



Communication & Organizational Leadership

COMM 3323
CRN: 18676

[Online course]

Fall semester – 2016

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Required Texts:

- “LWC” Book: ***Leading With Communication: A Practical Approach to Leadership Communication*** (2013), by T.K. Gamble and M.W. Gamble. Sage publications.
- Other articles to be assigned by your instructor as needed. (available online on Blackboard system)

Course Description:

This course will provide an overview of the fundamental approaches to the study of leadership in communication & organizational contexts, and familiarize students with basic ideas and concepts related to leadership studies and research. The purpose of this course is to illuminate the knowledge, skills, values and behaviors essential to the successful leader in emerging organizations and contemporary workplaces. This class emphasizes academic, scholarly, and theoretical perspectives with professional education for students interested in leadership careers, and combines them with practical skills & knowledge for implementing and then practicing in other leadership situations and/or organizational contexts.

Course Objectives: After taking this course, you should be able to:

- Be familiar with the study of communication and its history, and with leadership studies in communication.
- Develop a working vocabulary of terms and concepts that relate to organizational leadership in communication studies and research.
- Discover the importance leadership types and styles, and how those relate to communication.
- Become more sensitive to the nuances of communication through the differences in leadership styles and types.
- Recognize the influence of leadership styles on communication behavior and outcomes.
- Become more knowledgeable and aware about the overall nature of communication studies and research.

Course Policies:

1. ATTENDANCE:

In accordance with the Dept. of Communication attendance policy and university policy, **ATTENDANCE IS REQUIRED** as a condition of successful completion of all courses in the department and university. Because this is a 100% online class, however, daily attendance will not be required as in typical university classes. For this class, students will be required to adhere to daily & weekly assignment deadlines instead. In other words, regular participation online (and on-time submission of assignments) is expected and required.

2. DEADLINES:

All assignments and exams/quizzes are announced in this syllabus, and thus, due dates for assignments and exams will be scheduled far in advance. Therefore, you must plan your work and personal schedule far in advance to accommodate these deadlines and policies. Because the attendance policy dictates that you will participate regularly (and “be present”) in class, make-ups and late work are therefore largely irrelevant. Otherwise, for a few special cases at the discretion of your instructor, late work will be docked one letter grade for each day late (each calendar day, not each day of class). So students should expect any late work to be marked down one (1) letter grade for every day late (each calendar day, not each day of class).

Also, In the event that a student is falling behind and missing the equivalent of one week’s worth of work total (or two assignments in total), the student will be advised to withdraw from the course, or the student will receive a failing grade for their final grade for the class. Finally, if a student is involved in any activity that might require that person to miss an exam or quiz, then that student should not enroll in the course.

3. EXAMS:

Make-up tests will not be given, except for (a.) medical emergency, or (b.) university-related activity(ies). If a student misses an exam or quiz because of a documented emergency or other official situation, he/she will be required to submit proof & documentation. Only in extreme circumstances will your instructor make arrangements with you to complete your coursework through make-up exams, new deadlines, or alternative assignments. In this case, students must consult with the instructor as soon as possible on new deadlines for submitting work and how to proceed.

4. ADA STATEMENT (Americans with Disabilities Act):

The University of Texas at El Paso seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Accommodations & Support Services (CASS) to make arrangements for accommodations in advance.

5. CASS POLICY (Center for Accommodations & Support Services):

If you have a disability and need classroom accommodations, please contact The Center for Accommodations & Support Services (CASS) at (915) 747.5148, or by email to cass@utep.edu. Or visit their office located in the UTEP Union – East, Room #106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

6. EXPECTATIONS FOR ONLINE CLASSES (Norms & Behavior):

Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- Ask questions: If you don't know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems (related to the class) you are having. Make sure that you have clearly indicated the subject of your message.
- Reach out to others: Offer a fact, article, link, or other item that can help others learn something you can share.
- Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. **Inappropriate behavior can be subject to disciplinary action as well.**
- Be diplomatic: When sending messages on emotionally charged topics, it is recommended that you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages helps to ensure that they are constructive, instead of destructive.
- Stay focused: Stay on topic to increase the efficiency of your learning.

7. ACADEMIC MISCONDUCT:

The University of Texas at 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.

8. ASSIGNMENTS and POINT VALUES

Assignments

Online posts/discussions	60 total points possible	(Each post = 5 points, * 12 assignments)
Peer responses:	60 total points possible	(Each response = 5 points, * 12 assignments)
Mid-Term Exam	100 total points possible	
Final Exam	100 total points possible	

320 total points possible

9. FINAL GRADE SCALE

Numeric Scale – Letter Grade Achieved

- A** = 288 – 320 total points
- B** = 256 – 287
- C** = 224 – 255
- D** = 192 – 254
- F** = 191 or below

TENTATIVE SCHEDULE – Fall 2016

Week #1 – Instruction:

- **“The Truths About Leadership,” Supplementary Article: “Truths About Leadership”**

Excerpt from book: “Exploring Leadership: For College Students Who Want to Make a Difference” (from chapter 2) by Komives, Lucas, and McMahon.

- **J.M. Sproule, Supplementary Article: “Discovering Communication”**

Chapter from book: “A Century of Communication Studies,” by P. Gehrke & W. Keith, pp. 26-45.

Week #1 – Assignments:

- **Discussion 1.1: “Get to Know Your Peers”** [To be graded]

Go to Blackboard and Week #1 “Discussions” for this discussion string. Students are expected to (a.) **familiarize themselves with the Discussion board**, (b.) **introduce themselves to peers & classmates**, and (c.) **get to know others informally**.

- **Discussion 1.2: “News Story Search”** [To be graded]

Conduct a search for recent or contemporary news stories (print or online) **that relate in any way to leaders and/or leadership styles**. You must provide an example (at least one), with a brief description or explanation of the connection or significance. Respond to at least one other student’s post, as well.

Week #2 – Instruction:

- **LWC (Gamble), Chapter 1: Understanding Leadership**
- **LWC (Gamble), Chapter 3: Understanding Leader/Follower Relationships**

Week #2 – Assignments:

- **Discussion 2.1: “Self-Reflection – Leaders List”** [To be graded]

Follow the directions in the blue box on p. 7 of your textbook (only for #1). **Identify 10 persons that come to mind when you hear the word “leader.”** Then answer the questions that follow about the people on your list. Post in the discussions, and don’t forget... you must respond to at least one other student’s post, as well.

Week #2 – Assignments: (cont'd)

- **Discussion 2.2: “Self-Reflection – Looking In & Out ”** [To be graded]

Follow the directions in the blue box on p. 45 of your textbook. Follow the directions to find out “**What kind of follower am I?**” (pp. 45-47). Then complete the exercise, and post your discussion. You must respond to at least one other student’s post, as well.

- **Exam Practice “A”:** [OPTIONAL “practice” exercise to prepare for upcoming exam]

Practice question is online. Sit down with a piece of scratch paper and a pen/pencil, and give yourself 10-15 minutes to respond to this question in essay form, without the help of books, or notes, or any other resources.

Week #3 – Instruction:

- **LWC (Gamble), Chapter 4:** **Thinking Like a Leader**
- **LWC (Gamble), Chapter 5:** **Perceiving Like a Leader**
- **LWC (Gamble), Chapter 6:** **Listening Like a Leader**

Week #3 – Assignments:

- **Discussion 3.1: “Self-Reflection – Working It Out ”** [To be graded]

Go to p. 51 of your textbook and follow the directions in the blue box (modified slightly for this assignment). Try to think of different leaders that you have worked with and if/how they influenced your thoughts on leadership. Describe some of the specific details about each **leader’s communication style and how it all affected you (either positively or negatively)**. Again, post your discussion, and don’t forget that you must respond to at least one other student’s post, as well.

- **Discussion 3.2: “What’s My Style?”** [To be graded]

Follow the directions on pp. 76 - 77 of your textbook. Fill out the quiz and try to **determine your score(s) and preferred leadership style**. Then post your thoughts in the discussion, and respond to at least one other student’s post, as well.

Week #3 – Assignments: (cont'd)

- **Exam Practice “B”:** [OPTIONAL “practice” exercise to prepare for upcoming exam]

Practice question is online. Sit down with a piece of scratch paper and a pen/pencil, and give yourself 10-15 minutes to respond to this question in essay form, without the help of books, or notes, or any other resources.

Week #4 – Instruction:

- **LWC (Gamble), Chapter 7: Storytelling Like a Leader**
- **LWC (Gamble), Chapter 8: Presenting Yourself Like a Leader & Nonverbal Communication**

Week #4 – Assignments:

- **Discussion 4.1: “News Story Search #2”** [To be graded]

Conduct another **search for recent or contemporary news stories that relate in any way to leaders and/or leadership styles** (print or online). You must provide an example (at least one), with a brief description or explanation of the connection or significance. Again, respond to at least one other student’s post, as well.

- **MID-TERM EXAM** [Online]
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Week #5 – Instruction:

- **LWC (Gamble), Chapter 9: Leading Through Conflict and Managing Conflict**
- **LWC (Gamble), Chapter 10: “Power” and Leadership**
- **LWC (Gamble), Chapter 11: Teams and Collaboration**

Week #5 – Assignments:

- **Discussion 5.1: “Self-Reflection – Looking In and Out ”** [To be graded]

Go to p. 164 of your textbook and follow the directions for the inventory/survey in the blue box, and then analyze the results. The point is to try to determine the **typical behaviors you exhibit when involved in conflict**, and then figure out your personal score. Describe the results & post your discussion, and as always, don't forget that you must respond to at least one other student's post.

- **Discussion 5.2: “Post it – Imagineering a Better Way”** [To be graded]

Follow the directions in the blue box on p. 178 of your textbook. **“Explain how the list of specific statements discourage competing while encouraging the search for creative options.”** Post your explanation and thoughts in the discussion, and again, respond to at least one other student's post.

- **Exam Practice “C”:** [OPTIONAL “practice” exercise to prepare for upcoming exam]

Practice question is online. Sit down with a piece of scratch paper and a pen/pencil, and give yourself 10-15 minutes to respond to this question in essay form, without the help of books, or notes, or any other resources.

Week #6 – Instruction:

- **LWC (Gamble), Chapter 12:** **Influencing and Inspiring Others**
- **LWC (Gamble), Chapter 2:** **Ethic, Ethical Considerations and Responsibilities**
- **LWC (Gamble), Chapter 13:** **Valuing Culture and Diversity**

Week #6 – Assignments:

- **Discussion 6.1: “Post It – Imagineering a Better Way ”** [To be graded]

Go to p. 232 of your textbook and follow the directions for the discussion in the blue box. Answer the question, **“Who is a contemporary Transformational Leader,”** and the other questions that follow. Describe the results & post your discussion, and as always, don't forget that you must respond to at least one other student's post.

- **Discussion 6.2: “Work It out – Alone or Together”** [To be graded]

Follow the directions in the small blue box on p. 254 of your textbook. **“Develop a list of obstacles facing members of minority groups & review diversity efforts to overcome obstacles and suggest**

new ideas.” Post your explanation and thoughts in the discussion, and again, respond to at least one other student’s post.

- **Exam Practice “D”:** [OPTIONAL “practice” exercise to prepare for upcoming exam]

Practice question is online. Sit down with a piece of scratch paper and a pen/pencil, and give yourself 10-15 minutes to respond to this question in essay form, without the help of books, or notes, or any other resources.

Week #7 – Instruction:

- **LWC (Gamble), Chapter 14:** Innovating
- **LWC (Gamble), Chapter 15:** Social Networking and Technology

Week #7 – Assignments:

- **Discussion 7.1: “Working It Out – Alone or Together ”** [To be graded]

Go to p. 267 of your textbook and follow the directions for the discussion in the blue box. **“Identify a change that you believe needs to be implemented in your class, college or community,”** and then the other questions & directions that follow. As always, describe the results & post your discussion, and don’t forget that you must respond to at least one other student’s post.

- **FINAL EXAM** [Online]
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Further Reading Suggestions:

- ***Exploring Leadership: For College Students Who Want to Make a Difference***, Third Edition, by S.R. Komives, N. Lucas, and T.R. McMahon (2013, John Wiley & Sons, Inc.).
- ***The Heart of Change: Real-Life Stories of How People Change Their Organizations***, by J.P. Kotter and D.S. Cohen (2012, Harvard Business Review Press).
- ***The Secret Language of Leadership: How Leaders Inspire Action Through Narrative*** by S. Denning (2007, Jossey-Bass).
- ***The Power of Framing: Creating the Language of Leadership***, by G.T. Fairhurst (2010, Jossey-Bass).