

TCORE 113 C: Introduction to Social Sciences

Leadership in Theory and in Practice

Instructor: Dr. Rich Knuth

Class Times	Mondays 8:00-10:05	Wednesday 8:00-10:05
Office Hours (also by appointment) Office location: WCG 320	Mondays 10:15-11:15	Wednesdays 10:15-11:15
Contact	Email: rk4@uw.edu	Phone: (253) 691-3402

Course Description

Theories of effective leadership behavior abound: adaptive leadership, authentic leadership, cultural leadership, servant leadership, and transformational leadership, to name just a few. Together we will examine the critical elements of these theories and apply them to current and historical leaders. We will examine such questions as are leaders made or born? Are leaders a product of their times or do they shape their times? Finally, we will examine how we can apply these theories in our daily lives within the social and work groups to which we belong.

Core

The Core program consists of coordinated courses that represent various disciplines in the university. This course, like the others taken by your cohort, fulfills one of the university's general education requirements. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you will need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.

Learning Objectives

At the conclusion of this course, students will:

1. Understand what social science is and be able to differentiate between disciplines.
2. Be able to articulate personal values and beliefs that determine their personal definitions of effective leadership.
3. Become aware of attributes of effective leadership embedded in multiple theoretical models.
4. Be able to identify one's own personal leadership attributes and challenges.
5. Demonstrate the ability to recognize the relationship between one's areas of concern and one's areas of influence.
6. Collect, evaluate, and analyze information and resources to answer questions.
7. Approach complex issues by breaking large questions down into manageable parts.
8. Make meaningful connections among assignments and readings in order to develop a sense of the 'big picture.
9. Identify, analyze, and summarize/represent the key elements of a text.

10. Express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it

Required Texts and Materials

Covey, S. R. (1989). *The 7 habits of highly effective people: Powerful lessons in personal change*. New York: Fireside. ISBN-13 978-0743269513

Machiavelli, Niccolo. *The Prince*

Note: Other articles and short readings will be provided in class and on Canvas.

Course Requirements

1. Complete all assigned reading in advance of attending class, and demonstrate your familiarity with the reading by active participation in class discussions and completion of short reflection papers that evidence engagement with assigned readings.
2. For each class for which a reading has been assigned, bring two (2) quotes with page numbers taken from the assigned reading, and two (2) questions generated by the assigned reading. Please note that these quotes/questions (2Q/2Q) **must be printed prior to class**, as they are used to facilitate and focus small-group discussion. I will collect these printed copies; be sure to put your name and the date on them.
3. Almost weekly, write a short (2-3 page) reflection that has essentially three parts: (1) identify the most significant learning/insights arising from the previous week's class(es) and assigned readings; (2) make connections between the learning/insights and personal or professional experience, and/or to other texts/coursework; (3) summarize and/or identify additional questions or issues prompted by reading and discussion.
4. Write one 5-page paper and present this paper to the class. This paper requires that you apply the content related to leadership covered in the January and February class meetings to a well known, agreed upon leader and to your daily lives. More detailed guidelines for this paper and for the presentation, including assessment rubrics for both, will be provided in class and posted on Canvas.
5. In-class Final Reflection

How you will be assessed:

Participation/Discussion Preparation	20 points (See #1 & #2 above)
Class Reflections (6 X 5 pts.)	30 points
Presentation	15 points
Paper	25 points
In-class Final Reflection	10 points
Total:	100 points

Grading

<http://www.tacoma.uw.edu/enrollment-services/grading-policies>

Late Work

The instructor retains the prerogative of whether to accept late work or not and whether to award full or partial credit for late work. Generally, late work will not be accepted and if accepted it will rarely be awarded full credit. Exceptions to this general practice are based on proactive communication on the part of the student and documented extenuating circumstances experienced by the student. Please turn in your work on time!

Writing Requirements

Course Schedule

Date	Topics and Skills	Reading Due	Activities Due
January 6	<ul style="list-style-type: none">• Introductions• Syllabus and Course Expectations• Survey Student Backgrounds and Interests• Teachers from Whom You have Learned the Most Knowledge: <ul style="list-style-type: none">• Willingham Thesis• Mind Sets: Fixed and Growth• Mental Hooks (Schema) Skills: Using the Syllabus		
January 8	Knowledge: <ul style="list-style-type: none">• What are the Social Sciences?• What is leadership?• What are your experiences with leadership?• What are your aspirations as related to leadership?• What is <i>effective leadership</i>? Skills: Paraphrasing and Summarizing		
January 13	Knowledge: <ul style="list-style-type: none">• What constitutes a group?• What is power? Skills: Paraphrasing and Summarizing		Reflection #1
January 15	Knowledge: <ul style="list-style-type: none">• Trait, Behavior, Contingency Theories of Leadership• Introduce Covey and Machiavelli Skills: Writing Do's and Don'ts		

January 22	Knowledge: <ul style="list-style-type: none"> • What is a paradigm? • What is a paradigm shift? • Connect Character Ethic v. Personality Ethic to passage from Machiavelli • What is <i>locus of control</i>? Skills: Guidelines for Reflections	Covey, <i>Paradigms and Principles: Inside Out</i> Machiavelli, <i>Section XV</i>	2Q2Q #1 Reflection #2
January 27	Knowledge: <ul style="list-style-type: none"> • Transformational vs. Transactional Leadership • Authentic Leadership Skills: Writing	Covey, <i>The Seven Habits: An Overview</i> Machiavelli, <i>Section XVI -XIX</i>	2Q2Q #2
January 29	(Continued) Knowledge: <ul style="list-style-type: none"> • Transformational vs. Transactional Leadership • Authentic Leadership Skills: Writing	Covey, <i>The Seven Habits: An Overview</i> Machiavelli, <i>Section XVI -XIX</i>	Reflection #3
February 3	Knowledge: <ul style="list-style-type: none"> • Visionary Leadership Skills: Writing	Covey, <i>Habit 1: Be Proactive</i>	2Q2Q #3
February 5	Knowledge: <ul style="list-style-type: none"> • Visionary Leadership Skills: Writing	Covey, <i>Habit 2: Begin with the End in Mind</i>	2Q2Q #4 Reflection #4
February 10	Knowledge: <ul style="list-style-type: none"> • Visionary Leadership Skills: Paper Template and Guidelines	Covey, <i>Habit 3: Put first Things First</i>	2Q2Q #5
February 12	NO CLASS		
February 19	Knowledge: <ul style="list-style-type: none"> • Cultural Leadership Skills: Presentation Guidelines Writing	Covey, <i>Paradigms of Independence</i> Covey, <i>Habit 4: Think Win-Win</i>	2Q2Q #6 Reflection #5
February 24	Knowledge: <ul style="list-style-type: none"> • Cultural Leadership • What is emotional intelligence? • Servant Leadership Skills: Writing	Covey, <i>Habit 5: Seek First to Understand</i> Covey, <i>Habit 6: Synergize</i>	2Q2Q #7
February 26	Knowledge: <ul style="list-style-type: none"> • Renewal Skills: Writing	Covey, <i>Habit 7: Sharpen the Saw</i>	2Q2Q #8 Reflection #6

March 3	Knowledge: • Review Skills: Review		
March 5	Student Presentations Discussion		Leadership Paper Due
March 10	Student Presentation Discussion		
March 12	Student Presentations Discussion		
March 17	Student Presentations Discussion		
March 19	In-class Final reflection		

Teaching and Learning Center

The TLC provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma. Teaching and learning are ongoing processes that take practice, commitment, and time. We are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services.

<http://www.tacoma.washington.edu/tlc/>

Academic Standards/Plagiarism

All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Consult your professor if you have any questions.

A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation.

For more information, please refer to the "Student Academic Responsibility" document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle:

<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

Library

The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see:

<http://www.tacoma.washington.edu/library/>

Electronic Devices

Electronic devices (including, but not limited to, cell phones, pagers, laptops, and personal digital assistants) may only be used in the classroom with the permission of the instructor. Activities that are non-relevant to the course, such as checking/sending email, playing games, and surfing the web, are considered disruptive activities when class is in session.

E-mail Policy

http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf

Student Health Services

Student Health Services (SHS) is committed to providing compassionate, convenient, and affordable health care for University of Washington Tacoma students, from care for illness and minor injury to women's health and preventative medicine, including vaccination services. Insurance is not required. Funded by UW Tacoma student fees, office visits are provided free of charge. Treatment plans may incur costs, such as medications, labs, or vaccines, most of which are offered at discounted rates. For more information, please visit www.tacoma.uw.edu/shs or email at uwts@uw.edu. If you have questions or would like to schedule an appointment, please call (253) 692-5811 or stop by SHS at the Laborer's Hall on Market Street.

Counseling Center (Student Success)

The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 692-4522 or stop by the Student Counseling Center (SCC), located in MAT 354.

http://www.tacoma.washington.edu/studentaffairs/SHW/scc_about.cfm/

Disability Support Services (Student Success)

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II of the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working]," is eligible for services from DSS. If you are wondering if you may be eligible for accommodations on our campus, please contact the DSS reception desk at 692-4522.

http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm/

Campus Safety Information

<http://www.tacoma.uw.edu/administrative-services/campus-safety>

Safety Escort Program

For your safety, UW Tacoma encourages students, faculty, staff and visitors to use the Safety Escort Program. Campus Safety Officers are available to walk you to your car or other campus destinations during the following hours: Monday - Thursday — 6 a.m. to 11 p.m.; Friday — 6 a.m. to 10 p.m. The service is free of charge. During busy periods, the Campus Safety Officer may ask you to meet in a common location as to facilitate escorting multiple people. Dial 253-692-4416 to request a Safety Escort.

In case of a fire alarm

Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all clear from somebody "official," the web or email.

In case of an earthquake

DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all clear from somebody "official," the web, or email.

Inclement Weather

Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information.