

## **CMM 408/508: Leadership and Group Communication**

Fall 2015

Writing Intensive

Tuesday 4:00 – 6:20

261 Smith Hall

### **Course Instructor**

Susan Gilpin, Ph.D.  
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696-6405  
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### **Office Hours**

Monday and Wednesday 1:30 – 3:00  
Thursday 10:30 – 12:00  
Additional hours available by appointment

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### **University Policies**

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs/policies/](http://www.marshall.edu/academic-affairs/policies/).

- Academic Dishonesty
- Excused Absence Policy for Undergraduates
- Computing Services Acceptable Use
- Inclement Weather
- Dead Week
- Students with Disabilities
- Academic Forgiveness
- Academic Probation and Suspension
- Academic Rights and Responsibilities of Students
- Affirmative Action
- Sexual Harassment

### **Required Texts**

Fink, Sheri. 2013. *Five days at Memorial: Life and death in a storm-ravaged hospital*. New York: Crown.

Hackman, Michael. Z and Craig E. Johnson. 2013. *Leadership: A communication perspective*, 6th ed. Long Grove, IL: Waveland.

### **Recommended Resources for All Students**

Hacker, Diana and Barbara Fister. 2015. *Research and documentation in the electronic age*, 6th ed. New York: Bedford/St. Martin's. (Another standard manual will do as well)

Writing and Documentation Resources folder on our MUOnline course page.

Additional required and recommended readings will be available on our MUOnline course page in the Supplemental Reading folder. You will be responsible for printing out these supplemental readings as assigned.

### Course Description, Credits, and Prerequisites

Study of the variables affecting, and affected by, communication process in small groups, with particular emphasis on leadership variables. (PR: CMM 315 for CMM 408 students). 3 hrs. In addition, students enrolled in CMM 408 will receive 3 hours of Writing Intensive (WI) credit.

### Course Philosophy and Themes

Since classical times, philosophers and scholars have attempted to understand and theorize effective group processes and leadership behaviors, first from a humanistic perspective and later, in the twentieth century to the present, from social scientific perspectives as well. This course explores a number of these theories with a particular emphasis on theories of leadership from a communication perspective with the aid of an extended case study.

### Learning Outcomes

Student learning outcomes for this course are as follows:	Students will practice achieving outcomes in the following ways:	The quality of students' achievement of these outcomes will be assessed in these activities:
Define and compare a repertoire of leadership definitions	Various essays and writing projects, in-class low stakes writing, class discussion, presentations	Quizzes that include an essay component, CLS presentations, Interview Project
Restate and apply basic concepts associated with relevant communication theories	In-class low stakes writing, class discussion, small group activities	CLS presentation, Leadership Interview Project Summary and Analysis Paper (graduate students only)
Appraise the power and limits of theory in predicting leadership and group behavioral outcomes	Group discussion, small group in-class projects	CLS presentation, Leadership Interview Project
Employ a scholarly vocabulary for assessing leadership and group processes	Low-stakes and medium-stakes writing, quizzes, class discussion, small group activities	CLS presentation, Leadership Interview Project, Reflection Paper
Identify and evaluate an individual's leadership strategies and practices	CLS presentation, interviewing a leader, follow-up project drafts, small group discussion, feedback in peer review	CLS presentation, Leadership Interview Project
Analyze one's own group and leadership styles	Low-stakes writing, class discussion	Reflection Paper (undergraduate students only)
Identify and assess opportunities for improving one's own group and leadership practices	Low-stakes writing, class discussion	Reflection Paper (undergraduate students only)
Synthesize leadership theory with other communication theories	Small group work, faculty conferences	Comprehensive Exam Essay (graduate students only)

## Writing Intensive Outcomes

Writing intensive outcomes for this course are as follows:	Students will practice achieving outcomes in the following ways:	The quality of students' achievement of these outcomes will be assessed in these activities:
Identify writing skills and revision strategies than enhance the quality of one's writing	Analysis of models, informal writing, peer review. <i>Low stakes</i>	Take-home essay exam ( <i>medium stakes</i> ), interview project draft and revision, reflection paper ( <i>high stakes</i> )
Critique critical thinking evident in various forms of writing, both informal and formal	Analysis of models, informal writing, in-class group projects. <i>Low stakes</i>	Interview project, reflection paper ( <i>high stakes</i> )
Synthesize course subject matter through various forms of writing, both informal and formal	Analysis of models, informal in-class writing and discussion <i>Low stakes</i>	Take home essay exam, interview project draft and revision, reflection paper

## Evaluation of Learner Outcomes

### Undergraduates

Mastery Quizzes (top 3 of 4 scores)	30%
Current Leader Spotlight	10%
Interview Project (total intermediate and final products)	40%
Self-analysis Essay (take-home final exam)	15%
In-class low stakes writing (minimum 5)	<u>5%</u>
	100%

### Graduates

Mastery Quizzes (top 3 of 4 scores)	30%
Current Leader Spotlight	10%
Interview Project	25%
Summary and Analysis Essay	15%
Comprehensive Exam Practice Essay with Annotated Bibliography	<u>20%</u>
	100%

## Important Due Dates

### *For everyone*

- Mastery Essay and Quiz:
  - September 15
  - October 6
  - October 27
  - November 17
- Current Leader Spotlight: \_\_\_\_\_ (see schedule on page 9)

### *For undergraduate students*

- Interview Project
  - Proposal – September 8
  - Drafts – November 3
  - Final Draft and Presentation – December 1
- Leadership and Group Process Reflection Essay – December 8, by 4:00 p.m.

### *For graduate students*

- Interview Project
  - Proposal – September 8
  - Final Draft and Presentation -- October 13
- Summary and Analysis Essay
  - Draft-- November 3
  - Final Draft -- November 10
- Comprehensive Exam Essay and Annotated Bibliography
  - Draft (optional) FRIDAY, November 20, by noon
  - Final Draft – December 8, by 4:00 p.m.

## Course Policies

1. *Attendance.* **Students who miss more than two classes for other than university-sponsored/excused reasons or religious holidays can earn no higher than a C in the course.** You must be present when I circulate the attendance sheet and stay for the entire class period in order to be counted present for that class meeting.

2. *Community Involvement.* This course is conducted seminar style. In order to achieve the learning outcomes of the course, you will need to attend each class on time having completed the assigned reading and writing and having prepared yourself to be an informed participant in class discussions and in-class activities. Remember that each of our class sessions requires the preparation equivalent for **three** 50-minute class sessions. Undergraduates, please note that the pace of the course is geared to upper division undergraduates and graduate students. To earn a top grade, plan to spend an appropriate amount of time staying current with assigned reading and writing. To further the goals of the seminar atmosphere and individual participation, we all will appreciate it if you keep your cell phones and laptops put away during our class time.

3. *Make-up quizzes.* Make-up quizzes will be available only for documented medical emergencies and university-excused absences and *only when a student needs a third quiz score.* Flexibility in the quiz score totals allows you to miss one quiz at no penalty. Please schedule optional activities around quiz dates. If you have an unavoidable conflict, please let me know as far in advance as possible so that we can arrange an appropriate accommodation. Make-up quizzes may differ significantly from those given in class.

4. *Due dates.* The components of the out-of-class written assignments are due **in hard copy** on or before their scheduled dates. Please retain an electronic copy of your work until I have commented on your hard copy and returned it to you with your grade.

5. *Missed classes.* When you are absent, it is your responsibility to **find out from a classmate** what notes, handouts, assignments, or other course material you missed. Most handout materials will be available on our course MUOnline page in the Miscellaneous In-class Handouts folder.

6. *Office hours.* I will keep the office hours posted at the beginning of this syllabus, and I welcome your visits during those times. I am available to meet with you at other times by appointment only.

7. *Class communication.* From time to time, I will send course updates, links to additional readings, and other information via the class e-mail list as maintained by the Marshall University Registrar. Please check your Marshall University e-mail account frequently, or arrange to have your MU e-mail forwarded to the account you do read regularly. I ordinarily respond to student e-mail within 48 hours between 8:00 a.m. and 8:00 p.m., Monday through Friday.

8. *Weather-related Concerns.* In bad weather, we will follow the University schedule for holding class. When in doubt about a weather-related campus class cancelation, please consult the Marshall University home page or call (304) 696-3170 for current information. I understand that those who have some distance to drive to campus, especially in the evening, may have concerns about traveling when road conditions are questionable. However, if the university determines that classes will be in session, your absence will be unexcused. Plan to use your “free” absences wisely (see policy 1 above).

### Course Management Information

#### Classmates I can consult for help:

Name

E-mail

Phone

#### Grades Earned:

##### All:

Mastery Quizzes (top 3 = 30%): 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Current Leader Spotlight (10%): \_\_\_\_\_

**Graduate** Summary and Analysis Essay (15%): \_\_\_\_\_

Interview Project (Undergrad 40%/ Graduate 25% total):

Proposal and Sources (everyone) (5%): \_\_\_\_\_

##### **Undergraduate**

Complete Draft and Peer Review (15%): \_\_\_\_\_

Final Paper (20%): \_\_\_\_\_

**Graduate Final Paper** (20%): \_\_\_\_\_

**Undergraduate** Reflection Essay (15%): \_\_\_\_\_

**Undergraduate** In-class freewrite participation grade (5%): \_\_\_\_ \_

Graduate Comprehensive Exam Essay and Annotated Bibliography (20%): \_\_\_\_\_

## Course Schedule

Week	Date	Focus	Reading	Due	Notes
1	Aug. 25	Overview, Introductions, and Assignments	<i>Frontline</i> , “The Storm”  Available at <a href="http://www.pbs.org">www.pbs.org</a>	In-class essay Personal Data Sheet	CLS Assignment and dates  Interview Project Assignment  Freewrite 1
2	Sept. 1	Leadership as Communication	H & J, Chap. 1 Fink, pp. xvii - 110	CLS 1	
3	Sept. 8	Communication Styles	H & J, Chap. 2 Fink, pp. 111 - 183	CLS 2 Interview Project Proposals Due	Assign Quiz 1 Essay
4	Sept. 15	Approaches to Understanding Leadership	H & J, Chap. 3 Fink, pp. 183 -- 228	Mastery Quiz 1 (take home essay, in-class quiz) CLS 3	
5	Sept. 22	<i>Five Days, Part I: A Leadership Assessment</i>	Fink, pp. 231 -- 280	CLS 4	Freewrite 2 Assign Grad Summary and Analysis Essay
6	Sept. 29	The Role of Power	H & J, Chap. 5 Fink, pp. 280-331	CLS 5	Assign Quiz 2 Essay Grad Comp/Bib Essay Assigned
7	Oct. 6	Influential Leadership	Fink, pp. 332—406 Ross & Squires	Mastery Quiz 2 CLS 6	Practice S & A
8	Oct. 13 MIDTERM	Leadership in Group Settings	H & J, Chap. 7 Fink, pp. 406-486	CLS 7 Graduate Interview Project Due	Freewrite 3 Graduate panel presentation
9	Oct. 20	Organizational Leadership	H & J, Chap. 8	CLS 8	Assign Quiz 3 essay
10	Oct. 27	Ethical Considerations for Leaders and Followers	H & J, Chap. 11	Mastery Quiz 3 CLS 9	

Week	Date	Focus	Reading	Due	Notes
11	Nov. 3	Draft Workshops		Undergraduates – interview project draft Graduates – Summary and Analysis draft <b>Bring two draft copies to class</b> CLS 10	Freewrite 4 Assign under-grad Reflection Essay
12	Nov. 10	Crisis Event Leadership	H & J, Chap. 13	Graduate Summary and Analysis Essay CLS 11	Assign Quiz 4 essay
13	Nov. 17  Nov. 20	Charisma and Transformational Leadership  Optional for Graduate Students	H & J, Chap. 4	Mastery Quiz 4 CLS 12  Drafts of Comp Essay and Annotated Bibliography	  I'll return drafts and my comments in on Dec. 1
14	Nov. 24	No class meeting	<i>Thanksgiving Break</i>		
15	Dec. 1	<i>Last Class Day</i> Undergraduate Project Presentations		Undergraduate Interview Projects Due CLS 13	Freewrite 5
16	Dec. 8  FINALS	<i>Final Exam Day</i>  No class meeting		Undergraduate Reflection Essays Due by 4:00 p.m.  Graduate Projects Due by 4:00 p.m.	Bring to my office OM 230 or place in my SH 257 mailbox

### Mastery Quizzes

Study Guides for each Mastery Quiz will be posted in the Mastery Quiz Preparation folder located on our MUOnline course main page. Mastery quizzes will have two parts: (1) a 250-word essay, submitted with the quiz, the topic for which will be assigned in advance and (2) a brief multiple choice quiz drawn from the sample quizzes in the folder. *I encourage collaboration with classmates as you prepare for quizzes and as you work on projects throughout the semester.* Remember that I will drop your lowest quiz score, so an illness, missed class for whatever reason, or an “off” day won’t hurt your final grade. It is to your advantage to take **every** quiz, regardless of how well prepared you feel.

### Written Assignments

Detailed assignment sheets that include guidelines for preparing the assignments and explanations of how they will be evaluated are found on the following pages of this syllabus. This information will be discussed in class well in advance of the due dates. This syllabus and assignments also are posted on our MUOnline main page.



CMM 408/508: Leadership and Group Communication  
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**Current Leader Spotlight (CLS) Assignment**

Once during the semester, you will be responsible for about 10 minutes of class time during which you will bring to our attention the action of a current leader. You can find accounts in the news, from personal experience, in professional newsletters, websites, or other sources. Our aim is to look more closely at the variety of ways we experience leadership in our day-to-day lives. It's OK to focus on the famous, but I would rather that we look at people from all walks of life who, in the words of Hackman and Johnson, use "human (symbolic) communication that modifies the attitudes and behaviors of others in order to meet shared group goals and needs" (2013, p. 11).

This assignment consists of three parts:

1. *An oral summary of the artifact you have found and your assessment of the leader's actions.* To the extent that you are able, use Hackman and Johnson to help us understand what you find. Comment on its ethical dimension (Ch. 11). Obviously, students presenting later in the semester will have more to draw upon than students who present earlier.
2. *A visual element of some type.* This can be an image, text, web link to an image or document, or appropriate visual complement to your presentation.
3. *Uploading the text from which your summary is drawn (2 pages max) and visual element to the Discussion Board titled "Current Leader Spotlights" on our MUOnline page.* This final "publishing" step will help us compile a course resource for future reference.

The assignment is worth 10 points, or 10% of your final grade. I expect to award 8-10 points to everyone who makes an honest effort to add value to our understanding of how leadership works in our everyday lives. Students who make a token effort, perhaps neglecting one of the three parts described above, will earn 6-7 points.

Following is the assignment schedule. It is fine with me if you want to change dates with a classmate, but you will need to make those arrangements yourselves and let me know.

CLS Number	Date	Student	Spotlight on ...
1	September 1	Brian Leonard	
2	September 8	Emily Backus and Carson Campbell	
3	September 15	Zachary Bailey and Andrew Navy	
4	September 22	Hannah Blatt and Alyssa Simon	
5	September 29	Derrick Law	
6	October 6	Bo Chen	
7	October 13	Erich Clark	
8	October 20	Payton Virgin	
9	October 27	Daniel Scher	
10	November 3	Keanu Ramos	
11	November 10	Katelyn McGuffin	
12	November 17	Preston Griffith	
13	December 1		

**Please do note that your CLS day may also fall on a day when other assignments are due. Plan ahead (see page 4 of this syllabus).**

CMM 408/508: Leadership and Group Communication  
Fall 2015  
**Leadership Interview Project**

*Overview*

In this assignment you will enrich your understanding of the practice of leadership by learning about the experience of one individual you believe meets Hackman and Johnson's definition of leader (2013, p. 11). Unlike the CLS Assignment, in which you read and write about someone you may or may not know, in this assignment, your learning will take place through an assignment built on an extended interview you conduct face-to-face or, with my permission, by phone. On the next page, you will find a list of questions you may use as a guide, but do not feel compelled to limit yourself to these questions. Feel free to enjoy the spontaneity that characterizes a good conversation.

*Requirements*

1. Step out of your comfort zone to interview someone whose career or achievements interest you, someone you have admired from a distance, or someone who enjoys a reputation for being an effective leader. You *may not* choose an immediate family member, a fellow student, or someone with whom you already have a close relationship, such as a pastor, coach, former teacher, employer or co-worker, or neighbor. Otherwise, you probably will find yourself asking questions to which you already know the answer and learn very little for your effort.
2. Conduct a 20-minute (minimum) interview in person or by phone. In either setting, take careful notes so that you can accurately report in writing what you've learned. Use the question guideline on the next page. Not every question will be appropriate in your interview. Use your judgment here. Do add questions of your own.
3. **No e-mail "interviews." No exceptions.**
4. Write up the results of your interview in a format that helps readers follow the conversation.
5. Conclude your write-up with a reflection on what you learned from the interview. How can you use this information to enhance your own leadership experiences?
6. Draw on leadership theory from Hackman and Johnson to elaborate on what you have learned. Cite the textbook as needed.
7. Format your paper appropriately:
  - a. Use Times New Roman 12 pt. font and 1.25 margins all around.
  - b. Please double-space the body of your paper.
  - c. Include your name in the header on every page after the first.
  - d. Please staple – not fold or paperclip – the pages together. Follow the conventions of standard written English with respect to grammar, spelling, and punctuation. This affects your grade (see *Evaluation* below).
8. Submit your final interview report by the following deadlines:  
Graduates: Final draft due October 13  
Undergraduates: Draft for peer review due November 3  
Final draft and presentation due December 1

### *Evaluation*

The Leadership Interview Project final paper is worth 20% of the final grade for both undergraduate and graduate students. Graduate students will be held to a higher standard in both content and format. Final papers will be evaluated as follows. Papers with deeper insights and more polished writing merit the higher scores.

- 18-20 points    The paper is clearly organized, well edited, and meets the assignment requirements above in every respect.
- 16-17 points    The paper meets the guidelines and requirements for content in nearly every respect and may have minor organization, citation, and editing problems.
- 14-15 points    The paper reflects a strong effort on the part of the author, but does not meet the requirements above in some significant respect, such as failing to include some key interview details; not flowing well so that the reader sometimes struggles to make connections; or containing several errors in citation style, grammar, spelling, or punctuation.
- 0-13 points     The paper does not reflect a serious scholarly effort on the part of the author. The reflection section may indicate that the author has a shallow understanding of leadership theory. Ideas in the paper do not flow logically. Grammar, spelling, or punctuation errors seriously interfere with reading comprehension.

### **Interview Questions**

(Questions to ask, but not necessarily in this order)

1. What does the term 'leadership' mean to you?
2. How do you recognize it in yourself or others?
3. Why do you think people see you as a leader?
4. How would you assess your leadership strengths and weaknesses?
5. What do you think has been your greatest contribution or achievement as a leader?
6. We have learned that effective leaders instill confidence in others. Do you see that as part of your role as a leader? Why or why not?
7. Do you believe that effective leaders delegate responsibility? Why or why not?
8. How do you think that effective leaders build trust with followers or within an organization?
9. *Your question(s). Be sure to note what you ask so that you can include it in your report.*

**Remember: Your interview must be face-to-face or by phone, with my permission. Projects based on e-mail "interviews" are not eligible for credit**

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**Research Summary and Analysis Assignment**  
(Essay assignment for graduate students only)

*Overview*

Reading and summarizing research reports are common practices in academic and other professional settings. Summaries are highly condensed, non-evaluative accounts of fully developed reports and are faithful to the intent of the authors of the original piece. Academics use summaries in their research notes or as the foundation of literature reviews in their own published research. Busy professionals often rely on summaries (also called abstracts or *précis*) to help them recall or locate key pieces of research necessary for the task at hand. Though brief, carefully crafted summaries that accurately represent much more lengthy reports are challenging to write. This semester, you will work on increasing your expertise as a research summary writer.

First, **both undergraduates and graduates** will look together at one brief research report in class on October 6:

Ross, K. T. & Squires P. (2015). Tone at the top: Leadership as the foundation of organizational health and wellness. *People & Strategy* (38), 1:36-41.

You will print out this article from the Supplemental Reading folder on MUOnline, and we'll discuss what an effective summary and analysis of this article might look like.

Then, for November 10, **graduate students** will prepare a summary and analysis (S & A) of another article in the Supplemental Reading folder on our course Blackboard page:

Blume, B. D., Baldwin, T. T., and Ryan, K. C. (2013). Communication apprehension: A barrier to students' leadership, adaptability, and multicultural appreciation. *Academy of Management Learning and Education* (12), 2:158-172.

*Summary Section Preparation Guidelines*

Please follow these guidelines to prepare effective summaries<sup>1</sup>:

- Aim first to accurately report on the research without analyzing or evaluating it (that comes later – see below)
- **Paraphrase in your own words as much as possible.** Don't quote from the original report unless absolutely necessary. If you believe you must quote, quote accurately. Punctuate and cite following APA style.
- Check the first draft of your summary against the research report. Would the report author(s) recognize your summary as an accurate representation of the work? Revise as necessary with the original author(s) in mind.
- Re-read your draft from the perspective of a new reader. Will a first-time reader of your summary find all the key elements of the original report? Do transitions aid your reader in following your summary? Revise as necessary with a new reader in mind.

*Analysis Section Preparation Guidelines*

You will follow your summary with a brief analysis section of one or two paragraphs. You may comment in this section as you feel appropriate, but please begin by considering these questions:

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<sup>1</sup> I acknowledge assistance from an Iowa State University online resource, "Summary Assignment Sheet," <<http://isucomm.iastate.edu/summaryassignmentsheet>> in preparation of the guidelines and evaluation criteria for this assignment.

- Does this report confirm, refute, or extend your knowledge about leadership or group theory to date? How?
- Who is the intended audience (practicing professionals, academics, popular readers, or others)? How do you know?
- Members of what disciplines or professional fields would find this research report useful? Why?

### *Submission Requirements*

- Head your paper with your name, course information, and date. Please save paper and do not use a cover page.
- Title your paper Summary and Analysis.
- Following the title, cite your article in APA style.
- Include the journal article's title and authors in the first sentence of the summary.
- Your summary and analysis together, excluding paper heading and citation, should run between 300 and 500 words (roughly 2 pages).
- Use Times New Roman 12 pt. font and 1.25 margins all around. Please double-space the body of your paper.
- Include your name in the header on every page after the first. Please staple – not fold or paperclip – the pages together.
- Follow the conventions of standard written English with respect to grammar, spelling, and punctuation. This affects your grade (see *Evaluation* below).
- Your paper is due in class on November 10, as posted on the syllabus and outlined below.

### *Timeline*

September 22	S & A paper assigned
October 6	in-class practice with a sample journal article (Ross, K. T. and Squires, P.)
November 3	S & A draft workshop – two draft copies due
November 10	Graduate students only: S & A due in class

### *Evaluation*

The Summary and Analysis is worth 15% of your final grade and will receive a score 1–15 as follows:

13.5 –15	The paper is clearly organized, well edited, and meets the assignment guidelines and requirements above in every respect.
12-13	The paper meets the guidelines and requirements for content in nearly every respect and may have minor organization and editing problems.
10.5-11.5	The paper reflects a strong effort on the part of the author, but does not meet the guidelines and requirements above in some significant respect, such as failing to include some key element(s) of the original report; not flowing well so that the reader sometimes struggles to make connections; or containing several errors in citation style, grammar, spelling, or punctuation.
0-10 points	The paper does not reflect a serious scholarly effort on the part of the author. The summary may indicate that the author does not understand the original report. Ideas in the paper do not flow logically. Grammar, spelling, or punctuation errors seriously interfere with reading comprehension.

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**Comprehensive Exam Question and Annotated Bibliography**  
(Graduate students only)

### *Overview*

Your graduate program in Communication Studies will culminate in a comprehensive written examination. For this exam, graduate students and their faculty committee members agree upon a set of potential exam questions to which students prepare answers in advance. A student's graduate committee members decide which questions the student will answer on exam day. There will be a question on theory, a question on methods, and two area of emphasis questions. The latter two questions can't simply ask students to say back what they learned in a particular class or summarize a course paper. Rather, the questions should synthesize information from two or more areas so that one sheds light on the other. The best answers will provide an application or worked example that demonstrates the synthesis. The answers should reference something on the order of two scholarly sources per page. Since students are limited in the amount of time they have to type the answers (roughly one hour), the answers must be dense and focused. Fluff and bluff writing is penalized.

### *Assignment*

Your final assignment in this class asks you to pose and answer an area of emphasis question **related to leadership theory** that is appropriate for your graduate comprehensive exam. In addition, you will attach an annotated bibliography of sources used to answer the question. Though I will be evaluating a finished product for the class, you might consider this assignment a draft for a question you can propose to your committee in the future – possibly something you will be happy to have in your hip pocket when the time comes.

In this spirit of comprehensive exam preparation, your paper should observe these requirements:

- Your essay shouldn't be longer than what you are able to type *without notes* in about an hour, maybe a little more. For argument's sake, let's say that this is **six pages**. This means that you must ask and answer your question in relatively little space without a lengthy introduction or conclusion. No long block quotes or space-eating rhetorical flourishes.
- Your essay should connect leadership with another content area that interests you, either from your current graduate classes or from additional research you do in another content area. You are welcome to discuss your ideas with me.
- Your essay should be followed by an annotated bibliography of 10-12 scholarly sources that you cited in your essay. While the comprehensive exam will not require this, you will benefit from having the annotated bibliography to refer to as you formulate your answers. The document also may be useful in other research projects as well. For formatting help and examples, consult the Writing and Documentation Resources folder in our MUOnline course page.

### *Timeline*

September 29: Paper assigned and further discussed in class

November 20: I will read and comment on drafts over Thanksgiving break if you bring one to me by Friday afternoon. Drafts are encouraged but not required.

December 8: Final drafts are due in hard copy by 4:00 p.m., our final exam time, in my OM 230 or SH 257 mailbox. Papers should be double spaced, in 12 pt. font, with 1.25" margins, and stapled in the upper left corner.

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**Reflection Essay Assignment**

(Essay assignment for undergraduate students only)

Issues related to leadership have been the focus of our discussion throughout the semester, so it is appropriate that we conclude our formal discussion of leadership with a reflection essay. The “essential nature” of the reflection paper, according to John Bean, is “the exploration of the connections between course material and a person’s individual life or psyche” (2011, 117).

To earn maximum credit for this assignment, observe the following guidelines and requirements as you prepare your paper.

*Guidelines*

1. Carefully read and think about these prompts and write in response to them. You are free to address additional questions or topics these prompts raise for you.
  - Recall a time when you were at your very best as a leader (as we have come to understand that term in class). Describe your “personal best” experience briefly: When did this occur? Who was involved? What challenges did you face? What was accomplished? You may address another relevant questions as well.
  - What leadership actions did you take that made a difference in the outcome? What leadership competencies did you possess?
  - What lessons did you learn about leadership from this experience? What leadership competencies do you still need to develop?
  - Reflecting on your own success as a leader, on the Hackman and Johnson reading, and your observation of other successful leaders as we have met them over the semester, what advice would you give to someone who wanted to grow as a leader?
  - One of our course learning outcomes is to identify opportunities for improving one’s own group and leadership practices. Describe the ways you have met this learning outcome. Be honest. This answer will be different for everyone, and I am not looking for a particular answer in connection with a particular grade.
2. If you have written reflection papers in other courses, you know that to do this well and to profit from the experience, you must spend time thinking seriously about your subject and writing more than one draft of your paper. Early drafts might be brainstorming, free writing, concept mapping, and other idea-generating activities. Off-the-top-of-your-head papers are not likely to be helpful or successful. You will discover what you most want to say as you work through successive drafts.
3. Write for yourself, not for me. Please don’t embarrass us both by attempting to flatter me or appeal for a better grade. If what you write doesn’t ring true for you and your experience of the course, then you are wasting our time. This paper is an opportunity for you to make this course count for something after the semester has ended.
4. Don’t extensively quote or paraphrase Hackman and Johnson or other sources. Write about your *engagement* with what you’ve read rather than recite what we both already have read together.

### *Requirements*

1. Aim for about 4-5 pages of text. You may write more if you wish – I am looking forward to reading your papers. It is unlikely that a paper of fewer than 4 pages will have a well-developed introduction and conclusion and will have adequately engaged the five writing prompts (the bullet points in Guideline 1).
2. Include an appropriate introduction and conclusion to your reflection.
3. Put your name and course number in the top right corner of your paper. A title page or binder is not necessary.
4. **Give your paper a title that reflects what emerged for you as an overall theme for your writing.**
5. Use Times or Times New Roman 12-point font and 1.25” margins all around. Double space your text, and number your pages after the first.
6. Fasten pages with a staple in the upper left-hand corner.
7. Papers are due **in hard copy** by 4:00 p.m. on Tuesday, December 8 (our scheduled final exam time). You may bring your paper to my office in Old Main 230, or you may leave it in my CMM mailbox in the department lobby, SH 257.

### *Miscellany*

- I am happy to accept papers **in hard copy** any time after Thanksgiving break and before the due date.
- Please keep an electronic copy of your paper until after you have received your final grade.

### *Evaluation*

This final reflection paper is worth 10% of your semester grade, or 10 points out of 100. I firmly believe that this act of reflection and writing is an important final step for students to take in carrying forward and acting upon what they have learned this semester, and I expect students to take the assignment seriously. Papers that treat the questions superficially and have numerous errors in spelling, punctuation, or grammar will earn 5-7 points. More thoughtful, polished papers will earn 8-10 points.

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Bean, J. E. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking and active learning in the classroom*, 2<sup>nd</sup> ed. San Francisco: Jossey-Bass.