

**EDLD 2000 – 101**  
**EXPLORING LEADERSHIP IN A CHANGING WORLD**  
**3 SEMESTER HOURS (Fall 2023, CRN# 45330)**

\*\*\*\*\*

**Western Michigan University**  
**Department of Educational Leadership, Research and Technology**  
**Undergraduate Minor in Leadership for Social Change**

**\*\*\*Western Essential Studies (WES) Level I: Foundations – Oral and Digital  
Communication\*\*\***

*We would like to acknowledge that Western Michigan University is located on lands historically occupied by the Ojibwe, Odawa and Bodewadmi nations. Please take a moment to honor this ancestral land of the Three Fires Confederacy, the sacred lands of all Indigenous peoples and their continued presence.*

- WMU Land Acknowledgement Statement

**Instructor**

D. Eric Archer, PhD, CCLS  
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Personal pronouns: he/him/his

[Schedule an Appointment with Dr. Archer](#)

**Office Hours**

Mondays, 4:30-6:00 pm (online); and by appointment (online or in-person) – the best way to contact the instructor outside of office hours is by email!

**\*\*\*Office Hours Begin on September 18, 2023\*\*\***

The instructor is available for office hours online through Microsoft WebEx (access the meeting site at this link: <https://wmich.webex.com/meet/eric.archer>). The above office hours are subject to change based on the instructor's personal and professional meeting and travel schedule. In addition, students may request, in advance, to meet with the instructor in-person in his office in Sangren Hall and he will be happy to accommodate such requests.

If the instructor is not available during a regularly scheduled office hours session, he will communicate this to students through E-learning.

### **Class Location, Meeting Date and Time**

This HYBRID course will meet in 4320 Sangren Hall on Wednesdays from 6-7:50 pm on the following dates:

- September 13, 2023; September 20, 2023; and September 27, 2023
- October 11, 2023; and October 25, 2023
- November 8, 2023; and November 15, 2023

### **Required Textbook**

\*Komives, S. R., Lucas, N., & McMahon, T. R. (2013). *Exploring leadership: For college students who want to make a difference* (3<sup>rd</sup> ed.). Jossey-Bass. (ISBN: 978-1118399477).

\*The above required course textbook is available online as an eBook through the Western Michigan University Libraries. You need assistance with accessing the eBook, please contact education librarian, Brad Dennis, at [bradford.dennis@wmich.edu](mailto:bradford.dennis@wmich.edu).

\*\*\*Students will also be expected to purchase an online code for the CliftonStrengths online assessment. The cost of this code is \$24.99\*\*\*

### **Required Supplemental Learning Resources**

The instructor will provide several additional *required* learning resources (readings, videos, etc.) throughout the semester to support course topics. Students can access these additional resources on WMU E-learning or through WMU Library's Course Reserves. The instructor will post due dates for all additional learning resources on E-learning while also expecting students to find supplemental materials (news stories, media, outside readings, etc.) that contribute to in-class and online discussions.

Below is a list of **required** supplemental readings the instructor intends to utilize in addition to the required textbooks listed above. Please note that the instructor may choose to require other materials in addition to what is listed below:

Armstead, C., Bierman, D., Bradshaw, P., Martin, T., & Wright, K. (2017). Groups vs. teams: Which one are you leading? *Nurse Leader*, 14(3), 179-182.

Cunliffe, A. L., & Eriksen, M. (2011). Relational leadership. *Human Relations*, 64(11), 1425-1446.

Dimitrov, A. (2017). Political leadership in times of crisis: Theories and models worthy for our changing world. *Journal of Comparative Politics*, 10(1), 25-39.

Fleener, K. (2016). The power of relational leadership. *Strategic Finance*, 97(12), 17-18.

- Larson, L., & DeChurch, L. A. (2020). Leading teams in the digital age: Four perspectives on technology and what they mean for leading teams. *The Leadership Quarterly*, 31(1), 101377.
- Martin, A., & Ernst, C. (2005). Leadership, learning and human resource management: Exploring leadership in times of paradox and complexity. *Corporate Governance*, 5(3), 82-94.
- Northouse, P. G. (2019). *Leadership: Theory and practice* (8<sup>th</sup> ed.). SAGE Publications, Inc. (Chapter 1)
- Palanski, M. E., & Yammarino, F. J. (2007). Integrity and leadership: Clearing the conceptual confusion. *European Management Journal*, 25(3), 171-184.
- Searle, G. D., & Hanrahan, S. J. (2011). Leading to inspire others: Charismatic influence or hard work? *Leadership & Organization Development Journal*, 32(7), 736-754.
- Welch, D., Grossaint, K., Reid, K., & Walker, C. (2014). Strengths-based leadership development: Insights from expert coaches. *Consulting Psychology Journal: Practice and Research*, 66(1), 20-37.

### **Course Description (WMU Undergraduate Catalog)**

This course is designed to provide an introductory overview to the concepts of leadership in a changing world, including the essential role of oral and digital communication. The core of any leadership role is the ability to acquire and convey information accurately and effectively. In this course leadership is conceptualized broadly to include: knowledge of relevant theories, inventories, and history; the development of skills that allow individuals to understand themselves, and to work with diverse communities; and the ability to gather and share information effectively in a variety of ways (orally, digitally, and in writing). Finally, students will begin to practice and demonstrate their current leadership capacity in a diverse society. Information literacy, as well as oral and digital literacy, are foundational skills for effective leadership and will be explored and used throughout the course. *This course meets student learning outcomes in the Western Essential Studies (WES) Level I: Foundations – Oral and Digital Communication Category.*

### **Course Format**

Students will meet the objectives of this course through a combination of assigned readings, in-class and online discussions, class activities, and written and oral projects. This course will utilize the WMU E-learning course management system for all class requirements. Students can access the E-learning site for this course from the WMU homepage ([www.wmich.edu](http://www.wmich.edu)) or at the following address: <https://elearning.wmich.edu/>

### **Undergraduate Minor in Leadership for Social Change Program Description**

The seven critical values of the social change leadership model (2017) are: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship, and change. This model of leadership was built upon the following assumptions which are central to the development and implementation of this minor:

1. Leadership is socially responsible; it impacts change on behalf of others.
2. Leadership is collaborative.
3. Leadership is a process, not a position.
4. Leadership is inclusive and accessible to all people.
5. Leadership is values-based.
6. Community involvement/service is a powerful vehicle for leadership.

This minor provides students with basic leadership theories, experiential activities that will allow them to develop their leadership skills, and strategies for using their leadership to advocate for social change and to lead diverse teams. In addition, the minor in Leadership for Social Change challenges students to consider the role of leadership within their major disciplines of study and how they can develop as collaborative leaders within their professional fields to advocate for diverse populations and social change.

### **EDLD 2000 Western Essential Studies Level I Student Learning Outcomes (SLO)**

The student will:

1. Demonstrate effective and appropriate oral and digital communication abilities. (ORL)
2. Demonstrate and apply information literacy. (ILL)

### **EDLD 2000 Course Objectives**

The student will:

3. Reflect on their personal values and leadership style/s.
4. Discuss traditional and emergent theories of leadership.
5. Engage in critical reflection about the role of values and ethics in leadership.
6. Discuss the Social Change Model of Leadership Development.
7. Articulate competencies and skills needed for leadership in a diverse society.

### **Course Activities, Assignments, and Requirements**

#### **Introductory Letter + Syllabus Quiz (in WMU E-learning), 1 at 5 points (5%)**

*Description:* Write a brief letter to the instructor (1-2 pages, single-spaced in standard format – 12-point font) as an introduction to yourself. Please address your educational background, interests, current experiences and future aspirations as well as how you think this class will relate to your future career. You may also include anything else you consider appropriate or relevant, including a fun or interesting fact about yourself and/or any personal interests you have. **Submit your Introductory Letter through the Dropbox in E-learning no later than 11:59 pm on Tuesday, September 12, 2023.**

In addition to completing the introductory letter discussed above, students should also complete the online syllabus quiz through E-learning no later than **11:59 pm on Friday, September 15, 2023**.

### **In-Class Participation, 6 class sessions at 5 points each (30%)**

*Description:* Students will receive credit for their attendance and active participation during in-class sessions for Units 3-8. Students will receive five (5) points of credit during each class for participating in class discussions, raising questions they would like to ask, and for discussing how the content discussed in each class relates to their views on leadership and/or to their future careers. Please see the guidelines for active class attendance and participation on page six (6) of the syllabus (below). Students who miss class and/or who choose not to actively participate in class discussions during a class session will not receive participation credit for that class session.

### **Application Activities, 3 at 5 points each (15%)**

*Description.* Respond to three application activities associated with various course units. To obtain full credit, students should post a response to the discussion prompt (minimum of 500 words), as well as comment on the responses of at least TWO other classmates. Responses to the posts of others should be a minimum of 250 words and provide constructive feedback and/or ideas. The instructor will grade students on three criteria: posting on time, a developed post, and two developed responses to the posts of others. Remember: Students do not earn class discussion points simply for the total amount of answers and responses submitted nor for simply agreeing or disagreeing with a fellow classmate. Instead, move the discussion to a more complex level of understanding of the issues presented in the course to contribute to classmates' learning. Students will not earn partial credit for discussion posts. If any part of a discussion post is late or incomplete (INITIAL POST or TWO RESPONSES), the student will receive no credit for that discussion assignment. **Submit Application Activity responses to appropriate Discussion Board threads according to the schedule on the syllabus and course calendar in E-learning.**

### **Leadership Case Study Analysis, 1 at 10 points (10%)**

*Description:* Working in small groups, students will respond to one case study to demonstrate their understanding of various leadership concepts discussed in the course. The purpose of the case study analysis is to encourage students to demonstrate how they would apply leadership theory to address real-world issues. **Case study will be completed in-class on October 25, 2023.**

### **Leader Interview, 1 at 10 points (10%)**

*Description:* For this assignment, students should identify a leader; one who is in a position of leadership to which they aspire. This leader cannot be a fellow student in the course and should be someone with who the student does not have regular daily contact. The goal of this assignment is for the student to develop an understanding of the selected individual's approach to leadership, how he/she sees himself/herself as a leader, his/her approach to leading, the challenges of leading a being a leader, and what it means to be a leader in a global society. Students will need to prepare several

questions in advance of their interview based on information found in the course textbook and other learning resources from the class. Once the interview experience is complete, students should write a summary of approximately 2-3 double spaced pages of what they learned. This summary should include: 1) what surprised you; 2) how can you relate the information from your leader interview to material from the course; 3) what did you learn from this experience; 4) how can the information you learned help you to be a more effective leader in your chosen career? **Submit the Leader Interview paper through the Dropbox in E-learning by 11:59 pm on Tuesday, November 21, 2023.**

### **Digital Leadership Resource Guide, 1 at 15 points (15%) –**

**\*\*\*Assessment for ILL Student Learning Outcome\*\*\***

*Description.* Each student will develop a digital leadership resource guide for their current and/or future practice related to the leadership content learned throughout the semester. Over the course of the semester, we will be exploring a variety of resources related to leadership theory and practice. In addition to these resources, students should explore what additional campus, community, digital, or other information exists to help them in their leadership development. This assignment is intended to help students synthesize their developing leadership competencies and to create a digital resource guide that adds several additional resources beyond those examined in the class (minimum of 10 additional sources). The digital leadership resource guide should be in an ELECTRONIC format and may take the form of a web page, a hyperlinked document, an interactive infographic, a PDF, or part of the student's academic portfolio as part of their degree program. **Submit DRAFT of Digital Leadership Professional Resource Guide by 11:59 pm on Tuesday, November 21, 2023. Submit FINAL Digital Leadership Resource Guide (with revisions based on instructor feedback on draft) by Tuesday, December 12, 2023.** In your digital leadership resource guide, please incorporate the following elements:

- A recorded, oral summary of your personal philosophy of leadership and what competencies/topics we have explored in class that most resonate with you (5 minutes maximum);
- Reflection on your Clifton Strengths Inventory results (Top 5) and their connection to your personal philosophy of leadership;
- Your five favorite readings about leadership; these can be both academic and non-academic (web, magazine, news sources, etc.) but at least two must be academic and peer reviewed. Provide a paragraph summary of these readings, highlight aspects from them that are important to your personal philosophy of leadership, and discuss how you decided that these were reliable sources using information from Unit 2 on information literacy;
- A minimum of two readings related to leadership in your intended major or career field of interest. Provide a paragraph summary of these articles, highlight aspects from them that are important to your personal philosophy of leadership, and discuss how you decided that these were reliable sources using information from Unit 2 on information literacy;
- At least five campus and/or professional resources that relate to the development of leadership practice in your major and/or intended career. These can be

activities/events/workshops on the WMU campus; activities in the community; and/or professional associations and professional development activities. Please provide details on where information on these activities is listed and how individuals can take advantage of the activities (timelines, processes, websites, etc.).

This assignment is graded on the following criteria (see the *Demonstrate and Apply Information Literacy Rubric* in E-learning for additional information):

- Location & Inclusion of required elements (summary, Strengths, five favorite readings with summary, two major related resources with summary, five professional development resources)
- Evaluation of information, selecting the most appropriate resources (resources are appropriate to the topic, the types and numbers, relevant to leadership, connection to major as required)
- Synthesis of resources – summaries connect sources of information
- Creation of resources guide from a variety of sources (readings, digital, websites)

### **Personal Philosophy of Leadership PechaKucha Presentation, 1 at 15 points (15%) –**

**\*\*\*Assessment for ORL Student Learning Outcome\*\*\***

*Description:* Students will develop a PechaKucha presentation, which outlines their personal philosophy of leadership. A PechaKucha is a 20x20 presentation format that shows 20 chosen images, each for 20 seconds. You have 400 seconds to tell your story, with visuals guiding the way. PechaKucha means “chit chat” in Japanese. For more information on PechaKucha presentations, the above definition, and for examples of PechaKucha presentations, please see <https://www.pechakucha.com> (you do NOT need to pay for and use the PechaKucha template on this website – instead, you can use PowerPoint, Google Slides, etc.) and <https://paulgordonbrown.com/2014/12/13/your-ultimate-guide-to-giving-pechakucha-presentations/>). To successfully complete this assignment, each student will draw from their personal views on leadership and information discussed in the course to develop a PechaKucha presentation (with voice over recording) discussing their personal philosophy on leadership. Students will be assessed on the following items: 1) adherence to the PechaKucha format; 2) use of visuals having a connection to the content of their presentation; 3) inclusion of appropriate information from course readings; 4) overall coherence and ability of presentation to express the student’s philosophy of leadership. **Submit your presentation through the Dropbox in E-learning by 11:59 pm on Tuesday, December 12, 2023.**

This assignment is graded on the following criteria (see the *Oral and Digital Communication Rubric* in E-learning for additional information):

- Message Adaptation – message appropriate for distinct context and purpose

- Construction of message – main point/takeaway; organization; overall coherence and ability of presentation to express the student’s philosophy of leadership
- Supporting materials – inclusion of credible and appropriate sources of information from course; use of visuals having a connection to the content of their presentation readings
- Oral presentation – effective delivery techniques
- Quality of mediated presentation – adherence to the PechaKucha format, production techniques

### **Course Evaluation**

Learning Activities	Points
Introductory Letter + Syllabus Quiz	5
In-Class Participation, 6 at 5 points each	30
Application Activities, 3 at 5 points each	15
Leadership Case Study	10
Leader Interview	10
Digital Leadership Resource Guide	15
Personal Philosophy of Leadership PechaKucha	15
<b>Total</b>	<b>100</b>

### **Grading Policy and Scale**

The instructor expects quality in all products and performances and assigns grades per the following scale:

≥90 points = A      80-89 points = B      70-79 points = C      60-69 points = D

<60 points=E

The instructor typically awards an “A” for work that is exceptional—very strong in every sense. It represents thoughtful, detailed, creative, and critical work; shows complex thinking and insight; and is well written and free of errors (typographical, grammatical, APA, etc.). A “B” represents very good work. It has some weaknesses in one or more of the above areas but displays good effort overall. A “B” is a perfectly reasonable grade to earn in college. The instructor assigns lower grades to assignments with more significant weaknesses in the areas noted above. While many students in this class can expect to earn “A”s, please do not expect to earn an “A” for work that meets expectations without being in some way outstanding.

For more information on WMU’s definitions for grades and quality of work please see information published at: <https://wmich.edu/registrar/policies/grades>

All written work should be typed, double-spaced, and in 12-point standard font (e.g., Arial or Times New Roman); follow appropriate writing guidelines for your discipline (e.g., one-inch margins on all sides of the document, include a cover page, careful

editing and formatting of citations and references, etc.); use correct spelling, grammar, and syntax; and submitted in MSWord format (NOT as a PDF). Students should spell-check, grammar-check, **and** edit all written work (spell-check will not catch the use of “site” when “cite” is the intended word). If it is clear that an assignment was not spell-checked and proofread, the instructor may deduct one full letter grade from the assignment. Students may use whatever citations/reference guide that is common in their disciplines (i.e., APA, MLA, Chicago style, etc.) as appropriate.

### **Students’ Right to Their Own Language**

The course instructor affirms the Conference on College Composition and Communication’s (CCCC) statement on Students’ Right to Their Own Language:

*We affirm the students’ right to their own patterns and varieties of language – the dialects of their nurture or whatever dialects in which they find their own identity and style. Language scholars long ago denied that the myth of a standard American dialect has any validity. The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers, and immoral advice for humans. A nation proud of its diverse heritage and its cultural and racial variety will preserve its heritage of dialects. We affirm strongly that teachers must have the experiences and training that will enable them to respect diversity and uphold the right of students to their own language.*

The instructor encourages students to model *conventions* of writing appropriate to the discipline of educational leadership in their work. As such, feedback provided on student writing reflects this intention and does not imply that students are incompetent writers or communicators and that conventions of writing they may be familiar with from past personal or professional experiences are inherently bad or inappropriate.

### **Statement on Acceptable Use of Artificial Intelligence (AI) and Large Language Models (LLM’s) (adapted from Texas Tech University and UMass Amherst)**

Welcome to the world of new programs that can “do your writing for you”. Why did I put that into quotes? Because some of the writing is problematic/false and a lot of it is downright bland. Having said that, I accept that this might be a way to get around doing your own work, if that is the choice you decide to make. But maybe it can be used for good, and that is where we are right now...in the “what if” and “how to” zone. We might have assignments that use or integrate AI writing this semester (you can give me ideas on how we might use it in our course!). There might be other places where it simply is not appropriate for an assignment. Perhaps AI can be a helpful tool, and that is part of what we can explore this semester. A major issue we will discuss in this course is that of ethical leadership and what type of leader you will choose to be. The ethical use of AI by leaders is part of this issue.

For the purposes of our course, you may choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. However, when you submit your assignment, I expect you to clearly attribute what text (if any) was generated by the AI tool (e.g., AI-generated text in a different colored font, quoted

directly in the text, or use an in-text parenthetical citation). Overall, I am open to us exploring the ethical use of AI in this class. However, if you are found to have used AI writing programs in a way that is not explicitly allowed on an assignment (i.e., submitting AI-generated work as your own), it is my obligation to report this as academic misconduct to the Office of Students' Rights and Responsibilities. I prefer that we see our class as a chance to learn and adapt rather than just another way to cheat, so we can approach the potential use of AI from that angle and see where we end up. I look forward to entering this new-ish universe with you and learning from what you can teach me about the use of AI!

### **Course Considerations**

It is the instructor's expectation that students will actively participate in both in-class and online discussions and outside assignments and activities on a consistent basis. To maximize one's university education, students must read, and study all assigned learning resources, noting questions or issues they would like to raise.

The instructor expects students to prepare fully for each class session. This will require students to read and reflect upon assigned material and subsequently develop meaningful comments and questions. The instructor also expects students to be respectful during all class discussions. Classmates with different views should engage in active debate without being adversarial or demeaning. Students should also allow others the opportunity and space to express their own views and opinions. Students do not earn points simply for the total amount of responses submitted nor for simply agreeing or disagreeing with a fellow classmate. Instead, move the discussion to a more complex level of understanding of the issues presented in the course to contribute to classmates' learning.

When communicating with the instructor or peers through e-mail, students should use their official WMU email address and contact the instructor at [eric.archer@wmich.edu](mailto:eric.archer@wmich.edu). Students should include a subject for their emails, be polite and tactful, and maintain an appropriate degree of professionalism. The instructor will respond to e-mails as soon as possible; however, please allow up to 48 hours to receive a response – especially over the weekend. Students should recognize that e-mail failures sometimes occur. Please be patient and resend the e-mail if several days pass with no response.

Students should expect to receive feedback on all course assignments within two weeks of the assignment due date (unless otherwise indicated). The instructor usually attempts to provide feedback in less than two weeks; however, please allow for the full two-week period before inquiring about feedback on an assignment.

### **Policy on Late Assignments, Incompletes and Extra Credit**

The instructor will not accept late assignments for credit, with the exception being extreme and unforeseen circumstances that prohibit students from completing their work. The instructor reserves the right to determine if a circumstance prohibiting students from completing their work constitutes an extreme circumstance and will have the final say in any such determination. The instructor may also require formal

documentation of such a circumstance when making his determination. Students may, of course, appeal such decisions at the university level as appropriate.

In addition, the instructor will assign no incompletes in this class except for major emergencies (e.g., hospitalization) and only after consultation and mutual agreement upon a contract specifying a timeline for completion of all required work. The instructor will not offer an incomplete simply because the student desires more time to complete course assignments.

Finally, there will be no extra credit assignments offered in this course.

### **Policy on Participation**

An important aspect of this course is class participation and the active learning that takes place in the classroom environment. Success in postsecondary education requires students to engage in class discussions actively and thoughtfully; therefore, students **will** see a reduction in their final grade if they do not actively participate in all online and in-class activities. Effective class engagement includes:

- Reviewing and studying assigned readings before class, noting questions or issues you would like to raise
- Participating thoughtfully and actively in all in-class and online discussions
- Paying careful attention to comments offered by the instructor and other students in the class
- Participating thoughtfully and actively in group activities and discussions outside of class

### **Statement on Recordings of Class Activities and Discussions**

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussions and/or activities without the advance written permission of the instructor, and any such recording, properly approved in advance, is intended solely for the student's own private use. Students who wish to record lectures or class activities for study purposes must inform the instructor first. Students with approved accommodations from the Office of Disability Services for Students (DSS) recommending the recording of class meetings should present an accommodation letter to the instructor in advance of any recordings. On any days when classes will be recorded, the instructor will notify all students in advance. Distribution or sale of class recordings is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of educational privacy law.

### **Academic Honesty**

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity, and computer misuse. (The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <https://catalog.wmich.edu>).

If there is reason to believe that a student has been involved in academic dishonesty, they will be referred to the Office of Student Rights and Responsibilities. Students will be given the opportunity to review the charge(s) and, if they believe they are not responsible, they will have the opportunity for a hearing. Students should consult with their instructor if they are uncertain about an issue of academic honesty prior to the submission of an assignment or exam.

### **WMU Religious Observances Policy (MOA-07/02)**

The University is a diverse, multicultural enterprise and, as a community, we jointly embrace both individual responsibility and dignified respect for our differences. It is our general policy to permit students to fulfill obligations set aside by their faith (<http://www.wmich.edu/policies/religious-observances-policy>).

It is our intent that students who must be absent from scheduled classes to fulfill religious obligations or observe practices associated with their faith not be disadvantaged. However, it is the student's responsibility to make arrangements with their instructors in advance. It is in the student's best interests to approach each instructor expeditiously and with sufficient notice that the rights and responsibilities of the instructor are not disrupted. Instructors should make it known to classes early in the term what they consider reasonable notice for anticipated absences. Without specifying a fixed notification time, we acknowledge in this policy joint responsibility: instructors will inform students of their requirements and students will make every effort to cause no disruption in the instructors' plans and duties.

Instructors should assume that a claim of religious observance has veracity, especially when advance notice is provided by the student. Students likewise must recognize that it is their responsibility to meet all their course obligations. Instructors are not obligated to provide materials to students unless these materials would have normally been distributed to the entire class. For example, if an instructor does not normally post notes, a student cannot expect notes to be provided for lectures missed. If instructors choose to incorporate adjustments into the syllabus intended to cover student absences, it should be explicit that these apply to absences for religious observances, as well as all other contingencies.

### **WMU Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures**

Students and instructors are responsible for making themselves aware of and abiding by the "Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures" related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see [www.wmich.edu/sexualmisconduct](http://www.wmich.edu/sexualmisconduct).

**WMU Non-Discrimination Policy**

Western Michigan University prohibits discrimination or harassment which violates the law, or which constitutes inappropriate or unprofessional limitation of employment, University facility access, or participation in University activities, on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, protected disability, veteran status, height, weight, or marital status.

**WMU Human Rights Statement**

It is a fundamental policy of Western Michigan University not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in its educational programs, admissions, employment, promotions, salaries and social activities. Through its example and teaching, Western strives to foster in its students, faculty, and staff respect for basic human rights. In its external relationships, the University is supportive of those activities that seek constructive change in the development of human rights in this country and abroad.

**WMU Civility Statement**

The university affirms the value of each individual as a member of the university community. It further reminds us that ad hominem attacks directed towards the individual, rather than the position or idea, do not contribute to an environment allowing individuals to flourish. The complete text of the Civility Statement is available from the following link:

[http://wmich.edu/sites/default/files/attachments/u370/2016/Civility%20Stmt.7-27-16\\_0.pdf](http://wmich.edu/sites/default/files/attachments/u370/2016/Civility%20Stmt.7-27-16_0.pdf)

**College of Education and Human Development (CEHD) Diversity Statement**

The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and to apply their learning in meaningful ways.

**Statement on Accommodations for Student Learning**

Students requiring necessary accommodations to meet class requirements should consult with the instructor during the first week of class. The instructor would appreciate hearing from any student who would like to request an accommodation due to a documented need or other concern. Students requesting course accommodations or modifications due to a documented need (e.g., physical, learning, psychiatric, vision, hearing, etc.) should also contact the Office of Disability Services for Students (DSS) at 269.387.2116 (or at [wmich.edu/disabilityservices](http://wmich.edu/disabilityservices)). Please note that accommodations are not retroactive; they begin after notification.

Information related to student accommodations provided to the instructor will remain confidential. DSS recommends that students with disabilities bring their accommodation letters to the instructor during office hours or by special appointment. During the appointment, the particulars of arrangements for accommodations can be discussed and agreed upon in private.

### **WMU Code of Conduct and Other Information**

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Rights and Responsibilities: <https://wmich.edu/studentrights>
- Office of Diversity and Inclusion: <https://wmich.edu/diversity>
- University Relations Office (Policy on Religious Observance):  
<http://www.wmich.edu/policies/religious-observances-policy>
- Disability Services for Students [www.wmich.edu/disabilityservices](http://www.wmich.edu/disabilityservices)

### **Student Success Support Services (On Campus and Online)**

Student Success Services, within WMU's Merze Tate College, provides academic support programs and connects students to the resources they need to achieve their academic and personal goals. Information related to Student Success Services at WMU can be accessed via the following link:

<https://wmich.edu/merzetate/academics/support/success>.

Support related to online support services can be accessed via this link:

<https://wmich.edu/online/services>.

### **Computer Usage and Technical Support**

Students will require the use of electronic resources to complete some course requirements and to access the WMU E-learning online course site. These resources are available on the WMU campus for any student who does not have personal access to such resources. If a student is unsure of how to access these resources, please notify the instructors immediately to ensure completion of all aspects of the current course.

Students who require technical support regarding the use of any hardware or software required to complete any requirements of the course should contact the WMU IT Helpdesk at <http://www.wmich.edu/helpdesk>, by phone at 269.387.4357 (Option 1), or by email at [helpdesk@wmich.edu](mailto:helpdesk@wmich.edu).

### **Applying for Graduation**

All students must apply for a "graduation audit" many months in advance of completing their programs as follows: December 1st is the deadline for April graduation; February 1st is the deadline for June or August graduation; and August 1st is the deadline for December graduation. The application form and other information are found at:

<http://www.wmich.edu/registrar/graduation/>

EDLD 2000 – 101:  
Exploring Leadership in a Changing World  
Fall 2023 Tentative Course Schedule

<u>Unit</u>	<u>Unit Theme</u>	<u>Unit Objectives</u>	<u>Course Objectives</u>	<u>Learning Resources</u>	<u>Assignments and Activities</u>
Unit 0 Aug 30- Sept 5  <b>ONLINE</b>	<i>Course Introduction</i>	0.1. Identify the objectives and requirements for this course (Course Introduction Module).			
Unit 1 Sept 6-12  <b>ONLINE</b>	<i>A Brief Introduction to Leadership Theory and Practice</i>	1.1. Articulate a definition of leadership to guide future course discussions (Readings, Videos). 1.2. Understand the difference between leadership and management (Readings, Videos). 1.3. Identify several foundational theories utilized in the practice of leadership (Readings, Videos, Application Activity 1). 1.4. Provide a personal introduction of the students' previous background and interests to the instructor (Introductory Letter).	3, 4	Komives, Lucas, & McMahon (2013) – Preface and Chapter 1  Northouse (2019) – Chapter 1  <i>Everyday Leadership</i> YouTube Video – <a href="https://www.youtube.com/watch?v=hVCBBrkrFrBE">https://www.youtube.com/watch?v=hVCBBrkrFrBE</a>  <i>Management vs. Leadership</i> YouTube Video – <a href="https://www.youtube.com/watch?v=F7JCEd5yJbs">https://www.youtube.com/watch?v=F7JCEd5yJbs</a>  <i>Ten Leadership Theories in Five Minutes</i> YouTube Video – <a href="https://www.youtube.com/watch?v=XKUPDUDOBVo">https://www.youtube.com/watch?v=XKUPDUDOBVo</a>	Introductory Letter – <b>due by 11:59 pm on Tuesday, Sept 12</b>  Application Activity 1 – <b>INITIAL POST due by 11:59 pm on Sunday, Sept 10; TWO RESPONSES due by 11:59 pm on Tuesday, Sept 12</b>  <b>*Syllabus quiz due by 11:59 pm on Friday, Sept 15</b>
Unit 2 Sept 13-19	<i>Exploring Information Literacy and Oral &amp; Digital Communication</i>	2.1. Apply appropriate information literacy strategies to determine the validity of various academic and non-academic sources of information (Readings,	2, 3	<i>The CRAAP Test</i> (YouTube Video) – <a href="https://www.youtube.com/watch?v=ikTdoe7s1ql">https://www.youtube.com/watch?v=ikTdoe7s1ql</a>	<b>*Complete information literacy exercise in-class</b>  Application Activity 2 –

<p><b>Face-to-Face Class Meeting (Sangren 4320) – Wed, Sept 13; 6-7:50 pm</b></p>		<p>Class Discussion, Application Activity 2). 2.2. Examine recommended strategies for improving students' oral and digital communication skills (Readings, Class Activity).</p>		<p><i>The Psychology of Communicating Effectively in a Digital World</i> (YouTube Video) – <a href="https://www.youtube.com/watch?v=3aPaRWUqO-w">https://www.youtube.com/watch?v=3aPaRWUqO-w</a></p> <p><i>Verbal Communication Skills</i> (Web Link) - <a href="https://www.skillsyouneed.com/ips/verbal-communication.html">https://www.skillsyouneed.com/ips/verbal-communication.html</a></p> <p>*<i>WMU University Libraries Media Literacy Guide</i> – <a href="https://libguides.wmich.edu/c.php?g=611465&amp;p=4245228">https://libguides.wmich.edu/c.php?g=611465&amp;p=4245228</a></p> <p>*<i>Review all resources and activities in the following tabs of the Media Literacy Guide: 1) Home; 2) Evaluating Sources; 3) Fact Checking Sites; 4) Biases in News; 5) Science News Literacy; 6) Events</i></p>	<p><b>INITIAL POST due by 11:59 pm on Sunday, Sept 17; TWO RESPONSES due by 11:59 pm on Tuesday, Sept 19</b></p>
<p>Unit 3 Sept 20-26 <b>Face-to-Face Class Meeting (Sangren 4320) – Wed,</b></p>	<p><i>The Changing Nature of Leadership</i></p>	<p>3.1. Examine traditional and emergent theories of leadership (Readings). 3.2. Consider the changing nature of leadership and how one must adapt leadership practice to contemporary technological and societal challenges (Readings, Videos, Class Discussion).</p>	<p>3, 4, 5, 7</p>	<p>Dimitrov (2017)  Komives, Lucas, &amp; McMahon (2013) – Chapter 2  Martin &amp; Ernst (2005)  <i>Good Leadership in a World of Technological</i></p>	

Sept 20; 6-7:50 pm				Change YouTube Video – <a href="https://www.youtube.com/watch?v=R5oTNaNSI3w">https://www.youtube.com/watch?v=R5oTNaNSI3w</a>	
Unit 4  Sept 27- Oct 3  <b>Face-to-Face Class Meeting (Sangren 4320) – Wed, Sept 27; 6-7:50 pm</b>	<i>Relational Leadership</i>	4.1. Explore the five components of the relational leadership model (Readings). 4.2. Apply the relational leadership model to contemporary leadership scenarios (Readings, Videos). 4.3. Reflect on one's personal philosophy of leadership (Class Discussion/Activity).	1, 3, 4, 5, 7	Cunliffe & Eriksen (2011)  Fleener (2016)  Komives, Lucas, & McMahon (2013) – Chapter 3  <i>The ART of Relational Leadership</i> YouTube Video – <a href="https://www.youtube.com/watch?v=MjqkqNUHS0g">https://www.youtube.com/watch?v=MjqkqNUHS0g</a>	* <i>Complete Intercultural Conflict Style (ICS) inventory in-class</i>
Unit 5  Oct 4-17  <b>Face-to-Face Class Meeting (Sangren 4320) – Wed, Oct 11; 6-7:50 pm</b>	<i>Understanding Your Leadership Self</i>	5.1. Understand the importance of developing self-awareness as a leader (Readings, Videos). 5.2. Consider one's own leadership style in the context of the Clifton Strengths Assessment (Readings, Clifton StrengthsQuest Assessment). 5.3. Identify ways to leverage one's individual strengths in their personal approach to leadership (Readings, Class Activity, Clifton StrengthsQuest Assessment).	2, 4, 7	Komives, Lucas, & McMahon (2013) – Chapter 4  Welch, Grossaint, Reid, & Walker (2014)  <i>Why Values Matter</i> YouTube Video – <a href="https://www.youtube.com/watch?v=a1Fc6nwps">https://www.youtube.com/watch?v=a1Fc6nwps</a>	* <i>Complete Clifton StrengthsQuest Assessment and submit Top 5 Strengths report to Dropbox by Oct 10 at 11:59 pm</i>
Oct 18-24	<b>WMU Fall Break (Oct 18-20)</b>				
Unit 6	<i>Leading with Integrity</i>	6.1. Reflect on the role of ethics and integrity in leadership (Readings,	3, 4, 5, 7	Komives, Lucas, & McMahon (2013) – Chapter 6	Leadership Case Study –

Oct 25- Nov 7  <b>Face-to-Face Class Meeting (Sangren 4320) – Wed, Oct 25; 6-7:50 pm</b>		Video, Application Activity 6). 6.2. Explore ethical principles in decision making and guiding leadership practice (Readings, Video, Leadership Case Study).		Palanski & Yammarino (2007)  <i>Why Credibility is the Foundation of Leadership</i> YouTube Video – <a href="https://www.youtube.com/watch?v=QmMcSBQvQLQ">https://www.youtube.com/watch?v=QmMcSBQvQLQ</a>	<b>complete in-class</b>
Unit 7  Nov 8-14  <b>Face-to-Face Class Meeting (Sangren 4320) – Wed, Nov 8; 6-7:50 pm</b>	<i>Understanding Others</i>	7.1. Articulate competencies necessary for leading others in a diverse society (Readings, Videos). 7.2. Discover one’s own attitudes towards difference and how these attitudes may influence one’s leadership practice (Readings, Videos, Application Activity 3). 7.3. Examine the connection between culture and leadership (Readings, Videos). 7.4. Consider the centrality of intercultural competence to one’s personal philosophy of leadership (Readings, Videos).	2, 3, 5, 7	Komives, Lucas, & McMahon (2013) – Chapter 5  Searle & Hanrahan (2011)  <i>How Great Leaders Inspire Action</i> YouTube Video – <a href="https://www.youtube.com/watch?v=qp0HIF3Sfl4">https://www.youtube.com/watch?v=qp0HIF3Sfl4</a>  <i>Leadership and Identity: Solving the People Problem</i> YouTube Video – <a href="https://www.youtube.com/watch?v=zs5hUpts2gQ">https://www.youtube.com/watch?v=zs5hUpts2gQ</a>	Application Activity 3 – <b>INITIAL POST due by 11:59 pm on Sunday, Nov 12; TWO RESPONSES due by 11:59 pm on Tuesday, Nov 14</b>
Unit 8  Nov 15-21  <b>Face-to-Face Class Meeting (Sangren 4320) – Wed, Nov 15;</b>	<i>Interacting in Teams and Groups</i>	8.1. Explore stages of group development including examining group dynamics and members’ roles within groups (Readings, Videos, Discussion Activity 6). 8.2. Consider aspects of leading teams and groups (communication, conflict resolution, and decision making) that are influenced by diverse	3, 5, 7	Armstead et al. (2016)  Komives, Lucas, & McMahon (2013) – Chapter 8  Larson & DeChurch (2020)  <i>6 Characteristics of a High-Performance</i>	Leader Interview – <b>due by 11:59 pm on Tuesday, Nov 21</b>  Digital Leadership Resource Guide (DRAFT) – <b>due by 11:59 pm on Tuesday, Nov 21</b>

6-7:50 pm		<p>perspectives and attitudes (Readings, Videos).</p> <p>8.3. Examine inclusive communication techniques and their importance to leadership (Readings, Videos).</p> <p>8.4. Reflect on connections between course concepts and real-world leadership practice (Leader Interview).</p> <p>8.5. Demonstrate and apply skills of information literacy (Digital Leadership Resource Guide).</p>		<p>Culture YouTube Video – <a href="https://www.youtube.com/watch?v=0kkPmppKm_4">https://www.youtube.com/watch?v=0kkPmppKm_4</a></p> <p>Secrets of Successful Teamwork: Insights from Google YouTube Video – <a href="https://www.youtube.com/watch?v=hHIkHJV9fI">https://www.youtube.com/watch?v=hHIkHJV9fI</a></p>	
Nov 22-28	<b>WMU Thanksgiving Break (Nov 23-24; Classes End at Noon on Nov 22)</b>				
Unit 9 Nov 29- Dec 12  <b>ONLINE</b>	<p>1. <i>The Social Change Model of Leadership Development</i></p> <p>2. <i>My Leadership Philosophy</i></p>	<p>9.1. Examine aspects of the Social Change Model of Leadership Development and how to leverage the model for promoting social change through one's leadership practice (Readings, Videos).</p> <p>9.2. Demonstrate and apply skills for information literacy (Digital Leadership Resource Guide).</p> <p>9.3. Reflect on one's personal values and leadership style (PechaKucha).</p> <p>9.4. Demonstrate effective use of oral and digital communication skills (PechaKucha).</p>	1, 2, 3, 4, 5, 6, 7	<p>Komives, Lucas, &amp; McMahon (2013) – Chapters 10-12</p> <p><i>Social Change Model of Leadership Development Web Link (Dickinson College)</i> – <a href="https://www.dickinson.edu/info/20380/student_leadership/3795/social_change_model_of_leadership_development#:~:text=Established%20in%201994%20C%20the%20Social,change%20on%20behalf%20of%20others">https://www.dickinson.edu/info/20380/student_leadership/3795/social_change_model_of_leadership_development#:~:text=Established%20in%201994%20C%20the%20Social,change%20on%20behalf%20of%20others</a></p>	<p>Digital Leadership Resource Guide (FINAL) – <b>due by 11:59 pm on Tuesday, Dec 12</b></p> <p>Personal Philosophy of Leadership PechaKucha – <b>due by 11:59 pm on Tuesday, Dec 12</b></p>

				<p><i>Social Change Model of Leadership Development Educational Video for Students</i> YouTube Video – <a href="https://www.youtube.com/watch?v=sR2RAR-9VSY">https://www.youtube.com/watch?v=sR2RAR-9VSY</a></p> <p><i>The Social Change Model of Leadership Development</i> YouTube Video – <a href="https://www.youtube.com/watch?v=PpjGCP5ee-k">https://www.youtube.com/watch?v=PpjGCP5ee-k</a></p>	
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