

## Syllabus

**SCHOOL OF EDUCATION AND LEADERSHIP**  
**LDRD 606: Leadership Theories and Analysis**

6 Credits  
Effective 4/1/2018

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## FACULTY

Faculty Name:

Contact Information:

## COURSE DESCRIPTION

This course explores seminal and contemporary leadership theories and the requirements of doctoral-level academic writing. Emphasis is placed on identifying appropriate scholarly sources, analyzing sources, integrating sources with one's own experience to explain and defend positions, and presenting all in an intentional, structured, manner. This course is writing intensive. Students will complete this course with a knowledge of 10 theories of leadership and a clear understanding of writing expectations at the doctoral level.

## COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage.

**Note:** Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing."

Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore."

Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Critical Thinking and Information Literacy

## COURSE OUTCOMES

In this course, learners:

- Demonstrate transition from graduate to doctoral-level academic writing
- Analyze leadership practice and application
- Evaluate leadership practice and application
- Synthesize leadership practice and application

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<b><i>Overview of Required Assignments</i></b>	<b><i>% of Final Grade</i></b>
Leadership Analysis Paper Outline	2%
Leadership Analysis Paper Introduction and Overview	3%
Leadership Analysis Paper	15%
Leadership Synthesis Paper Outline	2%
Leadership Synthesis Paper Introduction and Overview	3%
Leadership Synthesis Paper	15%
Leadership Evaluation Paper Outline	2%
Leadership Evaluation Paper Introduction and Overview	3%
Leadership Evaluation Paper	15%
Instructor Determined Assignments	40%
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics providing more detail on how this assignment will be graded.

### Leadership Analysis Paper

Analysis writing involves looking closely at something to identify component parts, patterns, and themes. In this paper, students will be analyzing (or looking closely at) the usefulness of two leadership theories for addressing the needs of a known leadership issue in their field or industry. The selected theories must be from any of the four theories addressed in the first four modules of the course.

The Leadership Analysis Paper should include five sections:

1. An introduction introducing the topic (1-2 sentences) and outlining the key sections of the paper (2-3 sentences). Include the two leadership theories analyzed in this paper (citing Northouse)
2. A brief overview of the leadership issue (no more than three paragraphs of 3-5 sentences each, include at least three scholarly sources)
3. An analysis of each theory's strengths and weaknesses in addressing the leadership issue
4. A discussion of how leaders would know whether the theoretical approach would be effective in this situation (what would be the outcomes, results, or evidence they would see?)
5. A conclusion summarizing the major points from the paper (no more than a paragraph of 3-5 sentences)

The body of the paper (not including the title page, abstract, or references) should be between 2100-2800 words (make sure you stay within the word count limits or 10% automatically deducted and the paper will be returned). The paper should be double-spaced, 12 pt. Times New Roman font. APA writing conventions must be followed and a minimum of five (5) peer-reviewed, scholarly resources (in addition to the textbook) must be included. At least three of these scholarly resources must come from the CityU library databases (include either a doi number or a persistent link to these references).

<b><i>Components</i></b>	<b><i>% of Grade</i></b>
Overview of Leadership Issue	20%
Analysis of Leadership Theories	30%
Evidence of Theories' Effectiveness	20%
Writing and Organization	20%
References and APA	10%
<b>TOTAL</b>	<b>100%</b>

### **Leadership Synthesis Paper**

Synthesis writing involves integrating and combining ideas into a new whole. In this assignment, students will identify a leadership issue (different from the one used in the Leadership Analysis Paper) in their field or industry. Students will then identify three leadership theories, analyze their strengths and weaknesses in addressing the leadership issue, and then synthesize components of each theory to create an integrated leadership approach to address the leadership issue.

The three theories need to be selected from the leadership theories covered in the first seven weeks of the course. None of the leadership theories selected for this paper can be duplicated from the Leadership Analysis Paper.

The Leadership Synthesis Paper should include six sections:

1. An introduction introducing the topic (1-2 sentences) and outlining the key sections of the paper (2-3 sentences). Include the three leadership theories synthesized in this paper (citing Northouse)
2. An overview of leadership issue (no more than three paragraphs of 3-5 sentences each, include at least three scholarly sources)
3. An analysis of the strengths and weaknesses of three leadership theories in addressing the leadership issue
4. A synthesis (or integrating and combining of ideas into a new whole) of specific components of the three leadership theories designed to address the leadership issue
5. A discussion of how the synthesized theoretical approach will address the leadership issue
6. A conclusion that summarizes the key points from the paper

The body of the paper (not including the title page, abstract, or references section) should be between 2400-3200 words (make sure you stay within the word count limits or 10% automatically deducted and the paper will be returned). The paper is to be double-spaced, 12 pt. Times New Roman font. APA writing conventions are to be followed and a minimum of five (5) peer-reviewed, scholarly resources from the CityU library (include either a doi number or a persistent link to each electronic reference). Included in your paper should be the textbook though it does not count as one of the five peer-reviewed academic sources.

<b>Components</b>	<b>% of Grade</b>
Overview of Leadership Issue	10%
Analysis of Strengths and Weaknesses of Leadership Theories	20%
Synthesis of Leadership Theories	20%
Discussion of how Synthesized Theoretical Approach addresses Leadership Issue	20%
Writing and Organization	20%
References and APA	10%
<b>TOTAL</b>	<b>100%</b>

### **Leadership Evaluation Paper**

**(NOTE: The rubric has different weighting that places an emphasis on *academic writing*)**

Evaluation writing involves making judgments about the quality of an established position/criteria. This paper includes (a) an analysis of the strengths and weaknesses of the leadership theories selected to address the leadership issue identified; (b) an evaluation of the situational factors involved in the leadership issue; and (c) and evaluation of which leadership theory (or synthesis of theories) can best address these challenges, with a well-supported rationale.

In this assignment, students will choose three leadership theories and evaluate the theories' application to a specific leadership issue (different from the ones used in the Leadership Analysis Paper and the Leadership Synthesis Paper) found in a familiar organization. Students will evaluate each leadership theory, evaluate the situational factors involved, and then justify which theory (or combination of theories) is the most appropriate for addressing the leadership issue.

The theories selected for this paper must not include the theories used in either of the earlier papers.

The Leadership Evaluation Paper should include six sections:

1. An introduction introducing the topic (1-2 sentences) and outlining the major sections covered in the paper (2-3 sentences). Include the three leadership theories (cited) analyzed in this paper.
2. An overview of the leadership issue (no more than three paragraphs of 3-5 sentences each, include at least three scholarly resources)
3. An analysis of the strengths and weaknesses of three leadership theories as they relate to the leadership issue, citing scholarly research that defends the position(s);
4. An evaluation of situational factors, or unique circumstances around the leadership issue, that must be considered when determining a successful approach to a leadership strategy;
5. An evaluation of which leadership theory (or synthesis of theories) can best address the leadership issue (given the situational factors), with a well-supported rationale.
6. A conclusion that summarizes key points from the paper.

The body of the paper (not including the title page, abstract, or references section) should be between 2800-3500 words (make sure you stay within the word count limits or 10% will be automatically deducted). The paper is to be double-spaced, 12 pt. Times New Roman font. APA writing conventions are to be followed and a minimum of seven (7) peer-reviewed, scholarly resources from the CityU library (include either a doi number or a persistent link to the reference). Included in your paper should be the textbook, though it does not count as one of the seven peer-reviewed academic sources.

<b>Components</b>	<b>% of Grade</b>
CONTENT: Discussion of known Leadership Issue	4%
CONTENT: Evaluation of Pros and Cons of Three Leadership Theories	7%
CONTENT: Evaluation of Situational Factors	7%
CONTENT: Evaluation of “Best” Leadership Strategy	7%
CONTENT APPLICATION: Argument/Thesis	10%
CONTENT APPLICATION: Integration and Application of Knowledge	15%
ACADEMIC WRITING: Intro & Conclusion	5%
ACADEMIC WRITING: Organization, Style, & Mechanics	20%
APA: Abstract	3%
APA: Paper Format	2%
APA: In-Text Citations	10%
APA: References	10%
	<b>100</b>
<b>TOTAL</b>	<b>%</b>

### **Formative Assessments**

Class participation through formative assessments is an integral part of this course. Formative assessments can be journals, papers, activities, quizzes, discussions, wikis, or other activities determined by the course manager and instructor. Each formative assessment includes its own rubric and/or due date as outlined within the activity to balance participation and enhance learning. Whether in class, online, or in a mixed mode setting, students will be graded on their ability to present, explain, or defend alternative viewpoints and the degree to which they have mastered the concepts and principles inherent in the study of leadership. Written work is assessed on relevance to the subject presented, adherence to writing mechanics and organization, and professional presentation.

<b>Components</b>	<b>% of Grade</b>
Use of Course Concepts	100%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

### **Late Assignments**

Students are required to submit all assignments by the due dates stated in the course schedule. A late assignment is one that is submitted after the due date or after any extension has expired. If circumstances prevent a student from meeting the due date, the student needs to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis.

Being busy, pressured with outside work, technical issues, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5% deduction in grade each day or part of the day that the assignment is late up to a maximum of 25% off. Coursework received after 10 days will not be graded and will receive a zero grade, unless prior arrangements have been made.

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

### **Participation**

Participation is determined through your active engagement in classroom activities each week. This can be measured through your discussion board posts or by submitting an assignment when due.

## **UNIVERSITY POLICIES**

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy* under *Student Rights & Responsibilities*.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance* under *Student Rights & Responsibilities*.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **Support Services**

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.