The University of Texas at El Paso  
College of Liberal Arts, MLS 5300/CRN 35580 – Contemporary Concepts of Leadership  
College of Education, TED 5319/CRN 35878 – Introduction to Leadership Studies in Education  
On-line Section Syllabus 1 – Summer 2017

Course:  
ML5300/CRN 35580: Contemporary Concepts of Leadership  
TED5319/CRN 35878: Introduction to Leadership Studies in Education

Meets:  
On-line via UTEP Blackboard

Instructor:  
Donna E. Ekal, Ph.D., dekal@utep.edu, 915.747.5441

Electronic Office Hours:  
Wednesdays 8:00 a.m. – 10:00 a.m. and Saturdays 10:00 a.m. – 12:00 noon or video conference by appointment

Required Text(s):
3. One additional book from either the recommended reading list or one you suggest approved by me. This book will be the subject of your group book review assignment.

Catalog Description:  
A review of fundamental principles and concept of leadership with analysis of literature and applications to developing your own leadership skills as well as imparting leadership traits to those around you. Prerequisite: Department approval.

Course Objectives:  
This course is an overview of theories in the leadership academic field. This introductory graduate level course is designed to provide students with foundational knowledge of leadership and an introduction to the language, research, and theory of leadership. As a result, participants will:

1. Identify various historical and contemporary leadership perspectives.
2. Identify and articulate their personal leadership strengths and weaknesses.
3. Develop, refine, and articulate, in writing, a personal leadership philosophy.
4. Identify, analyze, and describe effective leadership problem-solving approaches.
5. Become familiar with 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 and apply the body of research in leadership studies.

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 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 as is the instructor.

- **Nature of the course:** This course is delivered online which means you will be expected to work much more independently than in a face-to-face course. In this nine-week course, you may anticipate devoting 4 - 6 hours minimum each week to class requirements. 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 their graduate courses in a more compressed timeframe and thus complete degree requirements more quickly than with traditional formats.

- **Copyright Notice:** Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

- **Technical Requirements & Support:** For technical requirements, please refer to the Getting Started link in the left side navigation bar on the course Blackboard page. For technical assistance, or support, for this course, please refer to the Technical Support link in Blackboard.

- **Deportment:** Because this course is a sophisticated graduate course, most of what you learn will result from your active involvement in each class activity. Effective on-line communication requires keeping messages concise and clearly written. Most ideas can be stated in a couple of paragraphs, although sometimes a longer message may be needed to develop your thoughts adequately. Just as you are expected to know and practice academic civility and UTEP policies, 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.

*** 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. 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 written assignments are written without spelling or grammatical errors and in clear, professional prose.

You should keep a copy of every assignment. Keep all returned assignments until grades are posted at the end of the semester in case you have any questions. 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.
I will read and respond to Blackboard discussions once or twice each week. For other assignments, you can expect personal, written feedback via a private e-mail message generally within 48 hours.

- **Discussion Board Participation:** The discussion board conversations are an important part of this course as you share your questions and insights with others in the class. The number of posts vary per week so please check Blackboard for that week's assignments. Remember, the discussions will be on a variety of topics from the readings to videos to your personal philosophical statements. I will be reading the boards regularly and commenting as well. Original posts should be between 350 and 450 words long. Responses to classmates’ posts should be between 150 and 250 words for full credit.

- **Special Help:** Because this is a graduate-level class, you should possess those communication skills (reading, writing, listening, speaking, thinking, viewing, and visually representing) and computer skills that are necessary for you to express your thoughts in effective language and also complete those assignments requiring computer technology. I can and will respond much more quickly to E-mail inquiries than to telephone messages. Please put MLS 5300 or TED 5319 in the subject line so I can more quickly identify your email as from class.

**Disabled Student(s):** If you have or believe you have a disability which may affect your ability to perform successfully in this course, you may 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.
NOTE: All times are in Mountain Daylight Time. Please adjust accordingly if you are in a different time zone.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Video Introduction</strong></td>
<td>Post by Friday, June 2, 2017, 23:59 MDT.</td>
<td>5</td>
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<tr>
<td></td>
<td>Comment on every classmates' video by</td>
<td></td>
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<tr>
<td></td>
<td>Sunday, June 4, 2017, 23:59 MDT.</td>
<td></td>
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<tr>
<td>My visual introduction is posted on Blackboard</td>
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<td>so you'll know something about me.</td>
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<tr>
<td><strong>Reading and Blackboard Discussions</strong></td>
<td>Complete each reading and post your comments by Friday, 23:59 MDT of the week due.</td>
<td>54 points total for nine discussion assignments (3 points for your posting of each week’s discussion and 3 points for your comments on classmates’ postings. I consider them equally important.)</td>
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<tr>
<td></td>
<td>Post your responses to classmates' posts by</td>
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<td></td>
<td>Sunday, 23:59 MDT immediately following the Friday due date.</td>
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<tr>
<td>Write 350 - 450 word posts. Note each week</td>
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<td>whether there are one or two separate posts</td>
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<td>required.</td>
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<td>In addition to the specific questions listed on</td>
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<td>each week’s reading/writing assignment, you</td>
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<td>may include ideas from the questions below:</td>
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<td>- What do you think are the most important</td>
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<tr>
<td>points of the chapter?</td>
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<tr>
<td>- What is the most interesting point to you?</td>
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<td>- What points do you disagree with or find</td>
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<tr>
<td>difficult to understand?</td>
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As you can see, this is over half your grade in this class so clearly I consider the postings and responses to classmates’ postings essential to learning and success in this class. Compose them thoughtfully and in a manner that
- Do you have any additional questions about the concept that you would like to ask?
- How does this concept relate to other things we have read this semester?
- How does this concept relate to leadership encounters you have experienced?

Then, comment on at least two of your classmates’ statements with a 150 – 250 word response to each.

**Leadership Philosophical Statement** - It is critical that leaders reflect deeply on their personal leadership beliefs and be able to clearly articulate those beliefs to others. You will develop a personal statement of leadership throughout the course with interim questions, prompts, and deadlines leading to a final, polished statement due at the end of the course. Throughout the semester, revisit and revise your draft as your thinking develops and evolves. At the end of the semester, you should submit a well-thought out and well-written, succinct statement of your leadership philosophy of 300 – 500 words.

First draft for peer and instructor review due June 23, 2017, 23:59 MDT, posted on the Blackboard website with up to 3 questions you would like specifically addressed.

Final Statement due Friday, July 14, 2017 by 23:59 MDT posted on the Blackboard website. 5

**Group Book Review** – Select, as a group, and read a book from the Suggested Reading List (posted on the Home Page of the Blackboard site) or another leadership book that you have not previously read and the instructor pre-approves. You may certainly start looking at book options prior to the group assignments so that you can have some suggestions ready for your group (15 points total).

Instructor will create groups of 3 - 4 students for the Group Book Review. Groups will be posted on Blackboard by Friday, June 9, 2017, 23:59 MDT.

Final book selection by June 16, 2017, 23:59 MDT on Blackboard with photo of book cover and 25 – 50 words from each member of the group on what you hope to learn from that particular book. 5
**Part 1.** Post a video introduction of the book with each member of the group included on camera between 120 and 180 seconds sharing his/her thoughts about the book. At the same time, post a one page guide of the book that the rest of the class can use as an overview of the book. Feel free to be creative.

**Part 2.** Post a narrated power point of no more than 12 slides review of the book. Included in the power point should be embedded videos of each member of the group on camera.

| Practice Exam Questions – Think of a situation in which you have been a leader of a team. Select three of the questions and answer them in the context of Team Leadership using information from the Northouse reading. Each answer should be 200 – 300 words with the question written in bold at the top of your response | Video Introduction of the book and one page flyer due on Blackboard June 30, 2017 by 23:59 MDT. | 5 |
| Final examination - You will be given five questions from which you will select three to answer combining what you have learned in the course with your own personal leadership circumstance and future professional goals. Each answer is expected to be between 400 and 600 words in MSWord.doc or compatible format. APA style. Double spaced, 1 inch margins. | Narrated power point posting on Blackboard due July 21, 2017 by 23:59 MDT. | 5 |
| | Due Friday, July 21, 2017, 23:59 MDT | 6 |
| | Final exam questions released: Saturday, July 22, 2017 by 23:59 MDT. | |
| | Final exam questions posted on Blackboard: Friday, July 28, 2017 by 23:59 MDT. | 10 |

**Total** | **100** |
Grading & Requirements:

A grade of “Incomplete” (I) will only be given with pre-submitted, pre-approved, documented evidence of inability to complete the course work on-time. This very detailed syllabus is designed to assist you with time management in order to complete the work in a timely and quality manner.

- **Grading Scale:**
  - A = 90 - 100%  Excellent
  - B = 80 - 89%   Superior
  - C = 70 - 79%   Competent
  - D = 60 - 69%   Below competent
  - F = 0 - 59%    Failing

- **Grading Rubrics:** Detailed assessment rubrics for oral and written assignments are on the course Blackboard site.