HED 6520 – Basics of Effective Leadership

Instructor:

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You may contact me during office hours, M-F, 8:00 am -5:00 pm via phone or email. I will answer your email questions almost immediately, unless I am temporarily away from my desk. I will check email for any questions you may have on Saturdays, but I will not be available on Sundays.

Textbooks:

- Collins, J. (2001). *Good to great: Why some companies make the leap and others don't.* New York, NY: Harper Collins
- Collins, J. (2005). Good to great and the social sectors: A monograph to accompany good to great. New York, NY: Harper Collins
- Maxwell, J. (2005). The 360 degree leader: Developing your influence from anywhere in the organization. Nashville, TN: Nelson
- Maxwell, J. (2002). Your road map for success: You can get there from here. Nashville, TN: Nelson

Course Description:

An in depth study of modern participative leadership models and their applications for change in leadership roles and organizational climate as trends for future leadership effectiveness in organizations.

Prerequisites and Rationale

Graduate standing is required to enroll in Basics of Effective Leadership. This course is designed to provide students with an understanding of the effective leader's role in developing, assessing, maintaining and changing organizational climate as an essential function of leadership. To accomplish this end, a leader must integrate the necessary knowledge bases of effective organization; with the necessary leadership skills; and the values, beliefs, and commitments that promote an effective leadership style for attaining the mission of the organization. The following (Education Leadership) program principles are addressed in this course:

- Effective organizations expect leaders to model the acceptable organizational behaviors expected of others by sharing their vision. (1.2)
- Effective organizations practice shared-decision making. (1.5)
- Organizations promote acceptance of cultural diversity as natural. (6.1)
- Organizations are responsive to the communities in which they exist. (1.5)
- Organizations provide a safe environment for employees. (3.1) (3.2)
- Organizations must appropriately interact with influential political and power structures within the community. (1.5) (6.2)
- Organizations must be in compliance with federal, state, and local governing agencies. (6.3)

Leaders in the schools and universities of today require an understanding of the modern multicultural society with special attention to the various diverse groups that are found in any organization. This includes a working knowledge of the needs of special needs employees and employees with limited English speaking skills.

The mission of the School of Education is to produce teachers and administrators that are caring competent reflective practitioners. The projects and activities in this class are designed with that mission in mind.

Philosophy and Format

This course introduces theories for understanding the role of leadership for personal and professional development. The theories covered in this course were selected because they have been especially helpful to educators and administrators—including both academic and student affairs professionals—in their daily work with students, faculty, staff and in their strategic planning. The reflection questions, assignments, and other activities have been arranged to prompt discussion and provide insights into effective leadership. The purpose of exposing students to this information is to help them fill their "tool boxes" with the necessary tools, resources, and experiences for them to become more effective leaders.

In this course various teaching and learning methods will be used. Much of the class will revolve around reading assignments, threaded discussions, article critiques, and reflective responses. In addition to the completion of academic assignments (quizzes, book responses, article reviews, and personal stories) students will be expected to participate in a self-inventory and explore ways to improve their self-leadership.

This is not a self-paced course per se. You may work on papers/projects that are due for upcoming weeks, but we will progress through this course together one week at a time. Discussions will take place each week over the weekly course materials and you are expected to contribute to the discussion forums in a scholarly manner.

Learning Objectives

Through participation in this course, the candidate will be enabled:

- 1. To identify and analyze the relationship among "skills," "knowledge," and "values" toward performing effective leadership functions in an organization. (3.1)
- 2. To identify and comprehend the specific leadership skills to be applied by a administrator to include:
 - A. The basic leadership skills such as problem analysis, ethical behavior, organizational ability, interpersonal skills abilities, judgment, decisiveness, oral communication, written communication. (5.3) 6.1)
 - B. The management leadership skills such as motivation, delegation, coaching, empowerment, basic fairness, and conflict resolution. (2.1) (5.2) (6.1)
 - C. The organizational planning skills such as time management, project management, technology management, etc. (3.1) (6.1)
- 3. To identify and analyze the basic principles of mainstream organizational thought which has driven leadership behavior in the work place. In order to evidence this objective students will be able to: (Standards 1 and 3)
 - A. Discuss the effects of organizational leadership behaviors relative to bureaucracies, scientific management, human resource management theory, open system theory, and contingency theory.
 - B. Compare the essential elements of leadership models to include McGregor X & Y Theories, Continuum of Leadership Behaviors, Managerial Grid Styles, and Situational Leadership and servant leadership.
- 4. To analyze the effects of personal "value" systems on organizational effectiveness and interpersonal communication. (1.3) (6.2) (6.3)
- 5. To analyze the "process" of change and its effects upon attaining organizational goals through people. (6.2) (6.3)
 - A. Design organizational change processes that impacts resistance at the organizational and individual levels.
 - B. Study the 3 various change models that can help organizations change.
- 6. To implement specific leadership techniques for developing a vision that impacts organizational improvement/change by unifying the organizational mission, roles and tasks performed in the organization. (1.1)

- 7. To identify and analyze the evolution of concepts of organizational behavior in education. In order to evidence this objective students will be able to: (Standard 3)
 - A. Compare and contrast leadership behaviors and paradigms that separate organizational reform structures from organizational restructuring processes in schools.
 - B. Provide concrete leadership behaviors and tasks for reshaping the principalship utilizing team building and shared-decision making techniques.
 - C. Apply specific leadership behaviors to essential organizational school/district functions such as; staffing, scheduling, conferencing, and fiscal control.
- 8. To compare and contrast the basic principles of organizational behavior, culture, change processes, and restructuring to current participative leadership models representing the "wave-of-the-future" leadership roles in organizations. In order to evidence this objective students will be able to: (Standards 1 and 3)
 - A. Relate the concepts of "Total Quality Management" to the specific organizational operating structures for creating organizations of quality.
 - B. Synthesize participatory leadership practices from current models such as Th seven habits of highly effective people (Covey) and others.
 - C. Evaluate the values of changes being proposed by contemporary leadership models within organizations and the effects on the ethics of leadership styles and operational procedures.

Course Requirements

Participate thoughtfully and actively in each lesson. In order to fulfill the promise of graduate study, you must read and study all assigned readings before the class period, noting questions or issues you would like to raise in the threaded discussion and reflection opportunities each week.

You should be fully prepared for each week, which means you will have read and reflected upon the assigned material and offer to the class meaningful comments and questions. It is also expected that you will be respectful in class discussions, which means you may openly challenge, disagree or support your classmates, but do not demean or belittle them. Participation points are given for moving the discussion to a more complex level of understanding of the issues and your contributions to the class.

Assignments must be completed by the deadlines indicated. I do not accept late work unless arranged in advance. I recognize that we are all busy adults, however I expect you to be prepared for each week's discussion and to submit assignments by their deadlines. I

will work with you in the event of a catastrophic event takes place in your life. These do not include children's ballgames or work related travel.

Guidelines for each assignment are included in the syllabus or will be presented in the course room as well. For papers you submit, follow the style guidelines contained in the *Publication manual of the American psychological association* (5th ed.)

Student Evaluation

The performance of students in this course will be accessed through the following components:

- Comprehensive Leadership Paper
- Annotated Bibliography
- Leadership Assessment
- Book Responses (3 total)
- Class Participation/Discussion Forums
- Weekly Quizzes

Components of the Evaluation

Each of the components of the course is described in detail below:

Comprehensive Leadership Paper

This paper is due midnight of Day 7 of the end of Week 8. In this paper, you will interview a leader, assess your personal leadership, and apply principle-centered leadership values to your organization. The content should generally be based on your behavior in your current position in the workplace. It is acceptable, however, to include content based on other reference points, such as church or family.

Your comprehensive leadership paper should include the following content:

Leadership Interview

Interview a leader in your community, such as a minister, coach, principal, elected official, or executive, about valuable developmental experiences. Make sure that you inform the leader concerning the nature of this class and the purpose of the assignment before asking the questions listed below.

- Do you think leadership develops with experience?
- Are there one or two experiences you look back on as having been especially valuable in helping develop your own leadership? Please briefly describe them.
- What made these experiences so valuable?
- Have your own views of leadership changed over time?
- Do you think leadership in your arena is much different from, or involves different pressures, than leadership in other arenas?

- Do you ever reflect after the fact about how effective your behavior was in a particular situation? Is this ever a source of new or different insights?
- Is there any advice you would give people early in their careers about leadership?

Assessment of Personal Leadership

- Assess your orientation toward power, including your tendencies relative to the five sources of power.
- Assess your leader motives.
- Assess your typical (or default) influence tactics.
- Assess your creativity and how creativity affects your leadership.
- Assess your leadership style.
- Assess your personality type and examine the leadership implications of what you have learned.
- Assess your key values and their implications.

Leadership Application

- Identify, describe, and discuss the changes that would have to be made for "good to great" to be implemented in your company.
- Based on your personal leadership style and your analysis of your company (and concepts from each of the texts), develop a plan for organizational transformation.

Reflections

- Reflect upon the things that you have learned about leadership while you have been taking this course.
- Provide an assessment of which activities, exercises, or projects have contributed to your understanding of leadership and how that contribution came about.

Guidelines for Writing the Comprehensive Leadership Paper

- This paper is due midnight of Day 7 of the end of Week 8.
- Use the *Publication Manual of the APA* for your style manual. Documentation should conform to the APA format as described in the manual.
- Content, style, and grammar are all important to the grade. Well-written papers with excellent content and grammar will receive *A* grades. Deficiencies in either content or style/grammar will reduce the grade.
- No length is specified. The correct length is whatever length it takes to do an excellent job with the content of the paper. (It's not unusual for these papers to be over twenty pages in length.)

- You must submit your paper on time to receive full credit. If you anticipate a
 problem completing the comprehensive paper on time, please discuss your
 situation with your professor. Late papers will not be accepted without prior
 approval by your professor. Even if approval is given, a penalty will be
 assessed for late papers.
- All content is confidential, and your instructor will not copy or share any information from your paper without your consent.

Leadership Bibliography

This project requires students to create an annotated bibliography on the following subjects: Leadership, Management, Persuasion, and Communication. A minimum of 3 references should be annotated on each subject. This annotated bibliography will provide you with references for future reading as you transition into future leadership roles in higher education. Journal articles should be timely (recent) and relate to your area of interest in higher education administration. For example: Student Affairs, Academic Leadership (Deans), Financial Aid, Adult Studies, Career Services, etc.

The annotated bibliography must contain the following:

- Basic APA Style Format for an Annotated Bibliography and include:
 - A brief abstract for each entry, including: 4 to 5 sentences to summarize the main idea(s) of the item, and
 - o 2 or 3 sentences to evaluate the material and why you believe it is important to the research topic.
- Examples are located in the *APA Publication Manual*, 5th edition, pp. 370-375.
- Format your citations in the same manner as for a normal reference list, following these instructions for adding an annotation.
 - Double space the entire bibliography, including within the citations and annotations.
 - Hanging Indents are required for citations in the bibliography. That
 is, the first line of the citation starts at the left margin. Subsequent
 lines of the citation are indented five spaces.
 - At the end of the citation, press the Return Key to drop down to the next line (double spaced). Do not add a blank line.
 - o The annotation is indented as a block, 5 spaces.
 - o The right margin is the normal right margin of your document.
 - In a long bibliography, organize your entries by topic alphabetically.

An example of an annotated bibliography is located in the appendix and in the course room and in the APA Manual.

A grading rubric for this assignment is located in the appendix.

Book Responses

Students will read each required text and present a critique. The critique should include the following:

- (1) A bibliographic entry for the text;
- (2) The purpose of the book;
- (3) No less than <u>four pages</u> of your personal critique of the book both positive and negative. A critique involves more than simply summarizing the contents (i.e. don't scan the book and the back cover and look for good quotes to make me think you've read the book—read, underline, outline, take notes, and interact as you read). The bulk of your response should be an evaluation of the way the author handled the subject, and a commentary on the book's contribution to your understanding of the issues addressed in your reading. A big portion of your comments should involve how the author fulfilled his purpose and/or suggestions on what could be done to make the text better (content, presentation, style, etc.). It really doesn't matter if you liked the text or not, your personal critique should include how the text helped your understanding of the subject and the development of your own philosophy and understanding of Leadership. Part three will carry the most weight in determining your grade.

The narrative should address the following issues:

- Clear statement of the author's thesis or central argument. Why was the book written? For whom was the book written?
- Citing of material (evidence) that supports the thesis.
- Assessment of whether the author succeeded in achieving the purpose of the book.
- Identify the major strengths and weaknesses of the book. Include how the book could be updated/changed to be more effective (what research needs to be included, is a change in format or structure warranted.)
- Your reaction to the book; how the book has/has not contributed to your insights concerning your understanding of leadership and personal development (Were you prompted, influenced, impacted, outraged, ambivalent, and/or disinterested by the author's presentation—did you experience change?).

The entire work would be a minimum of six pages. APA style applies.

Leadership Assessment

If you look on the reverse side of the dust jacket of 360° Leader (Hardback) or the sticker on the inside cover (paperback) you will find a personal identification code. That code can be used to assess the assessment at http://www.360DegreeLeader.com. Once there, follow the instructions and, when prompted, type in your personal identification code to take the test.

It is recommended that you complete the assessment before reading the book. That way, you'll know where your strengths and weaknesses are as you learn about each new skill set.

After you finish the assessment email your profile to jrcowart@cablelynx.com with a one to two page response. This response is simply your reaction to the profile. Is there something that surprised you? Do you agree with it? Is there something you would like to change? Just be honest about what you learned and if you think this tool is helpful? Of course give some explanation for your insights.

Class Participation/Discussion Forums

An important aspect of this course is class participation and the learning which takes place through discussion. Students are expected to post according to the assignment schedule and respond to the reflection questions each week. Posting requirements are as follows:

Authorship and Credit

Students should be advised that all material must be of their own authorship, and when quoting another source or referring to another person's work, a reference should be made in the appropriate manner. (APA style applies.)

Weekly Threaded Discussion

Students are required to participate in the weekly threaded discussions. Participation requires, at a minimum, an original response to the discussion question as well as two or more replies to your classmates' postings. Threaded discussion represents the facilitation portion of a traditional classroom. It provides the opportunity for students and the instructor to interact regarding a concept.

The typical process of a threaded discussion is as follows:

- 1. An initial posting (a sentence or two) that asks a profound question drawn from the weekly reading will be posted to the weekly discussion forum by the instructor.
- 2. Each student will respond to the initial question by submitting a response (between 250-300 words minimum) that answers the question. As you create your response, be sure to reference a theory or concept supported in the reading for the week along with outside sources and practical real-life experience. The response will either challenge or support the post you are answering. In addition to challenging or supporting the post, students will close their individual posts with a leading question for other students to address.
- 3. Other students will read the initial post and the follow-up posts and then respond to the question embedded in the student's response with critical thinking and another leading question. As students respond to each other, the thread of discussion builds throughout the week.

- 4. Students must reply to a minimum of two other student's responses during the week.
- 5. As the thread builds, other students will initiate new threads as new directions spin off of the initial concept. Other students will join in the newly created thread so that by the end of the week, there are multiple threads, all addressing a perspective of the initial thought.
- 6. The instructor will step in from time to time to support, clarify, or further facilitate the discussion.
- 7. The next week, a whole new set of threads begins with an initial question that is again posted at the start of the week. Students are required to interact on one week of discussion at a time.

The grading of the threaded discussion is based on several requirements; if all are met, the student will receive full credit for the week of discussion. Any components which are missing will result in the reduction of the student's weekly grade for the discussion.

- a) All students must submit a post (a written response) a minimum of three times.
 - a. Each post must demonstrate critical thinking, support from the readings, or outside material including workplace experience.
 - b. The response to the initial question must be between 250-300 words.
 - c. Initial responses to two other students' postings should be between 150-200 words.
- b) Each post must conclude with a closing question that prompts another thread.
- c) Students must respond to the initial question no later than midnight of Day 3 of the individual week. After answering the initial questions students must be actively engaged in the weekly discussion and not submitting all of their posts on the last day of the week. This will result in very little added value to the weekly discussion.

Weekly Quizzes

Weekly quizzes will be administered over reading materials from the required reading assigned each week.

Determining the Final Grade

Assignment	Percentage of Final Grade
Comprehensive Leadership Paper	30
Annotated Bibliography	15
Leadership Assessment	10
Book Responses (3 total 10% each)	30
Class Participation/Discussion Forums	10
Weekly Quizzes	5
Total	100%

Student Expectations

- 1. Check the course homepage, your email, and the course discussion board several times a week.
- 2. Post comments and responses to the discussion board at least three times a week using **APA style** (**Cite and reference your responses.**) Respond by asking questions, responding to questions, and making other comments. (One initial post, two posts to fellow classmates.)
- 3. Participate actively in class discussions by applying the knowledge you have learned and posting these to the discussion board.
- 4. Keep up with your reading assignments, weekly activities/application assignments and online quizzes (as applicable).
- 5. Practice "Netiquette": be polite and respectful in your postings; use good grammar and correct spelling; don't write in all caps or exotic fonts In short, present your best academic self!
- 6. Ensure you have a computer that meets or exceeds the recommended requirements for online students at MC.
- 7. This is a three-credit, graduate level course. A good rule of thumb is that you should spend between 4-5 hours per credit hour in study time each week for your course. So, you should expect to spend from 12 to 15 hours per week in study, reading, and preparation time for this course. In addition you should plan on 3 hours a week to do you discussion forum postings, watching course videos and participating in class activities. In other words, plan for approximately 3 hours of class time just like you would for a three-credit hour face to face course. (The advantage to online is that you don't have to sit in the class room in a particular 3 hour block.)
- 8. All written work should be submitted using APA style unless otherwise specifically noted.
- 9. Assignments are due by midnight on day 7 of each week unless otherwise noted. Initial discussion forum postings are due by day 3 and secondary postings are due by day 6.

Mississippi College Grading Scale

95-100 A

91-94 B+

85-90 B

81-84 C+

75-80 C

Academic Integrity

Students are expected to maintain a high moral and ethical standard of conduct in and out of the classroom. This includes guarding against plagiarism and cheating. Students should be aware of the official university policy: "Mississippi College students are expected to be scrupulously honest. Dishonesty, such as cheating or plagiarism. . ., or furnishing false information, including forgery, alteration or misuse of College documents, records, or identification, will be regarded as a serious offense subject to severe penalty, including, but not limited to, loss of credit and possible dismissal." (consult the current edition of the Mississippi College Student Handbook or University Policy 2:19 for specific information).

Technology Requirements

You are required to have a computer, email, and Internet access to enroll in this course. The course is delivered via online instruction. In addition, you will be required to use Word in completing your assignments. Since the professor will be providing comments in an electronic format, the students will be required to participate in a Microsoft tutorial at this website:

http://office.microsoft.com/assistance/hfws.aspx?AssetID=RC011600131033&pid=CR06 1958171033. It takes approximately 30-50 minutes to complete.

Changes to Syllabus

While every effort will be made to adhere to the schedule and policies outlined in this document, the professor reserves the right to make any needed changes necessitated by the overall progress of the course and/or the needs of the students.

Other Academic Policies

It is also expected that the student be familiar with general university policies as described in the current academic catalog and student handbook; and the calendar of events as found on the MC website.

Special Accommodations

If special accommodations due to learning, physical, psychological, or other disabilities are needed to satisfy course criteria students are encouraged to discuss services needed with the instructor as early in the course as possible to identify and plan specific accommodations. You may be asked to supply a letter from your family physician or other documentation that will assist in planning modification(s). For more information please contact Dr. Buddy Wagner in the Counseling and Career and Development Center (601-925-3354) bwagner@mc.edu

Schedule of Topics and Assignments

Week	Topics	Assignments & Due Dates
0	Review syllabus,	Discussion Forum
Are You Ready?	activities/assignments & class expectations	Leadership Assessment <u>Due by Midnight Day 7</u>
	Laying the Foundation	
1	Introduction to Leadership	Discussion Forum
2	Personal Leadership Theory	Discussion Forum
		Book Response Road Map <u>Due by Midnight</u> <u>Day 7</u>
3	Preference and Disposition, Beliefs and Values	Discussion Forum
4	Situational Leadership	Discussion Forum
		Leadership Bibliography <u>Due by Midnight of Day 7</u>
5	Developing Your Influence	Book Response 360° Leader <u>Due by Midnight</u>
	Anywhere in the Organization	Day 7
		Discussion Forum
6	Leadership, The Challenge	Discussion Forum
7	Christian Reflections on Leadership	Discussion Forum
	Deadership	Book Response Good to Great (Book and
		Monograph) <u>Due by Midnight Day 7</u>
8	Emotional Intelligence	Discussion Forum
		Comprehensive Leadership Paper <u>Due by</u>
		Midnight of Day 3

Appendix

Sample Initial Discussion Forum Posting

The following post is approximately 600 words; and is an example of the format of an initial posting. (Note that the posting cites and references various textbook (and other source readings) in APA format that the student used in posting the initial answer to the discussion question.)

Question:

What impact does federal regulation have on education? What are the differences in its impact on private and public institutions?

The federal government has only those powers that are conferred by the U.S. Constitution or those which can reasonably be implied from those conferred. The practice of higher education was given no attention in the Constitution. The Tenth Amendment reserves to the states the remaining powers, to which most regulation over higher education comes. It does not, however, follow that the federal government has no authority over higher education (Kaplin, 1985). According to Altbach, et. al. (2005) "federal regulation of higher education derives from two principle sources: 1) the requirements of accountability that accompany the receipt of federal funds and 2) the dictates of social legislation, as well as executive orders and judicial decisions, stemming from such legislation" (p. 193).

As observed in Altbach, et. al., many constitutional federal powers such as the spending power, the taxing power, the commerce power, and the civil rights enforcement power can and do affect both public and private institutions. Whenever an activity falls within the scope of these federal powers, the federal government may regulate it.

The spending power involvement in higher education stems from Congress' power under Article I, section 8, to spend its funds for the general welfare of the United States. The spending power is the basis of the federal financial aid programs. The taxing power also comes from Article 1, section 8, which authorizes Congress to lay and collect taxes. Most public institutions are immune from taxation because of their Constitutional immunity, but private institutions may be treated differently. The federal government, for instance, has levied admissions taxes on college football games. Proprietary institutions are affected as well by these regulations. Under its civil rights enforcement power the federal government can enforce federal employment discrimination laws, Occupational Safety and Health Act regulations, Fair Labor Act laws and laws governing research on human subjects to name a few (Kaplin, 1985).

Most institutions, both public and private, do not find the federal government's regulations over troublesome in the examples noted above. Most institutions seek to ensure that financial aid is appropriately awarded, and that the civil rights of its faculty, staff, and students are upheld. There are instances when the federal government's oversight becomes unwelcome. One such example is Bob Jones University (BJU) in Greenville, SC. BJU, a private fundamental Christian college, was denied its 501(c)3 status as a non-profit organization by the Internal Revenue Service (IRS) because of its

stance against mixed race marriages and/or dating by BJU students. The Supreme Court upheld the IRS ruling. Accordingly, BJU now refuses to accept federal financial aid for its students in order to prevent further oversight of its operations by the federal government (Bob Jones v. U.S.).

Generally, public institutions and their officers, faculty and staff are subject to the constraints of the federal Constitution, but private institutions and their employees are not. So far as the federal Constitution is concerned private universities can engage in private acts of discrimination, prohibit student protests or expel a student without affording him/her the same safeguards that a public institution is required to do. This does not mean that faculty, staff and students of private schools do no have legal rights. The federal government, as mentioned above, has increasingly created laws regulating the area of discrimination that are applicable to both public and private institutions. (Kaplin, 1985).

The dichotomy which exists between the laws that govern public and private institutions may affect countless things at both types of institutions from hiring practices, to admissions practices, to funding methods. It can affect the stance that an institution can take on academic freedom or on diversity in hiring faculty or admitting students.

References:

Altbach, P. G., Bernhall, R. O., & Gumport, P. J. (Eds.). (2005). *American higher education in the twenty-first century: Social, political and economic challenges*. Baltimore, MD: Johns Hopkins University.

Bob Jones University v. United States, 461 U.S. 574 (1983).

Kaplin, William A. (1985). *The law of higher education*. San Francisco CA: Jossey-Bass Inc.

Discussion Forum Grading Rubric

Criteria	Unsatisfactory (0)	Satisfactory (1-3)	Exemplary (4-5)
Quantity and Timeliness	Does not submit an initial post early in the session and/or does not submit at least two responses to other learners at various times during the session.	Submits an initial post early in the session and submits at least one response to other learners at various times during the session.	Submits an initial post early in the session and submits two or more responses to other learners at various times during the session.
Appropriate Length	Initial posting and additional responses to other students are of insufficient length. 250-300-Initial 150-200-Additional	The initial posting is of sufficient length, but responses to other students are of insufficient length.	All postings are of sufficient length and reflect a well thoughout answer.
Demonstrates knowledge and understanding of content and applicability to professional practice	Postings show little evidence of knowledge and understanding of course content and applicability to professional practice.	Postings show evidence of knowledge and understanding of course content and applicability to professional practice.	Postings show evidence of knowledge and understanding of course content and applicability to professional practice and include other resources that extend the learning of the community.
Generates learning within the community	Postings do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper.	Postings attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper.	Postings elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.
APA Style	Postings do not appropriately cite or reference sources.	Postings cite or reference sources but there are some errors in APA mechanics.	All sources are appropriately cited and referenced according to APA style.

Book Review Template

Use this template for preparing your book reviews.

Author, F. M. (Year). Title of the book. City, ST: Publisher

The Purpose of the Book

Write several paragraphs describing the author's purpose for this book. Citing of material (evidence) that supports this.

Personal Critique

No less than <u>four pages</u> of your personal critique of the book both positive and negative. A critique involves more than simply summarizing the contents (i.e. don't scan the book and the back cover and look for good quotes to make me think you've read the book—read, underline, outline, take notes, and interact as you read). The bulk of your response should be an evaluation of the way the author handled the subject, and a commentary on the book's contribution to your understanding of the issues addressed in your reading. A big portion of your comments should involve how the author fulfilled his purpose and/or suggestions on what could be done to make the text better (content, presentation, style, etc.). It really doesn't matter if you liked the text or not, your personal critique should include how the text helped your understanding of the subject and the development of your own philosophy and understanding of Leadership. The narrative should address the following issues:

Thesis/Central Argument

Clear statement of the author's thesis or central argument. Why was the book written? For whom was the book written? Citing of material (evidence) that supports the thesis. *Achievement of Purpose*

Assessment of whether the author succeeded in achieving the purpose of the book.

Identify the major strengths and weaknesses of the book. Include how the book could be updated/changed to be more effective (what research needs to be included, is a change in format or structure warranted.)

Personal Reaction

Your reaction to the book; how the book has/has not contributed to your insights concerning your understanding of leadership and personal development (Were you prompted, influenced, impacted, outraged, ambivalent, and/or disinterested by the author's presentation—did you experience change?).

Book Review Grading Rubric

CATEGORY	Not Present (0)	Beginning (1-2)	Developed (3-7)	Accomplished (5)
Purpose	Student makes no mention of the book's purpose	Student mentions some events in the story but does not explain them or gives away too much of the story.	Student mentions some plot elements and explains them well.	Student gives enough of the plot (exposition, complications, & main conflict) to interest the reader without giving the story away.
Personal Critique	Student writes completely off topic.	Student strays from the main topic frequently. Many details seem out of place or in the way.	Student occasionally strays from the main topic. A few details seem superfluous.	Student stays on topic throughout the entire reviewevery detail seems important and necessary to make the review complete.
Thesis/Central Argument	Student does not define the author's thesis.	A minimum attempt is made at defining the thesis and there are no citations to support the information.	Student explains the thesis thoroughly but does not cite materials that support the information.	Student thoroughly explains the thesis and provides numerous citations to support the authors central argument.
Achievement of Purpose	Student does not state whether the author has achieved the purpose of this book.	Student states whether the author has achieved the purpose of the book and support this with the books strengths or weakness, but no both.	Student states whether the author has achieved the purpose of the book and support this with both the books strengths and weakness.	Student states whether the author has achieved the purpose of the book and support this with both the books strengths and weakness. Include how the book could be updated/changed to be more effective (what research needs to be included, is a change in format or structure warranted.)
Personal Reaction	Student does not include a personal reaction.	Student includes a minimum attempt at writing a personal reaction statement and includes 1-2 of the following: (Were you prompted, influenced, impacted, outraged, ambivalent, and/or disinterested by the author's presentation—did you experience change?).	Student defines how the book has/has not contributed to his/her insights and includes 2-3 of the following: (Were you prompted, influenced, impacted, outraged, ambivalent, and/or disinterested by the author's presentation—did you experience change?).	following: (Were you prompted, influenced,

Appropriate APA style, grammar, and mechanics are expected.

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Waite, L. J., Goldschneider, F. K., & Witsberger, C. (1986). Non-family living and the erosion of traditional family orientations among young adults. *American Sociological Review*, *51*, 541-554.

Summarize the article here like this ... The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that non-family living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing, the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of non-family living. I selected this article as important to the topic of XXX because It interested you for some reason. Tell me why.

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Criteria (20 total points)	0 Points Non-performance	1-2 Points Basic	3-4 Points Proficient	5 Points Distinguished
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Contains a minimum of 3 references for each of the 4 subject topics (5 points)	Contains one reference for each of the 4 subject topics.	Contains 2 of the required references for each of the 4 subject topics.	Contains 3 of the required references in at least 2 of the 4 subject topics.	Contains 3 of the required references, for all 4 of the subject topics and each reflects the appropriate required information.
Contains 4-5 sentences summarizing the main idea of the article/book (5 points)	Citations are correct, but there is no summary of the article.	Reader cannot recognize the main ideas expressed in the article from reading the summary.	Summary provides sufficient overview of the article.	Summary provides an excellent overview of the main ideas expressed in the article.
Contains 2-3 sentences relating to the research topic (5 points)	There is no relation of this article to the research topic.	A minimal attempt was made at relating the material to the research topic.	Provides a sentence that attempts to provide the relevance of the article to the research topic. There is no evidence of critical thinking about the relevance.	Provides in-depth coverage of the article's relevance, and the reader can easily recognize how this article is related to the research topic.