

Communication 3323: Communication and Organizational Leadership, an Environmental Focus

Cotton 201
TR 10:30 - 11:50 AM

CRN: 12742
Fall 2018

General Information

Professor: Dr. Stacey Sowards
Office: Cotton Memorial 202
Office phone: (915) 747-8854
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Office hours: 9:30 am – 11:30 am, Mondays & Wednesdays, & by appointment

Professor: Katie Wedemeyer-Strombel
Office: Quinn 210
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Office hours: 9:00-10:00am, Tuesdays & Thursdays, & by appointment

Course Overview

This course is designed to introduce you to leadership theories and to aid in your development of critical, theoretical, and practical approaches to leadership. With an environmental focus, this class explores how the learned leadership approaches are applied in an environmental context, with an emphasis on how these strategies can be implemented in your own lives in various contexts, from social activism to workplace organizations to the university community and beyond.

Course Goals

1. To build foundational knowledge in leadership and organizational theories.
2. To connect leadership to the environment and beyond.
3. To emphasize leadership is a process, not a product.
4. To recognize leadership is not about an assigned role.
5. To experience real world practical application of leadership.

Departmental Learning Objectives and Outcomes

Learning Outcome 1: Demonstrate disciplinary knowledge of leadership and communication theory and practices in organizational settings.

Learning Outcome 2: Apply communication theories to communication events.

Learning Outcome 4: Identify, diagnose, and solve organizational problems through the application of disciplinary theoretical and communication practices.

Learning Outcome 5: Understand and evaluate the ethical challenges that are embedded in contemporary organizational communication processes.

Textbook and materials

1. Hackman, Michael Z. and Johnson, Craig E. (2018). *Leadership: A Communication Perspective*, 7th edition. Long Grove, IL: Waveland Press. 6th edition is also acceptable.
2. Gordon, John C. and Berry, Joyce K. (2006). *Environmental Leadership Equals Essential Leadership, Redefining Who Leads and How*. New Haven, CT & London, U.K.: Yale University Press.
3. Other course readings, available on Blackboard

Classroom Expectations

Students are expected to be respectful and supportive of other students. Many different ideas will be welcomed and encouraged. We may discuss some controversial topics, and students must feel that they are comfortable to express their thoughts. We, as your professors, want to affirm the identities, realities and voices of all students, especially those from marginalized and underrepresented backgrounds. We also appreciate person-centered communication, including preferred gender pronouns, and respect for the experiences of others.

Attendance & Participation

Your participation is vital for discussion and assignments, and it is very difficult to get a satisfactory grade in this course if you do not attend class. Attendance will be noted every class session, as will late arrivals and early departures. Participation in the Service Learning Assignment is also critical to successfully completing this course.

Course Assignments and Evaluation:

1. Reading questions. Each set of reading questions is designed to focus your reading of difficult texts and concepts. We will use the reading questions as a basis for discussing that particular reading set in class. Try to answer questions as you read, but also remember that your answers may change as you continue reading. Reading questions will be graded for completion and for your attempt to answer questions (meaning: you don't always have to have the right answer, but you have to put forth a good faith effort). **Reading questions should be submitted via Blackboard, by 10:00 am on Tuesdays. Your response should be 1-2 pages (single-spaced) in a Microsoft Word document, but then copied and pasted into the discussion board on Blackboard.**

For each reading assignment set, answer the following questions:

1. What do you think are the important points you would like to discuss from each reading?
2. Which points are most intriguing, useful, or persuasive to you? Why?
3. Which points do you see most often modeled in organizations you've worked in/with? How?
4. Which points do you see most often neglected in organizations you've worked in/with? How?
5. What news articles or stories have you seen this week that relate to the theoretical concepts in the readings? Give at least one example for class discussion.

Purpose: The purpose of the reading questions is to help you develop an understanding of the texts, so that you can build foundational knowledge (course goal #1) and redefine the way we think about leadership and its scope (course goals #2 & 3). Questions #3, #4, and #5 are designed to help you think about real world applications (course goals #4 & 5).

2. Service-Learning Project: This course requires you to serve 20 hours over the course of the semester working on campus to address a sustainability issue. We will be working with Dr. Kevin Floyd, faculty advisor to the Green Team and member of the President's Advisory Committee on Sustainability. Students will work in teams of five people to plan and implement a mini-campus sustainability project. Class time will be provided for team discussions and planning sessions. Projects include:

- a. Strategic planning for community garden at UTEP dormitory area
- b. Roof top garden marketing and use planning
- c. Waste reduction and management in three targeted areas: straws/lids/cups usage, bottle usage and water refill stations, and campus trash management for tailgating activities (pick one of these three)
- d. Sustainability curriculum development
- e. Green Team organizational development
- f. Other campus project of your choosing (**with prior approval from professors**)

Purpose: The purpose of the service learning project is to experience real world applications of leadership with an environmental focus (course goals #2, #5), and to experience leadership as a process and without a formal leadership title (e.g. volunteer leadership, team leadership, community/public leadership; course goals #3, #4).

Projects are comprised of four parts, each to be completed individually, but in consultation with your team:

- a. Problem assessment and data collection report (individual report, 5 points)
- b. Implementation plan and class presentation (individual paper = 10 points; presentation = 2 points)
- c. Implementation activities (if all 20 hours are completed, student will be awarded 10 points)
- d. Evaluation and post-implementation data collection report (individual paper = 10 points) and class presentation (3 points)

3. Participation Activities.

Your participation grade will be based on active participation in class discussion and activities that might include (but is not limited to) small group discussions, case studies, and presentations. Attendance is critical to be successful in this course and is taken during every class session. Students are expected to have completed all readings before the start of each class and be ready to engage in a class discussion.

Purpose: The purpose of these activities is to engage each student in more active and significant learning rather than passive learning (e.g., lectures). The activities are designed to help you better understand each theory (course goal #1), connect these theories to the environment and beyond (course goal #2), to apply leadership to your everyday life (course goal #4), and to experience real world practical applications of leadership (course goal #5).

Grading

<u>Points for Assignments</u>	<u>Possible Points</u>
Reading questions (practice)	2 points
Reading questions	48 points (12 at 4 points each)
Service Learning Project:	40 points total
Problem Assessment and Data Collection Report	5 points
Implementation Plan Paper	10 points
Implementation Plan Presentation	2 points
Service Learning Implementation Activities	10 points
Evaluation Paper	10 points
Evaluation Presentation	3 points
<u>Class Participation</u>	<u>10 points</u>
Total points	100 points

Course Grading Scale

A = 90 – 100%	An “A” grade is designated for assignments that go beyond the requirements of the assignment; exceptional and outstanding work, well written and argued.
B = 80 – 89.5%	A “B” grade is designated for assignments that go beyond some of the requirements of the assignment; better than average work, for the most part, well written and well argued, but with a few errors in writing or reasoning.
C = 70 – 79.5%	A “C” grade is designated for assignments that meet requirements of the assignment, but is average work; average writing, thesis lacks clarity, reasoning is insufficient, or errors in writing.
D = 60 – 69.5%	A “D” grade is designated for assignments that do not meet all requirements of the assignment; generally less than average work, less than average writing, no thesis, reasoning is faulty, or substantial errors in writing.
F = 0 – 59.5%	An “F” grade fails to meet most of the requirements of the assignment; far below average work, faulty reasoning, massive errors in writing.

Late Assignments and Incomplete policy

Late written assignments will receive a **one point deduction for each twenty-four hour period** (including weekends) the assignment is late. Generally, we find it unacceptable for students to turn in late assignments, unless there are extreme and extenuating circumstances.

Late final papers will not be accepted. If your final paper is late, you will receive a zero for the assignment.

A grade of incomplete will not be given for any reason, unless there are **EXTREME** extenuating circumstances **AND** you have talked to either Dr. Sowards or Ms. Wedemeyer-Strombel in advance. An incomplete will only be given if some extenuating circumstance prevents you from completing the final paper by the deadline.

Academic Misconduct

Academic misconduct includes cheating, plagiarizing, collusion, and deliberately interfering with the work of others.

Plagiarizing means representing the work of someone else (such as another student or an author of a book, article, or internet site) as your own. If you use the ideas or words of someone else, **you must cite the source** of the original information in your paper or presentation. For this class, using your own papers completed for another class also would be considered plagiarism.

Cheating includes, but is not limited to, copying answers from other students’ papers or tests, discussing test questions with students who have not taken the test, and/or using notes when taking a test. Another example of cheating is to use a source from a text book without obtaining the original author’s work. If you do not read a work in its entirety, you may misrepresent the original author’s work. Another example is to copy answers from another student or to allow another student to copy from your work. Collusion refers to collaboration with another student to commit any academically dishonest act. If you provide answers to someone or knowingly allow someone to copy your work, you will be held responsible.

Invented or plagiarized work can result in an F grade for the course and may result in possible disciplinary action at the university level. Students may be suspended or expelled for engaging in academic dishonesty.

UTEP Department of Communication Official Policy on 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.”

Center for Accommodations and Support Services (CASS) Policy

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu. Or visit their office located in 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.

Letters of recommendation policy

Letters of recommendation should be written by someone who knows you well, thinks highly of your work, and has had you in class before. For these reasons, we will only write letters of recommendation for students who we have had in two or more classes. If you plan on asking either Dr. Sowards or Ms. Wedemeyer-Strombel for a letter of recommendation, you should provide a copy of your resumé, UTEP transcript (unofficial is acceptable), the addresses and names of the people to address the letters, and descriptions of the programs to which you are applying. We will need approximately two weeks advance notice for writing letters of recommendation. This policy is also a good guideline to follow when asking anyone for a letter of recommendation.

Course Schedule

LCP = Readings in *Leadership, A Communications Perspective* (text book, available at UTEP book store)

EL = Readings in *Environmental Leadership Equals Essential Leadership* (text book, available at UTEP book store)

Other reading assignments are listed by author's last name, and can be found on Blackboard. All readings from Blackboard are in the order that they appear on the syllabus schedule.

<u>Date</u>	<u>Topic/Activity</u>	<u>Readings and assignments due Tues. before 10:00 am</u>
Week of August 27	introduction to course & syllabus overview to assignments	Rachel Carson & the environmental movement Tragedy of the Commons on Blackboard (before Thursday class)
Week of September 3	introduction to leadership & communication	LCP, chapter 1 EL, preface, introduction, chapter 1 (practice reading questions)
Week of September 10	communication styles	LCP, chapter 2 (reading questions #1) EL, chapter 2 (reading questions #1)
Week of September 17	leadership traits & attributes	LCP, chapter 3 (reading questions #2) EL, chapter 3 (reading questions #2) Problem assessment and data collection report
Week of September 24	leadership approaches <i>Why Environmental Leadership</i>	LCP, chapter 4 (reading questions #3) Rigling Gallagher 2012 (reading questions #3)
Week of October 1	power in leadership	LCP, chapter 5 (reading questions #4) EL, chapter 6 (reading questions #4)
Week of October 8	leadership and influence leadership for conservation science	LCP, chapter 6 (reading questions #5) Manolis et al. 2009 (reading questions #5) Implementation plans and class presentations
Week of October 15	team leadership	LCP, chapter 7 (reading questions #6) EL, chapter 7 (reading questions #6)

Week of October 22	organizational leadership	LCP, chapter 8 (reading questions #7) EL, chapter 8 (reading questions #7)
Week of October 29	leadership of public issues	LCP, chapter 9 (reading questions #8) EL, chapter 4 (reading questions #8)
Week of November 5	leadership and diversity	LCP, chapter 10 (reading questions #9) Dolores Huerta (Sowards, Blackboard) (reading questions #9)
Week of November 12	ethical leadership in solving environmental problems	LCP, chapter 11 (reading questions #10) EL, chapter 5 (reading questions #10)
Week of November 19 Thursday, no class (Thanksgiving)	leadership development	LCP, chapter 12 (reading questions #11) Duhigg on Blackboard (reading questions #11)
Week of November 26	crisis leadership	LCP, chapter 13 (reading questions #12) Liles et al. on Blackboard (reading questions #12)
Week of December 3	Service Learning Final Presentations	

Evaluation and post-implementation data collection reports, Due By: Friday, December 7, 2018 at 1:00 pm

Team members:

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