



ESTABLISHED 1794

Department of Business Administration

HNRS 301 LEADERSHIP STUDIES

Dr. Tom D. McFarland

Block 2, Fall 2008

Instructor: Tom McFarland

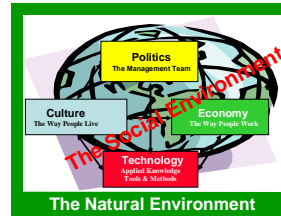
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LEADERSHIP STUDIES—is an interdisciplinary examination of the nature and history of leadership, models and exemplars of leadership, and the place of leadership within different types of communities. The course will be taught within the following framework and with a historical perspective:



THE PREREQUISITES for this course are to meet the Honors program requirements, have junior or senior standing, and possess a personal commitment to academic excellence.

TUSCULUM’S LEARNING OUTCOME for this course is critical thinking. It will be evaluated by assessing all work on the dimensions of inquiry, knowledge, argument, analysis, and interpretation. Students are to interpret, evaluate, and convey complex ideas drawn from the readings. The class will be conducted as a seminar with the instructor as the leader but students are expected to sustain all discussions.

Each student will select an appropriate topic and write an insightful and persuasive paper that requires critical thinking in regard to the readings and discussions of the class. A creative research paper, 15 pages in length and with at least two dozen academically acceptable references, is to be prepared in accordance with MLA guidelines. This will require the extensive use of library and internet sources. Each paper will be defended in class and will represent 30% of the course grade.

Two essay exams--mid-term and final--will be given and each will represent 25% of your grade. The exams will cover material presented in class, from discussions and assignments. Verbal quizzes and written take home essays will be given and will determine 15% of your grade and a portfolio (with a personal assessment) of the 12 leadership instruments in Northouse will count for 5% of your grade.

THE REQUIRED READINGS are Leadership, Theory and Practice, 4<sup>th</sup> Ed., Peter G. Northouse, Sage Publications, Thousand Oaks, CA 2007; Leader’s Companion Insights on Leadership Through the Ages, editor, J. Thomas Wren, The Free Press, New York, 1995; and Transforming Leadership by James MacGregor Burns, Atlantic Monthly Press, New York, 2003.

YOUR GRADE for the course will be determined by your performance on a comprehensive final exam (25% of grade), mid-term exam (25% of grade), quizzes and homework (20% of grade), and research paper and discussion (30% of grade). The grading scale will be:

A:	93-100	A-:	90-92.9	
B+:	87.5-89.9	B:	82.5-87.4	B-: 80-82.4
C+:	77.5-79.9	C:	72.5-77.4	C-: 70-72.4
D+:	67.5-69.9	D:	60-67.4	F: Less than 60

**ATTENDANCE IS MANDATORY.** You have chosen to make your education your job. As is the case for any job, you are expected to be present, on time and attentive to your work. This job is an investment in your future—and it is your challenge to learn as much as possible. Therefore, do not miss class except in the most dire of circumstances.

The class attendance policy, as stated on page 24 of the Tusculum College catalog is as follows: “Students are responsible for all work from the first day of class and are expected to attend all meetings of the class for which they are registered. Absence for whatever reason, including participation in a college-sponsored event, does not relieve a student from responsibility for any part of the work covered in the class during the period of absence. During a block, students may have up to three excused absences without penalizing their grade. Students who miss more than three classes, without instructor approval, will fail the course.” Excuses will be given for participation in Tusculum sponsored events, medical purposes, and family emergencies. Other reasons will be evaluated case by case. Attend class—it is essential for a good job performance appraisal.

**CELLULAR TELEPHONES** must be turned OFF during class and usage is prohibited. The use of other electronic devices is also prohibited. The lectures may be recorded **ONLY** with the professor’s consent.

**GRADE APPEALS** must be initiated by the last day of the block following this course and must follow the procedures outlined on by the Tusculum College policy on Grade Appeals.

**CIVILITY/CLASS PARTICIPATION** requires showing respect for your classmates, participation in class discussions, and conforming to social conventions. College policy states:

“Our faculty has the right to set clear and fair standards of classroom conduct at the first class meeting and then dismiss a student if vulgar and disrespectful behavior persists. And disrespectful behavior includes sleeping in class. Failure to set such a standard is unfair to students who are here to learn and prepare themselves for life.”

**ACADEMIC MISCONDUCT** involves cheating and plagiarism and is a violation of the ethics. The following is taken from the Tusculum College catalog:

“Cheating and plagiarism are violations of Ethics of Social Responsibility—one of the competencies that we have identified as essential to the Civic Arts. Plagiarism is a form of academic dishonesty that consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one’s own.” Specific actions of academic misconduct are discussed on pages 24 and 25 of the Tusculum College Catalog 2008-09. Sanctions are applied in three stages starting with an F at the discretion of the instructor to suspension with a failing grade for the second offense of cheating or plagiarism (the third case of plagiarism, if the first case was unintentional.)

**THE LEARNING SUPPORT SERVICES OFFICE** provides disability related services and additional academic support. Students requiring accommodations in order to function effectively in class activities should contact Dr. Lisa R. Johnson (423) 636-7300 ext 5651 or 800-729-0256 ext. 5651, [ljohnson@tusculum.edu](mailto:ljohnson@tusculum.edu), write the Tusculum College Academic Resource Center at P.O. Box 5025, Greeneville, TN 37743, or visit the office in room 112 of Annie Hogan Byrd. Any student requiring additional academic support may obtain services through the Learning Support Offices located in the Academic Resource Center by contacting Dr. Johnson at the contact information listed above. Please notify Dr. McFarland of any learning disability or necessary accommodation.

## **ANNOUNCEMENTS**

Many clubs on Campus may interest you. I urge you to get involved!

**HNRS 301 LEADERSHIP STUDIES**  
**Dr. Tom D, McFarland**  
**Block 2, Fall 2008 Course Schedule**

<u>Day</u>	<u>Topic</u>	<u>Chapters</u>
M, Sept 15 <sup>th</sup>	Course overview and administration	
T, Sept 16 <sup>th</sup>	Leadership, Theory and Practice	1
	Leader's Companion	1-8
	Transforming Leadership	1-2
W, Sept 17 <sup>th</sup>	Leadership, Theory and Practice	2
	Leader's Companion	9-17
R, Sept 18 <sup>th</sup>	Leadership, Theory and Practice	3
	Leader's Companion	23-24
	Transforming Leadership	3-4
F, Sept 19 <sup>th</sup>	Leadership, Theory and Practice	4
	Leader's Companion	25
	Transforming Leadership	5-7
M, Sept 22 <sup>nd</sup>	Leadership, Theory and Practice	5
	Leader's Companion	29-35
T, Sept 23 <sup>rd</sup>	Leadership, Theory and Practice	6
	Leader's Companion	44-45
	Transforming Leadership	8-10
W, Sept 24 <sup>th</sup>	Leadership, Theory and Practice	7
	Transforming Leadership	11-13, epilogue
<b>R, Sept 25<sup>th</sup></b>	<b>Mid-Term Exam</b>	
F, Sept 26 <sup>th</sup>	Leadership, Theory and Practice	8
	Leader's Companion	48-56
M, Sept. 29 <sup>th</sup>	Leadership, Theory and Practice	9
	Leader's Companion	18-22
T, Sept. 30 <sup>th</sup>	Leadership, Theory and Practice	10
	Leader's Companion	40-43, 46-47
W, Oct 1 <sup>st</sup>	Leadership, Theory and Practice	11
	Leader's Companion	57-60
R, Oct 2 <sup>nd</sup>	Leadership, Theory and Practice	12
	Leader's Companion	26-28
F, Oct 3 <sup>rd</sup>	Leadership, Theory and Practice	13
	Leader's Companion	36-39
	<b>Papers Due!</b>	
M, Oct 6 <sup>th</sup>	Leadership, Theory and Practice	14
	Leader's Companion	61-64
T, Oct 7 <sup>th</sup>	Paper Discussions	
<b>W, Oct 8<sup>th</sup></b>	<b>Comprehensive Final Exam</b>	

# Critical Thinking Rubric

**Students will interpret, evaluate, and convey complex ideas drawn from quantitative and qualitative information.**

## **Inquiry**

5. Demonstrates curiosity about the subject of study and poses significant questions
- 4.
3. Raises relevant questions or demonstrates understanding of question(s) raised by others
- 2.
1. Raises irrelevant, inappropriate question(s) or misinterprets question(s) raised by others

## **Knowledge**

5. Demonstrates ability to find significant, meaningful information
- 4.
3. Demonstrates ability to find some useful information
- 2.
1. Fails to find appropriate information

## **Argument**

5. Asserts an original hypothesis/ theory/ principle/ conclusion/ prediction
- 4.
3. Proposes a reasonable hypothesis/ theory/ principle/ conclusion/ prediction
- 2.
1. Fails to generate a workable hypothesis/ theory/ principle/ conclusion/prediction

## **Analysis**

5. Applies sophisticated analysis to evidence through examining ideas and identifying and analyzing arguments
- 4.
3. Conducts adequate analysis of evidence
- 2.
1. Fails to perform satisfactory analysis of evidence

## **Interpretation**

5. Proposes valid new insights or unique perspectives through categorization, decoding significance, clarifying meaning.
- 4.
3. Draws logical conclusions from analysis
- 2.
1. Fails to derive valid results from analysis