

SNL BA Syllabus Template

Approved by SNL TLA, 4/12/07

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School for New Learning

DePaul University

**Course Syllabus: HC 135 Tools for Tomorrow's Leaders
(Fall 2009)**

1. General Information

Faculty: Lori Neblung
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708.788.5076 (Mon-Fri, 8-5)
Office Hours available upon request, typically Mondays, Thursdays and some Saturdays

Location: Naperville

Dates/Time: Class will meet on campus Saturday 10/3, 10/17, 10/31 with online components via BlackBoard on 10/10, 10/24
Class will meet from 9:00am-12:00pm

Credit Hours: 2 credit hours, may only register for one competence

2. Course Description and Faculty Biographical Sketch

Effective leadership in the 21st century requires knowledge of a variety of concepts and practices. Theories and principles from past and present leaders influence how leaders of tomorrow will succeed. Business, political, and religious settings require solid leaders with great awareness of knowledge and practices that have created proven results. These settings require perspectives that will contribute to the success of the organization. Aspiring leaders draw inspiration from lessons learned in the past; these leaders then need to translate those lessons into solid contemporary practices for their organization.

This course provides a critical analysis of historic writers and thinkers. Examining leadership situations from these early writings, students will compare and contrast contemporary leadership approaches. Through discussion, reflection, and exercises students will uncover relationships and insights to their current leadership practices and situations. A variety of knowledge and ideas focused on acting ethically, thinking independently, listening closely, taking responsibility, and finding balance are among the tools that students will develop in this course. Close reading of Plato, Sophocles, Aristotle and Aeschylus will allow students to bring the works of these early thinkers to their current leadership situations.

Lori Neblung received her Bachelor of Arts from DePaul University and her Master of Liberal Arts degree from The University of Chicago. In her career, she has worked in the area of learning and development with companies such as Thomson NETg, Albertsons, Osco Drug, Baxter Healthcare, Motorola, National-Louis University, C.N.A Insurance, DeVry University, and Hewitt Associates to enable these strategic clients to effectively and efficiently integrate learning programs into their organization.

She has over 25 years of corporate management experience. She has extensive professional experience in relationship management, internal and external business consulting, and development of training materials and processes across various industries. She has additional skills in business acumen, project management, communications, and problem solving.

3. Competencies –

A1X: Can analyze literary works and interpret how they relate to contemporary leadership experiences.

H1X: Can explain how contemporary communities are influenced by writers and communities of the past and can articulate these connections over time.

H3X: Can articulate the personal application of two or more theories used in historic eras.

FX: Can examine and analyze lessons found in literature to contemporary leadership practices and theories and relate them to one's own leadership initiatives.

4. Outcomes - Expected outcomes upon completion of this course:

- 1- All students will interpret the significance of early writers and thinkers and be able to compare and contrast them to modern problems.
- 2- All students will relate current leadership trends to lessons found in literature.
- 3- All students will analyze specific leadership issues in their current lives and develop tools to address these issues effectively.
- 4- All students will practice reflection and use it to articulate effective means for handling leadership issues in their current situation.
- 5- Competence specific outcomes:
 - A. A1X students will write a paper based on an appropriate text chosen in the first week of class. This paper will be research and reflection based.
 - B. H1X students will students will write a paper based on an appropriate text chosen in the first week of class. This paper will be research and reflection based.
 - C. H3X students will students will write a paper based on an appropriate text chosen in the first week of class. This paper will be research and reflection based.
 - D. FX students will students will write a paper based on an appropriate text chosen in the first week of class. This paper will be research and reflection based.

5. Learning Experience – This course will involve group work and individual work. All students will work together and independently to deliver the key course objectives.

All students will also analyze the readings by submitting a T.E.A.R. sheet, which is a structured journal. The journal will include analysis of the **T**ext, identifying an **E**xternal situation, **A**ctions the student can take in alignment to or in contrast to the text, and **R**eflection of the influence the text has on the situation. Close readings of the texts will be necessary for completion of this course experience.

Each student will also address the specific competence for which they registered in a learning activity which will be research based and will be defined at the first class meeting.

The texts will support the course objectives. The instructor will teach the class on the assumption that all students will engage in all of the readings and assignments. Large and small group discussions will facilitate learning of the ideas, models and practices covered in the texts.

REQUIRED INTERNET ACCESS

So that students have an opportunity to utilize the DePaul BlackBoard system, we will be using the BlackBoard for course documents, assignments, and handouts. You will learn to use the Blackboard system in this class. Thus reliable and consistent internet access, and ability to use email, will be necessary for all students. The BB grade book will be used so that students can check their grade status on a weekly basis.

Required readings (please purchase these two texts):

- Sophocles. (1994). *Antigone, Oedipus, Electra* (H. D. F. Kitto, Trans.). Oxford, UK: Oxford University Press. ISBN 0-19-283588-2
- Aeschylus. (1953). *Oresteia: Agamemnon, The Libation Bearers, The Eumenides* (D. Grene & R. Lattimore, Trans.). Chicago: The University of Chicago Press. ISBN: 0-226-30778-6
- Students will also select a text of their choice from list handed out on first class meeting for their competence specific activity.

Additional required reading, case studies and handouts (paper and/or electronic) will be provided by instructor in class meetings and via BlackBoard.

- Michaelson, C. (2001). Is business ethics philosophy or sophism? *Business Ethics: A European Review*, 10(4), 331-339.
- Excerpts from Plato. (1961). *The collected dialogues of Plato including the letters* Trans. Bollingen Series LXXI ed.). Princeton, NJ: Princeton University Press.
 - *Republic* books 6-7, & 10
 - *Apology*

- x
- y
- z

Attendance and Participation:

Class participation involves attendance and contribution to class activities and discussions. This recognizes being present and prepared for each session. The success of this course depends on your participation, which includes reading, reflecting, and writing about the assigned readings and case, and sharing your insights with the class. Class participation also implies listening and learning from others. The more you participate, the more fun and valuable the course will be for all of us. Of course, being present physically and cognitively is basic to fully participating. If more than one session is missed, your final grade will be adversely affected. If you must miss a class, please communicate with the instructor and another member of your team before and after class session and attend to your responsibilities accordingly.

IF YOU MISS THE FIRST CLASS AND YOU DO NOT CONTACT THE INSTRUCTOR BEFORE CLASS, YOU WILL BE ASKED TO DROP THE CLASS

Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session. Always consult our Blackboard for handouts and assignments. Students missing more than one class of our course will not have met the requirements for a passing grade.

6. Evidence the Students will Submit - - Students will submit the evidence outlined in the class schedule below.

- All students will deliver the items specified in the class schedule as “Each student will. . .” All students will also participate in group activities identified below as “Student/group will. . .” These items will all be covered thoroughly on the first night of class. **It is highly recommended that you not miss session #1!**
- Please note that I will abide by the University’s guidelines on academic integrity (see policy in addenda below)

Academic Integrity:

The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been

prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgment." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

7. Criteria for Assessment –

Written Work Will be Evaluated As Follows:

A= (136-150 points/High pass) designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= (121-135 points/Pass) designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= (106-120 points/Low pass) designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D=(91-105 points/Provisional pass) designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

F= Less than 90 points/fail

- This class is a letter grade class by default. Students always have the option of taking the course Pass/Fail. If you intend to do so, you must inform me of this in writing by the beginning of the third class meeting. Once a student commits to taking a course Pass/Fail, they cannot switch back to a letter grade.

Unfinished work or work requiring revision will be given an Incomplete (IN) grade. In order to qualify for the IN, students must have regularly attended class, and must have completed three-fourths of assignments.

*In order for a student to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). **The student will need to initiate and file an SNL Incomplete Grade Contract before the final session of the course to receive an incomplete grade.** Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades. See <http://oaa.depaul.edu/what/calendar.jsp> for current calendar.*

Points for grading are as follows:

Attendance/Participation:

10 points x 5 sessions (3 in class and 2 online sessions) = 50 points

Individual assignments:

3 assignments worth 20 points each

+ Narrative assessment worth 10 points

+ 1 Competence-specific activity worth 30 points = 100 points

150 points total

(Any assignment that is turned in late will automatically be assessed a 20% reduction in points.)

A= 136-150 points

B= 121-135 points

C= 106-120 points

D= 91-105 points

F= 90 points or less

8. Class Schedule – Will be handed out on the first day of class

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

n.b. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

Protection of Human Research Participants

This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor

and visit the website of the Office of Research Protections at DePaul University (<http://research.depaul.edu>) for additional information and guidance.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

The Writing Center

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. Bring your assignment handout and other relevant materials to your appointments.

Quick Links & Locations:

- To schedule an appointment at the Center's LPC and Loop locations: <http://condor.depaul.edu/~writing/html/sched/WCOnline.html>
- To schedule Real-time conversations with IM and/or webcam: <http://condor.depaul.edu/~writing/html/sched/im.htm>
To request Feedback by Email: <http://condor.depaul.edu/~writing/html/sched/email.html>
Loop Campus Office: 1620 Lewis Center, 312.362.6726
Lincoln Park Office: 250 McGaw, 773.325.4272
For more information, visit: <http://www.depaul.edu/writing/>

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