

**School for New Learning
DePaul University
Course Syllabus: HC 225 Developing and Applying Effective
Leadership Skills
Winter, 2010**

I. General Information

Faculty: Mary Lou Lockerby
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Location: Naperville Campus

Dates/Time: Mondays 1/4/10 – 3/15/10 – 6:30 – 9:30 p.m.

Credit Hours: Three

Text: **Leadership: Research Findings, Practice, and Skills, Sixth edition.** Andrew J. DuBrin, Houghton Mifflin Company, 2009.

2. Course Description and Faculty Biographical Sketch

This course is designed to explore the research, practices, purposes and scope of leadership as a tool to develop leadership skills that will influence and inspire others. Both individual and organizational aspects will be presented and will include such areas as behaviors, ethics, communications, cultures and current practices. Emphasis will be on application of leadership theories and skill building through self-assessment exercises and cases.

****This is a *blended* course which will involve five regular class sessions at the Naperville campus. The remaining sessions will involve work through the Internet and Blackboard with weekly assignments due.**

Faculty Information

Mary Lou Lockerby, Ed.D. Mary Lou Lockerby has a B.S. in Management, a M.S. in Business Education, and an Ed.D. in Adult Learning. Her focus in delivering a course is to develop interest and offer opportunities to explore a subject area and to encourage an interactive learning environment that makes students excited about continuing to learn.

3. Competencies

H-2-F Can explain the development, roles, and maintenance of social institutions.

1. Identifies and describes a specific social institutions(s).
2. Analyzes the dynamics of the development and change of this social institution(s).

Students demonstrate this competence by showing how it contributes to their interaction and relationships with institutions. Students will need to demonstrate a

theoretical understanding of the changing nature of institutions in society. A presentation of independent or prior learning for this competence should identify a specific institution that fits the accepted definition and describes its development and the applications of course theory through examples.

H-3-A Can use two or more theories of human psychology to understand and solve problems.

1. Articulates two or more theories or models explaining human behavior.
2. Identifies a problem and proposes a solution using appropriate theoretical approaches.

Students demonstrate this competence by showing their familiarity with recognized theories and models of behavior and by their ability to select appropriate ones to address a problem. In addition, students must evaluate the effectiveness or expected results by applying the theory to the problem.

A-3-X Can reflect on and examine experiences in the field of leadership that have had influence on an institution and led to leadership changes and the development of leadership skills in that institution.

Students demonstrate this competence by examining a personal experience that has offered them an opportunity to examine theory and meaning in leadership styles and make choices that will have an impact on other individuals and/or institutions.

F-X Can assess and analyze the nature and scope of leadership styles, skills and concepts and apply those styles, skills and concepts to a specific work situation or to an area of concentration.

Students will achieve this competence by identifying and discussing leadership styles, skills and concepts and how they specifically influence behavior in today's diverse and global workplace.

4. Outcomes

At the end of this course you will have an understanding of leadership and how it “plays out” in today's world. In addition you will have an understanding of the roles of leadership, the responsibilities of leaders and the traits of leaders.

5. Learning Experience

All students will be asked to

1. Read all material assigned for each class.
2. Attend five in-class sessions.
3. Complete all Internet/Blackboard assignments as instructed and on assigned dates. (Each class will have an Internet/Blackboard assignment due on a specific date).
4. Submit a written research assignment for competency areas.

Learning strategies will include discussion, lecture, individual readings, numerous Internet and Blackboard assignments and research. Attendance and participation are essential on the specific class dates. It is also imperative that **ALL**

Internet/Blackboard assignments be delivered as outlined and instructed on the specified dates.

6. Evidences

A-3-X You will demonstrate this competence through your class participation, your Internet/Blackboard assignments as well as your written analysis of an observed change in leadership that has promoted and impacted the development and application of new leadership skills and styles (3-5 pages).

H-2-F You will demonstrate this competence through your class participation, your Internet/Blackboard assignments and as well as your written analysis of the roles of leaders and leadership in a specific area of society (3-5 pages).

H-3-A You will demonstrate this competence through your class participation, your Internet/Blackboard assignments as well as your written analysis of a specific theory or model of behavior and its effectiveness when applied to an area of human behavior (3-5 pages).

F-X You will demonstrate this competence through your class participation and your Internet/Blackboard assignments as well as your written analysis of a current work situation that has or will benefit from applying an understanding of leadership and application of current theory and practices (3-5 pages).

ACADEMIC INTEGRITY

All University guidelines on academic integrity will be followed – specifically plagiarism. See below.

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.

7. Criteria for Assessment

Grading will be based on

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| 1. | Attendance at five class meetings | 10 |
| 2. | Completion of all Internet/Blackboard assignments –
Criteria will include
Thoroughness/Completeness
Timeliness
Understanding | 50 |
| 3. | Written assignments (Competencies) -- | 40 |

Criteria will include

- Evidence of research
- Information/background facts
- Use of resources
- Vocabulary
- Conclusions and recommendations

- A – 100 – 90
- B – 89 – 80
- C – 79 – 70
- D – 69 – 60
- F – Below 60

Written Work Will be Evaluated As Follows

A= 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= 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= 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= 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

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.

8. Class Schedule

Session 1	Introduction, Overview, Expectations
1/4	Lecture/Discussion on Chapters 1 & 2
	Assignments

Session 2 1/11	Chapter 3 – All work through Blackboard/ Internet Exercises Assignments
Session 3 1/18	Chapters 4 & 5 Class Lecture and Discussion on Chapters Assignments
Session 4 1/25	Chapter 6 – All work through Blackboard/ Internet Exercises Assignments
Session 5 2/1	Chapter 7 – All work through Blackboard/ Internet Exercises Assignments
Session 6 2/8	Chapters 8 & 9 Class Lecture and Discussion on Chapters Assignments
Session 7 2/15	Chapter 10 – All work through Blackboard/ Internet Exercises Assignments
Session 8 2/22	Chapters 11 & 12 Class Lecture and Discussion Chapters Assignments
Session 9 3/1	Chapter 13 – All work through Blackboard/ Internet Exercises Assignments
Session 10 3/8	Chapters 14 & 15 Class Lecture and Discussion on Chapters Assignments
Session 11 3/15	All Work Due

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.

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:

- PLS 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/>.