

LDE 201 -- Introduction to Leadership

Instructor:

Office:

Office Hours:

Email:

Course Description

Introduction to leadership theories, concepts, and skills. Examination of the evolution of leadership theory; exploration of a personal leadership philosophy;; understanding leadership as a process rather than a position;; and analyzing the interaction of identity with leadership practice.

Learning Outcomes

As a result of actively participating in this course, you will...

- **think critically about leadership theories and practices** by analyzing the evolution of leadership, writing about the application of theory to one's own life, and engaging in group discussions and activities across differences of opinion and experience.
(UULO: Inquiry and Critical Thinking, Intellectual Breadth and Lifelong Learning)
- **increase self-awareness** by exploring and articulating components of leader identity, and preparing a presentation about personal values, CliftonStrengths for Students themes of talent, and socio-cultural identities.
(UULO: Intellectual Breadth and Lifelong Learning, Global/Multicultural Knowledge and Awareness)
- **appreciate leadership as a learnable process of creating positive change** by engaging critically with readings, discussions, and activities regarding the Relational Leadership Model and the Social Change Model of Leadership Development.
(UULO: Intellectual Breadth and Lifelong Learning, Citizenship and Ethics)
- **demonstrate increased ability to collaborate with others** by exploring group dynamics and development, working with classmates to complete in-class assignments, and collaborating in small groups to analyze, deconstruct, and present findings about leadership in film.
(UULO: Communication, Global/Multicultural Knowledge and Awareness)
- **develop increased awareness of leadership issues facing our communities** by reading about community as a leadership context, exploring the roles of individuals in creating social change, and analyzing case studies of leadership in Las Vegas.
(UULO: Global/Multicultural Knowledge and Awareness, Citizenship and Ethics)
- **articulate a personal leadership philosophy** by producing a culminating written reflection paper about leadership theory, leader identity, definition(s) of leadership, and personal goals for continual leadership development.
(UULO: Inquiry and Critical Thinking, Communication)

Instructional Methodology

Because of the interactive nature of this course, a variety of instructional methodologies may be used, including but not limited to: lecture, group discussion, group activities, guest speakers, exploration activities, small group work, and in-class assignments.

Missed Class(es)

As a general rule, a student missing a class or assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the first week of class to be assured of this opportunity. Note: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es). Accommodations will only be made in accordance with the official UNLV policies for students away for an official UNLV event with prior notification, or for a documented medical emergency.

Attendance Policy

- 3 unexcused absences = drop a letter grade (e.g., A to B)
- 4 unexcused absences = drop two letter grades (e.g., A- to C-)
- 5 or more unexcused absences = F
- 6 or more total absences (i.e., total excused and unexcused) = F
- Tardies (late to class or leaving early) = 1/3 absence

If you have a recurring challenge that might be an issue for this attendance policy, please see the instructor immediately to discuss options.

Respect Differing Views

Students should be respectful of differing views. At times we will discuss sensitive and challenging issues or current topics. Honest and sincere differences of opinion will be respected, however, personal attacks directed to a specific individual will not.

Class Participation

It is expected that each student will be adequately prepared for class, participate in large and small group discussions, and provide evidence of having read the assigned materials through class discussions and by turning in weekly chapter questions. Students are expected to be prepared to discuss salient issues, questions, and problems emerging from the readings, the in-class discussions, and guest speakers on selected topics.

To develop and establish a learning community, active participation is vital. Class participation consists of (1) attendance;; (2) active and thoughtful participation in class discussions based on a thorough and critical analysis of readings;; (3) active and full participation in small group work;; and (4) completion of assignments and chapter questions.

Required Text

Komives, S. R., Lucas, N., & McMahon, T. R. (2013). *Exploring leadership: For college students who want to make a difference* (3rd Edition). San Francisco, CA: Jossey-Bass.

Assignments, Projects, and Class Contributions

Grade Breakdown

- Participation -- 100 points, 10% of total grade
- Reflection Papers -- 400 points, 40% of total grade
- In-class Assignments - 100 points, 10% of total grade
- Midterm Project -- 200 points, 20% of total grade
- Final Project -- 200 points, 20% of total grade

Grading Scale

Grades will be based on total points possible (1000):

950-1000 = A	800-839 = B-	680-699 = D+
900-949 = A-	780-799 = C+	640-679 = D
880-899 = B+	740-779 = C	600-639 = D-
840-879 = B	700-739 = C-	below 600 = F

Late Work

Assignments submitted after the due date will be docked 10 points per day.

Description of Assignments

Participation - - 100 points, 10% of total grade

- Active Participation -- 50 points (2 points per class for 25 class periods)
 - Active participation consists of thoughtful contributions to class discussions/activities, based on thorough analysis of assigned readings.
- Chapter Activities -- 50 points (5 points each, 10 total)
 - For each assigned reading (including chapters from *Exploring Leadership*), you will complete 1-2 written Chapter Activities (outlined in the course schedule). Chapter Activities are short (1-2 paragraph) typed responses to prompted questions, and should be double-spaced with 1" margins in 12pt Times New Roman typeface.

Reflection Papers - - 400 points, 40% of total grade

Throughout the semester, you will write four Reflection Papers, each worth 100 points. Papers should be double-spaced with 1" margins in 12pt Times New Roman typeface.

- Leadership Autobiography (100 points; due Thursday, September 6)
 - What influences have had the most profound impact on your beliefs, behaviors, and approach to leadership? In this paper, you will share three stories about

transformative experiences or relationships in your life. Each story will focus on a person, place, experience, and/or identity that has shaped your worldview and your definition of leadership. *[3-4 pages in length]*

- Strengths & Values Reflection (100 points;; due Thursday, September 27)
 - After completing the CliftonStrengths for Students assessment, this paper will encourage you to reflect deeply on your core values and your Top 5 Talent Themes, including critical deconstruction of trait theories and personal analysis of the experiences and identities that inform your Top 5. *[3-4 pages in length]*
- Documentary Analysis (100 points;; due Tuesday, November 13)
 - Following an in-class viewing, you will articulate observations of leadership in *He Named Me Malala*, a documentary about Pakistani activist Malala Yousafzai. This paper emphasizes application of course concepts to a real-world example, analyzing the influence of cultural identities on leadership, and the role of the individual in creating change. *[4-5 pages in length]*
- Personal Leadership Philosophy (100 points;; due TBA)
 - The Personal Leadership Philosophy paper serves as a capstone reflection. Based on readings, activities, and engagement in and out of the classroom this semester, discuss how your philosophy of leadership has evolved over time. This paper will include reflection about your own leader identity, your personal definition of leadership, and goals for continual leadership development at UNLV and beyond. *[5-6 pages in length]*

In-class Assignments - - 100 points, 10% of total grade

You will participate in 4 In-class Assignments this semester (25 points each).

- These 10-15 minute assignments are designed to assess your comprehension of assigned readings and encourage synthesis of course material. Examples of assignments include quick writes, case studies, debates, and group quizzes.

Midterm Project - - 200 points, 20% of total

grade Your midterm assignment consists of two

parts:

- Leader Identity Paper (100 points;; due Tuesday, October 16)
 - Synthesizing course content about leadership theory, values, strengths, and socio-cultural identities, this paper will implore you to reflect on your own leader identity. In particular, you will discuss how social location influences your beliefs about leadership, and unpack the ways you have (or have not) been socialized to view yourself as a leader. *[4-5 pages in length]*
- Leader Identity Presentation (100 points;; due Tuesday, October 16)
 - Using your Leader Identity Paper as a foundation, you will create a 7-minute presentation about your own leader identity.
 - Leader Identity Presentations will be conducted on Tuesday, October 16 and Thursday, October 18th.



Final Project - - 200 points, 20% of total grade

The final project consists of a group paper and presentation.

- **Movie Deconstruction Paper (100 points; due Tuesday, December 4)**
 - For the final group project, a Movie Deconstruction Paper, groups of 3-5 students will critically deconstruct leadership in a movie of their choosing.
 - Your group will analyze ways that leadership is conceptualized and performed on an individual, group, and organizational/community level in the film. This may include analysis of characters, costuming, settings, plot, etc.
 - Groups, movies, and presentation order will be picked in class on Tuesday, November 13th. A list of approved movies will be shared on that day. Groups may propose a movie *not* featured on the list, but will need to acquire instructor approval before finalizing their selection. *[4-5 pages in length]*
- **Group Movie Presentation (100 points; due Tuesday, December 4)**
 - In addition to the Movie Deconstruction Paper, each group will present their findings in a 20-25 minute in-class presentation.
 - Group members are expected to contribute equitably to the presentation, which will include visuals (quotes, screenshots, or clips from the movie)
 - Group Movie Presentations will be conducted on Tuesday, December 4 and Thursday, December 6th.

University Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Code of Student Conduct, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any



component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use



of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website, <https://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be



reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.



Course Schedule

The instructor reserves the right to amend this syllabus. Any changes will be announced and/or distributed in class and Canvas. It is your responsibility to keep abreast of changes.

WK	Date	Class Topic(s)	Readings Due	Assignment Due
Unit 1: Understanding Leadership				
1	Tue 1/22	Introductions, Overview, and Expectation--Setting		
	Thu 1/24	Cultivating Critical Perspectives	"The Evolving Nature of Leadership," excerpted from <i>Leadership Theory: Cultivating Critical Perspectives</i> (posted on Canvas)	
2	Tue 1/29	Introduction to Leadership Concepts	Chapter 1: "An Introduction to Leadership" (p. 3--39)	Chapter 1, Activity 1 (p. 38)
	Thu 1/31	The Evolution of "Leadership"	Chapter 2: "The Changing Nature of Leadership" (p. 41--67)	Leadership Autobiography due in class
3	Tue 2/5	Contemporary Leadership Theories	Chapter 2 <i>continued</i> (p. 67--92)	Chapter 2, Activity 3 (p. 91)
	Thu 2/7	The Relational Leadership Model	Chapter 3: "The Relational Leadership Model" (p. 93--124)	In--class Assignment #1
4	Tue 2/12	Meaning-Making in the Leadership Process	Chapter 3 <i>continued</i> (p. 124--145)	Chapter 3, Activities 5 & 6 (p. 145)
	Thu 2/14	Values and Beliefs in Leadership	Chapter 4: "Understanding Yourself" (p. 151--186)	Chapter 4, Activity 2 (p. 184)
Unit 2: Developing Leader Identity				
5	Tue 2/19	Understanding Personal Strengths	CliftonStrengths for Students Insight Report	Homework: Complete CliftonStrengths online assessment

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	Thu 2/21	Group Development and Building Effective Teams	Chapter 8: "Interacting in Teams and Groups" (p. 309--351)	
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6	Tue 2/26	Developing Cultural Competence	Chapter 5: "Understanding Others" (p. 187--235)	Strengths & Values Reflection due Chapter 5, Activity 1 (p. 233)
	Thu 2/28	Exploring the Role of Identity	"The Complexity of Identity," excerpted from <i>Why Are All the Black Kids Sitting Together in the Cafeteria?</i> by Beverly Daniel Tatum (posted on Canvas)	Homework: Print and bring Social Identity Categories worksheet – will be completed in class (posted on Canvas)
7	Tue 3/5	The Impact of Social Location	"Oppression and Privilege: Two Sides of the Same Coin" by Diane Goodman (posted on Canvas)	In--class Assignment #2 Homework: Write 5 content clarification and/or discussion questions you have about the Diane Goodman article
	Thu 3/7	Midterm Work Day		
8	Tue 3/12	All Midterm Papers and Presentations due today		
	Thu 3/14	Midterm Presentations continued		
	Tue 3/19	NO CLASS – SPRING BREAK		
	Thu 3/21	NO CLASS – SPRING BREAK		
Unit 3: Creating Social Change				
9	Tue 3/26	Community as a Leadership Context	Chapter 7: "Being in Communities" (p. 285--308)	Chapter 7, Activity 3 (p. 306)
	Thu 3/28	Change as a Goal of Leadership	Chapter 10: "Understanding Change" (p. 405--441)	Chapter 10, Activities 2 & 6 (p. 440)
10	Tue 4/2	Creating Positive Change	Chapter 11: "Strategies for Change" (p. 443--495)	Chapter 11, Activity 1 (p. 494)

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	Thu 4/4	The Social Change Model of Leadership Development	"An Overview of the Social Change Model of	Chapter Activity: Social Change Model
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			Leadership Development”, excerpted from <i>Leadership for a Better World</i> (posted on Canvas)	Case Study (posted on Canvas)
11	Tue 4/9	Documentary Case Study		In-class Assignment #3
	Thu 4/11	Documentary Case Study <i>continued</i>		
Unit 4: Synthesis and Application				
12	Tue 4/16	Leadership in Film: Documentary Debrief & Group Movie Project Assignments		Documentary Analysis due
	Thu 4/18	Engaging in Leadership at UNLV		
13	Tue 4/23	Leading in Stressful Environments: Making “Game Time” Decisions		
	Thu 4/25	Leading in Stressful Environments <i>Continued, TBA</i>		
14	Tue 4/30	Reflection and Goal--Setting		In--class Assignment #4
	Thu 5/2	Recap and Review	Chapter 12: Thriving Together (p. 497--523)	Chapter 12, Activities 4 & 8 (p. 521)
15	Tue 5/7	All Movie Deconstruction Papers and Group Movie Presentations due		
	Thu 5/9	Group Movie Presentations <i>continued</i>		
Finals Week – NO CLASS Personal Leadership Philosophy due on Canvas – Tuesday, May 14, 2019 @ 1:00PM				