

LEAD 100

[Note: This is a sample. Assigned readings, activities, and assignments may differ by instructor, but all activities and assignments must be mapped to LAC/gtP outcomes as below.]

Fundamentals of Leadership	3 Credit Hours	MWF 9:05-9:55
Professor Jarae Fulton	Jarae.fulton@unco.edu	970-351-2365
Office: Candelaria 1215	Office Hours/Student Drop in Hours: MW 12:05-1:05 and by appointment	

Textbook: Northhouse, P. G. (2024). Introduction to leadership: Concepts and practices (6th ed.). Sage. (Note: this textbook is shared with LEAD 200. Each course will cover half the text.)

Catalog Description: An examination of the contemporary approaches in leadership as they manifest in the local, national, and global communities. Special emphasis is placed on students' ability to develop and apply cultural fluency through a leadership perspective in the afore mentioned contexts and communities.

Course Description: This course provides an in-depth examination of contemporary approaches to leadership as they manifest within local, national, and global communities. Emphasizing the development of cultural fluency, students will explore how leadership practices are shaped by and responsive to diverse cultural and organizational contexts. Through theory, discussion, and application, students will enhance their understanding of leadership as both a personal and collective process that bridges differences and promotes effective collaboration across communities.

This course fulfills requirements for both the **Applied Leadership Certificate** and the **Leadership Studies Minor** and aligns with the **Honors & Interdisciplinary Studies Program** and **LAC LAB3 and GT-SS3 Student Learning Outcomes**.

Course Objectives:

Students will be able to:

1. Describe and explain diverse ideologies and cultural perspectives of differing leadership styles, theories, and models of leadership and followership.
2. Identify and discuss key issues surrounding leadership theory beginning with leadership versus management styles and advancing through the impact issues of diversity, equity, and inclusion on leadership roles.
3. Recognize and apply key leadership skills and competencies as found in diverse and varying contexts.
4. Reflect upon one's own leadership dispositions (e.g. emotional intelligence, traits, strengths, etc) via self-reflection exercises, discussion, and activities.

Liberal Arts Curriculum & GT Pathways

This course is a part of the Liberal Arts Curriculum at UNC and fulfills 3 credit hours of the Social & Behavioral Sciences: Human Behavior, Culture, or Social Frameworks category. The Colorado Commission on Higher Education has approved LEAD 100 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC's LAC outcomes in Social & Behavioral Sciences: Human Behavior, Culture, or Social Frameworks are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for SS3. This includes CDHE competencies and student learning outcomes in Critical Thinking and Diversity & Global Learning.

LAC Human Behavior, Culture, or Social Frameworks Learning Outcomes + GTP Competencies & SLOs	Course Mapping
<p>Critical Thinking: Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. Explain an Issue. <ol style="list-style-type: none"> a. Use information to describe a problem or issue and/or articulate a question related to the topic. 2. Utilize Context <ol style="list-style-type: none"> a. Evaluate the relevance of context when presenting a position. b. Identify assumptions. c. Analyze one's own and others' assumptions. 5. Understand Implications and Make Conclusions <ol style="list-style-type: none"> a. Establish a conclusion that is tied to the range of information presented. b. Reflect on implications and consequences of stated conclusion. 	<p>Case Studies: Each chapter includes case study analysis, presentation and analysis. Students read scenarios, define problems and analyze problems. They apply terms theories and concepts from the chapter to better understand various angles and perspectives involved in the problem and then offer solutions from a theoretical perspective. The case studies are then discussed as a class and implications of decisions are analyzed. The case study applications involve independent writing, group discussion and class discussion.</p> <p>Exams: Involve case studies with critical application.</p>
<p>Diversity & Global Learning: Competency in diversity and global learning refers to a student's ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to various concepts toward building their awareness of diversity and the</p>	<p>Self Assessments: Throughout the semester, students take various self assessments to better understand their leadership styles, skills, traits and perspectives. They share their assessments in class and examine how their perspectives and leadership qualities differ from and are similar to their classmates. Cultural readings and perspectives are presented throughout the semester, specifically looking at Hofstede's cultural dimensions across cultures. In their final paper/project, they write about and discuss how their leadership identities</p>

importance of inclusivity. Through diversity and global learning, students should seek to understand how their actions affect both local and global communities.

Student Learning Outcomes (SLOs)

Students should be able to:

1. Build Self-Awareness

- a. **Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.**

2. Examine Perspectives

- a. **Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.**

3. Address Diversity

- a. **Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.**

and how western leadership perspectives might differ from or present misunderstandings and conflict culturally.

Guest speakers: Leaders from diverse communities and identities are invited to speak throughout the semester. The class engages in the construction of a venn diagram to compare and contrast leadership within various identities. In the **final paper/project**, students demonstrate how their own attitudes, beliefs or behaviors compare or relate to others from diverse backgrounds.

Leadership biography: Students create a presentation on a contemporary or historical leader and make connections between the cultural dimensions, concepts and theories discussed in class.

Content Criteria for Human Behavior, Culture, or Social Frameworks (GT-SS3)	Course Mapping
<p>Students should be able to:</p> <ol style="list-style-type: none"> a. Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures. b. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues. c. Understand diverse perspectives and groups. 	<p>Biography: Students research a leader, including the context of their leadership, their history, and their development as a leader and apply leadership terms and theories to analyze their leadership. They also describe their leadership using Hofstede’s cultural dimensions and insights from culturally diverse guest speakers from class.</p> <p>Self Assessments: Applying self-assessments to better understand and interpret their own leadership experiences increasing self-awareness, other awareness through sharing, and emotional intelligence through class discussion of related concepts.</p> <p>Case Studies: some of the case studies ask students to apply observational methods to leaders they know. They observe their leadership behaviors and apply theories and concepts to describe and evaluate the leader. In class case studies require discussion and group work. Use problem-solving frameworks to analyze and solve problems presented in case studies. Use interpersonal conflict resolution frameworks to solve presented interpersonal problems in case studies.</p> <p>Guest Speakers: Attend sessions with culturally diverse leaders sharing their leadership experiences and perspectives. Venn diagramming the speakers as leaders to understand similarities and differences across leaders. Use Hofstede’s dimensions as a cross-cultural framework for comparing and contrasting.</p> <p>Final Paper: In the Final Paper, students will reflect on their cumulative learning throughout the course to analyze their development as leaders. They will examine how their personal leadership identity and experiences relate to working with diverse individuals, groups, and communities. Students will articulate a vision for their future leadership practice, demonstrating how they intend to apply inclusive and adaptive leadership strategies across a variety of cultural and situational contexts.</p>

Grading Scale/assignments:

- **Participation/Attendance = 100 points**
 - Case Studies : 10 points each
 - Various assignments: point values announced as assigned
 - Guest Speakers: Attendance and post speaker discussion (10 points)
 - Attendance: See attendance policy
- **Leadership Biography (100 points):** In this assignment, students will research and analyze a contemporary or historical leader, examining the context of their leadership, personal history, and development as a leader. Using leadership terms, concepts, and theories discussed in class, students will evaluate the leader's style and effectiveness. They will also interpret the leader's approach through Hofstede's cultural dimensions and integrate insights gained from culturally diverse guest speakers. The project culminates in a presentation that connects the leader's practices to broader cultural frameworks and leadership theories, demonstrating the student's ability to apply course concepts to real-world examples.
- **Exams (100 points):** students will take 2 exams at 50 points each. The exams are identification as well as application based.
- **Self Assessments:** Assigned and Completed throughout the course. They will be submitted with the final paper and integrated into the final paper grade. The self-assessment grade is based on completion of the assessments **(50 points of the final paper)** and integration into the content of your final paper written reflection. Specific requirements will be provided in the rubric.
- **Final Paper (150 points):** Students will reflect on their cumulative learning throughout the course to analyze their development as leaders. They will examine how their personal leadership identity and experiences relate to working with diverse individuals, groups, and communities. Students will articulate a vision for their future leadership practice, demonstrating how they intend to apply inclusive and adaptive leadership strategies across a variety of cultural and situational contexts.

N/A	A=94-100%	A- 90-93%
B+ 87-89%	B= 84-86%	B- 80-83%
C+ 77-79%	C= 74-76%	C- 70-73%
D+ 67-69%	D= 64-66%	D- 60-63%
N/A	F=<60%	

Grade Policies

- If you are dissatisfied with a grade on an assignment, submit a written proposal as to why you deserved a higher grade and remember to address the School of Communication Grading Standards. Also be prepared to submit the returned evaluation sheet and original document with the written proposal. This must be done within one week the grade being posted to Canvas.
- It is your responsibility to keep up to date on Canvas grade postings. If you disagree with a grade I have posted, you need to notify me immediately and bring the evaluation sheet prior to the end of the semester.
- It is your responsibility to keep all returned papers until grades have been posted at the end of the semester. Grades cannot be disputed without the documents.

- There are times I return papers for students to view, but require they are given back. I will keep these assignments on file for one month after end of semester grades have been posted. Any disputes concerning these papers, assignments, and exams must be made within that time frame.
- All assignments will be graded according to The School of Communication Grading Standards.
<http://www.unco.edu/commstudies/gradestandards.htm>

Week and Date	Monday	Wednesday-	Friday-
Week 1 Aug. 25	Course Intro Extra Credit Opportunity Group Formation	Chapter 1	Guest Speaker-10 points (Nina Lewis) Color Code Assessment due (Binder) <i>Out of Class Assessment Activity Assigned</i>
Week 2 Sept. 1	Labor Day No Class	Chapter 2	Chapter 2
Week 3 Sept 8	Guest Speaker-10 points	Self Assessment Activity	True North Work
Week 4 Sept. 15	Chapter 3	Chapter 3	Case Study (10 points)
Week 5 Sept 22	Chapter 4	Guest speaker	Case Study (10 points)
Week 6 Sept 29	Exam 1 (50 points)	Chapter 5	Self assessment & LDP Activities (Binder)
Week 7 Oct 6	Chapter 5	Emotional Intelligence Assessment (Binder)	Self assessment & LDP Activities (Binder)
Week 8 Oct 13	Chapter 5 Guest Speaker	HSS DEI Day-Group Workday	Self assessment & LDP Activities (Binder)
Week 9 Oct 20	Biography Presentation (100 points)	Chapter 6	Self assessment & LDP Activities (Binder)
Week 10 Oct 27	Biography presentation (100 points)	Case Study	Self assessment & LDP Activities (Binder)
Week 11 Nov. 3	Biography Presentation (100 points)	Case Study	Self assessment & LDP Activities (Binder)
Week 12 Nov 10	Biography presentation (100 points)	Chapter 9 Guest Speaker	Self assessment & LDP Activities (Binder)
Week 13 Nov 17	Biography Presentation (100 points)	Biography Presentation (100 points)	Chapter 9 Guest Speaker
Week 14 Nov 24	Self assessment & LDP Activity-Online	Thanksgiving Break	
Week 15 Dec. 1	Exam 2 prep	Exam 50 points	Final Assignment
Finals Thursday Dec. 11	8:00-10:30 <ul style="list-style-type: none"> • Final Assignments Due: Self Assessment and LDP Activity Binder, 5 Year Vision, Leadership Development Plan, Action Steps 		

Course Policies:

ATTENDANCE

1. Taken Daily in Canvas Roll Call (**Students are responsible for keeping track of the impact their attendance will have on their final class grade**)
2. The first two absences do not result in a grade reduction. Thereafter, students lose 10 points per absence in their attendance grade. The only exceptions are for University sanctioned events which will be marked excused.
3. Students must come prepared with completed assignments to earn full points for class attendance.
4. Tardies are recorded and count as $\frac{1}{4}$ of an absence (i.e. every 2 tardies will result in a 5 point deduction)
5. Rude and unprofessional behavior (texting, talking while others are, threatening or insulting remarks/behavior...) will be treated as an absence and you may be asked to leave.
6. If you miss class, it is your responsibility to get missed notes and handouts from someone in the class or on Canvas. Information covered in class is important for speech development and/or delivery

MISSED ASSIGNMENTS and LATE WORK POLICIES

1. Failure to be in class on a presentation day will result in a zero for the assignment.*
2. Assignments and exams must be submitted on or before the due date and time. Assignments received after the due date and time will be considered late.
3. Late assignments
 - a. Will receive a 50% deduction
 - b. Will not be accepted after one week of the due date
 - c. Might not be accepted if the assignment was linked to class activities or discussion
4. Late quizzes
 - a. Will not be accepted after the class has reviewed the quiz and received feedback
 - b. Will receive a 50% deduction

* On rare occasions, attendance, late work and make-up work policies may be adjusted. It is up to the instructor's discretion. Typical considerations include professionalism, performance, communication, and documentation surrounding the circumstance.

ASSIGNMENT:

- All assignments must be submitted as a hard copy in my hand on the day and time it is due, unless arranged otherwise OR assigned as an electronic submission via Canvas
- All assignments should be typed, proofread and follow APA guidelines for formatting and citations.

PARTICIPATION

Participation in class discussions is essential to the course's success. You are expected to contribute thoughtful and appropriate comments and be respectful of the thoughts and feelings of others in the class. At the very least...do not take away from the classroom experience of others or you will be asked to leave and your grade will be adjusted accordingly. DOING NON-CLASS RELATED ACTIVITIES ON ELECTRONIC DEVICES TAKES AWAY FROM THE CLASSROOM EXPERIENCE AND YOU WILL LOSE ATTENDANCE POINTS AND MAY BE ASKED TO LEAVE.

GROUP WORK:

You are expected to be an Excellent Group Member.

- Excellent group members:
 - Show up for all meetings
 - Do their share of the work in a timely manner
 - Produce at a level of 110% because their efforts not only affect their grade, but that of other group members
 - Maintain a respectful and productive work environment for the group
- Every group member must participate in each presentation. Evaluation criteria will be given in class or at the end of this document. Any student who misses a group presentation will receive a zero (no exceptions). If a group member is not doing their share of the work and it is brought to my attention or I observe it, that student will receive a point reduction for the assignment, a zero for the assignment, or an alternative individual assignment depending on the situation.
- Removing a group member:
 - Provide a written request that a student be removed from a group or not receive group project credit. The request should provide specific reasons for request. I will most likely consult other group members to gain insight about the situation prior to removing a group member.

EMAIL AND COURSE ANNOUNCEMENTS:

- If you correspond with me via email, make sure you receive a response (I will always at least send a "got it" message). If you do not receive this, it means I did not receive the email and you are responsible for resending the message. I check my email daily, so if you don't hear back from me within 24-48 hours, I most likely did not get your message
- **Email sent through the canvas email do not reach me. Please email me directly at jarae.fulton@unco.edu**
- Course announcements are posted on Canvas or sent via email. You are responsible for checking your bear mail and course announcements to remain up to date

Use of Artificial Intelligence Statement:

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty and will be treated as such. See academic misconduct statement below.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your

inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Food Insecurity and Basic Needs

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance

HONOR CODE *All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.*

ACADEMIC MISCONDUCT

UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link
<http://www.unco.edu/dos/handbookindex.html>

UNC's Policies

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To see all university policy statements, please follow the provided link

https://www.unco.edu/center-enhancement-teaching-learning/teaching-resources/syllabus_statements.aspx

Course Calendar/Schedule