Syllabus Spring 2017

Instructor: Libby Dalton, Ph.D.
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The best way to contact me is via email.
Office Hours: Thursdays, before class or by appointment.

Required text:
2. There will be additional assigned readings from the professional and research literature.

Strongly recommended but not required:

Description: Requires students to study a leader or leadership situation in which the use or absence of ethical behaviors was critical and paramount. Course will include readings in ethics, in addition to materials used in previous courses, as preparation for completion of the capstone project.

Learning Outcomes: The course intends to integrate Master of Leadership Studies Program (MLS) coursework with the examination of ethical leadership; to model effective leadership, including teaching, mentoring, and coaching; and to successfully complete a capstone project (more fully described in the Performance Assessments section of this syllabus). At the end of this course, students will:

1. Understand and analyze the elements of leader character, ethical standards, and ethical decision-making.
2. Identify ethical organizational climates and the characteristics of ethical followers.
3. Know and practice principles, guidelines, and ethical standards regarding collegial and professional collaborations.
4. Design, conduct, and write a research-based case study on a leader or leadership situation with a focus on ethical issues; analyze the ethical questions inherent in the case employing concepts and frameworks from this and previous MLS courses.

¹ Syllabus: This syllabus is subject to change at my discretion to meet students’ instructional needs and/or to accommodate time constraints.
**Course Expectations:** To create and maintain a positive learning environment, you are expected to take responsibility for your learning and your own leadership development. To this end, you are expected to aspire to excellence.

- **Nature of the course:** This course is a hybrid one which means that seat time is reduced. Part of the regular class meetings will be in the classroom; some will take place on the course Blackboard site and other web sites; some in one-on-one consultation with the instructor; and some in the field doing research, e.g., library, interviewing research participant(s), on-line research. The purpose of this course organization is to: a) give you more time and flexibility for in-depth reading, reflection, discussion, and writing; b) provide personal tutelage for this graduate seminar paper; and c) provide the flexibility for working professionals to complete two intensive graduate courses within eight weeks and thus complete degree requirements more quickly than with traditional formats.

Class sessions will include chapter discussions based on the textbook, and time to work with peers and instructor on case study research.

- **Deportment:** Because this course is a sophisticated graduate course, most of what you learn will result from your active involvement. Emergencies do arise; if you need to be absent, please send me an e-mail notification before class if possible. Arrange with your colleagues to exchange any information not on the course Blackboard site. 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](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 your capstone case study will be typed (word processed – 12” font) using APA (6th edition) format (Sample paper available at: [https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf](https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf)), free of mechanical errors, and adhere to standards of professional writing.
You should keep a copy of every assignment. Read the directions carefully, let me know if you have questions, budget your time, and start early so you are finished and have time to **proofread** and **edit** before the due date.

**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 Disabled Student Services Director. You may call 915.747.5148, visit the Disabled Student Services Office (DSSO) website at: [www.utep.edu/dsso](http://www.utep.edu/dsso), or the DSSO office in 108 East Union Building. Students who have been designated as disabled must reactivate their standing with the DSSO on a yearly basis.

**PLEASE TURN CELL PHONES TO SILENT OR VIBATE MODE BEFORE CLASS.**

**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, on-line, and independent activities.

2. Each student will design, conduct, and write a research-based case study on a leader or leadership situation in which the use, or absence, of ethical behaviors was critical and paramount. The topic must be pre-approved by the instructor. To that end, students will develop a research proposal for submission by the third class meeting. The proposal will guide discussion and help refine the study.

Sample guiding research questions and suggested resources for the case study will be provided. The recommended Yin text will be particularly helpful with this assignment. You are encouraged to draw from readings in ethics, films related to the ethical issue(s) related to your case study, and materials from your previous courses in completion of the capstone project. You may elect to collect original research material/data (e.g., interviews, administer a survey). Note that if you think you will ever use the paper for anything beyond course requirements (e.g., publish, present at any professional meeting), it will be necessary to obtain appropriate clearance from your employer and UTEP’s Institutional Research Board.

The writing standard is simply: the case study should be of publishable quality – one suitable for presentation at a professional conference or published in a professional journal. There is **NO** mandatory page length; however, it is unlikely you can do justice to your topic in fewer than about 15 pages – if you decide to submit the case study to a professional journal, most will not accept manuscripts longer than about 25 pages. So aim for a finished product in the 15-25 page range, **excluding** cover page, abstract, reference page, and any appendices. Your case study will be written in narrative format and you will share a synopsis with your classmates (see final assignment described below).
3. As a leader who is growing both as a scholar and a practitioner, you will be expected to mentor, coach, consult, teach, and lead others. In this role, each or you will prepare and serve as session leader for a chapter from the Johnson text. You will be in charge of class for about 40-50 minutes. The session should help the class grasp the essence of the topic.

The session should be developed and delivered in a manner appropriate for a professional development session for other leaders or a presentation at a professional conference. It is NOT a briefing and it is not a training session, so do not regurgitate the chapter contents, rather engage your classmates, and me, in actively learning the key concepts/nuggets. We should all be doing something not just listening. For example, you may lead a Socratic dialogue; if you choose that format, it will be critical that everyone has pre-read the chapter, so give your classmates a heads-up at least a week before. Other possible formats include dividing the class into teams and having them debate the topic. [Again, that means everyone must pre-read and come to class prepared. So if you have an assignment, send it to me/instructor to post to Blackboard or send an e-mail to everyone.] Or you may have the class write a response to one of the chapter’s discussion questions, discuss in small groups, and then report out to the large group; show a brief (not to exceed about 5 minutes) video clip related to the chapter topic, pose questions, have students discuss in small groups as you monitor, then lead a large group discussion. These are only some possible options – BE CREATIVE. (Assessment rubric posted at class Blackboard site.)

4. In lieu of a final examination, post a brief Power Point presentation to the course Blackboard site. It should include: 1) the abstract of your capstone case study; 2) an outline of research design; 3) findings; 4) final thoughts (could be what you learned, recommendations for additional research, etc.); and 5) any other brief statement or bullets you’d like to include. Each student will be expected to review classmates’ posting and comment (positively) on two or more.

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

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).

The final grade will be the sum of points earned on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Preparation &amp; Participation*</td>
<td>10</td>
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<tr>
<td>2. Case Study Proposal</td>
<td>10</td>
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<tr>
<td>3. Case Study Report</td>
<td>50</td>
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<tr>
<td>4. Case Study Power Point</td>
<td>10</td>
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<tr>
<td>Week/Session:</td>
<td>Discussion Topic(s)</td>
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<tr>
<td>March 21</td>
<td>Course orientation, syllabus requirements, teaching/leading a class session.</td>
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<tr>
<td>March 28</td>
<td>The Leader’s Light or Shadow; Stepping Out of the Shadows; Case study research design</td>
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<td>April 4</td>
<td>The Leader's Character; Combating Evil; General Ethical Perspectives</td>
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<td>April 11</td>
<td>Normative Leadership Theories; Ethical Decision Making &amp; Behavior</td>
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<td>April 18</td>
<td>Building an Effective, Ethical Small Group; Creating an Ethical Organizational Climate</td>
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<td>April 21</td>
<td>Meeting the Ethical Challenges of Diversity; Ethical Crisis Leadership</td>
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<td>April 25</td>
<td>Examples of well-written case studies; final power point presentation content. Conferences on your case studies</td>
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<td>May 2</td>
<td>No Class Meeting</td>
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<tr>
<td>May 9</td>
<td>Post your Power Point presentation to Blackboard</td>
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*Includes all class, group, on-line, and independent activities.

**Course Calendar:**