Faculty Committee on Graduate and Continuing Education

**Proposal for a New Graduate Course**

<table>
<thead>
<tr>
<th>Department:</th>
<th>Department of Communication</th>
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<tbody>
<tr>
<td>Graduate Program:</td>
<td>Master of Arts in Communication</td>
</tr>
<tr>
<td>Course Number &amp; Title</td>
<td>COMM 569: Leadership Communication</td>
</tr>
<tr>
<td>Total hours/week:</td>
<td>03</td>
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<tr>
<td>Number of Credits Lectures:</td>
<td>03</td>
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<td>Lab: 00</td>
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Will this course be cross-listed with an undergraduate or other graduate course?  
☐ YES  × NO

*If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.*

**Course will first be offered** Fall 2011

**Catalog description** (Please limit to 50 words):

A survey of theories and research in leadership communication, including interpersonal, group, organizational, and mediated contexts.

**Prerequisites (or other restrictions):**

N/A

**Rationale/justification for course (consider the following issues):**

The major objectives of the course are: to appreciate concepts and theories that explain the dynamics of leadership, to understand the fundamental role of communication and persuasion in the leadership process, to observe and analyze specific leadership situations and the associated communication behaviors, to understand that effective leadership is a foundation for organizations and groups, to gain insights about leadership styles, approaches and goals of leaders, and to recognize that leadership is both art and science.

This course has been taught as a special topics course and successfully served as an elective course for our “professional track” students. Through student feedback and review of program electives, it was determined that this course would be best offered as a recurring elective course rather than a special topics seminar.

**Are other departments affected by this course?**  ☐ YES  × NO

*(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)*

**Is this course part of a joint program?**  ☐ YES  × NO

If yes, at what institution?

**Method of teaching:** lecture and discussion

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

This will be one elective course among several such courses in the department's graduate program. No meaningful enrollment shift is anticipated.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.

Several faculty colleagues in the department are qualified to teach this course. The course previously has been offered under a seminar number, with no challenge where departmental staffing is concerned.

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff

None. Multiple graduate faculty members in the Department of Communication are qualified to teach this course.

b. Budget

None. The department has the resources needed to support this course.

c. Library

None. The extant communication library budget provides sufficient support for the necessary serials and monographs relevant to this course.

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

If more space is needed for any section, please attach additional sheets to this form.
Signature of Program Director:  
Signature of Department Chair:  
Additional Chair’s Signature*:  
Signature of Schools’ Dean:  
Additional Schools’ Dean Signature*:  
Signature of the Provost:  
Signature of Budget Director**:  

*For interdisciplinary courses.

**Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education  
Date: 2/22/10

Signature of Chair of Grad Council:  
Signature of the Faculty Secretary:  

Date: 2/23/2010

Date: 3/24/2010

If more space is needed for any section, please attach additional sheets to this form.
COMM 569: Leadership Communication  
Fall 2011  
Class Location: NORT 108

Professor: Dr. Amanda Ruth-McSwain  
Main Office: 7 College Way, Room 301  
Phone: 953.5783  
North Office: Bldg. B, Suite 102  
Phone: 760.5879  
E-mail: ruthmcswaina@cofc.edu  

Office Hours:  
□□□□TH from 1:30 p.m. until 3:30 p.m. (North)  
□□□□W from 10:00 a.m. until 11:30 a.m. (Virtual)  
and by appointment

COURSE DESCRIPTION  
Leadership is the ability to influence a group of people toward a common goal. In this course students  
will increase their own leadership capacities through feedback, reflection and practice. Students will use  
readings, role plays, experiential exercises, and self-reflection, as well as focused coaching and feedback,  
to optimize their own leadership capabilities. Course deliverables include: active participation in your own  
leadership growth during the semester and a written packet that summarizes your reflections and  
experiences around leadership during the course. Therefore, through a balance of theory and application,  
COMM XXX emphasizes applied leadership principles with ample opportunities for developing and  
practicing your skills through dialogue, class exercises, team projects, and self-assessments.

COURSE OBJECTIVES  
This graduate seminar will examine concepts related to leadership communication. This course will  
emphasize understanding, applying, and developing leadership communication concepts and strategies  
through cases, readings, discussion, and observation. Upon completion of this course, students will be  
able to:  
• Appreciate concepts and theories that explain the dynamics of leadership  
• Understand and analyze personal leadership style  
• Understand the fundamental role of communication and persuasion in the leadership process  
• Observe and analyze specific leadership situations and the associated communication behaviors  
• Understand and appreciate the important link between leadership and organizations  
• Understand that effective leadership is a foundation for organizations and groups  
• Understand the role of leader-follower relationships in leadership development  
• Gain insights about leadership styles, approaches and goals of leaders  
• Internalize the leadership characteristics that define effective leaders  
• Recognize that leadership is both art and science

COURSE INSTRUCTION AND EXPECTATIONS  
Lectures, discussions, and individual and group exercises will be used to present leadership  
communication literature and engage students in the practical application of leadership concepts and principles. Guest speakers, case studies, and group scenarios will reinforce key tenets of leadership communication and allow students to learn from simulated experience.

Course grades will be assigned on the basis of the following three criteria:  
➢ Class participation  
➢ Completion and quality of assignments  
➢ Examination performance

COURSE ASSIGNMENTS  
Class Participation  
Reading Reflection Questions  
Book Review  
20 points  
50 points  
75 points
Movie Groups 50 points
Leader Profile 150 points
Personal Leadership Packet 200 points
Final Exam 100 points

Class participation – As with most graduate seminar classes, you will be asked to read a substantial amount of material before class so you can discuss the material during class. Throughout the course, you will be expected to contribute your experiences, opinions, and questions to the discussions. There will be in-class participation exercises that will apply concepts from the assigned readings. If you do not read, you will not be able to contribute to the discussion and/or complete participation exercises.

Reading Reflection Questions – Each week you will be responsible for sending Dr. Ruth questions or comments that have emerged from your reflection of the assigned readings. Reflection questions or comments may include personal experiences related to the readings, questions for clarification of material presented in the readings, or agreement/disagreement with concepts presented in the readings. Reflection questions/comments will be used to facilitate classroom discussion and must emailed by noon on Tuesdays.

Book Review - Each student will be responsible for selecting and reviewing one book related to leadership (autobiographies/biographies are acceptable). The goal of your review is to concisely summarize and evaluate the book related to the leadership concepts and theories presented in the book. Attention should be given to the leadership concepts learned while reading the book and how you will/will not apply those concepts to your own leadership style.

Movie Groups – At the beginning of the semester, you will be assigned a movie group. Each group will be assigned to watch a movie that relates to a topic of leadership. Following the movie review, the group will discuss the leadership concepts presented in the movie and then present those concepts to the class the following week. Group movie presentations will last approximately 20 - 30 minutes and demonstrate the lessons learned in leadership by showing clips from the movie, developing classroom exercises, utilizing small group discussion, sharing additional case studies, etc. (Note: the movie will relate to the readings assigned each week). The movie schedule is displayed on the course schedule.

Leader Profile (communications focus) – Each student should select a leader that he or she believes exemplifies outstanding leadership. This individual may be a leader in any context (for example, social, religious, political, business, education, or sports). The leader, however, must be someone who will grant a personal interview. The student must contact the individual and arrange an interview in order to meet the requirements of this assignment. Ideally, it would be helpful if you could also spend some time observing the leader in his or her work setting and talk to the leader’s coworkers, supervisors, and subordinates. In your interview, try to learn as much as possible about the person’s leadership style. Although the questions you ask will ultimately be reflective of the leader you are profiling, the following list of questions might be helpful in planning for your interview.

- Tell me about your career path (background, education and experience)?
- What is your definition of leadership?
- In your opinion, what does a leader do that distinguishes him or her from others?
- What is your personal philosophy of leadership?
- What skills have you acquired that have been most helpful to you as a leader?
- How would you characterize your style of leadership?
- Who have been influential people for you in terms of leadership?
- How did you learn leadership?
- What are some of the most important lessons about leadership that you have learned?
- What do you think is the most difficult aspect of being a leader?
- How have you worked to prepare yourself to lead in a global environment?
What do you think is most helpful in leading a diverse workforce?

What advice would you offer for leaders of the future?

The data collected in your interview and observations should be used to develop a leadership profile case. During the final two weeks of the course, all leadership profiles will be analyzed for common themes and compiled into a class research paper that will be submitted to an academic conference.

**Personal Leadership Packet** – The leadership packet consists of several different assignments that are intended to help you develop as a leader. Over the course of the semester, the leadership packet will grow and evolve as your knowledge and appreciation of leadership grow and evolves. The packet will include the following items:

**Leadership Definition** – your own definition of leadership that resonates for you.

**Leadership Assessment** – a 360-degree assessment of your strengths and weaknesses as a leader (3 colleague/peer assessments and personal assessment).

**Action Plan** – Based on your Self-Assessment and the results from the 360-degree feedback, you will create an Action Plan, a plan to improve specific areas of your leadership abilities during this course. Your plan need to state both what aspects of leadership you wish to improve and where you will practice these new leadership skills and to what ends. You can focus on one large opportunity (such as running an organization) or a multiple smaller opportunities (study groups, class projects, your best friend’s wedding). At the end of the course you will hand in a written report of your Action Plan.

**Journal** – You are expected to keep a Journal where you document leadership moments you encounter. This Journal is where you will record and analyze your own leadership opportunities through the lens of your Action Plan: what I did well, what I might have done differently. For example, if your Action Plan calls for you to improve your ability to drive rapid decisions, you should record each such opportunity you encounter and how you respond to that opportunity. The Journal is your scrapbook of leadership in the raw. You may also find it helpful to record other people’s leadership examples (good and bad) that you observe or read about. *(Alternate to Journal – if you wish to substitute a different leadership activity for the Journal, you must get permission from the Instructor prior to September 9th)*

**Final Exam** – At the end of the semester, you will be tested on your comprehension and ability to apply the concepts from class discussion and course readings through a take-home final exam.

**GRADING**
Course grades will be assigned based on the following scale:

A = 90 to 100 pts  
B+ = 87 to 89.99 pts  
B = 80 to 86.99 pts  
C+ = 77 to 79.99 pts  
C = 70 to 76.99 pts  
F = below 70 pts  
I = Incomplete (for extreme, documented cases)

**COURSE MATERIALS**

**Required:** There are two required texts for this course; both can be purchased from the CoC bookstore.


Additional course readings, consisting of journal articles, web articles, and book passages, will be available through WebCT or provided by the instructor.

**ATTENDANCE**

Success in this course is highly dependant on attendance and class participation. Therefore, students are required to attend class and to be in class on time. Please do not enter the classroom if you are more than 15 minutes late. Only documented doctor’s excuses or CoFC-approved activities will be excused. These attendance guidelines are extremely important for the successful completion of this course.

**LATE ASSIGNMENT POLICY**

There will be no make up of presentations, assignments, or in-class activities. No late work will be accepted without advanced notice and arrangements. Work that is turned in after the due date will be penalized one letter grade each day it is late thereafter.

**CLASSROOM ENVIRONMENT**

Educators and learners are professionals guided by specific values and engaged in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality, and regular attendance. In addition to the knowledge and skills you attain throughout this course, you will be evaluated on your growth as a professional communicator. Professional characteristics on which you will be judged include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and class interaction, attendance and participation is crucial to your success. In addition, as professionals you are expected to be respectful of the work environment, which includes turning off all cell phones before entering the classroom.

**HONOR CODE**

As professionals, you are to be familiar with the policies set forth in the College of Charleston Graduate Student Handbook. Should I suspect that these policies have been broken in any way, I will immediately turn to the College Honors Board. If you are caught cheating (plagiarism, dishonorable testing, etc.) you will receive a zero on the assignment. If you are caught on a repeated offense, you will fail the course.

**DISABILITY ACCOMMODATIONS**

Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with Dr. Ruth during the first two weeks of class. Please recognize that I cannot accommodate you if you do not notify me in advance.

**COURSE SCHEDULE**

* See WebCT reading list for additional, weekly reading assignments.

**Week #1**
INTRODUCTION TO COURSE; What is leadership discussion

**Week #2**
LEADERSHIP ACROSS THE DECADES
Read: *Leadership,* Chapter 1

**Week #3**
LEADERSHIP COMMUNICATION STYLES
Read: *Leadership,* Chapter 2; *Secrets,* Chapter 1-2
Movie: *Remember the Titans*

**Week #4**
SITUATIONAL & FUNCTIONAL LEADERSHIP
Read: *Leadership,* Chapter 3; *Secrets,* Chapter 3
**Movie:** Dave

**Week #5**
TRANSFORMATIONAL & CHARISMATIC LEADERSHIP
*Read:* Leadership, Chapter 4; Secrets, Chapter 4
*Movie:* Stand and Deliver or Braveheart

**Week #6**
LEADERSHIP, POWER and INFLUENCE
*Read:* Leadership, Chapter 5 and Chapter 6
*Movie:* The Lord of the Rings: Fellowship of the Ring; 12 Angry Men

**Week #7**
RESEARCH WEEK
*Assigned:* Conduct leadership profile interviews

**Week #8**
FALL BREAK

**Week #9**
COMMUNICATING LIKE A LEADER
*Read:* Great Communication Secrets of Great Leaders

**Week #10**
LEADERSHIP IN GROUPS: MEETINGS
*Read:* Leadership, Chapter 7
*Movie:* Thirteen Days
*Assigned:* 360-degree assessments due (peer & personal)

**Week #11**
LEADERSHIP IN ORGANIZATIONS
*Read:* Leadership, Chapter 8
*Movie:* Startup.com

**Week #12**
PUBLIC LEADERSHIP
*Read:* Leadership, Chapter 9
*Movie:* The Insider

**Week #13**
LEADERSHIP and DIVERSITY
*Read:* Leadership, Chapter 10
*Movie:* Tea with Mussolini

**Week #14**
ETHICAL LEADERSHIP
*Read:* Leadership, Chapter 11
*Movie:* The Godfather

**Week #15**
LEADERSHIP DEVELOPMENT
*Read:* Leadership, Chapter 12
*Movie:* The Big Kahuna
*Assigned:* Leadership Profile due

**Week #16**
READING DAY: COURSE WRAP UP & PICK UP FINAL EXAM
*Assigned:* Book Review and Leadership Packet due

**FINAL EXAM (take home) due on ---------**

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Suggested Reading List for Book Review
The Leader’s Companion (Thomas Wren, Ed.)

On Leadership (John Gardner)

The Courageous Follower (Ira Chaleff)

The Leadership Challenge (James Kouzez and Barry Posner)

Stewardship (Peter Block)

Servant Leadership (Robert Greenleaf)

Lincoln on Leadership (Donald T. Phillips)

Primal Leadership (Daniel Goleman, Richard Boykatsis, and Ann McKee)

Leadership on the Edge (Dennis Perkins and associates)

Meeting the Ethical Challenges of Leadership (Craig Johnson)

Leadership the Eleanor Roosevelt Way (Robin Gerber)

Focus on Leadership (Larry Spears, Ed.)

Global Leaders for the 21st Century (James Marquardt and Nancy Berger)

Leadership and the New Science (Margaret Wheatley)

The Nature of Organizational Leadership (Stephen Zaccaro and Richard Klimoski, Eds.)

Creative Communication (Craig Johnson and Michael Hackman)

The Future of Leadership (Warren Bennis, Gretchen Spreitzer, and Thomas Cummings, Eds.)

Transforming Leadership (James MacGregor Burns)

Leading Teams (J. Richard Hackman)

When Teams Work Best (Frank LaFasto and Carl Larson)

Developing Potential Across a Full Range of Leadership (Bruce Avolio & Bernard Bass, Eds.)

Leading Organizations (Gill Robinson Hickman, Ed.)