formed essay Length: 3-4 pages.

Some possible questions to consider:

- What is her/his personal biographical background?
- What cultural identities/experiences are most salient for this person?
- What are the experiences that shape him/her as a leader?
- What core values does this person hold with regard to leadership? (Think about your Week 5 values exercise)
- How did he/she discover purpose in his/her own life?
- Was she/he called into leadership and did he/she seek it because of convictions she/he held?
- How did he/she learn from the obstacles and challenges she/he faced?
- What has been the lasting impact of this person's leadership? What difference did he/she make?
- What lessons (positive and negative) can be learned from this person's life and leadership experience?
- How does s/he view leadership - were there any specific assumptions/beliefs that informed his/her behavior?
- How does this person communicate with people in her/his organization?
- How does s/he seek to get the people in the organization to work harmoniously toward common purposes?

In your paper, identify: (1) why you chose this person, (2) your reflections on the leader and his/her style of leadership based on the questions you asked, and (3) lessons you learned from the interview and how they apply to you as a leader (e.g., how you think about your values as a leader, your leadership philosophy, etc.).

Theory to Practice Paper 3: Understanding the Whole - Leadership Philosophy Final Paper (20 points)

This last paper in the Theory to Practice series will be a synthesis of what you have learned from the course as represented by a written presentation of your personal philosophy of leadership. Length: 6-7 pages.

This final paper should serve as a capstone or summary of your experience in INTS204 and your leadership learning journey. In this paper, reflect on what you have learned about yourself over the course of the semester in relation to your capacity to demonstrate leadership. This paper will serve as your final exam for the course. The paper should include the following aspects:

- A well-developed definition of leadership (10%)
- Your philosophical approach to leadership with key components articulated (30%)
- Discussion of class readings and activities that support or contradict your personal philosophy (30%)
- Discussion of your personal/professional experiences that have influenced your leadership philosophy (15%)
- A plan for how you will continue to develop your leadership insights and abilities (15%).

Please remember to use the APA citation/writing style.

Ethical Case Consultation (10 points)

You will submit an ethical leadership case study in which you identify an organizational ethical leadership dilemma and put on a “consultant’s hat” to propose a resolution to the dilemma. This ethical leadership dilemma can be from your lived experiences (work, school, community organization, etc.) or a fictional creation. If the dilemma is “real,” please use pseudonyms to protect stakeholders. To help you complete the case, please use the structure/questions below as guide – the case should be 4-5 pages in length.

- Reflect on a time when you were a part of an organization and witnessed or were directly involved in an ethical leadership dilemma. Thoroughly describe the Organization (size, type, mission, values, etc.).
- The Ethical Leadership Dilemma: What happened? Why? What were the major issues, problems, concerns? Who were the key stakeholders? What decisions needed to be made?
- Given the dilemma described above, how would you resolve the ethical leadership dilemma? Please use Kidder’s Nine Checkpoints noted in Komives et al. (p. 273 - 3rd edition) to support your answer. You must go through EACH checkpoint thoroughly and cite any readings in your paper. **APA is required.**

V. Leadership & Social Action Poster Presentations (30/200 possible points | 15% of course grade)

Students will pick a social issue they care about and thoroughly research diverse approaches to the issue, focusing on leadership practices and principles enacted as people work to make social change. Students will then present their issue on the Social Action Discussion Board via a virtual “poster” presentation to the class. This assignment is informative and does not require online discussion **but students are encouraged to comment on each other’s posters in a constructive and productive manner.**

For your digital poster, you are welcome to use PowerPoint (see this Assignment page on BB for PowerPoint resources), but I also encourage you to explore other presentation [options](#) in an effort to increase interest and engagement. The digital display “poster” should communicate your social action in a way that can be viewed without someone explaining it to the viewer. Diagrams, images, and interactive elements (quizzes, case studies, petitions, etc.) will all increase the engagement of the viewer with the subject matter.

Posters must address the following questions:

- What is your social issue? Why is this issue important?
- Who are the key players, organizations, policies involved?
- Do different factions and organizations fit neatly into any of the leadership theories discussed in class, or have they evolved their own approaches?
- What are the slogans and PR campaigns being conducted on behalf of this issue?
- Do the language and images used match the values of those working towards the change?
- What suggestions do you have for increasing effective action using what you have learned about leadership?

Please note that your digital poster should adhere to APA citation where applicable and include your highest quality writing. You will submit a plan for the social action poster presentation to me in Week 7 (5 pts). This plan should include: 1) social issue, 2) presentation medium you will use, 3) rough outline. A template for the poster, rubric, and a few samples can be found at BB “Assignments-Quick View > Social Action Poster.”

Course Grading and Evaluation

Most assignments in the course will be guided by rubrics. Please see BB “Assignments-Quick View.”

Grading Scale

A+ = 200 – 194 | **A** = 193 – 186 | **A-** = 185 – 180 | **B+** = 179 – 174 | **B** = 173 – 166 | **B-** = 165 – 160
C+ = 159 – 154 | **C** = 153 – 146 | **C-** = 145-140 | **D** = 139-120 | **F** = 119 – 0

NOTE: If you have a concern about the grade you receive on a specific assignment you should contact the course facilitator within two weeks of receiving your grade for that assignment.

Writing and Writing Format

This is a leadership course AND a writing course. I will be evaluating your writing carefully and reaching out with appropriate feedback. I encourage each of you to visit the Writing Center as much as possible throughout the term – you may do so in person, via e-mail, and/or via video.

Please note that ALL ASSIGNMENTS must be typed using 12-point font and one-inch margins, double-spaced. You must correctly and consistently **use the APA writing style**. Websites must also be cited properly (e.g., full and accurate URL, date retrieved). Please consult [GMU's Writing Center](#) for assistance.

PLEASE NOTE: The Understanding Self paper DRAFT must be reviewed by [the GMU Writing Center](#) before submission or points will be deducted accordingly (2 pts). You may schedule virtual appointments with the WC – please include your WC consultation verification (provided by WC tutor) with your final paper. Video and E-mail appointments are available – you do not have to come to campus.

Proposed Course Schedule (subject to change)

Required texts are cited by author (e.g., “Johnson,” “Kidder”). Other required readings are typically listed by author and will be posted on Blackboard (BB). Please review the syllabus so that you can plan in advance. **I have included live links within the schedule below that reference helpful parts of this syllabus.**

| Week/Module, Dates, Topic | Readings/Viewings Due | Assignments Due |
|---|---|---|
| Week 1: 1/23-1/29 Introductions/Expectations; and What is Leadership? | <ul style="list-style-type: none">- Komives et al.: Ch 1- Kouzes & Posner (K&P): Introduction, Ch1 pp 1-29- Maxwell: Part 1- Dudley video | <ul style="list-style-type: none">- Intro blog (due by 11:59pm on 1/24 – 2nd DAY OF CLASS)- Pre-assessment (due by 11:59pm on 1/24 – 2nd DAY OF CLASS)- Express reflection (due by 11:59pm on 1/29)- Respond to 2 classmates' blogs (due by 11:59pm on 1/29)- Syllabus agreement (due by 11:59pm on 1/29) |
| Week 2: 1/30-2/5 The Changing Nature of Leadership; and Post-industrial leadership | <ul style="list-style-type: none">- Komives et al.: Ch 2-3- Northouse: Ch 1- Mini-lecture #1 (subject to change)- Week 3 LIN Presenters: Read ahead for Week 3. | <ul style="list-style-type: none">- Collaborative group contract (due by 11:59pm on 2/5)- Week 3 LIN Presenters: Submit ideas to Dr. McCarron by 11:59pm on 2/2. See Syllabus p. 6. |
| Week 3: 2/6-2/12 Leadership and Self-Awareness | <ul style="list-style-type: none">- Komives et al.: Ch 4- Maxwell: Ch 5- George: Ch 6- Sinek video- View Week 3 LIN PPT/article- Week 4 LIN Presenters: Read ahead for Week 4. | <ul style="list-style-type: none">- LIN Discussion (post instructions)- <i>Strengthsfinder 2.0</i> (due by 11:59pm on 2/12)- Check-In Survey (due by 11:59pm on 2/12)- Week 4 LIN Presenters: Submit ideas to Dr. McCarron by 11:59pm on 2/9. See Syllabus p. 6. |
| Week 4: 2/13-2/19 Understanding Others; and Leadership and Culture | <ul style="list-style-type: none">- Komives et al.: Ch 5- Northouse: Ch 15-16- 6 Levels of Culture- Sinek video | <ul style="list-style-type: none">- LIN Discussion (post instructions)- Understanding Self paper DRAFT (due by 11:59pm on 2/19) – requires Writing Center Review |

| Week/Module, Dates, Topic | Readings/Viewings Due | Assignments Due |
|---|--|---|
| | <ul style="list-style-type: none"> - View Week 4 LIN PPT/article - Week 5 LIN Presenters: Read ahead for Week 5. | <ul style="list-style-type: none"> - Week 5 LIN Presenters: Submit ideas to Dr. McCarron by 11:59pm on 2/16. See Syllabus p. 6. |
| Week 5: 2/20-2/26 Leading with Integrity; and Ethical Leadership | <ul style="list-style-type: none"> - Komives et al.: Ch 6 - K&P: Ch1 (pp. 29-40), Ch 2 - Johnson: Ch 3 - Mini-Lecture #2 (subject to change) - View Week 5 LIN PPT/article - Week 6 LIN Presenters: Read ahead for Week 6. | <ul style="list-style-type: none"> - LIN Discussion (post instructions) - Core Values exercise (due by 11:59pm on 2/26) - Ethical leadership case paper (due by 11:59pm on 2/26) - Week 6 LIN Presenters: Submit ideas to Dr. McCarron by 11:59pm on 2/23. See Syllabus p. 6. |
| Week 6: 2/27-3/5 Being in Communities | <ul style="list-style-type: none"> - Komives et al.: Ch 7 - K&P: Ch 8-9 - Maxwell: Ch 6 - Mini-lecture #3 (subject to change) - Week 6 LIN PPT/article - Week 7 LIN Presenters: Read ahead for Week 7. | <ul style="list-style-type: none"> - LIN Discussion (post instructions) - Leadership Behavior Quest. (due by 11:59pm 3/5) - Understanding Self paper FINAL (due by 11:59pm 3/5) - Check-In Survey (due by 11:59pm 3/5) - Week 7 LIN Presenters: Submit ideas to Dr. McCarron by 11:59pm on 3/2. See Syllabus p. 6. |
| Week 7: 3/6-3/12 Understanding Teams and Groups; and Leadership in Complex Organizations | <ul style="list-style-type: none"> - Komives et al.: Ch 8-9 - Maxwell: Part 3 - Heffernan video - McChrystal video - Week 7 LIN PPT/article - Theory Week 8 Presenters: Submit PPT to Dr. McCarron for approval by 11:59pm on 3/16 or earlier given Spring Break. Syllabus p. 8. | <ul style="list-style-type: none"> - LIN Discussion (post instructions) - Express Reflection (due by 11:59pm on 3/12) - Social action poster plan (due by 11:59pm on 3/12) - Theory Week 8 Presenters: Submit PPT to Dr. McCarron for approval by 11:59pm on 3/16 or earlier. Syllabus p. 8. |
| Spring Break! (3/13-3/19) | -- | -- |
| Week 8: 3/20-3/26 Group Presentations: Trait & Skills Theory | <ul style="list-style-type: none"> - Northouse, Ch 2, 3, 4, 6 - Mini-lecture #4 (subject to change) - Week 8 Theory PPT - Theory Week 9 Presenters: Submit PPT to Dr. McCarron for approval by 11:59pm on 3/23. | <ul style="list-style-type: none"> - Collaborative notes on Northouse Ch 2, 3, 4, 6 due by 11:59pm on 3/26) - Theory Discussion: Trait & Skills (posting instructions) - Theory Week 9 Presenters: Submit PPT to Dr. McCarron for approval by 11:59pm on 3/23. Syllabus p. 8. |
| Week 9: 3/27-4/2 Group Presentations: Behavioral & Path-Goal | <ul style="list-style-type: none"> - Northouse, Ch 4 & 6 (review the chapters) - Mini-lecture #5 (subject to change) - Week 9 Theory PPT - Theory Week 10 Presenters: Submit PPT to Dr. McCarron for approval by 11:59pm on 3/30. | <ul style="list-style-type: none"> - Theory Discussion: Behavioral & Path-Goal (posting instructions) - Experiential Learning Reflection (due by 11:59pm on 4/2) - Check-In Survey (due by 11:59pm 4/2) - Theory Week 10 Presenters: Submit PPT to Dr. McCarron for approval by 11:59pm on 3/30. Syllabus p. 8. |

| Week/Module, Dates, Topic | Readings/Viewings Due | Assignments Due |
|--|---|--|
| Week 10: 4/3-4/9 Group Presentations: Situational & Adaptive | <ul style="list-style-type: none"> - Northouse, Ch 5, 7, 11, 14 - Mini-lecture #6 (subject to change) - Week 10 Theory PPT - Theory Week 11 Presenters: Submit PPT to Dr. McCarron for approval by 11:59pm on 4/6. | <ul style="list-style-type: none"> - Theory Discussion: Situational & Adaptive (posting instructions) - Collaborative notes on Northouse Ch 5, 7, 11, 14 (due by 11:59pm on 4/9) - Theory Week 11 Presenters: Submit PPT to Dr. McCarron for approval by 11:59pm on 4/6. See Syllabus p. 8. |
| Week 11: 4/10-4/16 Group Presentations: LMX & Team | <ul style="list-style-type: none"> - Northouse, Ch 7 & 14 (review the chapters) - Mini-lecture #7 (subject to change) - Week 11 Theory PPT - Theory Week 12 Presenters: Submit PPT to Dr. McCarron for approval by 11:59pm on 4/13. | <ul style="list-style-type: none"> - Theory Discussion: LMX & Team (posting instructions) - Theory Week 12 Presenters: Submit PPT to Dr. McCarron for approval by 11:59pm on 4/13. Syllabus p. 8. |
| Week 12: 4/17-4/23 Group Presentations: Authentic & Servant | <ul style="list-style-type: none"> - Northouse, Ch 8, 9, 10, 12 - Mini-lecture #8 (subject to change) Week 12 Theory PPT | <ul style="list-style-type: none"> - Theory Discussion: Authentic & Servant (posting instructions) - Understanding Others paper (due by 11:59pm on 4/23) - Check-In Survey (due by 11:59pm on 4/23) |
| Week 13: 4/24-4/30 Group Presentations: Transformational and Psychodynamic Understanding Change | <ul style="list-style-type: none"> - Northouse, Ch 8 & 12 (review chapters) - Komives et al.: Ch 10, 11 - Mini-lecture #9 (subject to change) | <ul style="list-style-type: none"> - Theory Discussion: Transformational & Psychodynamic (no student presenters. Dr. McCarron to host in collaboration with Marantha/Jeni) (posting instructions) - Collaborative notes on Northouse Ch 8, 9, 10, 12 (due by 11:59pm on 4/30) |
| Week 14: 5/1-5/7 Leadership and Renewal; and Changing the World | <ul style="list-style-type: none"> - Komives et al.: Ch 12 - K&P: Ch 12 - Mini-lecture #10 (subject to change) | <ul style="list-style-type: none"> - Leadership and Social Action Poster (due by 11:59pm on 5/7) - Team Assessment (due by 11:59pm on 5/7) |
| Week 15: 5/8-5/14 Final Paper and Wrap Up | -- | <ul style="list-style-type: none"> - Understanding the Whole Paper (due by 11:59pm on 5/14) - Post-assessment (due by 11:59pm on 5/14) - Supplemental Course Evaluation (due by 11:59pm on 5/14) |

Please note that this syllabus is subject to change, but ample notice will be given.

Title of Paper or Assignment
Your Full Name
George Mason University

I have read and agree to the GMU honor code and academic integrity policy. I certify that all reference material in this assignment has been properly cited, and that this work is my own.

Student E-Signature: _____

(All participants must add signature for group submissions)