

COM375 Communication and Leadership

School of Communication

Illinois State University

Online Summer 2019, May 20 to June 14

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1.0 Catalog Course Description

Survey of theory and research dealing with how the different approaches to leadership are enacted through the process of communication. Prerequisite: COM 111 and 297 or graduate standing.

2.0 Course Objectives

Contemporary business organizations are complex communication systems, which relates to their environments by means of external and internal communication. This course is designed to develop a student's understanding of communication's role in leadership. All of us will explore communication dimensions germane to leaders/executives by "connecting the dots" between theory and practice. This course's objectives are:

1. Recall and apply key concepts, terms, and principles about effective leadership communication.
2. Discover elemental aspects of leading effective communication practices of effective leaders.
3. Analyze effective communications functions and recommend "best practices."
4. Demonstrate the ability to be managed and effectively manage communication work and coworkers.
5. Nurture an attitude of and introduce resources for life-long learning about leadership.

3.0 Continued Enrollment

Your enrollment in this class constitutes agreement with all aspects of this syllabus and any additions or alterations that may be made to it during the course of the semester. Additions and alterations include announcements I post for the class in ReggieNet or announce in class, and additions and alternations include e-mail sent to class members. Such additions and alterations include information about the course, assignments, and so on. These announcements and e-mail are equally important when it comes to evaluating your work, because announcements may contain clarifications or other help that fit within assignments' requirements.

4.0 Texts

- Hackman, M. Z., & Johnson, C. E. (2018). [*Leadership: A communication perspective \(7th ed.\)*](#). Long Grove, IL: Waveland. (<https://www.vitalsource.com/referral?term=9781478637059>)
- Any additional readings are posted on this class' ReggieNet site.

5.0 Technology Requirements

You will need only a web browser and a PDF reader for the course. Video with audio will be used too, so you should be set up with software for such media. If you use the electronic version of the textbook, you will need to use the software the publisher requires.

6.0 Outside Preparation

Plan on spending between six to nine hours (or more, depending on how you learn) each week outside of class on your work for this course. (See ISU's [Credit Hour Policy 4.1.19](#). Also see ["Time Management/Credit Hour Policy"](#) for weekly and daily breakdown.) You will need this time to complete assigned readings, prepare for class, complete discussions, and study for quizzes. Because this semester is

compressed, it is expected that you should spend between 4 and 7 hours per day (depending on your pacing) on this class. See my “Welcome” note in ReggieNet.

7.0 Course Format

This course will be run completely online over ReggieNet. (See my welcome letter sent by e-mail.) Assignments you must complete are summarized below in the “Assignments” section, including general requirements and grading criteria. Details about each assignment will be shared separately and posted on ReggieNet. Depending on class needs, I may also hold real-time meetings using ReggieNet’s *chat* function, so everyone can benefit from the conversation. These chats would be announced in advance.

An entire semester’s worth of work will be covered and completed within *four weeks*. To manage the workload for this course, you must “attend” class every day. That means you actively engage with the material that is available to you online and in the textbook each day. You must also turn in work on time or before any day something is due. See my e-mail to all students and my “Welcome” note in ReggieNet.

8.0 Online Course Material

I use ReggieNet extensively to organize the material for this course and make announcements about our class. You can access ReggieNet through your My.IllinoisState homepage after you sign in. If you have problems with ReggieNet, let me know *and* call the Help Desk at 309-438-4357.

The ReggieNet site for this class contains additional, required reading material for this course. This material used in connection with the course may be subject to copyright protection. Your viewing of the material posted on ReggieNet does not imply any right to reproduce, to retransmit or to redisplay it other than for your own personal or educational use. Links to other sites are provided for the convenience of the site user (staff or student) or visitor and do not imply any affiliation or endorsement of the other site owner nor a guarantee of the quality or veracity of information contained on the linked site.

Many files are PDFs and should open easily with Adobe Acrobat Reader to view and print them. If you don't have this free software, go to <http://www.adobe.com> to download that software.

9.0 Student Expectations

The following information outlines what is expected from you, the student learner, in this online, asynchronous course.

1. You are expected to participate in the course on a regular basis. You should access course material every day to remain current and make sure you are aware of any changes in the course. Changes will be posted in announcements.
2. You must make a commitment to learning. In a normal academic term, the university would tell you to schedule two hours per week for each credit per course for learning activities. In this course you will have an additional two hours, which is the time you would normally be in the classroom.
3. Collaborating with other students enriches your learning activities. The course is designed to encourage and reward collaboration. Therefore, you are expected to participate in discussion forums and contribute to the body of knowledge for this subject throughout the course.
4. You may communicate with me via mail, e-mail, telephone, FAX or in person. For this course you must use ISU’s e-mail system. My e-mail is listed on the first page of this syllabus, in the university’s faculty directory, the department’s website, and my profile in ReggieNet. You may also ask your fellow students for assistance, except when I instruct you not to.
5. You are expected to remain civil and polite in all online communications. Although disagreements and dissent should be part of learning, you must remain respectful to other participants and me. You will carefully monitor your use of language while online or in official communication with other participants. Improper language or tone will not be tolerated and will be penalized by deducting all discussion-participation points for the session.

6. This online method of delivery places responsibility for learning on you, the learner. You are expected to contribute your own work and to properly site the works of others submitted in the course. You will honor privacy among other students. You will be especially sensitive to honoring copyright. When in doubt, you are better served by providing a link to an online source, rather than copying it into your own work.

10.0 Online Communication

I use e-mail to communicate directly to you as an individual and as a class, which you can also access through My.IllinoisState. Clean out and check your ISU e-mail account frequently for notes or announcements from me, your fellow students, the department, and the college. *Not checking your e-mail or ReggieNet is not grounds for any excuse for not doing or not doing well on any assignment. It's your responsibility to (1) keep your e-mail accounts open and up-to-date and (2) monitor your e-mail and ReggieNet class news frequently.*

You must get used to the fact that good language use is necessary in every written document you prepare. This includes e-mail. I will only open and respond to your e-mail me within 24 hours when:

1. A clear and simple subject line is given that, within 10 words or less, says exactly which class you're in and what topic(s) you're writing about. Don't be lazy and leave an old subject line from a previous e-mail I sent that has nothing to do with your e-mail's content. I will not reply to e-mail that recycles old subject lines that are not directly related to your e-mail content.
 2. Your e-mail text is written effectively and concisely, and it should be as free of errors as possible.
- By the way, I will apply these rules when I send e-mail to you.

11.0 Academic Dishonesty

Plagiarism and any other form of academic dishonesty will not be tolerated. Plagiarism (presenting someone else's work as your own or without proper acknowledgment) or any other type of academic dishonesty will be considered justification for failure for that particular assignment or the entire course, depending on severity. (See the two documents on academic misconduct linked in ReggieNet.) Although you may discuss with each other any assignment and course material, bounce ideas off each other, and share the university's resources available to you (e.g., media guides), you cannot share actual work you do with others. All work must be that of the student (or students involved in a group assignment) and developed during the current term for this course. Sources must receive credit using APA style. For information regarding academic integrity and procedures for academic misconduct, see ISU's [Code of Student Conduct, Section V.B.1](#).

12.0 Learning Assessments

Feedback and guidance in- and outside of class should prove useful. Assessment of students' learning against the course's objectives shall be done through the following combination of learning assessments:

- Informal/Ungraded Assessments — I can measure your learning *in process* by observing, listening to and talking with you. These data reveal your personal processes, attitudes, and other matters that are part of how and how well you learn. Examples include chatting about course material before and during class, the quality of questions and discussion in class, the amount of sharing/disclosure, learning ownership, assignment discussion, visits with me, and attitude.
- Formal/Graded Assessments — I can measure how well you apply your learning by evaluating the *work you produce* in response to specific assignments. This work is what is graded and used to determine your final, overall level of mastery of the course's material by course's end. Graded assessments are online quizzes, discussions, and videos that are linked to each lesson plus a final project on leadership best practices (details about the final project will be given separately).

12.1 Online Quizzes

There will be one online quiz for each chapter we cover this semester. The quizzes are scheduled to open the day each chapter is assigned, and you will have one hour to complete each one. You will have only one opportunity to take any quiz. You may use your book and notes for the quizzes, but because the quiz is timed, do not rely on the book and your notes to answer questions—*know the material*. Quizzes are worth 20 points each (one point per question) and include multiple-choice and true-false questions generated randomly from a large pool of questions. No deductions are made for wrong answers. Each quiz will be available only during the week in which it is assigned, closing at 11:55 p.m. on Sunday. Make sure that you can complete any quiz from wherever you are using a strong internet connection.

Once a quiz closes, it will not be opened. No excuses shall be granted for missing any quiz, except for documented personal emergencies (i.e., directly affecting you). Documentation must be provided to me immediately upon your return from the emergency, and that documentation must be a scanned image of official paperwork (e.g., physician's note with full contact information) sent to me by e-mail. If you can no longer participate in the class because of the emergency, you must contact the Dean of Students office.

12.2 Online Discussions

A number of online discussions will be conducted using ReggieNet's "Discussion Forums" tool. These discussions are meant to challenge you to think about and apply the concepts of the material we will have covered to that point in the semester. As the "Student Expectations" section asserts, your participation in these discussions is important—the grading rubric is below. The discussions are very similar to in-person, in-class discussions that we might have if the class were held on campus. But our online class discussions are different at least because of the medium through which we have class. So everyone must participate in the online class discussions. Make sure that you can complete any discussion from wherever you are using a strong internet connection. *Each discussion will be available for only for the days indicated in the course schedule—opening at 12:00 a.m. the first day and closing at 11:59 p.m. of the last day before the next discussion starts.*

Once a discussion closes, it remains closed. No excuses shall be granted for missing any discussion, except for documented personal emergencies (i.e., directly affecting you). Documentation must be provided to me immediately upon your return from the emergency, and that documentation must be a scanned image of official paperwork (e.g., physician's note with full contact information) sent to me by e-mail. If you can no longer participate in the class because of the emergency, you must contact the Dean of Students office.

Everyone must participate in each online discussion, and that means everyone must participate well—share your thoughtful, well-argued, and respectful view—at least once for each discussion. Because this course addresses a heady subject, I want to see how well everyone expresses their "takes" on it within the context of the readings. So of course the more you participate beyond the required one-time and thoughtful posting of your own for each discussion, the better it will be for your learning. *Posting your comments to any of your classmates is expected, but you must present your own "take" on the discussion prompt first.*

Your participation in all ReggieNet discussions will be graded according to the rubric given below, which includes letter grades with numerical values for what I observe holistically as the quality of your engagement with the course material during all discussions. All discussion grades are final.

- *Exceptionally engaged (A=4)* — valuable questions, comments, examples, observations, or insights shared every time in online discussion forums; obviously apparent that all assigned readings have been completed; well-prepared for discussions; positive attitude toward the course and/or learning perceived at all times; attended all or nearly all discussions and arrived on time or early.

- *Well engaged (B=3)* — interesting and usable ideas, comments, or observations shared during online discussion forums; all assigned readings seem to have been completed; prepared for discussions; positive attitude toward the course and/or learning perceived; attended many discussions and arrived on time.
- *Engaged (C=2)* — reasonable comments and questions shared during online discussion forums; appeared all assigned readings were completed; prepared for discussions; positive to neutral attitude toward the course and/or learning perceived; attended most discussions and arrived on time.
- *Barely engaged (D=1)* — basic or simplistic comments or questions shared in online discussion forums; appeared to not have completed assigned readings; under-prepared for discussions; neutral to negative attitude toward the course and/or learning perceived; absent from several discussions and was either on time or late when attended discussions.
- *Not engaged (F=0)* — overly simplistic, irrelevant, or no contributions to online discussion forums, which may have added little or no value; comments or other behavior may have detracted from discussions or were disruptive; appeared to not have completed assigned readings; under- or unprepared for discussions; negative attitude toward the course and/or learning perceived; absent from many discussions and was either on time or late, if attended discussions.

NOTE: Excessive problems of any kind in the writing of your comments can, on their own, be sufficient cause for lower scores than what the content by itself may suggest. Yes, proper and effective writing is that important.

12.3 Flipgrid Videos

We will use Flipgrid for you to record one video for each chapter in response to selected activities in a given chapter. Your video ought not to exceed two (2) minutes, and you must respond clearly, thoughtfully, and directly to the prompt for each video. Make sure that you can complete any video from wherever you are using a strong internet connection. The degree to which you are clear, thoughtful, and direct in your video will determine your grade for it, using the rubric in Section 12.2 as a framework for evaluating your video. All video grades are final.

Once a Flipgrid video closes, it is closed. No excuses shall be granted for missing any video, except for documented personal emergencies (i.e., directly affecting you). Documentation must be provided to me immediately upon your return from the emergency, and that documentation must be a scanned image of official paperwork (e.g., physician's note with full contact information) sent to me by e-mail. If you can no longer participate in the class because of the emergency, you must contact the Dean of Students office.

12.4 Final Project

The final project requires you to distill from all of the course's material the most-salient concepts, principles, and practices about leadership and followership that matter to you. You must begin working on it with the first chapter and each of the following chapters. Details about the project will be provided separately, and the due date is given in the schedule in Section 16.

13.0 Graduate Students

In addition to the assignments listed in the "Learning Assessments" section, graduate students will develop a research project germane to the content of this course and suitable for submission to an academic convention. I must approve topics. Details are given separately on ReggieNet, and the basic assignment includes three parts that will be graded individually: a written proposal (2-3 pages), literature review (6-7 pages) and final paper (17-19 pages), which are due at different points in the semester (i.e., each third of the semester), and the student will work with me to determine due dates.

14.0 Final Grade Calculation

- All scores are totaled to determine a student's earned points in the class for all assignments.
- The total possible points that any student may earn for all assignments is given in the table below. There is no weighting of assignments.
- The final letter grade for the course will be determined by comparing each student's total earned points to where that total falls in the following scale. (Note: This scale uses the common breakdown of lowest As, Bs, Cs, and Ds at 90%, 80%, 70% and 60% of total possible earned points respectively.)
 - Undergraduates: A=408-367; B=366-326; C=325-286; D=285-245; F=244-0
 - Graduates: A=758-682; B=681-606; C=605-531; D=530-455; F=454-0

Assignment	Available Points	Earned Points
Chapter Flipgrid (11 of them at 4 points each)	44	
Chapter Discussions (11 of them at 4 points each)	44	
Chapter Quizzes (11 of them at 20 points each)	220	
Final Project: Leadership & Followership	100	
<i>Total Points</i>	<i>408</i>	
GRADUATE STUDENTS ONLY:		
Project Proposal	50	
Lit Review	100	
Final Product	200	
<i>Graduate Students</i>	<i>758</i>	

15.0 Special Needs

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit [Student Access and Accommodation Services](http://studentaccess.illinoisstate.edu/faculty_staff/academic/) (http://studentaccess.illinoisstate.edu/faculty_staff/academic/).

16.0 Course Schedule (*subject to change*)

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday & Sunday
1 (May 20-26)	•Chapter 1 •Flipgrid	•Discussion •Quiz	•Chapter 2 •Flipgrid	•Discussion •Quiz	•Chapter 3 •Flipgrid	•Discussion •Quiz
2 (May 26-June 2)	•Chapter 4 •Flipgrid	•Discussion •Quiz	•Chapter 5 •Flipgrid	•Discussion •Quiz	•Chapter 6 •Flipgrid	•Discussion •Quiz
3 (June 3-9)	•Chapter 7 •Flipgrid	•Discussion •Quiz	•Chapter 8 •Flipgrid	•Discussion •Quiz	•Chapter 9 •Flipgrid	•Discussion •Quiz
4 (June 10-14)	•Chapter 10 •Flipgrid	•Discussion •Quiz	•Chapter 11 •Flipgrid	•Discussion •Quiz	•Final Project <i>Due June 17</i> •Course Eval.	

NOTE: We may alter this course schedule and other aspects of this syllabus as the course progresses. You are responsible for noting any such changes, which will be announced in class and/or posted on ReggieNet.

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