

CMST 144
Leadership and Communication
Tuesdays 5:45–8:25
Johnston Hall 415

COURSE SYLLABUS

INSTRUCTORS

Mr. Jon Dooley
Assistant Dean of Student Development
Alumni Memorial Union, room 121
Phone: 288-7205
Email: jon.dooley@marquette.edu
Office Hours: Tuesday, 4:00–5:30 or by appt.

Dr. Mark McCarthy
Assistant Vice President for Student Affairs/
Dean of Student Development
Alumni Memorial Union, room 329
Phone: 288-1412
Email: mark.mccarthy@marquette.edu
Office Hours: Tuesday, 4:00–5:30 or by appt.

COURSE DESCRIPTION

This course explores communication variables involved when leaders attempt to influence members to achieve a goal. Topics include power, credibility, motivation, research on leader traits, styles, and situations, and current models of leadership such as transactional, transformational, charismatic, and functional approaches. The different leadership challenges posed by community and institutional settings will also be explored.

PRIMARY TEXTS

Komives, S. R., Lucas N., & McMahon, T. R. (1998). *Exploring Leadership: For College Students Who Want to Make a Difference*. San Francisco: Jossey-Bass.
Wren, J. T. (1995). *The Leader's Companion: Insights on Leadership Through the Ages*. New York: Free Press.

On the course schedule, reading assignments are listed as the chapters or numbered essays from the texts. In addition, supplemental articles will be provided by the instructors throughout the semester.

COURSE EVALUATION

Weekly Journal Assignments	10%
First Examination	15%
Collaborative Group Project	15%
Community Leadership Profile Paper	15%
Final Leadership Assessment Paper	15%
Final Examination	20%
Leadership Experience	5%
Class Participation	5%

GRADING SCALE

93 – 100%	A
88 – 92%	AB
83 – 87%	B
78 – 82%	BC
73 – 77%	C
68 – 72%	CD
63 – 67%	D
62% or below	F

ASSIGNMENT EXPLANATIONS

Electronic Journal and Discussion Assignments
Due: weekly

You will be asked to respond weekly to questions provided by the instructors. Journal assignments are designed to be opportunities for reflection on topics related to course reading material, class discussions, or pertinent topics in leadership. Journals will be submitted in electronic format and will form the basis for a group discussion that will begin each class meeting.

The class will be divided into three groups and each will be given the same question on Tuesday evenings. You are required not only to read and reply to the question, but to the posts from the other classmates in your group, and you'll comment on their replies, amplifying, agreeing, seeing things differently, but always adding something. (We will show examples of good responses to the prompts in class so you can get the idea.) The first class members to reply will have the easiest time, because there are few or no replies to read then respond to. If you wait until the end, you could have nine posts to read before you reply, so don't delay until the last minute. Posts are due by Sunday at 8:00 p.m., and should be about 600 words (about the size of three paragraphs like this one). They should be reflective and conversational, but need to be on topic. If they are not, or if there is not enough content, one of the instructors will email you personally and ask you to re-do the journal. On Monday morning a directory of posts received will be printed so you can check in class Tuesday to be sure your post was received. *Always keep a copy of your post.*

Each week a member of the group will be appointed to serve as a discussion leader. This individual will read all of the responses of the group (including his or her own contribution, provided earlier in the week) and will write a wrap-up statement (a second set of information, in addition to his/her earlier response). At the class meeting on Tuesday, the group leader will initiate a conversation about the journal question, the posts of the group, and interesting issues or threads that emerged. This group discussion may lead to a larger group conversation, or may conclude with the small group discussion. Each member of the group will have the responsibility to serve in this leadership role at least once during the semester.

Collaborative Group Project

Completed in class, October 23 and November 6

The collaborative group project is designed to allow class members to participate in a collaborative experience and to explore issues related to group development, team effectiveness, and the process of leadership. The project and evaluation expectations will be presented in class prior to the beginning of the project.

Community Leadership Profile Paper

Due: November 20

The community leadership profile will encourage students to examine the leadership of an individual in the Milwaukee community who is addressing an institution or organization's needs through their role in working with a for-profit or not-for-profit company or agency. Students are expected to make two visits to the workplace of the leader they select to gather information about the organization's structure and the leadership practices in place. Interviews with the leader and his/her co-workers or participants in the organization should be completed. Students are encouraged to select and interview leaders in careers of interest or at sites at which they might like to volunteer in the future. The instructors can provide a list of community leaders from non-profit organizations should the need arise. The name of the leader to be profiled should be submitted to the instructors no later than October 16.

Based on the information gathered from the visits, each student should complete a 6–7 page paper (typed, double spaced, 1" margins, 12pt Times font). The paper should provide a profile of the leader and address the following areas: How was the leader recruited, selected, and developed? What leadership theories most closely resemble those used by the leader? What is the leader's philosophy of leadership? What is the nature of the relationship among the leaders and participants in the organization? How effective is the leader in addressing organization issues?

Final Leadership Assessment Paper

Due: December 4

The final leadership assessment paper should be used as a reflection tool. It will summarize your learning on the topic of leadership and your current thinking regarding your definition of leadership. Use your initial definition developed during the first class meeting as a starting point. This 4-5 page paper (typed, double-spaced, 1" margins, 12 pt. Times font) should be written in the first person, but maintain the formal tone appropriate for written work.

Examinations

First exam: October 9

Final exam: December 11

Exams will include a variety of items, including identification, short answer, and essay. During the preceding class meeting, information will be provided to assist with review and study for the examination.

Leadership Experience Reflection

Due: Anytime by December 11

During the fall semester there are many opportunities to participate in leadership development or service experiences: major speakers, MUSG Senate meetings, student organization workshops, the Leadership Summit, President Wild's forum, Give Us 4 Service Day, to name a few. Students are expected to attend one of these activities and complete a 2-page reflection paper regarding your learning through the experience. Programs that challenge students to explore issues from the perspective of a culture or gender different from their own are especially relevant to this exercise. Reflections should include your assessment of the leader's commitment to socially responsible decision-making, vision, and process for change and/or an analysis of the communication and leadership skills you learned as a result of participating or observing the experience.

Class Participation

Because this course is centered on the topics of communication and leadership, students are expected to be regular, active participants in their learning both in class and through weekly electronic journaling experiences. Each class member will have an opportunity to serve as the leader of the journaling experience, to read and summarize comments and facilitate class conversations around particular assignments. In addition, class participation in discussions about readings and through various experiential activities is expected.

ATTENDANCE & ACADEMIC INTEGRITY

Because of the limited number of class meetings, attendance at all scheduled classes is crucial. Any absence or partial absence should be excused in advance. Due to the participatory nature of the course, multiple excused absences or any unexcused absence will be reflected in the class participation grade and in addition, may result in a lowered final course grade.

Students will be expected to complete course assignments and projects with the measure of integrity expected from a Marquette student. Any form of dishonesty, including but not limited to cheating, plagiarism, forgery, or falsification of records will not be tolerated. Students are reminded that all who are parties to the deceit are involved in academic dishonesty.

FALL 2001 CMST 144 COURSE SCHEDULE

<i>Date</i>	<i>Session Topic(s)</i>	<i>Reading Due</i>	<i>Journal Discussion</i>
August 28	Course Introduction What is Leadership?		
September 4	Introduction to Leadership Personal Values / Leadership Assessments	Komives, ch. 1 Wren, #1, 2, 5, 6, 8	#1
September 11	Leadership Theories <ul style="list-style-type: none"> • historical perspectives • great man, trait, and behavioral theories Profiles in Leadership	Komives, ch. 2 Wren, # 9, plus select one from # 10-17	#2
September 18	Leadership Theories <ul style="list-style-type: none"> • situational leadership • transformational, and transactional theories Case Studies	Komives, ch. 3 Wren, # 19, 20, 21, 32	#3
September 25	Leadership in the Media – Film Analysis		#4
October 2	Contemporary Approaches to Leadership <ul style="list-style-type: none"> • citizen leadership • servant leadership • social change model <i>Common Fire</i> video and discussion	Wren, # 3,4 Mosle, <i>The Vanity of Volunteerism</i> Additional readings	#5
October 9	First examination		
October 16	Understanding Others Gender, Cultural, and Ethnic Approaches to Leading <ul style="list-style-type: none"> • guest presenter – Dr. Cheryl Maranto 	Komives, ch. 5 Wren, # 26, 37 Additional readings	#6
October 23	Interacting in Teams and Groups <i>Group Collaborative Project in class</i>	Komives, ch. 6 Additional readings	#7
October 30	Leadership in Community <ul style="list-style-type: none"> • attend Paul Loeb lecture 	Komives, ch. 8	#8
November 6	Leadership in Organizations <i>Group Collaborative Project in class</i>	Komives, ch. 7 Wren, # 40	#9
November 13	Moral and Ethical Leadership Leadership in the Catholic Church <ul style="list-style-type: none"> • guest presenter – Ms. Stephanie Russell 	Komives, ch. 9 Wren, # 62	#10
November 20	No class meeting <i>Community Leadership Profile Paper Due</i>		
November 27	Leadership in Community <ul style="list-style-type: none"> • Profile discussion 		#11
December 4	Leadership and Renewal/Leading with Soul <ul style="list-style-type: none"> • guest presenter – Sr. Carol Ann Smith, S.H.C.J. <i>Final Leadership Assessment Paper Due</i>	Komives, ch. 10, 11 Additional readings	#12
December 11	Final Exam – 5:45-7:45pm <i>Last day to submit Leadership Experience Reflection</i>		