

Syllabus

Instructor Information:

Mari Noopila, Ph.D.

Mobile Phone: 575-571-7300

Email: mynoopila@utep.edu

Office Hours: By appointment (online, Zoom and telephone office hours available).

Course Description:

MLS 5300 Contemporary Concepts of Leadership is an introduction and overview of the field of leadership. The course examines leadership in the context of both classic and contemporary readings. The course will provide students with an opportunity to gain exposure to the language of leadership, major leadership theories, and leadership styles. Students will participate in activities and discussions related to contemporary leadership theories.

Textbooks:

Required

Northouse, P. G. (2026). *Leadership: Theory and practice*. Sage publications.

ISBN:9781071957394 . Tenth Edition

Keohane, N. O. (2010). Thinking about leadership. In *Thinking about Leadership*. Princeton University Press.

**Please have access to a computer, a printer, a jump drive, the internet, an active UTEP e-mail address, and an active Blackboard account are necessary.

Course Structure:

Contemporary Concepts of Leadership is the first course of the Master of Arts in Leadership Studies (MLS) program. It is an intensive reading course! This is not a self-paced course; there are specific due dates for assignments throughout the course. Although MLS 5300 overlaps several other MLS courses, it complements those courses and will end prior to the start date of the Capstone Course (MLS 5350).

STUDENT'S LEARNING OBJECTIVES/RESPONSIBILITIES

Please read the materials covering a particular subject prior to discussions. Your active participation in class discussions is expected as a demonstration of your grasp of the material and is part of your grade. The success of this class is dependent upon the preparation of its members. Please contact me if you have any concerns about the material, the format or environment of the class. Upon completion of the course, students should understand: • The major paradigms of leadership. • The major classical theories of leadership. • The traits of a good leader. • Your natural leadership role. • The factors necessitating organizational change. IMPORTANT: Distance education demands a lot of self-discipline and motivation. There is flexibility in when you study and work on the course, but you must meet deadlines. If you require the structure of the classroom in order to stay engaged, the on-line courses are not for you. You must set up dedicated times to focus on the course materials in order to succeed in the course. Do not wait until the end of the section to do your work as discussion occurs all throughout the section. You balance many issues in your life and can fit distance learning to your individual circumstances.

TIME MANAGEMENT:

The general rule of thumb for a course is that you need approximately 3 hours of your time for each week for every credit hour enrolled. Since there are no hours in the classroom, you will need to dedicate 3 hours per week online combined with 9 hours of study and prep time per week. There will be times when you will not need 12 hours, but there will be times when you need more than 12 hours, so plan accordingly and get caught up or ahead in slow times. Being that the entire course only covers 9 weeks, you need to do as much as you can early and keep up on assignments.

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Faculty Availability and Responsiveness:

Available by appointment, please contact me to arrange a meeting time. I will typically be on post at the learning resource center, 2nd floor of the library before class. Any correspondence should be through email or Blackboard email. You can expect a response from me within 24-48 hours during the regular Monday-Friday week, please allow more time during the weekend for correspondence.

Teaching Philosophy:

My classroom is one of respect, competence, and forward thinking. As an educator-scholar my classroom, whether it be face-to-face, hybrid, or online is one that recognizes everyone brings a unique lived experience and knowledge to the table. I make sure that students feel comfortable with sharing their experiences, and I encourage that students let their voice be heard. By consideration of the diverse classroom dynamics that the environment consumes, I seek to establish a supportive, collaborative, encouraging places where all students have the opportunity and desire to thrive. In my classroom, students are in a safe space where they are encouraged to share, take risks, and reflectively learn from their experiences. Through innovative instruction, a commitment to diversity, equity, and inclusion, my classroom uses technology-enhanced learning, service learning and professional development, and a continuous dedication to rigorous research. My role in the classroom is that of an engaged facilitator who involves students in the experiential application of leadership concepts and theories.

Course Policies and Expectations:

All assignments and major projects are to be presented by the due date. An absence means forfeiting the grade for those assignments. If you cannot attend class, you should plan to submit your written work on time. I understand that at times, there may be an emergency, and I will consider extreme cases, however, reasons like not being able to access internet, personal travel, or illness should not impede you from planning with me to get work done on time. If the homework is late, it will NOT be given a grade. For written assignments, I expect that students will consult APA style manuals for the guidelines required for college-level academic writing. I expect that the course's major speaking assignments will be well researched, rehearsed, and prepared with ample time. I will provide specific guidelines for each assignment in the course.

Multiple submissions: All work submitted in class must be original work. Please do not submit work that you have submitted in another course.

Incomplete grades: An incomplete may be given if a student provides evidence of a documented illness or family crisis that the instructor believes genuinely precluded successful completion of the course.

Make-up work: No make-up work will be accepted. If you miss the deadline for a submission you will receive a 0 for that assignment.

Grades: All work must be submitted on time and using APA style format. Excessive spelling and grammar errors and late papers will impact your grade.

Electronic Devices: Please do not use your mobile phones in the class. If you need to take or receive a call, please step outside of the class to do so. Absolutely no recording or photographing of the instructor or classmates is permitted in this classroom.

Participation: Each student is expected to read assigned materials on the dates given and to come to class prepared to discuss the assigned content. Students are expected to actively and intently participate in the class discussions, critically engage with the readings, and work collaboratively in the weekly writing activities to learn and to support the learning of peers.

Plagiarism:

Plagiarism is academic dishonesty and will likely ensure your failing the class. Plagiarism means using another person's ideas, language or other original (not common-knowledge) material without proper acknowledgement of its source. This includes taking information or ideas out of books, from articles, off the Internet, your telephone, from a friend or instructor, and so on. If the ideas or words come from a source or person other than you, you must indicate it in your writing or speech. Never use another student's work. A plagiarized assignment will result in failure, and even further disciplinary action in accordance with UTEP policy is possible. Please become familiar with the guidelines outlined by the student handbook, and if there is any question about this topic, please contact me to schedule a meeting.

Other Policies:

Students are expected to know and observe the published deadlines for (a) dropping the course and (b) withdrawing from the course. These deadlines are published on the Academic Calendar, which is available in the my.utep.edu site, the course catalogue, and is in the Dean's Office, also online <http://catalog.utep.edu/grad/welcome-to-utep/academic-calendar/> (<http://catalog.utep.edu/grad/welcome-to-utep/academic-calendar/>).

No competing audio/visual technology in class. Laptops and smart phones may be utilized during our course, but these moments are integrated into the curriculum. Usage of these devices, apart from the course design, will be considered competing.

Official UTEP email accounts are encouraged of every student. All business not dealt with in class will be conducted through UTEP email accounts and students are responsible for checking their accounts for course updates and notifications.

For direction about online course etiquette please visit UTEP's netiquette guide for online courses: https://www.utep.edu/extendeduniversity/cid/_Files/docs/netiquette-guide-for-online-courses.pdf (https://www.utep.edu/extendeduniversity/cid/_Files/docs/netiquette-guide-for-online-courses.pdf).

Student Conduct:

Students should familiarize themselves with the UTEP Handbook of Operating Procedures <https://www.utep.edu/vpba/hoop/> (<https://www.utep.edu/vpba/hoop/>). Violation of procedures will result in failure of the class.

While enrolled at the University, a student neither loses the rights nor escapes the responsibilities of social responsibility. Any student who engages in conduct that is prohibited by the Board of Regents' *Rules and Regulations* or University rules or by federal, state, or local law is subject to discipline whether such conduct takes place on or off campus or whether civil or criminal penalties are also imposed for such conduct. All students are expected and required to obey the law, to show respect for properly constituted authority, and to observe correct standards of conduct.

The University of Texas at El Paso (UTEP) administers student discipline according to established procedures of due process. Procedures are defined and described in the Regents' *Rules and Regulations*, Rule 50101, and in the UTEP's Handbook of Operating Procedures (<http://hoop.utep.edu/>).

The Regents' Rules and Regulations

"All students at the University of El Paso are expected to have read and understood The Regents' *Rules and Regulations*."

"The official copy of the Regents' *Rules and Regulations* is maintained by the Office of the Boards of Regents. The *Rules and Regulations* of the Board of Regents of The University of Texas System for the Government of The University of Texas System were reissued on December 10, 2004."

Handbook of Operating Procedures

Students at the University of Texas at El Paso are encouraged to engage their campus in a positive way. By staying educated on policy and procedure, students can ensure a healthy and productive education at the University of Texas at El Paso.

The UTEP's Handbook of Operating Procedures (<http://hoop.utep.edu/>) contains official policies and procedures for the governance of UTEP. The rules and regulations constituting the HOP must not conflict with any rule or regulation in the Regents' Rules and Regulations.

If you have any questions, please contact the Office of Student Conduct and Conflict Resolution (OSCCR). Avoiding Plagiarism (PDF) (<https://www.utep.edu/student-affairs/osccr/Files/docs/Avoiding-Plagiarism.pdf>).

Academic Misconduct:

The University of Texas El Paso prides itself on its standards of academic excellence and students are expected to uphold the highest standards of academic integrity. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, submitting work for credit that is attributable in whole or in part to another person, taking an examination for another person, and any act that gives or attempts to give unfair advantage.

Students in need of accommodations and other support services:

If you have a documented disability or feel that you need accommodations, please consult with The Center for Accommodations and Support Services. They will help determine appropriate, reasonable accommodations. Please find contact information below.

The Center for Accommodations and Support services (CASS)

<https://www.utep.edu/student-affairs/cass/ada-policies/> (<https://www.utep.edu/student-affairs/cass/ada-policies/>).

The University of Texas at El Paso

The Center for Accommodations and Support Services (CASS)

Union East Bldg. Room 106

P.O. Box 609

El Paso, Texas 79968-0609

E: cass@utep.edu (<mailto:cass@utep.edu>)

P: (915) 747-5148

F: (915) 747-8712

Course Requirements and Evaluation:

1. Weekly Analysis/Discussion Board 8x25 (200 points).

Your participation and group discussion grades will be based on completion of discussion board activities that might include (but is not limited to) small group discussions, case studies, and one to two paragraph short essays. Your participation grade will be based on the quantity and quality of your discussion board posts. Each week you should:

- a. Initial posts are due by Thursday @ 11:59pm of each week.
- b. Respond to at minimum two of your colleagues discussion boards by Sunday @ 11:59pm of each week.
- c. Include citations and references in at least your original post.

These due dates are the same every week to help create a routine of reading, reflecting, writing, and discussion. Be sure to check your blackboard for exact due dates on the week of the submission

Purpose: The purpose of these activities is to engage each student in more active and significant learning rather than passive learning.

Grading Rubric for Analysis/Participation and Discussion Board Activities:

Excellent – active participation, completion of all activities; student contributes to the discussion without trying to dominate it, makes thoughtful contributions, and shows interest in and respects others' views.

Good – some participation, completion of most activities; student makes some thoughtful comments, contributes occasionally without prompting, and shows interest in and respects others' views.

Satisfactory – some participation, completion of some activities; student does not voluntarily contribute to the discussion and gives only minimal participation.

Poor – little or no participation, completion of few activities; student often does not participate, does not routinely use Blackboard, is not engaged and/or is unprepared to participate in meaningful ways on the discussion board.

3. Mini Analysis Paper x 2 (100 pts. each) This course requires critical thought about the course readings and class discussions in order to critically understand and develop your own sense of what leadership means, so the papers will focus on your perspectives on leadership, drawing from the course readings and outside supporting materials. The paper assignment handout on Blackboard explains the requirements for the paper in more detail.

Purpose: The purpose of these papers are to demonstrate understanding of leadership concepts, to compare and contrast theories and ideas, and to apply these concepts to contemporary leadership to better understand the function and nature of leadership.

4. Leadership Philosophy Statement (100pts.) You will work on your leadership philosophy statement throughout the semester.

Purpose: The purpose of this assignment is to begin to develop your personal philosophy statement and adapt it based on critical comprehension of leadership theories and concepts gained from the texts, activities and discussion board from this class.

5. Final Exam Essay Questions (100pts.) This course has a final exam with five essay questions. You will choose three of the five essay questions to answer for your final exam. Final exam essay will open one week before due date. **Be sure to check your blackboard for exact due dates on the week of the submission**

Table of Assignments

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