

Bethune-Cookman University
School of Arts and Humanities
Department of Speech Communication, Theatre, & Visual Arts

Leadership Communication, SCJ 407A, 3.0, Fall 2011

Professor: Dr. Paula McKenzie
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Class: TR 11:20-12:50 **Room:** F341
Office Location: Fine Arts 342
Office Hours:
MW 2-3PM and **TR** 1-2PM
Others by appointment

Prerequisites: EN 131 College English I & EN 132 College English II

Course Description: The study of leadership communication includes theory and application with a more holistic approach. It is designed to raise awareness of the complexity and power of the communication process and the role of leader and to help students develop their leadership skills cognitively, affectively, and behaviorally.

Textbook Required: Hackman, M.Z. and Johnson, C.E. (2009) *Leadership: A Communication Perspective*, 5th Edition. Long Grove, IL: Waveland Press.

Main Course Goals: This course will introduce and explore the central aspects of leadership communication. The goal for this course is to help students learn how leadership functions through the use of communication via roles and ethics. The course is designed to help students develop skills that will help them discover new ways to enrich their professional lives through application of leadership communication theory. Each student will become aware of the leadership communication process; effective speakers and participants in the group decision-making process; and acquire the basic skills necessary for effective communication.

Course objectives: The study of leadership communication includes theory and application with a more holistic approach. The course is designed to raise awareness of the complexity and power of the communication process as well as the role of leader. Students will explore the central aspects of leadership communication via roles and ethics. Students will examine the leadership communication process, become effective speakers, participate in the group decision-making process, and acquire the basic skills necessary for effective communication as future leaders. Through the use of critical thinking skills, students will examine social problems and their potential solutions. They will learn to design an issue campaign and test its viability using a reflective essay, identify values via a current events journal outlining issue development, create and deliver a problem solution speech and a motivational speech.

Impact on BCU Mission and Institutional Student Learning Outcomes (ISLOs)

Through the attainment of the Course Student Learning Objectives (CSLOs), students will acquire knowledge, skills and competencies outlined in the Institutional Student Learning Outcomes (ISLOs), School Student Learning Outcomes (SSLOs), and Program Student Learning Outcomes (PSLOs). The Course Student Learning Objectives fully support the University Mission and Core Values as stated in the Strategic Plan; as well as, the School Goals.

Program Student Learning Outcomes (PSLOs) addressed in Course Learning Objectives.

Upon completion of the course students will be able to:

1. Demonstrate ability to critically listen, analyze, evaluate speakers, speeches, dramatic texts, performances, visual art forms, and apply communication, performance, artistic theories, and aesthetic and technical qualities as assessed through competency rubrics.
3. Organize and deliver effective oral presentations or performance with a variety of communication or performance goals and purposes, including computer and audio-visual technologies as demonstrated by a competency rubric.
4. Demonstrate skills and knowledge necessary for art production, effective communication, performance, and scholarship in careers, graduate or professional schools as assessed through competency rubric.
5. Appreciate the essence of group communication or performance including leadership and membership roles as well as effective participation to achieve realistic goals as assessed through competency rubric.
6. Identify audience diversity and making relevant communication or performance adjustment to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and social-economic status in today's global society.
7. Recognize, critique and demonstrate appreciation for performances, oral traditions, and works of art produced by artists of diverse cultures, both past and present.
8. Demonstrate civic engagement by applying communication, performance, artistic skills in real life experiences in today's society and internship.

Course Student Learning Objectives and Measurements.

Upon completion of the course students will be able to:

- Explain the difference between management and leadership at 70% accuracy level; (PSLO 3).
- Discuss the importance of ethics, listening, audience analysis, and critical thinking in leadership communication and essay writing at 70% accuracy level; (PSLO 1, 6, 7).
- List and describe types of leadership in a quiz at 70% accuracy level; (PSLO 4).
- Critically analyze and evaluate leaders in an essay at 70% accuracy level; (PSLO 1, 5, 8).

Assignments:

Scholarly Journal Review: Write synopsis and critique of a scholarly journal article. *TBD

Speech Criticisms: Analyze speech. TBD

Issue Paper: Create 3 to 5 page issue paper; APA style. TBD

Journal: Current Event Deliberation Reflections and other assignments TBD.

Community Project: TBD

Exams: Midterm and final.

***TBD= to be discussed in class**

Attendance/Punctuality/Participation: Regular attendance for this course is expected. All students are also expected to be in class and in their seats at the beginning of each class period. Students who arrive more than ten minutes late for class, or who leave before the class has ended will be marked absent for that class. Attendance will be taken in each class. Unexcused absences will result in the

reduction of your final grade by at least one letter grade. However, excused absences such as those due to personal emergencies (severe personal or family illness, personal or family tragedies, work-related emergencies) must be documented within a week of the absence and must clearly state that the emergency required that the student miss the course on the date and at the time of the absence. If it appears that vacation or other personal plans may conflict with an exam, please make necessary adjustment plans now; leaving early for break is not grounds for making up work. Students will be graded on class participation therefore regular attendance is a fundamental component of this course. The text will be used as a supplement; therefore, poor class attendance can severely affect your grade. Students cannot switch sections. Students are expected to adhere to the Great *Bethune-Cookman College (BCC)* "Honor Code for Student Conduct."

General Requirements:

Assignments: [*TBD=discussed in class]

Scholarly Journal Review: Write synopsis and critique of a scholarly journal article. *TBD

Speech Criticisms: Analyze speech. TBD

Issue Paper: Create 3 to 5 page issue paper; APA style. TBD

Journal: Current Event Deliberation Reflections and other assignments TBD.

Community Project: TBD

Exams: Midterm and final.

Examinations

Students will complete quizzes, a midterm and a final.

Homework Assignments

Homework will be assigned at the end of each class. Written assignments should be in the *American Psychological Association (APA)* format, and MUST be typed double-spaced, complete sentences, paragraphs, with the student's name, course number, section, and date.

Deadlines

All assignments must be submitted on the due date. Written assignments that are submitted after the due date are considered late. A late assignment will result in a reduction of one letter grade for that assignment for each day it is late. Each student is also responsible for contacting us to pick up returned assignments and to review class announcements. It is a student's responsibility to obtain class notes from other students.

Incomplete

An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

Methods of Instruction: The course is experientially based and will include lecture, discussion, peer workshops, active learning, cooperative learning, writing, computer research, and examinations. This is a student-centered class.

Important notes:

- Complete textbook reading assignments **before** they are discussed in class.
- Participate in class activities and discussions.
- Cheating (including plagiarism) on any assignment will result in automatic failure of the course and referral to university officials for disciplinary action. Please consult the College Catalogue for official policies on cheating.
- All students will respect the rights of others, including the right to freedom of speech, freedom of religion, and freedom of thought.
- Professor reserves the right to change the schedule as necessary

Schedule

Note: C=Chapter Note: S=Speeches from leaders

Week 1	Discuss course overview. Discussion and assessment period. Introduce Rhetorical Criticism: Writing a critical essay Current Event Deliberation #1
Week 2	Assign and discuss C1 Leadership and Communication Critique Speech #1—Mary McLeod Bethune: What Does American Democracy Mean to Me? http://americanradioworks.publicradio.org/features/blackspeech/mmbethune.html
Week 3	Assign and discuss C2 Leadership and Followership Communication Styles Current Event Deliberation #2
Week 4	Assign and discuss C3 Traits, Situational, Functional, and Relational Leadership Critique Speech #2—Martin Luther King, Jr.: I Have a Dream http://www.youtube.com/watch?v=PbUtl_0vAJk
Week 5	Assign and discuss C4 Transformational and Charismatic Leadership <u>Due: Scholarly Journal Review #1</u>
Week 6	Assign and discuss: C5 Leadership and Power Review for midterm [chapters 1-4] Current Event Deliberation #3
Week 7	Assign and discuss C6 Leadership and Influence <u>Due: Midterm</u> Critique Speech #3 John F. Kennedy: President Kennedy 1961 Inaugural Address http://www.youtube.com/watch?v=BLmiOEK59n8
Week 8	Assign and discuss C7 Leadership in Groups and Teams <u>Due: Scholarly Journal Review #2</u> Current Event Deliberation #4
Week 9	Assign and discuss C8 Leadership in Organizations

- Week 10 Assign and discuss C9 Public Leadership
Current Event Deliberation #5
- Week 11 Assign and discuss C10 Leadership and Diversity
Critique Speech #4 Barack Obama: Inaugural and A More Perfect Union
<http://www.youtube.com/watch?v=VjnygQ02aW4&NR=1>
<http://www.youtube.com/watch?v=pWe7wTVbLUU>
- Week 12 Assign and discuss C11 Ethical Leadership and Followership
Current Event Deliberation #6
- Week 13 Assign and discuss C 13 Leadership in Crisis
Critique Speech #5 Franklin D. Roosevelt: First Inaugural; Four Freedoms; Fireside Chats
<http://www.youtube.com/watch?v=amNpxQANK0M>
<http://www.mhric.org/fdr/fdr.html>
<http://www.americanrhetoric.com/speeches/fdrthefourfreedom.htm>
- Week 14 Assign and discuss C12 Leader and Leadership Development
Review for final exam. Due: Issue Paper
Current Event Deliberation #7
- Week 15 Due: Issue Paper Presentations Due: Final Exam

Technology

Online Participation

Students will be required to participate in segments of the course posted online. This entails basic communication in the online environment between the professor and students like assignments and other pertinent information.

Grading:

15%	Scholarly Journal Review
25%	Speech Criticisms
10%	Issue Paper
15%	Midterm Exam
15%	Community Project
10%	Journal
<u>10%</u>	<u>Final Exam</u>
100%	

Grading Scale

A	= 90-100
B	= 80-89
C	= 70-79
D	= 60-69
F	= 59 and below