GEORGE MASON UNIVERSITY
Leadership Seminar
EDUC 802, Section X01, Summer 2012

Instructor: **Susan Bon, J.D., Ph.D.**
Office: **1304 Thompson Hall**
Office Hours: **Wednesdays, 1:00 – 4:00 pm**
By appointment.
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Schedule Information
Location: GMU Fairfax Campus
Thompson Hall L013

Meeting Times: Mondays and Wednesdays, 5:00 - 8:00 pm
June 11 – August 1, 2012

Course Description
Prerequisite: Admission to the Ph.D. program. Provide intensive study of leadership, emphasizing concepts of leadership, decision and change processes, and the assessment and development of leadership skills. This course is required during the third semester of study in the program.

Course Objectives:
Upon completion of this course, students should be able to:
1. Analyze the concept of leadership and its many related concepts.
2. Trace the evolution of philosophical orientations that have defined the concept of leadership.
3. Write with cogency about leadership and related academic issues.
4. Identify examples of different leadership styles.
5. Analyze the effects of leadership styles using case study analysis.
6. Identify individual orientations and dispositions to serve as leaders in your communities.

Required Course Materials:

Books:

Ciulla, J. (2004). *Ethics, the Heart of Leadership* (2nd ed.).Westport, CT: Praeger.

Hahn, T. N. (2007). *The Art of Power*. New York: Harper Collins.

Machiavelli, N. *The Prince*.

Northouse, P. G. (2012). *Leadership: Theory and Practice* (6th ed.). New York: Sage.

Wheatley, M. J. (2006). *Leadership and the New Science: Discovering Order in a Chaotic World*.

Blackboard Materials:
Additional readings, guiding questions, and supplemental materials on Blackboard.

Recommended Text: American Psychological Association. *Publication Manual, 6th ed.* (2009). Washington, DC: Author http://apastyle.apa.org

Supplies: Computer with Internet access and current GMU email account.

Course Delivery

A variety of instructional methods are used in this course including: large-and small-group instruction, cooperative learning activities, Internet research, lectures, guest practitioner presentations (if possible), individual presentations, case studies, role-play, written and verbal assignments, and reflections on practice. Additional materials and information will be posted and available via the GMU Blackboard course framework throughout the course.

Course Assignments

There are three assignments in this course. The first writing assignment is intended to encourage you to explore the meaning of leadership and to enhance your understanding of leadership theory and practice. The second writing assignment is designed to give you an opportunity to hone your writing skills, develop a theory of leadership, promote your understanding of empirical research, and propose a research study. The presentation assignment is designed to enhance your collaborative leadership abilities and provides an opportunity to increase your familiarity with peer-reviewed journals and empirical research articles. Rubrics for each assignment can be found in the Appendix of this syllabus.

Paper Assignment #1: (25 Points) Prepare a 3-4 page reflection paper on leadership. Gather at least 5-6 reference sources that demonstrate your developing awareness of various theoretical and philosophical concepts about leadership. The sources do not need to be empirically based as these references should focus on leadership theories and philosophical concepts of leadership.
            Due date: June 27, 2012

Group Presentation Assignment: (25 Points) Book Review and Discussion – Students will work in small groups and lead the class in a discussion and critical examination of one of the identified course books. Students will write an in-depth summary of the book, outlining the key points in each chapter and sharing this written summary with all of the class the week before the book presentation. The book, presentation dates, and student groups will be determined in consultation with the Instructor (to be discussed further in class).

Paper Assignment #2: (35 Points) This final assignment requires you to write cohesively and to build a carefully constructed theory about leadership, which you present in a literature review format. For this paper, you will need to gather at least **10-12 references, which you will review, analyze and synthesize into a cohesive literature review on leadership theories and research.**
            Due date: August 1, 2012

Please complete All assignments using MS Word (97 or 2003) and submit electronically as an attachment via email. Late assignments will not be accepted without prior discussion with me.

Grading

Grades are designed to indicate your success in completing assignments, not the level of effort you put into them. See APPENDIX A for assignment rubrics and APPENDIX B for a description of assignment #3. Use the rubrics and description to provide clarification about the expectations for course assignments.

Book Presentation Assignment	25 points
Written Paper Assignments	60 points
Participation and Attendance	15 points

Participation and Attendance: (15 points) Students are expected to participate actively in the course by engaging in the following activities: large group discussions; small group discussions; other classroom activities; online activities. The online activities will be conducted via Blackboard and will be used in lieu of several face-to-face classes. Students are expected to complete all the assigned readings and to demonstrate that they have read the materials by participating in class discussions. Ideally, all students will seek to create the richest possible learning environment; will be attuned to group dynamics, will respect individual sensibilities and will encourage and support the active participation of classmates. Attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives. **If you must miss more than one class, for whatever reason, your grade will be affected.**

Expectations for Written Work

Use appropriate grammar.	Spell correctly.
Writing should be the caliber of a graduate student.	Submit all work electronically.
Use Times Roman or Arial 12-font.	Write clearly.
Include a cover page with name, date & assignment.	Find a good proofreader!
Follow APA guidelines (double space, references, etc..).	**Avoid plagiarism!!!!**

Grade Appeals: **Candidates must present grade appeals in writing and must put forth a reasonable written explanation that supports their request for a grade change.**

<u>**Grading Scale:**</u>

A+	=	100 percent
A	=	95 - 99 percent
A -	=	90 - 94 percent
B+	=	86 - 89 percent
B	=	83 - 85 percent
B-	=	80 - 82 percent
C	=	75 - 79 percent
F	=	74 percent or below

George Mason University Policies and Resources for Students

    a. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

    b. Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].

    c. Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

    d. Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].

    e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

    f. The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

    g. University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

* For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

*Plagiarism**:** Students must avoid plagiarizing the work of others. Specifically, when referencing a source or author, students must give appropriate source documentation; and when using direct quotes, students must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a student's work contains plagiarism, the student will receive no credit for the assignment.

Tentative Course Organization and Schedule

Meeting	Topic	Readings & Assignments
June 11	Introductions, syllabus, overview of the course What is Leadership? Who are Leaders?	**Reading Assignment for 6/13:** Northouse: Chapter 1
June 13 **Online Activity**	**No Face-to-Face Meeting** Leadership around you	**Reading Assignment for 6/18:** Northouse: Chapters 2 & 3
June 18	Trait & Skills Leadership Approaches	**Reading Assignment for 6/20:** Northouse: Chapter 4
June 20 **Online Activity**	**No Face-to-Face Meeting** This I believe essay Style Leadership Approach	**Reading Assignment for 6/25:** Northouse: Chapters 5 & 6
June 25	Situational Approach Contingency Theory	**Reading Assignment for 6/27:** Northouse: Chapter 7
June 27	Path-Goal Theory **Due Date 6/27: Paper Assignment #1**	**Reading Assignment for 7/2:** Northouse: Chapter 8
July 2	Leader-Member Exchange Theory Book Presentation - Hahn	**Reading Assignment for 7/9:** Supplemental Reading
July 9 **Online Activity**	**No Face-to-Face Meeting**	**Reading Assignment for 7/11:** Northouse: Chapter 9
July 11	Transformational Leadership Book Presentation - Ciulla	**Reading Assignment for 7/16:** Northouse: Chapter 10
July 16	Servant Leadership	**Reading Assignment for 7/18:** Northouse: Chapter 11
July 18	Authentic Leadership Book Presentation - Machiavelli	**Reading Assignment for 7/23:** Northouse: Chapter 12
July 23 **Online Activity**	**No Face-to-Face Meeting** Team Leadership	**Reading Assignment for 7/25:** Northouse: Chapter 14
July 25	Women and Leadership	**Reading Assignment for 7/30:** Northouse: Chapter 15
July 30	Culture and Leadership Book Presentation - Wheatley	**Reading Assignment for 8/1:** Northouse: Chapter 16
August 1	Leadership Ethics **Final Class and Wrap-up** **Due Date 8/1: Paper Assignment #2**	

APPENDIX A
LEADERSHIP REFLECTION
Assignment #1 Rubric (25 Points)

	PROFICIENT	EMERGING	INSUFFICIENT EVIDENCE
Thesis (4 points) The thesis establishes the purpose of the paper. It provides structure for the paper by establishing the main points of the paper.	The thesis is clear and encompasses all aspects of the analysis and primary points presented in the paper.	The thesis is somewhat clear, but is not inclusive enough.	The paper lacks a clear thesis.
Overall Discussion (8 points) The author must provide analyses and explanations that support the thesis. Discussion must be logical and organized.	Each paragraph leads to the next or follows from the one before. The overall discussion relates directly to the thesis and flows in a cohesive manner. Explanations and analyses are clear and **highly organized.**	Connections among points are not as clear as they could be in the discussion. The overall discussion relates somewhat to the thesis. Explanations and analyses are clear and organized.	Clear analyses and explanations in support of or related to the thesis are not made. Discussion Explanations and analyses are unclear and poorly organized.
Reference Discussion (6 points) The author selects and discusses references that are linked to the thesis.	Four to five references are selected from high quality sources. All references are thoroughly discussed and analyzed. References are used to enhance and support the discussion and thesis.	Three to four reference sources are selected from acceptable sources. References are discussed and analyzed in some detail. References are generally used to support the discussion and thesis.	Most of the references are from questionable sources and are insufficiently discussed and analyzed. References do not support the discussion and are unrelated to thesis.
Conclusion (4 points) It is important to conclude your paper in a manner that is persuasive and that leads to greater understanding of the purpose and point of paper.	The conclusions drawn at the end are compelling and clearly follow from the body of the paper. The conclusion provides closure to the paper.	Conclusions are related to the thesis but are not compelling and may not consistently follow from the body of the paper. The conclusion provides limited closure to the paper.	The conclusions drawn do not appear to be related to the thesis or the body of the paper. The conclusion provides insufficient or confusing closure to the paper.
Grammar and Mechanics (3 points) Student writes clearly and is attentive to APA, grammatical, and mechanical writing basics.	The paper is nearly free of errors.	The paper has some errors.	The paper has numerous errors.

BOOK REVIEW & DISCUSSION
Rubric (25 Points)

Student Names_____

Written Review of Book

Thorough written review of book	_____	(5 points)
Information is organized and clear (organized by chapter)	_____	(5 points)
Book is thoroughly analyzed & critiqued	_____	(5 points)

Presentation

Highlights of book are presented	_____	(3 points)
Information presented is clear and accurate (Overview, Central Focus, Discussion, Conclusion)	_____	(2 points)

Discussion/Engagement

Able to engage colleagues in discussion (E.g., interactive; opportunity for questions & input.)	_____	(3 points)
Overall communication skills	_____	(2 points)

Total Points   _____   **(25 points)**

INSTRUCTOR COMMENTS:

Leadership Literature Review
Assignment #3 Rubric (35 Points)

	PROFICIENT	EMERGING	INSUFFICIENT
Title and Abstract (5 pts) Title is interesting and reveals focus of proposed research. Abstract is a brief summary of the research study.	Title captures essence of the proposed study and evokes the reader's interest. Abstract is comprehensive, provides a clear summary of the research study, and is under 150 words in length.	Title is interesting but not clear that it reveals focus of study. Abstract is lengthy and provides a somewhat clear summary of the research study.	The title is unrelated to the research study. Abstract is unclear and fails to provide summary of the research study.
Introduction (5 pts) The introduction includes a thesis, establishes focus, structure and direction for the literature review.	Intro provides focus and structure to guide the reader and includes clear thesis. The introduction clearly introduces the leadership theory and focus of the literature review.	Intro is missing some key background information, focus is unclear, and thesis is unclear. The introduction lacks a clear introduction to the leadership theory or focus of the literature review.	Intro lacks a thesis and focus. It fails to provide structure because information is difficult to understand in relation to the leadership theory and focus of the literature review.
Literature Review (20 pts) Author analyzes and synthesizes research in a way that informs the proposed research study. The lit review provides the foundation for the research problem.	Analysis and synthesis of past studies is accurate, thorough and directly informs the research problem. Author establishes clear connections between past studies and the proposed study. Includes at least 12 high quality research articles.	Analysis and synthesis of past studies is partly incomplete and fails to directly inform research problem. Connections between past studies and proposed study are poorly established. Less than 12 articles or quality is lacking.	Analysis and synthesis of past studies is incomplete and fails to inform the research problem. Connections between literature, past studies and proposed study are lacking. Less than 12 articles and quality is lacking.
Grammar, Mechanics, References (5 pts) Author uses APA in paper and references, clear language, transitions and clear grammatical sentences throughout	The paper is nearly free of errors. APA is adhered to consistently throughout paper and references. Language is clear and grammatically correct. Transitions within and between paragraphs are evident. Editing is thorough.	The paper has some errors. APA usage is inconsistent. Language is fairly clear and generally correct grammar is used. Transitions are mostly evident. Editing is incomplete.	The paper has numerous errors. APA usage is inconsistent. Language is unclear and incorrect grammar is used frequently. Transitions are lacking. Editing is insufficient.

APPENDIX B
LEADERSHIP LITERATURE REVIEW
Format for Assignment #3

Title – Provide a title that captures the essence of your literature review and include your name as author.

Abstract – Provide a brief but comprehensive summary of the literature review focus, about a paragraph.

Literature Review – Identify and describe past studies and research on leadership, include primarily empirical, but you may also include theoretical and philosophical examinations of leadership. Use this section to practice your analytical ability and to hone your ability to synthesize and discuss research. You should organize your literature review using sub-headings to capture and present the essence of your reference sources, demonstrating how the leadership theories relate to one another or are distinguished in the research. A literature review is not an annotated bibliography where you describe each article separately, rather it is a synthesis where you carefully weave articles together through analysis that compares and contrasts the articles and authors' conclusions.

References – Include a list of citations in APA format.

APPENDIX C

Miscellaneous Web Sites

American Association of School Administrators: http://www.aasa.org/
       *AASA focuses on school leaders' interests.

APA Style: http://www.apastyle.org/manual/whats-new.aspx
       * This site focuses on "What's New in the Sixth Edition of the Publication Manual?"

Education Sector: http://www.educationsector.org/
       *Education Sector is an independent education policy think tank, which focuses upon pressing educational problems.

National Public Radio: http://www.npr.org/
       *NPR consistently examines a wide variety of local and global issues.

Principal Leadership Institute (PLI) (UC Berkeley Graduate School of Education):
http://gse.berkeley.edu/program/principals/pli.html
       *This institute focuses on development of school leaders.

Research Center for Leadership in Action **(**NYU Wagner Graduate School of Public Service**):**
http://wagner.nyu.edu/leadership/index.php
       *This center is focused on leadership development and on research into leadership practice and theory capacity.

Southern Poverty Law Center: http://www.splcenter.org/center/about.jsp
       *The SPLC is a nonprofit organization, which focuses on civil rights.

Sustainability Leadership Institute: http://www.sustainabilityleaders.org/
       *This is an educational organization, which is focused on research and developing leadership capacity in local, national and international organizations and communities in order to create a more sustainable economic, environmental and social future.

Tips and Examples for Writing Thesis Statements (The OWL at Purdue University):
http://owl.english.purdue.edu/owl/resource/545/01/
       *This online resource also has helpful guides on APA and "Avoiding Plagiarism."

US Dept of Education: http://www.ed.gov/index.jhtml

Virginia Governor's official web site: http://www.governor.virginia.gov/

White House Official website: http://www.whitehouse.gov/government/