COMM 5308: Communicating Leadership
CRN 13869…Section 001…Center for Science 114…Mondays 4:20pm-6:50pm

Professor: Dr. Michael Sollitto, Ph. D.
Office: 327 Bay Hall
Office Phone: (361) 825-2443
Office Hours: Monday, Tuesday, and Wednesday 2:00pm-4:00pm

Email: michael.sollitto@tamucc.edu
Credit Hours: 3

Office Phone: (361) 825-2443
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TAMUCC Department of Communication and Media Mission Statement
“Our mission is to develop students who are effective and ethical communicators with the creative, critical, and collaborative skills necessary to succeed in a diverse global environment.”

Course Title and Description
Leadership is a three credit course focusing on the process of influence that takes place through communication to achieve goals or to produce change from a collective of people. This course will include instruction on the various approaches to leadership, processes of leadership, and the role that leadership plays in a variety of contexts. This course is intended as an overview of contemporary theory and research in leadership.

Course Objectives
The course is designed to expose students to the art and science of persuasion through enriching discussions and reading of classic and contemporary texts. This course is in partial fulfillment of the following Communication and Media Department outcomes. Specifically, students should be able to perform the following by the conclusion of the Fall 2019 semester:

- Define leadership.
- Differentiate between the various approaches to leadership.
- Apply leadership approaches and theories to describe leaders of the past and present.
- Facilitate and engage in thoughtful discussion of leadership theory and research.

Required Texts


Required Additional Readings

- Reading material for selected topics from a variety of sources will be placed in the “Required Additional Readings” folder on Blackboard (See reference information for each source on page 5 of this syllabus).

Attendance
Student attendance in class is essential to learning. Assignments are expected to be delivered on the day assigned. Exceptions will be made only in extreme circumstances at the discretion of the instructor. When absences are due to a University activity, it is the student’s responsibility to notify the instructor of these absences at least one (1) week in advance of the occurrence to allow adequate time for rescheduling. Definitions of excused and unexcused absences will reflect university guidelines. Only formally documented, “university excused” absences will be allowed.

*More than 1 unexcused absences will result in automatic failure of the course*
Grading Procedure
Grades will be based on the following point values:

- 242-270 points = A
- 216-241 points = B
- 190-215 points = C
- 162-189 points = D
- 0-164 points = E

Grading
Grades are comprised of classroom engagement activities, Friday (re)Flections, Leadership Topic Discussions, Popular Press Leadership Book Application Paper and Class Discussion, and a Leadership Spotlight Paper and Presentation. The total amount of points possible for the course is 270. Assignments submitted late will receive a 10-percent deduction for every day it is late.

Classroom Engagement Activities
During various class periods, students will complete classroom engagement activities that will be used for direct application and discussion of course topics, lecture material, and reading content. There will be five classroom engagement activities in this course, each worth 5 points, for a total of 25 points. There will be no opportunity to makeup in-class activities.

Friday (re)Flections
On two Fridays during the summer session, students will complete an informal writing assignment to integrate leadership theory and research into their own lives. These writing assignments are meant to further develop student writing and serve the dual purpose of integrating class content with practical experience. The papers will be 1-2 pages in length and adhere to the sixth edition of the APA style guide. Each Friday (re)Flection will be worth 10 points for a total of 20 points. Further directions and rubric will be distributed and discussed in class at the appropriate time.

Leadership Topic Discussion
Beginning with the June 5 class period and working with a partner, students will select a topic from the course schedule to lead discussion about. Dyads will focus their discussion on the assigned reading material for their particular topic and will be expected to integrate other scholarly sources into their discussion to ensure thorough academic and practical learning gains are achieved. Dyads are expected to facilitate their discussion in an engaging, creative, and thought-provoking style. The Leadership Topic Discussion is worth 25 points. One grade will be assigned to each dyad.

Popular Press Leadership Book Application Paper and Class Discussion
Popular press (books written for a wide array of audiences) about leadership number in the thousands, therefore, they represent an opportunity to integrate academic insight and theory with applied prescriptions and advice about leadership. Students will select a popular press leadership book published between 1990 and 2018 to read, write a paper about, and facilitate a discussion of in class. Papers should address key teachings of the book and how they relate to leadership theory and research discussed in the course materials for the class. Discussions of the book in class should capture the attention of fellow students and provide them an opportunity to see the usefulness of connecting popular press literature with academic literature. Decisions about and approval for the book should be provided by June 5. Further directions and rubric for the Popular Press Leadership Book Application Paper and class discussion will be distributed and discussed in class at the appropriate time. It is worth 100 points.

Leadership Spotlight Paper and Presentation
Leaders have been romanticized and/or vilified throughout history. Students will select one leader who has made a mark in history regardless of context, prepare a paper that discusses (a) what makes the person a great/poor leader, (b) how did person achieve leadership, (c) what results did the person achieve, and (d) what legacy will/does the person have? Students should utilize leadership theory and research discussed in class to inform their papers. Students will also facilitate discussion about their chosen leader in class. Further directions and rubric for the Leadership Spotlight Paper and Presentation will be distributed and discussed in class at the appropriate time. It is worth 100 points.
**Academic Advising**
Students pursuing the Master of Arts in Communication will be paired with a graduate faculty member advisor in their first semester. Students should contact their advisors within the first two weeks of a semester to arrange a meeting during which degree plans, tracks, and opportunities for professional development should be discussed. If there is any question regarding whom a student’s academic advisor is, the student should contact Dr. Stephanie Rodriguez, Graduate Coordinator, for assistance (stephanie.rodriguez@tamucc.edu; 361-825-5753). To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts. This office is located in Driftwood 203E and can be reached at (361) 825-3466.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation will not automatically result in your being dropped from the class. November 8 is the last day to drop a class with an automatic grade of “W” this term.

**Disability Services**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Grade Appeal Process**
As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

**Expectations of Graduate Students**
1. Ability to contribute engaging and thoughtful discussion points during class.
2. Demonstrated completion of all assigned reading material prior to class.
3. Proficiency in academic writing and use of APA Style.
4. Focus on learning instead of focus on grades.

**Student Conduct**
1. **Know the syllabus:** Be informed on what is to be read, discussed, and submitted for each class meeting.
2. **Respect:** Be courteous of the professor and fellow students and refrain from talking amongst yourselves during lecture and discussion. This also means that proper professional communication is also required.
3. **Preparation:** Attend class ready to contribute and interact with material presented in class.
4. **Punctuality:** Please make best effort to arrive to the classroom before class begins.
5. **Electronic Devices:** All devices that distract from the learning process are prohibited.
6. **Listening/Feedback:** Devote attention during class sessions and heed advice and constructive instruction on assignments provided throughout the semester.
7. **Effort:** This class will be fun and enlightening, yet challenging. Please put forth your best effort each day in the course.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>Mon Aug 26</td>
<td><em>Foundations of Leadership: Introducing Leadership</em></td>
<td>Northouse (2019), Ch. 1; Burns (2016)</td>
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<td>Mon Sep 16</td>
<td><em>Traditional Approaches to Leadership: Trait Approach</em></td>
<td>Northouse (2019), Ch. 2; Zaccaro, Dubrow, &amp; Kolze (2018)</td>
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<td>Mon Sep 23</td>
<td><em>Traditional Approaches to Leadership: Skills Approach</em></td>
<td>Northouse (2019), Ch. 3</td>
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<td>Mon Sep 30</td>
<td><em>Traditional Approaches to Leadership: Behavioral Approach and Situational Approach</em></td>
<td>Northouse (2019), Ch. 4 &amp; Ch. 5</td>
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<td>Mon Oct 07</td>
<td><em>Contemporary Approaches to Leadership: Transformational Approach</em></td>
<td>Northouse (2019), Ch. 8</td>
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<td>Mon Oct 14</td>
<td><em>Contemporary Approaches to Leadership: Authentic Approach</em></td>
<td>Northouse (2019), Ch. 9; Caza &amp; Jackson (2011)</td>
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<td>Mon Oct 21</td>
<td><em>Contemporary Approaches to Leadership: Relational Approach</em></td>
<td>Northouse (2019), Ch. 7; Offermann (2004)</td>
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<td>Mon Nov 11</td>
<td><em>Emerging Approaches to Leadership: Servant Approach</em></td>
<td>Northouse (2019), Ch. 10</td>
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<td>Mon Nov 18</td>
<td>Popular Press Book Workshop</td>
<td>Popular Press Paper and Workshop</td>
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<td>Mon Nov 25</td>
<td><em>Dark Side of Leadership: Abusive and Destructive Leadership</em></td>
<td>Tepper (2007); Schyns &amp; Schilling (2016)</td>
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<td>Mon Dec 02</td>
<td><em>New Foundations: The Future of Leadership</em></td>
<td>Leadership Spotlight Paper and Presentation</td>
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<td>Mon Dec 09</td>
<td>Leadership Spotlight Presentation</td>
<td>Leadership Spotlight Paper and Presentation</td>
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Reference List for Additional Readings


