

**Dimensions of Leadership 4431F
Leadership in the 21st Century
School of Leadership & Social Change**

CONTACT INFORMATION

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Office Hours: Mondays 12:00 – 2:00 PM
 Tuesdays 12:00 – 2:00 PM

CLASS INFORMATION

When: Tuesdays 2:30pm – 5:30pm
Where: BR-302A
Website: <https://owl.uwo.ca/portal>

COURSE DESCRIPTION

This senior undergraduate seminar is the capstone course of the Dimensions of Leadership major at Brescia and provides students with the opportunity to delve deeply into the field of leadership studies. In collaboration with colleagues and the professor, course participants select, develop and refine a research paper on a topic relevant to leadership studies. Constructive commentary will be offered and received within a weekly seminar structure by all course participants within an intentionally created scholarly community.

BRESCIA UNIVERSITY COLLEGE INSTITUTION-LEVEL COMPETENCIES

Brescia's overarching goals are to foster the development of leadership among our students and to provide an academically superior university education. The competencies articulated as central to a Brescia education provide to our students the tools they need to lead with wisdom, justice and compassion. As a university college we value academic excellence and the mastery of the scholarly knowledge in students' chosen areas of study.

1. **Communication:** The ability to exchange information and meaning across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communicate, as well as the ability to use current or innovative media.
2. **Critical Thinking:** The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.
3. **Inquiry and Analysis:** The ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.
4. **Problem Solving:** The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.
5. **Self Awareness and Development:** The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.
6. **Social Awareness and Engagement:** The ability to respect and be open to diversity (e.g. cultural, religious, political) and social justice. Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.
7. **Valuing:** The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions.

LEARNING OBJECTIVES

By the end of this seminar, course participants will be able to:

1. **Synthesize and integrate** the cumulative interdisciplinary knowledge gained from prior courses in the Dimensions of Leadership program as well as other relevant courses that relate to leadership studies (inquiry & analysis; critical thinking);
2. **Further refine** their ability to think critically about scholarship dealing with theories and their application to leadership (inquiry & analysis; critical thinking; problem solving);
3. **Demonstrate**, through traditional scholarly writing, an appreciation of the various assumptions and perspectives that inform the field of leadership studies (communication; valuing);
4. **Develop skills** associated with collegial interactions, including the ability to critique colleagues; work in a way that is constructive and encouraging (problem-solving; communication; self-awareness & development; social awareness & development); and
5. **Contribute** actively to the production of new knowledge in the field of Leadership (communication).

LEARNING ENVIRONMENT

Students and the professor will meet weekly as a scholarly collective whose interest is in enhancing the research and writing skills of each course participant. Each week, in a round table format, students will present the current state of their research and provide others with constructive commentary. The course schedule has been designed to keep students on pace to complete a comprehensive essay at the end of the term. As such, the weekly topics will transition from initial conversations about research interests, to conversations about reading activities, and then into conversations about writing activities.

COURSE MATERIALS

Required Textbook:

Huff, A. S. (1999). *Writing for scholarly publications*. Thousand Oaks, CA: Sage Publications, Inc.

Supplemental Textbooks:

Muller, J. (2015). *Writing in the social sciences (2nd ed)*. Don Mills, ON: Oxford University Press.

Northey, M., & McKibbin, J. (2015). *Making sense: A student's guide to research and writing (6th ed.)*. Don Mills, ON: Oxford University Press.

COURSE PREREQUISITES AND ANTIREQUISITES

Dimensions of Leadership 1031 or permission of the Coordinator of Leadership Studies is a prerequisite.

EVALUATION

Component	Timing	Weight	Course Learning Outcome	Brescia Competencies
Leader personal narrative	bi-weekly	5%	1, 3	5, 7
Research Paper				
- Annotated bibliographies	weekly 3-7	5%	2	2, 3, 4
- Introduction	week 5	5%	2, 3	1, 2, 3, 4, 7
- Literature review	week 7	10%	1, 2, 3	1, 2, 3, 4, 7
- Proposition(s)	week 9	10%	1, 2, 3, 5	1, 2, 3, 4, 7
- Draft paper	week 11	10%	1, 2, 3, 5	1, 2, 3, 4, 7
- Final paper	week 13	30%	1, 2, 3, 5	1, 2, 3, 4, 7
- Peer review of draft paper	week 12	10%	2, 4, 5	1, 2, 3, 4, 5, 6, 7
- Presentation	week 13	10%	4, 5	1, 4, 5, 6

Participation in Learning <ul style="list-style-type: none"> ○ presentation of own work ○ commentary of others' work 	weekly weekly	See below	1, 2 1, 2, 4	2, 3, 4 1, 2, 3, 4, 5, 6
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Students must complete **all elements of evaluation** in order to receive a passing grade in the course. There will be no re-weighting of components within the course unless a student has received an academic accommodation. Please note that **grades cannot be adjusted on the basis of need**. Your mark in the course will be the mark that you earn based on your demonstrated understanding of the course content. Extra credit assignments are not available. Once a student has handed in an assignment, she is committed to the mark earned. Late assignments will not be accepted without an academic accommodation.

Evaluation Component Descriptions

Students will be provided with detailed assignment descriptions and grading rubrics on the course site on OWL under "Assignments" as well as in class discussion of the assignments. All assignments must be submitted online through OWL by the due date.

Leader Personal Narratives – 5%

Each student will submit their personal reflections on a different set of questions for each narrative. Students will discuss their reflections in class within personal comfort level. All discussions must remain confidential.

Research Paper

The research paper will address a topic on leadership and be about 4000 words long (about 12 double-spaced pages) excluding any references and will be reviewed by two peers as well as presented to the class.

Annotated Bibliographies – 5%

Each of five submission will include two annotated bibliographies for your topic using the following template <https://owl.english.purdue.edu/owl/resource/614/01/>

Introduction – 5%

Each student will present their topic and research question as well as why this is an important area to study and broadly what we know about the topic. In addition, the student will include their motivation to study this area of interest. The introductory paper will be about 2 pages, double spaced, 1 inch margins, Times New Roman, 12 pt. and presented in class. Good introductions:

Engage the reader - anecdote, statistic, personal reflection, etc.

Include two constructs being studied - may need to define them

Identify the thesis - how do these two constructs relate

Explain the lens by which you are looking at the thesis

Describe the contribution to which conversation (which discipline, which literature) you hope to make

Literature Review/ Statement of Fact – 10%

Each student will present a statement of facts or background relating to their paper to the class. The background paper will be about 750 to 1000 words and presented during class.

Propositions/ Arguments – 10%

Each student will also present a paper containing the arguments which form the basis for the analysis section of the final paper. The arguments paper will be about 1000 words long. The propositions will also be presented in class.

Draft Paper -10%

Inclusive of all elements of the full research paper

Peer Review of Draft Seminar Paper – 10%

Each student will provide a commentary, both written and verbally in class, on the quality of two assigned draft papers. Students will submit a first draft of their report to be reviewed by a peer. The reports will then be discussed

in class, providing group feedback before the student submits their final paper. Each person will review two of their peer's papers and be responsible for providing feedback in class. Students will then have an opportunity to make revisions before submitting a final paper. The draft and final papers as well as the peer reviews **MUST** be submitted on the course site on OWL under "Assignments." The commentary will be about 1,000 words long (or three doubled spaced pages) and be presented to the class immediately after the presentation of seminar paper.

Full Research Paper – 30%

Inclusive of all elements of the full research paper with evidence of incorporation of peer feedback where appropriate.

Final Presentation – 10%

Presentation of the research paper using typical scholarly presentation format.

Participation in Learning

Contribution by each and every course participant is a cornerstone of any effective learning experience. Active class involvement augments the learning experience, increases assimilation of material and stimulates the level of class discussion. The expectation is that you contribute not only for your own learning but to the learning of your classmates. In this course this includes weekly discussions about your own research as well as responding to others' research. The grade awarded for class participation will be "satisfactory" or "unsatisfactory" and will reflect attendance, evidence of preparation and participation in weekly readings and/or assignments. Where class participation is "Satisfactory," the final grade will be the *same* as that awarded for the other forms of evaluation. Where class participation is "Unsatisfactory," the final grade will be one grade *lower* than that awarded for the other forms of evaluation. For example, a grade of "B" in the evaluative components of the course, taken together with a grade of "Satisfactory" in participation will result in a final grade of "B." A grade of "B" in the course components, taken with an "Unsatisfactory" will result in a final grade of "C+" for the course. We may also use the discussion board on the course site on OWL as a way to augment our discussions held during class but not as a substitution. If you have difficulties with participating in class, please make an appointment with me to discuss – sooner rather than later.

The class contribution portion of your grade will be determined by your contribution to the learning of the class. The evaluation will be based not only on how frequently you speak in class, but more importantly, by the quality of what you say and how well you listen and respond to others. High-quality contributions include: starting a class discussion with sound analysis, synthesizing class discussions, summarizing and moving class discussions ahead, giving constructive criticisms or building on others' ideas, substantiating one's views persuasively and logically, responding to others' critiques with reasoned rebuttal, graceful acceptance of new ideas, presenting well thought-out recommendations, recalling and sharing relevant experiences, being respectful and non-judgmental towards your classmates' opinions. Respect for the course and each other are essential.

In order to achieve a rating of 'satisfactory', you must come to each seminar meeting having read in advance any material to be discussed and being prepared to discuss it. I wish to avoid the situation where a student prepares, perhaps extensively, for his/her own presentation and commentary, but otherwise is very passive in seminar sessions. By the end of the semester, you should have contributed to the discussion frequently enough for me to recognize that you have prepared for class in advance by considering any circulated material.

Unsatisfactory contributions include: being absent from class without excuse, being unprepared for class, offering poorly thought-out analysis, personally criticizing classmates, being close-minded, disrespectful, or otherwise disruptive. These behaviours will lead to an "unsatisfactory." While attendance at all sessions in this course is expected, circumstances may arise which make it impossible for you to attend, e.g. illness. As a professional courtesy you are expected to advise me in advance of your absence and provide an explanation via messaging on OWL. Under University regulations, your professor can determine at what point absenteeism has become excessive (generally 25% of scheduled class time) and approach the Dean who may prevent you from writing the final paper, making it very difficult to pass the course. After missing three classes, you and I will meet to discuss how to ensure attendance at the remaining classes.

CLASS SCHEDULE

A tentative schedule for this course is posted on OWL. There may be departures from this list as some topics take up more (or less) time than is scheduled. Following this schedule is the responsibility of each student. Please

check OWL regularly for information, lecture notes, reading and announcements regarding any changes to the class plan for the following week. Please bring your readings, reflections and narratives to class for discussion.

Students should anticipate spending a minimum of 3 -5 hours per week preparing for classes, completing readings, case and exercise memos, as well as studying for tests.

CLASS ETIQUETTE

Student Use of Technology in Class

Talking privately with classmates or using your computer during class for non-class related activities is distracting for others, is not conducive to your own learning and is disrespectful to the instructor. Please ensure your phones are turned OFF prior to entering the classroom and place them inside a bag.

I welcome the use of laptops in the classroom as long as they are used for class related purposes. Recent research has shown that laptop use in class for non-education related purposes is negatively related to academic performance. **That is, grades decline when you use laptops in the classroom for non-educational tasks.** Additionally, students find other students use of laptops in the classroom the number one source of interference with their ability to learn (Fried, 2008). As a result, if I find a student using a laptop for **non-class related activities**, I will ask them to close the laptop for the remainder of the class or until a class exercise requires the use of the laptop.

Research also shows that texting substantially reduces academic performance. Researchers asked half the students in an accounting class to text their professor three times, while the other half was requested to refrain from texting. Students were then tested at the end of the lecture on the contents of the lecture. **The students who texted scored 16% points lower than those who did not text.** (Ellis, Daniels & Jauregui, 2010). As a result, if I find a student texting I will ask them to put their cell phone away. **Texting in class may result in a “-1” on class participation for that class.**

Fried, C. (2008). In-class laptop use and its effects on student learning. *Computers and Education*, 50: 906-914.

Ellis, Y., Daniels, B., & Jauregui, A. (2010). The effect of multi-tasking on the grade performance of business students. *Research in Higher Education*, 8: 1-10.

A Note Regarding Email

Email is a useful tool for sharing news, setting up meetings or for a simple assignment clarification, but for more complex questions, a face to face meeting is best. Please make an appointment using OWL messaging (I prioritize OWL messaging over my @uwo.ca email) to discuss any personal, academic, group work or controversial issues in person, especially any concerns that you might have about your grades. I will check our course site on OWL Monday through Friday during office hours; you can expect a response within 24 hours during the work week. Over weekends and holidays I will **not** be checking OWL, so plan accordingly.

Appointments

Students are welcome to meet with the professor during the designated weekly office hours or by arranging an appointment at a mutually convenient time through the course site on OWL using its messaging option. Make sure to be on time for your appointment, have an objective for the discussion and bring a copy of your paper or exam you wish to discuss.

Privacy

To respect privacy laws, all grades will be distributed on the course site on OWL only. If a student wishes to discuss a grade, or review a test or paper, she must make an appointment with the professor to do so in person. To protect student privacy, the professor may only discuss grades with the student in question. Please do not share or compare your grades. The professor cannot share information about another student's grades, so discussions about comparison of grades between students will not be entertained.

2016-17 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

<http://www.westerncalendar.uwo.ca/2016/pg117.html> The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://www.westerncalendar.uwo.ca/2016/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.westerncalendar.uwo.ca/2016/pg113.html>

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse. The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar

(<http://www.westerncalendar.uwo.ca/2016/pg112.html>)

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western http://uwo.ca/health/mental_wellbeing/ for information including a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.