

Course Outline

COURSE: PSYC 27 **DIVISION:** 10 **ALSO LISTED AS:** GUID 27 POLS 27

TERM EFFECTIVE: Fall 2016 **CURRICULUM APPROVAL DATE:** 02/22/2016

SHORT TITLE: CONTEMP LEADERSHIP

LONG TITLE: Contemporary Leadership

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course provides a cross-disciplinary approach to the theory and practice of leadership. It covers the five practices and ten commitments of exemplary leadership, effective communication styles, and topics related to gender, culture, ethics, power, parliamentary procedure, and running effective meetings. The skills students will learn in this course are directly applicable to work, personal, and college environments. This course is also listed as GUID 27 and POLS 27. **ADVISORY:** Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Identify and practice major leadership methodologies of social science

Measure:

PLO:

ILO: 1,2,3,7

GE-LO: D1,3

Year assessed or anticipated year of assessment: 2017

2. Develop models for understanding and evaluating political leadership in contemporary and historical democratic social movements. Measure:

PLO:

ILO: 1,2,3,7

GE-LO: D1,2,3,5

Year assessed or anticipated year of assessment: 2017

3. Describe and practice Robert's Rules of Order, Community College Participatory Governance practices, and California Brown Act regulations.

Measure:

PLO:

ILO: 1,2,3,4,7

GE-LO:

Year assessed or anticipated year of assessment: 2017

4. Demonstrate understanding of gender and cultural differences in leadership roles and group interactions.

Measure:

PLO:

ILO: 1,2,3,4,6

GE-LO: D4,5,F1,2

Year assessed or anticipated year of assessment: 2017

5. Identify the five practices and ten commitments of exemplary leadership and examine leadership as a function of power.

Measure:

PLO:

ILO: 1,2,7

GE-LO: D1

Year assessed or anticipated year of assessment: 2017

6. Conduct research on specific social, political, economic, or policy issues showing an ability to interpret broader historical, social, or institutional contexts.

Measure:

PLO:

ILO: 1,2,3,4,7

GE-LO: D3,F1

Year assessed or anticipated year of assessment: 2017

7. Develop intellectual ownership of an issue in social change by working on an intensive project.

Measure:

PLO:

ILO: 1,2,4,6

GE-LO: D3,E1,F1

Year assessed or anticipated year of assessment: 2017

8. Describe and analyze how gender, sexuality, disability, race, ethnicity, and class impact individuals' access to leadership opportunities and leadership knowledge and skills.

Measure:

PLO:

ILO: 1,2,3,4,6

GE-LO: D3,4,5,F1,2

Year assessed or anticipated year of assessment: 2017

9. Implement and apply methods of problem solving in community practicum environments.

Measure:

PLO:

ILO: 1,2,4

GE-LO: D1,3,F1

Year assessed or anticipated year of assessment: 2017

10. Describe mentoring principles and explain the importance of mentoring in relation to goals for improving current leadership trends.

Measure:

PLO:

ILO: 1,2,4,6

GE-LO: D3,E1,F1

Year assessed or anticipated year of assessment: 2017

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 02/22/2016

WEEK 1 3 HOURS Course introduction and overview. History and summary of leadership approaches and theories. Introduction to effective meetings, parliamentary procedure, and Robert's Rules of Order. Students will be able to identify and explain basic leadership theories. Students will recognize rules of parliamentary procedure and Robert's Rules of order when encountered.

WEEK 2 3 HOURS Overview of California Brown Act , AB 1725 community college shared governance legislation. Robert's Rules of Order, continued. Discussion of management vs. leadership. Review five practices and ten commitments of exemplary leadership. Students will be able to distinguish differences between management and leadership practices. Students will begin to analyze and synthesize parliamentary procedure. Review gender and cultural differences in leadership roles and group interactions.

WEEK 3 3 HOURS Review personal strengths and challenges related to personal leadership practices. Overview of leadership learning process vs. innate leadership abilities. Students will examine debate, and differentiate between leadership theories. Identify and practice major leadership methodologies of social science. Review political leadership in contemporary and historical democratic social movements.

WEEKS 4-6 9 HOURS Introduction to project planning and facilitation: goals, objectives, activity, and evaluation. What motivates leaders, and constituents? Identification of personal leadership challenges and on campus projects. Development of shared vision and vision statement. Begin project development. Students will apply knowledge of planning and facilitation to individual project development Students will be able to develop, express, and modify shared vision statements. Students will prepare and organize activity planning. Students will demonstrate knowledge of Robert's Rules of Order, parliamentary procedure, community college shared governance, and the CA Brown Act by defining terms, recalling appropriate uses, etc.

WEEK 7 3 HOURS Importance of personal values in leadership-finding and expressing our voice. Students will discuss and identify a minimum of one on campus activity complete in order to practice and effective event/activity planning, coordination, and evaluation and personal leadership skills. Review mentoring principles in relation to goals for improving current leadership trends.

WEEK 8 3 HOURS Complete Keirseley Temperament Sorter. Explain and discuss identification of differences in temperament and approaches to benefiting from differences in preferences and style. Discussion of gender and cultural differences in leadership style. Students will be able to identify and communicate personal values. Students will interpret differences in temperaments and gender styles and begin to apply this knowledge in everyday situations. Begin conducting research on specific social, political, economic, or policy issues at the local or state level.

WEEKS 9-12 12 HOURS Components of effective leadership practices will be identified and explored, especially in relation to individual/group projects. Skills will include: seeking challenges and opportunities, serving as a model., clarification of values, fostering collaboration, sharing power and information, recognizing contributions, and celebrating accomplishments. Students will relate and compare differences in meeting styles. Students will be able to recognize and begin to experiment with a range of leadership skills and practices. Students will begin working on social change project on campus or in the community.

WEEKS 13,14 6 HOURS Students provide oral summaries of meetings attended: analysis of strengths and weaknesses; comparisons to Student Senate meetings, identification of Roberts's Rules and Brown Act uses observed. Update on project developments. Identification of "small wins" and challenges. Examine leadership as a function of power; types of power: formal/informal; positional/personal. Students will identify and compare power relationships observed and practiced in project development. Prepare for project presentations. Students will demonstrate leadership practice abilities in class by practicing the celebration of accomplishments and wins.

WEEK 15-17 9 HOURS Student project presentations: discussion of personal and objective processes involved, the role of communication, obstacles encountered, wins achieved, and further work to be accomplished. Whole class review and evaluation using standard evaluation format. Prepare for final exam. Students will demonstrate ability to summarize, evaluate group processes as well as individual leadership strengths and areas of growth.

WEEK 18 2 HOURS In class comprehensive final.

METHODS OF INSTRUCTION:

Lecture, discussion, meeting planning and participation, field service/project planning and coordination, self-assessment inventories.

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 25 % to 40 %

Written Homework

Lab Reports

Essay Exams

Term or Other Papers

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 25 % to 35 %

Field Work

Quizzes

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 20 % to 50 %

Class Performance/s

Field Work

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 20 % to 30 %

Multiple Choice

True/False

Matching Items

Completion

REPRESENTATIVE TEXTBOOKS:

Required:

James M. Kouzes & Barry Z. Posner. The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader. San Francisco, CA: Jossey-Bass, 2012. Or other appropriate college level text.

ISBN: 978-0-470-65172-8

Reading level of text, Grade: 12 Verified by: Gloria Curtis, Reference Librarian

Other textbooks or materials to be purchased by the student: Robert's Rules of Order Newly Revised in Brief, 2nd Edition. ISBN: 978-0-118-39007-8

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV E, effective 201470

GAV E2, effective 201370

CSU GE:

CSU E, effective 201470

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201470

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: PSYC

CSU Crosswalk Course Number: 27

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000544356

Sports/Physical Education Course: N

Taxonomy of Program: 220710