

COURSE SYLLABUS

Leadership Seminar

MOL 510

July 11 – August 19, 2017

Office Hours by appointment

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COURSE DESCRIPTION:

This course will use the arts (literature, drama, poetry, etc.) to explore leadership concepts. Students will be asked to examine and critique their own experiences with leadership through the lens of the resources used in the course. A variety of materials will be used to highlight aspects of leadership. Students will participate in leadership formation practices and will create a leadership autobiography. Students will begin building an understanding of the key features of leadership.

COURSE OBJECTIVES:

Students will:

- **Identify** and **summarize** basic concepts of leadership development and formation in literature
- **Apply** concepts of leadership formation to leadership problems
- **Construct** a coherent account of leadership in their lives
- **Examine** current leadership situations in light of leadership concepts and **evaluate** the actions taken (or not taken) in light of those concepts

REQUIREMENTS AND EVALUATION:

Leadership Autobiography paper and presentation (30 pts. paper, 15 pts. presentation)

A 5 page double spaced paper examining student's history of interacting with leaders and being a leader, using themes from Barton and Olivier to identify and comment on various stages of leadership development.

Practice response journals (6 response entries, 200-500 words each, 5 points each)

Choose 6 "practices" in Barton to engage in for a week each, and write a response paper describing your practice and any results.

Current leadership issue posting (5 posts, 5 pt. each)

Either summarize a current leadership story in the world or respond/critique someone else's posting. Posts are 50 – 100 words.

As a Seminar course, active participation in all sessions is very important. For in-class or synchronous on-line sessions, "active participation" means 1) coming prepared for discussion, having read all material and completed any pre-discussion questions and 2) participating fully in class discussion, which includes active listening as well as speaking.

For asynchronous on-line sessions, students will participate in a discussion group. For each asynchronous session, each student is responsible for two original postings related to the discussion questions provided and two posts responding to other students' post. All posts must be substantive (not just "I agree", for example). You

should contribute something new in support of an idea, further explain or describe something, or explain why you – respectfully- disagree with the other post.

Leadership Autobiography paper	30
Leadership Autobiography presentation	15
Practice response journals	30
Current Leadership issues	25
TOTAL	100

Grading Scale:

93-100	A	80-82	B-
90-92	A-	77-79	C+
87-89	B+	73-76	C
83-86	B	70-72	C-
		69 or below	F

ATTENDANCE POLICY:

Students are expected to attend each in-class or synchronous session and to actively participate in the asynchronous sessions during those weeks. If students must miss an in-class session, a synchronous on-line connection during class may be possible, if arranged in advance. Students who miss a session will have additional assignments and will not be able to earn a grade higher than “B”.

BOOKS AND MATERIALS:

The Life of Henry V by William Shakespeare

- ☐ **Series:** Folger Shakespeare Library
- ☐ **Publisher:** Washington Square Press (July 1, 2004)
- ☐ **ISBN-10:** 0743484878 ☐ **ISBN-13:** 978-0743484879

Strengthening the Soul of Your Leadership by Ruth Haley Barton

Intervarsity Press, 2008
ISBN 978-0-8308-3513-3

Inspirational Leadership: Timeless lessons for leaders from Shakespeare’s Henry V by Richard Olivier

Nicholas Brealey Publishing, 2013
ISBN 978-1-85788-603-0

A copy of the **Bible** is helpful, but not required.

Recommended further reading:

Let Your Life Speak by Parker Palmer

Crossing the Unknown Sea: Work as a Pilgrimage of Identity by David Whyte

ACADEMIC HONESTY:

Academic integrity and appropriate classroom behavior is assumed. Any student found violating these standards may receive an “F” for the course. A second violation may result in dismissal from the program. See EMU catalogue and handbook for more details. Plagiarism (the use of ideas and words taken from another source without citation) is a serious offense. In addition, knowingly helping or allowing someone else to cheat is academic dishonesty. Academic integrity and appropriate classroom behavior is assumed.

DISABILITY STATEMENT:

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center, Library Third Floor, 432-4233.

CLASS ASSIGNMENT SCHEDULE:

July 11 [in-class, 6-10]

When Leaders Lose Their Soul

Assignments due for this session:

- Barton Introduction – Chapter 5**
- Prepare Socratic Discussion questions for the week.**

July 15 [asynchronous]

Leadership in The Life of Henry V

Assignments due for this session:

- View The Hollow Crown: Henry V**
- Review The Life of Henry V**
- Choose one practice in Barton to work with this week**
- Journal entry #1**

July 18 [in-class, 6-10]

The Leadership Journey of Moses and Henry: From Vision to Commitment

Assignments due for this session:

- Olivier Introduction – Act 1**
- Prepare Socratic Discussion questions for the week**
- Leadership Current Issue posting #1**
- Choose another practice in Barton to work with this week**
- Journal entry #2**
- Prepare notes for your Leadership Autobiography**

July 25 [asynchronous Forum I on-line]

Naysayers and Traitors: External, Internal

Assignments due for this session:

- Olivier Act 2 and Act 3**
- Barton Chapters 6-8**
- Post responses to Forum I questions (all Forum I posts due July 28)**
- Leadership Current Issue posting #2**
- Choose another Practice to work with this week**
- Journal entry #3**

August 1 [in-class 6-10]

Dark Night of the Soul

Assignments due for this session:

- Write draft of your Leadership Autobiography**
- Olivier Act 4**
- Prepare Socratic Discussion questions**
- Leadership Current Issue posting #3**
- Choose another Practice to work with this week**
- Journal entry #4**

August 8

[asynchronous Forum II on-line]

Growing the Garden

Assignments due for this session:

- Olivier Act 5, Epilogue**
- Listen to “Life at the Frontier” with David Whyte**
- Post responses to Forum II questions (all Forum II posts due August 11)**
- Current Leadership Issue posting #4**
- Choose another Practice to work with this week**
- Journal entry #5**

August 15

[in class 6-10]

Loneliness, Intercession, and Community

Assignments due for this session:

- Barton Chapter 9-13**
- Prepare Socratic Discussion questions**
- Current Leadership Issue posting #5**
- Choose another Practice to work with this week**
- Journal entry #6**

August 19 SATURDAY

[in-class 10:00 – 2:00]

Leadership Story

Assignments due for this session:

- Presentation preparation**
- Leadership Autobiography paper**