**MLSX 5331: Leadership Communications**

**Syllabus**

**February 11th - March 2nd , 2019**

Instructor: Art A. Aguirre, Ph.D.

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Digital Office Hours (MT Time Zone, USA)

Wednesday 1:00-4:00pm

Thursday 1:30 pm to 2:30 pm

Tuesdays 6:00 to 7:00 pm

Saturday Morning and Sunday Evening by appointment

I am available on skype, google hangout, telephone, email,

or text message for these office hours (please begin all text

messages with “MLSX 5331:” If you wish to video

conference with me, please set up a time

with me via email or text prior to our

meeting so that I can be prepared.

**LEARNING OUTCOMES**

This Section of Leadership Communications (MLSX 5331) is designed for to study communication expressions, media, and channels used in the process of exercising leadership with multiple audiences. Students will develop and analyze messages used in the processes of leadership, including but not limited to, motivation, inspiration, and decision-making. We will engage in the study of human communication practices, theories, and questions involving leadership by defining leadership, discussing how leaders connect with others; considering how leaders have a capacity produce change, and becoming aware of the many factors that affect leadership. This course is focused on making sense of how to build better relationships with others in groups at work, home, and out in our community.

**LEARNING OUTCOMES**

- Analyze audiences and contexts in selected communication situations  
- Develop messages to an identified audience that motivates change agents, creates context for

decision-making; inspires organizational members to work toward identified goals  
- Identify optimal media for communicating context-specific messages.  
- Demonstrate ability to compare competing perspectives and approaches to communication

theories.

**TEACHING PHILOSOPHY**

I believe that students at this level of learning are on a self-guided path to knowledge. This means that no longer are students being told what to learn and how to learn it; students make choices that have real consequences that can affect the outcome of their careers. I expect students to communicate with the entire class, in small groups, and with me frequently. This class will involve a lot of discussion and group problem solving, so I ask that students be prepared to add to our lively discussions.

I encourage people to speak about topics and opinions openly in the class. However, I will not tolerate violent, degrading, or derogatory language directed at other learners, other community members, or myself. I foster a safe environment for discussion, but if there are contentious moments, I may intervene. Students are encouraged to collaborate in the learning process, and there will always be opportunities to raise concerns in class or in private.

**REQUIRED TEXT AND TOOLS**

Denning, Stephen. (2007) *The Secret Language of Leadership: How Leaders Inspire Action Through Narrative.* San Francisco, CA. John Wiley & Sons, Inc.

Li, Charlene. (2015). *The Engaged Leader: A Strategy for Your Digital Transformation.* Philadelphia, PA: Wharton.

Access to a computer, a printer, the internet, an active UTEP e-mail address, and an active Blackboard account are necessary. I will be posting additional course materials online for students to access.

**COURSE REQUIREMENTS  
Blackboard Discussions (400 points (40 points x 10 posts))**For every two days, there will be posting a discussion topic to Blackboard with an invitation to offer your thoughts on an issue relating to the readings. I will post all the discussion posts at the beginning of the week and each student must respond to the 3 or 4 discussion threads by Saturday at 11:59 pm Mountain Time. I will try to have all posts up by 8:00 am on Sunday morning (or even the Saturday before) the week they are assigned. Each response should address both my prompt and invite a dialogue between yourself and the others. I will be looking for you to contribute with ideas from the readings as well as your personal experience with leadership. The more responses with worthwhile discussions you make, the better your grade.

**Video Leadership Demonstration (200 Points)**

During the semester, each student will be leading the class in a 12-minute leadership facilitation. The session will briefly cover a key concept in Leadership Communication and engage the class in a demonstration of the concept “in action.” I encourage students to be creative with their facilitations and try to choose a task or project that clearly incorporates the Leadership Communication concepts from the course. These will be video recorded and uploaded to YouTube. I will link the demonstrations to the class via Blackboard. I will be giving you more specific instruction via video. Each student will be graded on how well she or he is able to effectively and ethically communicate to the group, how well they administer the procedures of the task/project, and how well they incorporate concepts into the facilitation.

**Class Participation (100 Points)**

You are expected to participate in all 10 discussions. Your participation grade will be directly and negatively affected by your lack of engagement. More than many other courses, this is a highly interactive class. Not only will you be providing the class with information and input, but you will also be asked to interact with classmates and me regularly.

**Final Paper (300 Points)**

This 10 to 12 page essay will ask you to synthesize concepts and theories from the course with a case study, personal experience, or other extended example. You will be graded on your ability to elaborate on key issues in Leadership Communication, demonstrate ethical and effective leadership skills in your

responses, and synthesize concepts in Communication with real world issues. Students will be graded on the quality of the writing, the depth of critical thinking presented in the essay, and on the overall organization of the essay’s main ideas. I ask that you use proper citation formatting (MLA or APA).

**COURSEWORK**

All assignments and major projects are to be presented on the due date. An absence means forfeiting the grade for those assignments. If you cannot attend class, you should make arrangements to submit your written work on time. I understand that at times, there may be an emergency, and I will consider extreme cases, however, reasons like not being able to access internet, personal travel, or illness should not impede you from making arrangements with me to get work done on time. If the coursework is late, it will NOT be given a grade. For written assignments, I expect that students will consult APA, MLA, or Chicago style manuals for the guidelines required for college-level academic writing. I expect that the course’s major speaking assignments will be well researched, rehearsed, and prepared with ample time. I will provide specific guidelines for each assignment in the course.

**Grading Scale**

90-100% =A

80-89% = B

70-79% = C

60-69% = D

**ETIQUETTE FOR ONLINE DISCUSSIONS**

* Always consider audience. Remember that members of the class and the instructor will be

reading any postings.

* Respect and courtesy must be provided to classmates and to instructor at all times. No

harassment, flaming, or inappropriate postings will be tolerated.

* Do not use inappropriate language, all capital letters, or language short cuts. Online entries

should be written in Standard English with edited spelling, grammar, and punctuation.

* When reacting to someone else's message, address the ideas, not the person. Post only what

anyone would comfortably state in a face to face situation.

* Be sure to read everyone's responses before posting. Avoid repetition of what someone else has

already said. Add something new to the discussion!

* No credit will be received for yes/no answers. Posts should justify positions and provide specific

examples. Students must demonstrate that they have read the assignment and their classmates'

comments carefully and thoughtfully.

* Be sure to post in a timely fashion to receive credit for participation and for the discussion. Pay

close attention to the posted deadlines.

**ACADEMIC MISCONDUCT**

The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

**PLAGIARISM**

Plagiarism is academic dishonesty and will likely ensure your failing the class. Plagiarism means using another person’s ideas, language or other original (not common-knowledge) material without proper acknowledgement of its source. This includes taking information or ideas out of books, from articles, off the Internet, your telephone, from a friend or instructor, and so on. If the ideas or words come from a source or person other than you, you must indicate it in your writing or speech. **Never use another student’s work**. A plagiarized assignment will result in failure, and even further disciplinary action in accordance with UTEP policy is possible. Please become familiar with the guidelines outlined by the student handbook, and if there is any question about this topic, please contact me to schedule a meeting.

**PARTICIPATION/ATTENDENCE**

Students who miss more than 3 deadlines during the term will earn a failure in the course. Therefore, it is imperative that you participate in the class discussions unless you are seriously ill, have a death in your family, are called for jury/military duty, or any other such event requiring your absence.

**STUDENTS IN NEED OF ACCOMODATIONS AND OTHER SUPPORT SERVICES**

If you have a documented disability that may influence your performance in this class, please consult with The Center for Accommodations and Support Services. They will help determine appropriate, reasonable accommodations. Following that meeting, please communicate with me and I will make any reasonable accommodations necessary to assure your success in this course.

**OTHER POLICIES**

Students are expected to know and observe the published deadlines for (a) dropping the course and (b) withdrawing from the course. These deadlines are published on the Academic Calendar, which is available in the my.utep.edu site, the course catalogue, and is in the Dean’s Office. .

Official UTEP email accounts are encouraged of every student. All business not dealt with in class will be conducted through UTEP email accounts and students are responsible for checking their accounts for course updates and notifications.

**COURSE SCHEDULE**

*\*This is a tentative schedule and the instructor reserves the right to make any changes*

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| --- | --- | --- | --- | --- |
| Module | Objectives | Activities | Assessments | Interactions |
| Tues, 2/12 | Intros, syllabus questions, define leadership | How to discussion board; watch “Motivation” video on BB | Discussion board | Me: Email, Video Chat  Class: BB Discussion |
| Thur, 2/14 | Understand communication in leadership, communication self-reflection | Read intro and chapters 1 & 2 from **Denning** | Discussion board | Me: Email, Video Chat  Class: BB Discussion |
| Sat, 2/16 | Discuss narrative intelligence | Read chapters 3-5 from **Denning**;  Aguirre video lecture | Discussion board | Me: Email, Video Chat  Class: BB Discussion |
| Mon, 2/18 | Understanding body language, attention getters; how to create action | Read chapters 6-8 from **Denning** | Discussion board | Me: Email, Video chat  Class: BB Discussion |
| Wed, 2/20 | Make sense of desire and reason | Read chapters 9-11 from **Denning;** Read Mitchell, et. Al “Negative Affect”  Aguirre video lecture | Discussion board | Me: Email, Video chat  Class: BB Discussion |
| Fri, 2/22 | Define and describe what listening to scale is; understand the role of digital communication in leadership | Read intro & chapter 1 from **Li** | Discussion board; **Leader video demos due by 11:59pm MST Sat. 2/23** | Me: Email, Video chat  Class: BB Discussion |
| Sun, 2/24 | Utilizing the numerous communication strategies to share a message that shapes | Read chapter 2 from **Li**; Read Snaebjornnson and Vaiciukynaite “Emotional Contagion” article on BB | Discussion board | Me: Email, Video chat  Class: BB Discussion |
| Tues, 2/26 | Understanding the emotion and ethics of communication cultures and values | Read chapter 3 from **Li**; watch TedTalk on “Safety”  Aguirre Video Lecture | Discussion board on | Me: Email, Video chat  Class: BB Discussion |
| Thur, 2/28 | How to apply engagement concepts in leadership contexts | Read chapter 4 and conclusion in **Li** | Discussion board on leadership demos | Me: Email, Video chat  Class: BB Discussion |
| Sat,  3/2 | Course recap and describe the major takeaways for futures in leadership | Read Stickney “Affect and Decision-Making” (BB); Revisit 3 questions | Discussion board; **FINAL ESSAY DUE by 11:59 MST Sun 3/3** | Me: Email, Video chat  Class: BB Discussion |