



## MLS - Masters of Leadership Studies

**The University of Texas at El Paso  
College of Liberal Arts  
Master of Arts in Leadership Studies  
Program Syllabus – Fall 2023**

**Course:** MLS 5300 Contemporary Concepts of Leadership \*CEL designation  
**Meets:** Tuesday; 17:00-20:00 hrs NCOLCoE/USASMA room 302  
**Instructor:** Areli Chacón Silva, Ph.D; [achaconsilva@utep.edu](mailto:achaconsilva@utep.edu); (915) 667.6326  
**Office:** Kelly Hall suite 223-B, UTEP main Campus  
**Office Hours:** Tuesdays 15:00 to 16:30 at the NCOLCoE-LRC or by appointment

\*The “CEL” designation for this course stands for “Community Engagement & Leadership” and is part of a new certificate program in the College of Liberal Arts (full details to be provided in class). The purpose of this CEL course is to strengthen students’ understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Please also note that course assignments and assessments are developed in line with UTEP’s “Edge Advantages” goals.

*This syllabus is subject to change at my discretion to meet students’ instructional needs and/or to accommodate time constraints.*

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### **Required Text(s):**

1. Northouse, P.G. (2022). Leadership: Theory and practice, 9<sup>th</sup> ed. Thousand Oaks, CA: Sage Publications.
2. Please obtain one additional book from the recommended reading list (Blackboard). This book will be the topic for your book review assignment.
3. There will be additional assigned readings from the professional and research literature.

**Course Objectives:** Principles of contemporary leadership is an overview of the leadership field. The course is designed to provide students with foundational knowledge of leadership and an introduction to the language, community-based research, and theory of leadership. As a result, participants will:

1. Identify various historical and contemporary leadership perspectives.
2. Identify and articulate your personal leadership strengths and weaknesses.
3. Develop, refine, and articulate, in writing, a personal leadership philosophy.
4. Identify, analyze, and describe (orally and in writing) effective leadership problem-solving approaches.
5. Become familiar with professional resources relevant to the course.
6. Know and practice principles, guidelines, and professional ethical standards regarding collegial and professional collaborations.
7. Develop and demonstrate knowledge of and the ability to critically review, examine, and present, orally and in writing, professional and research literature, community-based research, and apply the body of research in leadership studies.



**Course Expectations:** To create and maintain a positive learning environment, you are expected to take responsibility for your learning and play an active role in developing your academic skills and your own leadership development. To this end, you are each expected to aspire to excellence.

- **Nature of the course:** This course is a hybrid also known as a blended class, which means that seat time is reduced: part of the regular class meetings will be in the classroom, while some will take place on the course Blackboard. The purpose of a course organized in this fashion is to: a) give you more time and flexibility for in- depth reading, reflection, and discussion of course topics and b) provide the flexibility for working professionals to complete two intensive graduate courses within 8 weeks and thus complete degree requirements more quickly than with traditional formats.
- **Department:** Emergencies do arise and you do not need to call me if you are going to be absent; however, I appreciate an e-mail notification before class, if possible, or soon after. Arrange with your colleagues to exchange any class information that is not on the course Blackboard site. Because many discussions will take place during our class meetings, please be sure to listen (and refrain from talking) when another is speaking about class-related issues. Just as you are expected to know and practice academic civility, you are also expected to know and use appropriate Netiquette (see: <http://www.albion.com/netiquette/corerules.html>) for all on-line interactions.

If you experience an extraordinary situation during the semester, one that may preclude you from completing the course, see me as soon as possible so that we may discuss options for you.

- **Plagiarism:** Plagiarism means using someone else's work without giving that person direct credit. This includes using written text from any source or another's ideas. Academic dishonesty is an affront to the pursuit of knowledge and a student's integrity. Acts of plagiarism and other forms of academic dishonesty are serious and will be dealt with according to UTEP's policy. Graduate students are expected to be cognizant of and adhere to university policies and professional codes of behavior regarding academic integrity and ethics. If you have questions about what constitutes academic dishonesty, speak to me or refer to the UTEP Graduate Catalog or the APA Manual.
- **Assignments:** It is expected that out-of-class written assignments will be typed (word processed – 12" font) using APA (7<sup>th</sup> edition) format, free of mechanical errors, and adhere to standards of professional writing.



You should keep a copy of every assignment. Keep all returned assignments until the end of the semester. Read the directions for assignments carefully, budget your time, and start early on each assignment so you are finished and have time to **proofread** and **edit** before due dates. Starting early will allow you enough time to take your assignments through multiple drafts and to devote rigorous thought to them.

An assignment that does not adhere to the directions will not receive a passing grade. If you have any questions, or if you do not know what any of the grading criteria refer to, please ask. I am available by E-mail almost anytime between the hours of 8:00 a.m. and about 9:00 p.m. and will respond as quickly as possible. I can and will respond much more quickly to E-mail inquiries than to telephone messages.

- **Disabled Student(s):** If you have or believe you have a disability which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the Center for Accommodations and Support Services (CASS). You may call 915.747.5148, visit the Center for Accommodations and Support Services (CASS) website at: [www.utep.edu/student-affairs/cass/](http://www.utep.edu/student-affairs/cass/), the CASS office in 106 East Union Building or email [cass@utep.edu](mailto:cass@utep.edu) Students who have been designated as disabled must reactivate their standing with the CASS on a yearly basis.

**Performance Assessments:** To be eligible for a course grade, the student must complete **all** the requirements listed below.

1. Read the text and other assigned readings. Participate **positively** in class, group, and on-line activities.
2. Effective communication is a key leadership skill. Narrative (story) is the most effective way to teach and one of the most effective tools leaders have. To further develop your narrative ability and to help us develop a community of learners, the first assignment is a brief (2 minutes maximum) visual introduction of yourself. Please use some combination of graphics (e.g., photos, clip art, etc.), audio (e.g., music), and words to introduce yourself, your values, and other information of your selection. I encourage you to experiment with a tool other than PowerPoint.



3. It is critical that leaders reflect deeply on their leadership beliefs and be able to clearly articulate those beliefs, or philosophy to followers. Draft your current thinking about leadership during the first week of class (helpful resources at: [http://usacac.army.mil/cac2/cgsc/repository/dcl\\_leadershipPhilosophy.pdf](http://usacac.army.mil/cac2/cgsc/repository/dcl_leadershipPhilosophy.pdf) and <http://ebiz.netopia.com/learntolead/guidance1>) and other resources will be posted to the Blackboard site. Throughout the semester, revisit and revise the draft as your thinking develops and evolves. Final versions will be due the last week of class.
4. & 5. Select a resource and later design, or create a community product or tool. An electronic resource to be used by the community to enhance leadership (e.g., software, website, listserv, etc.) to share with the class. Both should, in your view, be of exceptionally high quality and appropriate to use to develop leaders, to address and solve a community problem, to generate community-based research, or to document community-based knowledge. Post either the actual article or a URL for accessing it; for the electronic resource, post the URL. These should be critical reviews so point out both strengths and weaknesses of the resources. Also write a summary review and your reflection to Blackboard. Tell us how you've used the resources and why you recommend them.
6. Select, read, and write a critical analysis using one of the books on the recommended reading list, or another leadership book that you have not previously read and the instructor approves. Provide a brief oral presentation (see oral presentation guidelines) for the class.
7. As a leader who is growing both as a scholar and a practitioner, you will be expected to individually mentor, coach, consult, teach, and lead others. Also to work with a peer. Individually, prepare and present a chapter from **Leadership: Theory and Practice**. Also, prepare and present a chapter with one of your peers. The presentation should help the class grasp the essence of the chapter's content. The presentation should be developed and delivered in a manner appropriate for a training session for other leaders or presentation at a professional conference. Therefore, be sure to provide a brief review of the literature supporting the chapter thesis and if applicable any that is contrary to the author's point of view. Also, keep "direct teaching," that is lecturing, minimal – actively engage the class (and me) in learning and use appropriate technology to enhance the presentation. Presentations will not exceed fifteen minutes. (Assessment rubric posted at class Blackboard site.)
8. In lieu of a final examination, respond to three questions in a final reflective essay. The questions will be provided one week prior to the date the essay is due.



Unless otherwise stated, all assignments are due by midnight of the date indicated on the course calendar and should be submitted through Blackboard unless otherwise stated.

A grade of “Incomplete” (I) will not be given unless documented evidence of inability to complete the course work is provided.

**CEL Course Specific Information and Requirements:**

This course requires a minimum of 20 direct community-based research hours.

Community-based research is an opportunity for students to serve their communities while doing research and learning using academic from leadership courses.

Throughout the semester, students will log their research hours, journal and complete reflection activities. The cumulative information gathered during this experience will be utilized to complete the final reflective essay. This CEL requirement will account for 35% of the student’s final grade (#4, 5, and 9 from the table below).

**Grading & Requirements:**

- **Grading Scale:** A = 90-100% (excellent), B = 80–90% (superior), C = 70-79% (competent), D = 60-69% (below competent), F = 0-59% (failing).

Grades will be arrived by summing points earned on the following assignments:

Assignment	Points
1. Preparation & Participation*	5
2. Visual introduction of yourself	5
3. Leadership Philosophy	10
4. Electronic Resource Share	5
5. Community Product or tool to enhance leadership	20
6. Book Review	20
7. Book Presentation	5
8. Chapters Presentations	20
9. Final Reflective Essay	10
TOTAL POSSIBLE	100

\*Includes all class, group, and on-line activities.

- **Assignment Sign-up Instructions:** Please place your name and chapter number in the zoom chat to select the chapter of your preference. Chapters and case studies will be assigned on a first-come, first- served basis so if it’s important for you to avoid a particular date, sign-up quickly!



**Course Calendar:**

<b>Date</b>	<b>Discussion Topic(s)</b>	<b>Assignment(s)</b>	<b>Due on This Date</b>
Aug 29	Course orientation, syllabus requirements, leadership definitions, developing a personal leadership philosophy.	Write a concise, cohesive statement describing what you believe leadership is.	Draft leadership philosophy - submit through Blackboard no later September 5.
Sept 5	Trait & Skills approaches to leadership	Northouse Chapters 1, 2 & 3	Individual 2 minutes, or less, visual introductions. Blackboard under Discussion Board → Visual Instructions Online discussion: What did the LTQ confirm that you already knew about yourself? What surprised you about your LTQ results? Why or why not were you surprised? Talk to Dr. C about your community project. It needs to be approved by September 19.
Sep 12	Behavioral & Situational approach, Path Goal Theory	Northouse Chapters 4, 5, & 6	Read and complete: "Is Your Boss a Psychopath" Quiz (you may consider a former or current boss). See instructions on Blackboard Discussion Board.
Sep 19	Leader-Member Exchange Theory, Transformational and Authentic Leadership	Northouse Chapters 7, 8 & 9	Online Discussion: Using no names, describe the "Is Your Boss. . . ." quiz outcomes and your reaction. Did it confirm what you already believed about the individual? Did any of the questions relate to your own behavior? How so? Complete the "quiz" and contribute to discussion before Sep 26.



Sep 26	Servant, Adaptive, Inclusive Leadership and Followership	Northouse Chapters 10, 11, 12, & 13	Electronic resource due.
Oct 3	Gender and Leadership, Leadership Ethics, and Team Leadership	Northouse Chapters 14, 15 & 16	Online Discussion: 1. Post a leadership ethical problem or situation (if based on a real experience, change all participants' names). 2. Read you classmates' postings and be prepared to address possible solutions next week in class. Written book review due by October 10.
Oct 10	Brief Oral Book review presentations		Written book review due (one of the books from the recommended reading list or another approved by instructor) (helpful resource: <a href="http://owl.english.purdue.edu/owl/resource/704/1/">http://owl.english.purdue.edu/owl/resource/704/1/</a> ).
Oct 17	Work on your Final Reflective Essay -- submit it through BB. Due October 17		Community product or tool to enhance leadership due by Oct 17.