

**BRESCIA UNIVERSITY COLLEGE
WINTER, 2012
DIMENSIONS OF LEADERSHIP 4431 F/G
LEADERSHIP IN THE 21ST CENTURY**

COURSE OUTLINE AND SYLLABUS

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COURSE DESCRIPTION AND OBJECTIVES:

This seminar is the capstone course of the Dimensions of Leadership module at Brescia. It should provide you with the opportunity, in collaboration with your colleagues in the course, to develop and refine a research paper on a scholarly project on the topic of leadership. We will develop an invigorating scholarly community within which each of you will have the opportunity to enhance your research and writing skills with constructive commentary provided by your colleagues. Specifically, by the end of this seminar, students should be able to:

1. **Integrate and apply** the cumulative knowledge they have developed in the courses they have completed to date in the Dimensions of Leadership program;
2. **Further refine** their ability to think critically about scholarship dealing with theories and applications of leadership;
3. **Demonstrate**, through traditional scholarly writing, an appreciation of the various assumptions and perspectives that inform the field of leadership studies;
4. **Develop** skills associated with collegial interaction, including the ability to critique colleagues' work in a way that is constructive and encouraging;
5. **Contribute** actively to the production of new knowledge in the field of Leadership.

OFFICE HOURS:

As noted above, there are no formal office hours scheduled for this course, but I am pleased to meet with students by appointment – simply connect with my assistant, Lucyanne Davison, and she will set something up. Students are also encouraged to contact me by e-mail with specific questions, to which I will reply as soon as possible. Should it become apparent that a number of students are struggling with the same issue, I will clarify the point and direct that to the class as a whole, either during class or via email.

COURSE FORMAT:

This course meets weekly for three hours on **Thursdays between 2:30-5:30pm in room 176** in the St. James Building. It is my goal to create an open and informal environment that will encourage broad engagement with the issues raised and interactive participation from all class members. As each of you will provide comments on the proposal of another and, in turn, have your own proposal commented upon by colleagues, we will discuss the importance of giving and receiving constructive comments, a skill in itself. While I will insist on maintaining an environment of safety in which all members feel free to share ideas, I anticipate that we will also create a space that is filled with vigorous intellectual discussion and exchange.

GRADING:**Each student will be graded as follows:**

- | | |
|--|--------------------------|
| a. Presentation of Substantive Paper Draft | 25% |
| b. Commentary of Substantive Paper Draft | 10% |
| c. Final Paper | 65% |
| d. Attendance and Participation | * see note on p.4 below* |

SEMINAR ORGANIZATION AND EVALUATION DETAILS:**1. PRESENTATION OF PAPER PROPOSAL**

This seminar proceeds in three phases. In Phase I, you will identify the paper topic that you wish to develop in this seminar. Then, in consultation with another class member, a ‘commentator’, you will present to the class a written proposal for your paper, including the research and analysis that you are proposing, along with a working bibliography. Ideally, you will receive feedback from the assembled class members. This oral presentation should take roughly ten minutes of class time. Aside from the standard requirement of attendance and participation, there will be no allocation of grades for this presentation although your final paper will not be accepted unless this task has been completed.

2. COMMENTARY OF PAPER PROPOSAL

The commentator that you are working with will have met with you in advance to discuss your plans and will have read your written proposal materials to provide you with some advance feedback. This classmate will prepare a written commentary of your proposal that will also be presented to the class. Following the oral presentation of your proposal, its commentator will discuss his/her observations and help to guide the class discussion on this. Roughly, this discussion should take approximately 10-15 minutes of class time. At our first class, a schedule will be circulated that assigns dates for your presentation and for when you will be responsible for presenting the commentary on a colleague’s paper proposal and leading the class discussion. Aside from the standard requirement of attendance and participation, there will be no allocation of grades for this presentation.

In Phase II of this seminar, you are expected to work from the feedback you received in Phase I to develop your paper. While Phase I deals with ideas and possibilities, Phase II is all about developing the substance of your analysis.

3. PRESENTATION OF SUBSTANTIVE PAPER PROPOSAL: 25%

You will be required to make a second presentation to the group, this time being prepared to defend your ideas and assumptions and to convince your colleagues of the rigour of your research and analysis. At this point, you should be prepared to clearly define and support your views with reference to specific scholarly sources, etc. **At least one week** prior to your scheduled presentation, you must circulate a brief (1-2 page) outline of your paper so as to provide your colleagues, and especially your commentator, with a framework for discussing your project.

4. COMMENTARY OF SUBSTANTIVE PAPER PROPOSAL: 10%

Immediately following the presentation of your substantive paper draft, the commentator that you have worked with throughout the course will again lead a discussion on your paper, including his/her own thoughts and comments. The commentator will be expected to have read in advance the outline of the draft and to have discussed with the author his/her work. The Phase II presentations and commentaries should be completed by the end of February.

5. FINAL PAPER: 65%

Shortly following the completion of the Phase II presentations and commentaries, all members of the seminar will be required to post on the course website revised summaries, outlines and bibliographies of their papers, taking into account the feedback received during the Phase II process. Each of the seminar members will then spend some time writing and revising their papers.

Phase III of this seminar may include one or two sessions on writing and editing in March. We will determine this need as the course progresses.

So as to be clear about the nature of this paper, please note that this is to be a **piece of original thought**. You may choose to expand upon an aspect of an earlier paper that you completed, focusing on one or more ideas that you were unable to fully develop in that paper. Alternatively, you may choose to work on an entirely new idea that you have not written about or reflected upon before, related to the theory and practice of leadership.

In either case, you will be asked to approach a Brescia faculty member with expertise in the area you have chosen to serve as a guide for you on this paper – to suggest resources and possibly to read drafts, etc. While the marking will be entirely completed by me, it would be helpful to your paper if you are able to work with a professor with expertise in your area in addition to the work that you and I will do together.

**** PLEASE NOTE:** The maximum length for this paper is 3500 words, and it should be prepared double-spaced, with a readable 12-pt font. I will not read beyond 3500 words, and would ask that you include the word count at the bottom of the last page of the paper.

Submitting the final paper:

- a. The final paper is due no later than Monday, April 9, 2012 to Student Services in paper format prior to the end of its business day. Late papers will be penalized at the rate of 2% per day, beginning on April 10th (including Saturdays and Sundays).
- b. You must also send via e-mail, an identical copy of this paper to the Professor (chanycz@uwo.ca) by 5:00pm on April 9, 2012. I will confirm receipt of your paper by return email by Wednesday, April 11, 2012. If you have not received this confirmation, it is your responsibility to contact me to confirm that your submission has not gone astray.

Class Attendance and Participation

Given that the success of this seminar depends upon the full engagement of students, attendance and participation will be included in the final evaluation. The grade awarded for class participation will be “Satisfactory” or “Unsatisfactory.” It will be based upon three factors: attendance, preparation, and participation. Where class participation is “Satisfactory,” the final grade will be the *same* as that awarded for the other forms of evaluation. Where class participation is “Unsatisfactory,” the final grade will be one grade *lower* than that awarded for the other forms of evaluation. For example, a grade of “B” in the evaluative components of the course, taken together with a grade of “Satisfactory” in participation will result in a final grade of “B.” A grade of “B” in the course components, taken with an “Unsatisfactory” will result in a final grade of “C+” for the course.

In order to achieve a rating of ‘satisfactory’, you must come to each seminar meeting having read in advance any material to be discussed and being prepared to discuss it. I wish to avoid the situation where a student prepares, perhaps extensively, for his/her own presentation and commentary, but otherwise is very passive in seminar sessions. By the end of the semester, you should have contributed to the discussion frequently enough for me to recognize that you have prepared for class in advance by considering any circulated material.

While I am not suggesting that this is an onerous threshold to meet, in the event that I note the regular absence of certain students from the class or the failure to participate at some level in class discussions, there is a real risk of achieving an ‘unsatisfactory’ grade. This is my way of attempting to ensure that participation, and the resulting richness of the exchange of ideas, occurs.

NOTE** Please review the attached addendum, *Brescia University College Academic Policies and Regulations*, all of which apply to this course.



BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. To download an SMC go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the link under "Medical Documentation". Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations document-ation stating simply that the student "was seen for a medical reason" or "was ill" is **not** considered adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner. The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2011/pg117.html>.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses,

this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html.

The University of Western Ontario Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.