

COMM 5328: Leadership and Group Process  
The University of Texas at Tyler  
(M 6:00-8:45)

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**Text**

- 1) *Leadership: Theory and Practice (6<sup>th</sup> ed.)*. Northouse
- 2) *Profiles in Courage. President John F. Kennedy*

**Course Description**

Involves the student in a definition of leadership and its role within the process of small groups. It is a theoretical study of communication networks, human motivation, conflict reduction, and the introduction of social change.

**Student Learning Outcomes**

- A. Students will be able to explain communication from a variety of communication theoretical perspectives.
- B. Students will be able to evaluate the communication rules, norms, listening skills, and rhetorical strategies used by people.
- C. Analyze and practice communication that creates or results from complex social organization.

**Major Requirements & Grade % Approximations (550)**

a. Book Synopses (8)	160	pts.	30%
b. Paper: Courage Profile	100	pts.	18%
c. Presentation: Courage Profile	50	pts.	10%
d. Paper: Original Research (Case Study)	200	pts.	35%
<i>Service Learning</i>			
e. Presentation: Original Research (Case Study)	40	pts.	7%

**Grades: Standard Grading Scale**

90% - 100%	=	A
80% - 89%	=	B
70% - 79%	=	C
60% - 69%	=	D
59% - ↓	=	F

### **Attendance Policy**

Perfect attendance in this course is recommended. A student is more likely to do better in this course with higher attendance. In-class activities may be missed due to absences and are only available for make-up if the absence is excused. If a student must miss class, he or she is advised to contact another student to learn what was missed and if any work is due on a following class period because that work is still due next class period whether or not the absence was excused. If you are to be absent from a class, whether or not you miss any assignments, you must notify the teacher before-hand if possible, but no later than the next class period, of your desire to make up any missed work in order to be able to do so. Illness excuses must be accompanied by a doctor's note for instructor consideration.

### **Participation**

Students are expected to not only attend class, but to play active roles in the classroom. Assigned text readings are to be completed before each class session and students are encouraged to ask questions or offer insight during class periods. When group or individual assignments or activities are assigned, everyone is expected to participate as assigned.

### **Assignments and Exams**

All assignments are due when stated by the instructor. As the college experience is, in part, designed to prepare students for the work place, ABSOLUTELY NO LATE WORK will be accepted. If you have completed at least part of an assignment by the due date, it is better to turn in part of the assignment on time than to turn in the completed assignment late for no credit. All homework turned in, unless otherwise stated, is to be typed. Any exam must be taken on the designated day and time set forth by the instructor. Any exceptions to due dates must be verified with the instructor prior to the scheduled deadline. Lack of performance as a part of a group assignment can constitute in a lowered grade than other group members.

### **Original Work**

All student work must be original to the student and original for the course where assigned. Any failure to abide by high standards or ethics in regard to student work will be handled by the instructor and the university and may constitute in the student failing the course and receiving further reprimand from the university. Plagiarism is a big deal and the consequences can go much further than the universities reach, so please be careful.

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students

with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

#### Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Revised 05/17

#### Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

#### Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

#### Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

#### Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

“Cheating” includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or

specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically

prohibited by the person administering the test;

- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key,

homework solution, or computer program;

- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the

instructors has designated that the examination is not to be removed from the examination room or not to be returned

or to be kept by the student;

- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any

course-related assignment;

- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test

key, homework solution, or computer program or information about an unadministered test, test key, home solution or

computer program;

- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student

knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and

- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial

benefit or injuring another student academically or financially.

“Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s

work and the submission of it as one’s own academic work offered for credit.

“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic

assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on

scholastic dishonesty.

All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to

assist students who are enrolled in early-career courses.

- [UT Tyler Counseling Center](tel:903.566.7254) (903.566.7254)

## Course Calendar

### EXTRA CREDIT: Night to Shine (Feb. 9)

#### Week 1

MLK Day: No Class

#### Week 2

Introduction to Course

Ch. 1 *Introduction and Minnesota Studies*

Read: PIC Preface, The Time and Place, and John Quincy Adams

Read: LTP Ch. 16 *Leadership Ethics*

Assign: Case Study Research – *Service Learning*

#### Week 3

Discuss: John Quincy Adams

Discuss: Leadership Ethics

Read: Ch. 2 *Trait Approach*

Read: PIC The Time and Place and Daniel Webster

Due: Book Synopses (Adams)

#### Week 4

Discuss: Ch. 2 *Trait Approach*

Discuss: PIC The Time and Place and Daniel Webster

Read: Chs. 3, 4, & 5 *Skills Approach, Style Approach, & Situational Approach*

Read: PIC Thomas Hart Benton

Due: Book Synopses (Webster)

#### Week 5

Discuss: Chs. 3, 4, & 5 *Skills Approach, Style Approach, & Situational Approach*

Discuss: PIC Thomas Hart Benton

Read: Ch. 10 *Servant Leadership*

Read: PIC Sam Houston

Due: Book Synopses (Benton)

#### Week 6

Discuss: Ch. 10 *Servant Leadership*

Discuss: PIC Sam Houston

Read: Ch. 11 *Authentic Leadership*

Read: PIC The Time and the Place and Edmund G. Ross

Due: Book Synopses (Houston)

#### Week 7

Discuss: Ch. 11 *Authentic Leadership*

Discuss: PIC The Time and the Place and Edmund G. Ross

Read: Ch. 9 *Transformational Leadership*

Read: PIC Lucius Quintus Cincinnatus Lamar

Due: Book Synopses (Ross)

### **Week 8**

Discuss: Ch. 9 *Transformational Leadership*

Discuss: PIC Lucius Quintus Cincinnatus Lamar

Read: Ch. 14 *Women and Leadership*

Read: PIC The Time and the Place and George Norris

Due: Book Synopses (Lamar)

### **Week 9**

Spring Break

### **Week 10**

Discuss: Ch. 14 *Women and Leadership*

Discuss: PIC The Time and the Place and George Norris

Read: Ch. 12 *Team Leadership*

Read: PIC Robert A. Taft

Due: Book Synopses (Norris)

### **Week 11**

Discuss: Ch. 12 *Team Leadership*

Discuss: PIC Robert A. Taft

Read: Ch. 15 *Culture and Leadership*

Due: Book Synopses (Taft)

### **Week 12**

Discuss: Ch. 15 *Culture and Leadership*

Read: Ch. 9 *Transformational Leadership*

### **Week 13**

Work on Papers (China Speaking Engagement and Taiwan University Representative)

### **Week 14**

Discuss: Ch. 9 *Transformational Leadership*

### **Week 15**

Due: Courage Profiles

Present: Courage Profiles

### **Week 16**

Due: Research Case Study

Present: Research Case Study



**COMM 5328 Leadership and Group Process**  
**Book Synopses**

Read each chapter of *Profiles in Courage* by President John F. Kennedy as assigned. After reading a chapter, please document your responses to the following questions in a short paper/report (using APA style headings). the textbook and write 2 page summaries (Times New Roman, Double-Spaced, Standard Margins). Please come prepared to discuss the chapter in class. The summary should include:

1. The Story in My Words (Retell the story in your own words)
2. What was the major issue?
3. Internal and External Factor/Influences? (Person's beliefs and pressure from others)
4. The Final Decision and Reasoning
5. Major Challenge(s) (In your observation, why was this a challenging decision in leadership?)

Total Points Possible = 160 (8 @ 20 per summary)

**COMM 5328 Leadership and Group Process**  
**Paper: Courage Profile in Leadership**

Write your own Kennedy-Style profile on a current or historical leader. Discuss the person, the situation, and the difficult time/decision through which this person successfully led (or at least tried, but did the right thing). Paper is to be 5 pages in length (Times New Roman, Double-Spaced, Standard Margins, APA, w/5 academic sources).

Total Points Possible = 100

**COMM 5328 Leadership and Group Process**  
**Presentation: Courage Profile in Leadership**

Prepare and present a 15-minute presentation on your Courage Profile in Leadership. Using a visual aide, please present your paper to the class in an informative and engaging manner.

Total Points Possible = 50

**COMM 5328 Leadership and Group Process**  
**Paper: Research Case Study (Service Learning)**

As an act of service learning and research/consultation, please select a proximally convenient leader to evaluate. This leader must be approved by the professor, lead within a nonprofit organization, and cannot be a previous employer, current employer, family member, etc. Please reach out to this leader to request and conduct a kind of leadership assessment/interview/consultation. Meet with the leader to discuss her/his leadership style by way of description of examples and scenarios. Learn about his/her greatest challenge or growth area as a leader as well as greatest strength. Also take time to meet with a small number (in group or individually) of his or her employees or volunteers to learn their perspective on the organization and their leader.

Upon completion of this/these interview(s), please write a 10-page paper regarding your subject's leadership style (Double-Spaced, Times New Roman, Standard Margins, APA Style, Minimum of 5 Academic Sources – textbook does not count as one of these sources). The paper should address (in sections) the following areas:

1. Introduction and Description of Leader Subject
2. Analysis of Leadership Style
  - a. Strength(s)
  - b. Growth Area(s)
  - c. Subordinate Analysis
3. Depiction and Evaluation of Leadership Style and Overall Observations
4. Results of Leadership Consultation (this section is where you offer advice to the leader based on academic research)

Please be sure to compliment the data with anecdotes as well as strong scholarly research citations to substantiate claims made within the paper. The goal of this project is to provide a well-rounded and educated service to nonprofit leaders in the community who are not always able to purchase consulting services, while providing an educational experience for the student.

Total Points Possible = 200

**COMM 5328 Leadership and Group Process**  
**Presentation: Research Case Study (Service Learning)**

Please present your paper to the class in a brief 10-minute presentation and mail your paper to your respective nonprofit leaders.

Total Points Possible = 40

**Assigned Paper Grading Rubric**  
 Dept. of Communication  
 Dr. Justin Velten

Assignment: \_\_\_\_\_

Description of Work	Grade
The paper is free of grammatical errors, closely adheres to the required style format, and is the correct length (with appropriate spacing and margins). Content from the assignment is clearly covered and is done so in a manner that displays a high level of understanding and application of theory or course concepts to the paper topic(s). The paper displays a high level of effort and originality in thought and writing and makes a clear point.	A
The paper is nearly free of grammatical errors, adheres to the required style format, and is the correct length (with appropriate spacing and margins). Content from the assignment is covered and is done so in a manner that displays an adequate level of understanding and application of theory or course concepts to the paper topic(s). The paper displays a good level of effort and originality in thought and writing.	B
The paper has a few grammatical errors, somewhat adheres to the required style format, and is near the correct length (with appropriate spacing and margins). Content from the assignment is mostly covered and is done so in a manner that displays a marginal level of understanding and application of theory or course concepts to the paper topic(s). The paper displays an evidently average level of effort and originality in thought and writing.	C
The paper has a significantly noticeable amount of grammatical errors, does not adhere to the required style format, and is not quite near the correct length (with appropriate spacing and margins). Content from the assignment is only partially and is done so in a manner that displays a lack of understanding and application of theory or course concepts to the paper topic(s). The paper displays an inadequate level of effort and originality in thought and writing.	D
The paper has numerous grammatical errors, does not adhere to the required style format, and is not near the correct length (with appropriate spacing and margins). Content from the assignment is not covered and a strong lack of topic-understanding is evident. The paper displays an evidently low level of effort and originality in thought and writing.	F

Please see university policy on plagiarism and work hard to not plagiarize. If you are unsure as to whether you are plagiarizing the work of another person it is best to be cautious and take the appropriate steps to insure you are not plagiarizing. In the event that you are caught plagiarizing on this paper you will receive either a reduction of 50% on the assignment (if the plagiarism is minor or not seemingly blatant) or a 0% on the assignment (if the plagiarism is major and seemingly blatant). There are clear guidelines available for what constitutes plagiarism so please do not plan to plead ignorance in the event your grade is reduced for plagiarism. I hope this is not an issue with your paper and do not expect it to be so.

Total: \_\_\_\_\_

**Activity/Work/Video/Presentation Grading Rubric**  
 Dept. of Communication  
 Dr. Justin Velten

Assignment: \_\_\_\_\_

Description of Work	Grade
The work meets the guidelines of the assignment. Each group member participated and there was an evidently high level of effort placed into the project. Class theory/concepts are applied to the assignment as required and teamwork is evident. The overall presentation quality and effort was high.	A
The work mostly meets the guidelines of the assignment. Each group member participated and there was an above average of effort placed into the project. Class theory/concepts are applied to the assignment as required and teamwork is somewhat evident. The overall presentation quality and effort was above average.	B
The work somewhat meets the guidelines of the assignment. Each group member participated and there was an average level of effort placed into the project. Class theory/concepts are applied to the assignment as required and teamwork is marginal. The overall presentation quality and effort was above average.	C
The work does not meet the guidelines of the assignment. Each group member participated and there was an evidently inadequate level of effort placed into the project. Class theory/concepts are not applied to the assignment as required and teamwork is not very clearly represented. The overall presentation quality and effort was below average.	D
The work does not meet the guidelines of the assignment. Each group member participated and there was an evidently low level of effort placed into the project. Class theory/concepts are not applied to the assignment as required and there is a clear lack of teamwork. The overall presentation quality and effort was inadequate.	F

Total: \_\_\_\_\_