

**EDPS 31500-CRN – Collaborative Leadership: Interpersonal Skills**  
**Purdue University**  
**Spring 2025**

**Instructional Modality:** Face-to-Face

**Course Credit:** 3 credit hours

**Classroom:**

**Class Time:**

**Instructor: Name [email address]**

**Student Consultation Hours:** [guidelines for face-to-face and/or remote office hours, and/or how to request help outside office hours]

**Supervising Faculty:** Emily Boswell, PhD [boswelle@purdue.edu]

**DESCRIPTION**

This course focuses on developing professional oral communication skills (i.e., conveying meaning through words, visual aids, and non-verbal elements) and understanding of the role of interpersonal and oral communication skills in areas such as leadership development, professionalism, conflict resolution, interviewing, team building, and ethics.

Integrated study of interpersonal skills is key to the process of collaborative leadership. Collaborative leadership is the process through which leaders, guided by self-knowledge and interpersonal awareness, facilitate, and empower the potential of diverse individuals and groups through enhanced understanding of factors such as individual motivation, interpersonal skills, and group dynamics.

EDPS 31500 is one of three courses that make up the Certificate in Collaborative Leadership (CCL) available to all Purdue undergraduate students. There are no prerequisites for this course. The other two courses are EDPS 31600 Collaborative Leadership: Cross-Cultural Settings and EDPS 31700 Collaborative Leadership: Mentoring.

**If you are interested in pursuing the Certificate in Collaborative Leadership (CLDP),** meet with your academic advisor to add the certificate major code, CLDP, to your myPurduePlan. (Note: The Certificate in Collaborative Leadership (CLDP) is not a stand-alone major.) Upon completion of all three courses, EDPS 31500, EDPS 31600 and EDPS 31700, the Certificate in Collaborative Leadership will be included on your transcript as an addition to your current major program of study. Please see CCL website: <https://education.purdue.edu/undergraduate-students/collaborative-leadership-certificate/> for additional information.

This course also meets the Purdue Foundational Learning Outcome for Oral Communication (<https://www.purdue.edu/provost/students/s-initiatives/curriculum/courses.html>).

In this course, *each voice in the classroom has something of value to contribute*. Please take care to respect the different experiences, beliefs, and values expressed by students and staff involved in this course. We support Purdue's commitment to diversity and welcome individuals, including but not limited to, all ages, backgrounds, citizenships, disability, sex, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military

experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences. Visit the Diversity and Inclusion website at: <https://diversity.purdue.edu/>.

### **COURSE OBJECTIVES/LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to:

1. Identify the essential elements of collaborative leadership.
2. Explain the importance of interpersonal and oral communication skills to the process of collaborative leadership.
3. Understand how interpersonal and oral communication skills interact with thoughts, feelings, and behaviors.
4. Explain the importance of interpersonal skills in understanding basic human motivation.
5. Demonstrate solid interpersonal and oral communication skills in class presentations as well as demonstrate skills related to initiating and sustaining positive and collegial relationships, engaging in difficult conversations, and conveying meaning.
  - a. Display the interpersonal skills of listening, paraphrasing, open-ended questions, and reflecting feeling.
  - b. Use appropriate organizational patterns.
  - c. Use thoughtful, effective, and appropriate language.
  - d. Use appropriate delivery techniques (e.g., posture, gestures, eye contact, paralanguage).
  - e. Use supporting materials to reinforce messages.
  - f. Communicate a central message with support materials.

### **REQUIRED TEXTS**

Nichols, M. P. & Straus, M. B. (2021). *The lost art of listening: How learning to listen can improve relationships* (3<sup>rd</sup> ed.). Guilford Press.

Shankman, M. L., Allen, S. J., & Haber-Curran, P. (2015). *Emotionally intelligent leadership: A guide for college students* (2<sup>nd</sup> ed.). Jossey-Bass. (Note: This book is available online through the Purdue Library.)

Stone, D., Patton, B., & Heen, S. (2010). *Difficult conversations: How to discuss what matters most*. New York, NY: Penguin Books. (Note: This book is available online through the Purdue Library.)

Other readings listed on Brightspace

### **METHODS OF INSTRUCTION**

This course is designed to be interactive, and students participate in numerous ways. Didactic lectures will be supplemented with student presentations, role plays, discussion, videos, and possibly guest speaker presentations.

You are expected to be an active participant in your learning. To increase your knowledge and skills, you will need to make full use of the experiences available. Things you can do to make the most of your experience in this course:

- 1) Have the attitude that *learning* is what is important.

- 2) Review and reflect on the course readings and materials.
- 3) When you consider class discussions, class presentations, and role play activities ask, “did it work?” **NOT** was it “right or wrong” or “good” or “bad.” The language we use is meaningful and is **NOT** to be underestimated.

### **CLASS POLICIES AND EXPECTATIONS**

#### **Syllabus**

The syllabus is subject to change at the instructor’s and/or supervising faculty member’s discretion. Students will be informed of changes, and new versions of the syllabus will be posted to Brightspace.

#### **Professionalism and Class Conduct**

To be truly “educated” in this field will take having a willingness to explore your own views and having a gentle tolerance of others’ views and reactions. It will also take a time commitment, not only in the classroom and through reading and written assignments, but also through allowing time for introspection.

Because of the nature of this coursework, it is essential that we establish an atmosphere of safety and trust. The extent of personal disclosure is at the discretion of each student, and personal boundaries must be honored. Additionally, we will be covering sensitive information at times. *You are expected to display professional conduct at all times during class experiences.* This means that all need to treat personal information with respect, sensitivity, and integrity. Those who choose to engage in disrespectful and/or disruptive behaviors may be asked to leave, and those who are asked to leave will be considered absent for the day. *It is also important to treat the personal information of individuals in the class as confidential.* We cannot have an open classroom without respecting each person’s privacy.

***Be sure to read all materials prior to class so you can be a part of the discussion. Take notes in the margins of your book!***

#### **Electronic Devices (e.g., cell phones, laptops, tablets)**

Turn your cell phones *off* when you enter the classroom and put them away. *Cell phones cannot be on your desks or in your laps. Headphones from your electronic devices cannot be in your ears.* If your cell phone rings or buzzes during a student presentation, if you are on your laptop for non-class reasons, or if you are listening to music instead of being an active audience member, you will automatically lose participation points for that day. In the event of an emergency where you may need to take a phone call, please notify me before class and step out of the classroom as quietly as possible.

Students are permitted to use laptops and tablets while in class for the purposes of taking notes and accessing course materials.

#### **Consultation**

A portion of your grade for your project and presentation will depend on the clarity of your thoughts and the quality of your writing. All students are encouraged to seek consultation on papers. Many students believe the On-Campus Writing Lab (OWL) exists only for writers who need “extra” (or “remedial”) help; however, having another set of eyes can help all writers strengthen their ideas and focus. Even the most accomplished writers need feedback. The tutors

in the OWL can work with students at any stage of the writing process, from planning and drafting to editing and polishing strategies. OWL consultants work with undergraduate and graduate students from every department on any piece of writing from class assignments to job search documents. For more information, please call 765-494-3723 or visit their website at: <http://owl.english.purdue.edu/writinglab/>.

### **Oral Communication Guidelines**

Oral communication is the activity of conveying meaningful information verbally. Communication by word of mouth typically relies on words, visual aids, and non-verbal elements to support the conveyance of the meaning. Oral communication is designed to increase knowledge, foster understanding, and/or promote change in the listener's attitudes, values, beliefs, and/or behaviors.

#### **Key Skills:**

- Use appropriate organizational patterns (introduction, conclusion, sequenced material, transitions) that is clearly and consistently observable when making presentations.
- Use language that is thoughtful and generally supports the effectiveness of the presentation (and is appropriate to the audience).
- Use appropriate delivery techniques when making a presentation (posture, gesture, eye contact, vocal expression).
- Effectively use supporting materials in presentations (explanations, examples, illustrations, statistics, analogies, quotations).
- Clearly communicate a central message with the supporting materials.

The following presentation assignments are graded using the rubric based on these oral communication skills (see Oral Communication Rubric at the end of syllabus). In each case, additional required elements are noted below in the description of each particular assignment:

- Interview Integration Presentation
- Leadership Activity Presentation
- Emotionally Intelligent Leadership Presentation
- Instructor Evaluation of Final Role Play

### **Writing Format Guidelines**

Unless otherwise indicated, all assignments will:

- Contain an APA 7<sup>th</sup>-Edition-style cover page.
- Be typed, double-spaced, with 1" margins, and in 12-point Times New Roman Font.
- Contain in-text citations and references as well as a reference page formatted in APA style (7<sup>th</sup> edition). *Failure to cite references is a direct violation of the academic integrity policy.* Helpful links to citation resources and other reference guides are available online through the Purdue Library system (<http://www.lib.purdue.edu/>) and through the Purdue OWL ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)).
- Adhere to minimum page length and/or word count and content guidelines. Papers under the minimum number of pages rarely fulfill the assignment guidelines and will be evaluated as such. Cover pages and reference pages **will not** be counted toward fulfilling the required page length and/or word count.

### **Email Standards**

In the professional world, it is essential to use professional writing. It is important to know how to communicate effectively with people in many different contexts. When emailing your instructors, you will be expected to use proper, professional email etiquette. This is much different than the way you speak with friends on social media or in text messages. Learning email etiquette now will be beneficial in many circumstances where shorthand is not appropriate. When emailing your instructor, please follow these guidelines:

- First, make sure that the answer to your question is not already available on Brightspace or in your syllabus. Questions with answers that can be found within the syllabus or Brightspace documents will not receive replies.
- Begin the email with a proper salutation and sign the email with your name.
- Follow proper email etiquette (e.g. “18 Etiquette Tips for E-mailing Your Professor: <http://www.usnews.com/education/blogs/professors-guide/2010/09/30/18-etiquette-tips-for-e-mailing-your-professor>).
- If your email is not answered within 2 days, you may send a polite follow-up email to check on the status of your concern. I will do my best to answer all emails within 24 hours of receiving them.
- **Emails not following proper, professional email etiquette may not get a response from me.**

### **REQUIREMENTS:**

**\*\*\*Please note: For written assignments, please communicate with me if you think you cannot meet the deadline. If I don't hear from you about a late submission, your grade will be deducted by 5% for each day late, including non-business days. Assignments received more than three days after the due date will not be accepted.\*\*\***

*Specifically, assignments that are due on a class day must be submitted at or before the designated time in order to be considered as being submitted in a timely manner. For assignments that are not due on a class day or do not have a prescribed time in the syllabus, the assignment is due at 11:59 pm on the prescribed date.*

#### **1. Class Participation (60 points total)**

The importance of class attendance and participation cannot be over emphasized. This class functions as a group, and because there is no way to make up a group meeting, your attendance is crucial. A significant portion of your grade is determined by class participation. **You cannot participate if you are not present.** For the purposes of earning points, participation is defined as attending class, being on time, being prepared, and being an active participant in discussions. Your preparation for class is essential throughout the semester. When you attend class, you need to be prepared to participate fully. This means not only completing the readings or taking part in discussions but also doing so actively and thoughtfully. The class may include a variety of means such as group activities, sign-in sheet, and pop quizzes to gauge your participation and preparedness for this class. Because of the collaborative nature of the course, attendance is required and factored into your grade.

**You are allowed two unexcused absences without penalty.** If a situation occurs that prevents you from attending class, you must let me know as soon as possible and in advance of class via email. As the instructor, I will work to respect and allow for accommodations in situations involving illness, family emergencies, conflicting exam schedules, and religious holidays.

However, it is your responsibility as a student to inform the instructor of anticipated absences (e.g., religious holidays, conflicting exam schedule) at the beginning of the semester.

Students are responsible for ALL material and assignments covered on days they are absent. In the event of an absence, please contact a classmate to get pertinent class notes, handouts, etc.

*With the exception of specific Purdue policies that permit absences (e.g., grief policy, military leave policy), it is ultimately up to the discretion of the instructor and/or supervising faculty member to determine if an absence is excused or unexcused.*

### **Readings**

I will be aware of your work and learning through class discussions and role play sessions, but you also will let me know what you are doing, thinking, and learning via your written assignments. If I realize that students are not completing the required readings, I may administer pop quizzes over the reading at the beginning of class. These will be administered without prior warning and can take place during any class period. Pop quiz grades will be factored into class participation points.

### **2. Reflection Papers or Presentations (20 points each; 80 points total)**

You will be expected to respond to selected readings and prompts (see Brightspace) for each reflection paper. Your paper or presentation should integrate the associated readings into your responses to the prompts. Reflections will be due at the times designated in Brightspace. The focus of the paper or presentation should be on your thoughts and reflections about specific content, not rephrasing or directly quoting content from the readings. Of note, you should not have a separate section just about the readings. You are to integrate the readings into your responses to the prompts. Additionally, make sure the personal experiences you use are specific. Rather than saying, "Oh, I have also used empathy in my life," tell me how you used empathy.

**Commented [1]:** Optional recorded presentation 8-10 minutes, with visual

**Length:** 1.5-2.5 pages double-spaced (not including cover page and references) OR 5–8-minute recording of an oral presentation with a visual component.

The grading guidelines for reflection papers are outlined below.

Grading Guideline:

- Incorporated readings as evidenced by citations of readings and using content within the readings to respond to the prompts provided (4 points)
- Incorporated personal experience (4 points)
  - For example: How do the readings relate to specific aspects or experiences in your personal life? What reactions are you having to reading (e.g., did something surprise you, confuse you)? What emotion(s) are you feeling? What do you think about it (e.g., do you agree or disagree with points made in the readings and why)?
- Addressed the prompts provided (8 points)
- Writing style (e.g., grammar, APA style) (4 points)

Reflection 1:

Readings

- Nichols & Straus (2021): Ch. 1 & 2

- Assessing the Environment Module
- Shankman et al. (2015): Ch. 21 & 23

#### Prompts

- How would you describe your listening style growing up? How would you describe the listening style of your caregivers (parents and others) growing up?
- What is one thing you learned from the readings? What is your own definition of active listening? How might you apply what you learned to your personal and/or professional life?
- Reflect on the statement: "Of all the skills of leadership, listening is the most valuable—and one of the least understood. Most captains of industry listen only sometimes, and they remain ordinary leaders. But a few, the great ones, never stop listening. That's how they get word before anyone else of unseen problems and opportunities." Do you agree or disagree with this statement? Why?

#### Reflection 2:

##### Readings

- Nichols & Straus (2021) Ch. 6-9
- Shankman et al. (2015) Ch. 4

##### Prompts

- Think of scenarios in which you experienced sympathy. Also, think of experiences in which you received empathy. How did receiving sympathy feel as compared to receiving empathy?
- Think of scenarios in which you gave sympathy. Also, think of experiences in which you gave empathy. How did giving sympathy feel as compared to receiving empathy?
- What are your hot buttons (i.e., situations in which you become emotionally reactive or defensive)? Where do you think your reactions are coming from?
- Nichols (2009) details strategies related to responsive listening, showing empathy, and diffusing emotional reactivity. What are some strategies you might use in the future if one of your "hot buttons" is pushed?

#### Reflection 3:

##### Readings

- Must read: Collins (2018), Pierson et al., 2020, Carbado (2013), Coulter et al., (2017), Kwantes & Glazer (2017)
- Choose one of the following: Schlosser (2013), Killermann (n.d.)

##### Prompts

- How do you define privilege from the readings? What stood out the most from readings?
- What does privilege mean to you? How have certain privileges (or lack of privileges) affected you/your life experiences?
- What are areas of privileges (or lack of privileges) that you have explored before versus those you have not explored as much?
- Why do we need to learn privilege and diversity in leadership courses?

#### Reflection 4:

##### Readings:

- *Meaningfully* incorporate readings from this entire semester. Additional readings may be incorporated if you wish, but that is not a requirement. At least two texts should be cited.

Prompts:

- First complete the **Check-Out Assessment** under Week 15 & 16 module
- Reflect on your development as a listener and as a collaborative leader. Discuss your areas of strength.
- What are your areas of professional growth during the semester?
  - In what ways have you grown? Where have you seen the most personal and/or professional growth?
- What are areas of needed future growth?
  - In what ways do you need to continue to grow with respect to interpersonal and communication skills?
- Goals for future growth and development
  - Based on the growth areas you identified, what *specific* goals can you come up with that will help facilitate your growth in these areas?
- Plan of action
  - How will you meet the goals you identified? What is your plan for working towards your goals?

### 3. Role Plays (70 points total)

Throughout the semester, you will complete three role play sessions with your peers. During these sessions you will address low-level personal or professional topics of your choosing that can be real or fictitious (Note: Role plays are *not* therapy nor are they a substitute for therapy). These sessions will be conducted in Beering Hall Purdue Counseling and Guidance Center.

For each role play

- Each person in the triad will rotate through the roles of speaker, listener, and observer
  - In other words, everyone in the triad will serve as speaker, listener, and observer **in each role play**
- The speaker will talk for 5 minutes (Role Play #1), 8 minutes (Role Play #2) and 12 minutes (Role Play #3), the listener will engage their active listening skills, and the observer will watch and take notes on the listener's strengths and areas of growth (participant points).
- The triad will then spend 3 to 4 minutes discussing the speaker-listener interaction and providing the listener with feedback.
- The speaker will then become the listener, the observer will become the speaker, and the listener will become the observer. The process outline above repeats wherein the speaker talks for the prescribed period of time, and the triad will discuss the interaction and provide feedback for 3 to 4 minutes.
- Each person in the triad will then assume the role that they have yet to assume. The process outline above repeats wherein the speaker talks for the prescribed period of time, and the triad will discuss the interaction and provide feedback for 3 to 4 minutes.

**In addition,** for

Role plays #1 and 2, you need to submit a critique form on the listener's strengths and weaknesses for the scenario in which you were playing the role of the speaker – 20 points each role play.



Role Play #3, this is the role play you will record using a personal device, upload to BrightSpace, and be formally graded on by the instructor (30 points)

- Display of investment in the interaction with the speaker (10 points)
  - Adequate level of curiosity
  - Communication of care and empathy
- Use of thoughtful language and active listening (10 points; see Oral Communication Rubric)
  - Open ended questions
  - Word choice that is sensitive to the particulars of the situation
  - Paraphrasing
  - Reflection of feelings
- Use of appropriate delivery techniques (10 points; see Oral Communication Rubric.)
  - Eye contact and posture
  - Appropriate use of silence
  - Validating
  - Effective non-verbals

#### 4. Interview Integration Assignment (61 points)

In lieu of a midterm examination, you will conduct an interview with a professional, whom you will identify, and who is active within your aspired future professional field. Through this interview, you will work to identify and understand how this individual applies communication and interpersonal skills in their professional life. You are expected to conduct the interview either in person or via remote web-conference technology (e.g., WebEx, Zoom, Skype). A voice phone call is not acceptable. Purdue faculty cannot be selected for interviews without prior approval from the instructor.

There are three components to the assignment, which are:

- Component 1: Submitting an interviewee information sheet.
- Component 2: Writing a 3-to-5-page interview integration paper applying course topics to the interview content.
- Component 3: Presenting the content of the paper to the class (5-6 minutes)

##### Component 1: Interviewee Information Sheet (6 points)

The interviewee information sheet should include:

- Three course topics/lessons you plan to explore with your interviewee (2 points)
- The interview questions you plan to use (2 points)
- The name, contact information, position of the professional you will interview (1 point)
- The tentative date, time, and location of the interview (1 point)

**LENGTH: Use template document on Brightspace**

**DUE: As indicated in Brightspace**

##### Component 2: Interview Integration Paper (30 points)

The interview integration paper is not to be written in a conversational style. This means that you should not simply write out what you asked and what the person said. Instead, you are to summarize and paraphrase your interview. The paper should be double spaced, using 12-point Times New Roman, and must adhere to APA 7<sup>th</sup> edition format. Keep alert to the requirement to

cite references and review materials on plagiarism before submitting your paper. The grading guidelines for the Interview Integration Paper are below.

Grading Guideline:

- Identify, define, and describe three lessons from the course that are most relevant to you, your future profession, and/or your future professional self (6 points)
- Connect these three lessons with material gathered during the interview (10 points)
- Describe how you intend to apply this information from the interview and the class to your interactions with other professionals in the future (e.g., seeking out an internship, being successful in a future career) and/or your own future professional work (8 points)
- Grammar, spelling, overall organization, and APA format (including cover page and reference page) (6 points)

**LENGTH: 3-5 pages, double-spaced**

**DUE: As indicated in Brightspace**

Component 3: Interview Presentation (25 points)

The interview presentation needs to be prepared and delivered with a clear focus on oral communication skills. More specifically, with a focus on conveying meaning through words and non-verbal skills. Students may use PowerPoint slides or similar media for their presentation, but please keep in mind that the emphasis of this portion of the assignment is on demonstrating your oral communication skills, rather than your ability to use presentation programs. Consistent reading of PowerPoint slides may not effectively demonstrate your oral communication skills. Grading guidelines for the Interview Presentation are below.

Grading Guideline:

- Presentation Content (10 points)
  - Specifics on what you learned about the importance of interpersonal and communications skills from interview (4 points)
  - Application of information (4 points)
  - Critique of the interview process (2 points)
- Oral communication skills (15 points; see Oral Communication Rubric)
  - Appropriate organization (5 points)
  - Thoughtful use of language (5 points)
  - Appropriate delivery techniques (5 points)

**DUE: As indicated in Brightspace**

**5. Leadership Activity (LA) Presentation (35 points)**

You will sign up with a classmate to present a leadership activity to the class. You will work with this classmate to conduct a **15-minute** leadership activity presentation. Specifically, you and your partner will imagine that you are a part of a group/organization (e.g., an employment-related work group, a campus organization) and have to seek approval from other leaders in the group/organization regarding a leadership development activity that you would like to conduct with that group/organization. (In other words, imagine that you have to "pitch" your leadership activity to other co-leaders of a group/organization.) The activity you choose should be useful to organizations such that it allows members of a group/organization to explore collaborative and emotionally intelligent leadership skills. **Both students are expected to speak/present in**

**relatively equal portions.** The grading guidelines for the Leadership Activity Presentation are outlined below.

Grading Guideline:

- Selection/Purpose of Activity (5 points)
  - Demonstrates interpersonal/oral communication skills and/or collaborative leadership skills and/or emotionally intelligent leadership skills
  - Is useful to the identified group/organization to develop leadership skills
  - Is appropriate for the group/organization that you selected
- Presentation of Activity (5 points)
  - Clear description of activity (i.e., how it is conducted)
  - Specific ways in which the activity will help the group/organization members develop their leadership skills
  - Intended goal/purpose of the activity
  - Discussion questions that you would ask those participating in the activity in order to facilitate their leadership development
  - What you hope the group/organization will "take away" or learn from the activity
- Oral Communication Skills (25 points; see Oral Communication Rubric at end of syllabus)

Following the submission of your presentation, both group members will also fill out a Peer Evaluation Form and submit to the instructor either in class or through Brightspace. Your presentation partner will not determine your grade; however, peer evaluations will be taken into consideration when assigning individual presentation grades. I may deduct points from your presentation grade if there is a consensus across evaluations that your contribution to the presentation was minimal. If there is a large discrepancy (e.g., more than 2 points on form) between your evaluation of yourself and your peer's evaluation of your contribution to the presentation, the instructor and/or faculty supervisor will follow-up with the students regarding the discrepancy.

**LENGTH/DURATION: 15 minutes; 1 page**

**DUE: Group days as indicated in Brightspace; Peer Evaluation due at date/time of presentation**

#### **6. Emotionally Intelligent Leadership (EIL) Presentation (25 points)**

You will sign up as a triad to teach the class the main points of one of the chapters from the Emotionally Intelligent Leadership text. You may use the internet in addition to the book as resources. Presentations should be **creative**, include an **interactive activity**, and take no longer than **fifteen** (15) minutes.

Presentations should highlight key concepts within the chapters you are assigned. They should be engaging and creative and include questions or items for discussion that other students in the class can respond to via Brightspace discussion boards. **All students in a group are expected to speak in relatively equal portions.** (In other words, one group member cannot create the presentation and another person delivers it. **All students in a group must be involved in the delivery of the presentation.**) The specific grading guidelines for the Emotionally Intelligent Leadership Presentation are outlined below.

Grading Guideline:

- Structure of Presentation (5 points)
  - Covers key points from chapter
  - Addresses how topic relates to collaborative leadership
  - One interactive activity
  - Reflection regarding the content of chapter (e.g., agree, disagree, examples)
- Creativity and Presentation (5 points)
  - How creative was your group in presenting the information? Were other aides used (e.g. visual aids, multimedia, etc.)? Were specific examples used?
  - Did the presentation include questions or items for discussion that the class can respond to via a discussion board in Brightspace?
  - Did the presentations questions or items for discussion relate to key point(s) from the chapter?
- Oral Communication Skills (15 points; see Oral Communication Rubric at end of syllabus)

Following the submission of your presentation, each group member will also fill out a Peer Evaluation Form and submit to the instructor either in class or through Brightspace. Your group members will not determine your grade; however, peer evaluations will be taken into consideration when assigning individual presentation grades. I may deduct points from your presentation grade if there is a consensus across evaluations that your contribution to the presentation was minimal. If there is a large discrepancy (e.g., more than 2 points on form) between your evaluation of yourself and your peers' evaluations of your contribution to the presentation, the instructor and/or faculty supervisor will follow-up with the students regarding the discrepancy.

**LENGTH/DURATION: 15 minutes**

**DUE: Group days as indicated in Brightspace**

**Peer Review due at date/time of presentation**

**METHODS OF EVALUATION & GRADING SCALE**

Grades will be based on your involvement in class activities and the thoughtful and timely completion of the requirements listed above. Taking risks, being involved, being open about your reactions and questions, and allowing yourself to learn are the most important things you can do.

If you disagree with a grade you have received, please wait twenty-four hours to discuss it with me. This allows you some time to reflect on your efforts and provides you the opportunity to thoughtfully present a case for why you believe you deserve a better. It is necessary to schedule a meeting with me for individual concerns, as the classroom is not the best place for these discussions. In addition, you have two weeks after a grade is received to voice concerns with me about the grade. This means that you cannot wait until the end of the semester to raise questions about a grade you received earlier in the term.

Students are responsible for submitting assignments to Brightspace by the date indicated on the syllabus and in Brightspace. Students may submit assignments early via Brightspace. Students can also submit assignments via email if there are Brightspace issues in order to ensure timely receipt of assignments.

Students are strongly advised not to expect or rely on exceptions as a means of managing course responsibilities. It is students' responsibility to ensure that assignments have been properly submitted through Brightspace, and if you are concerned that the assignment did not submit, communicate that with me as soon as possible to avoid late penalties.

Extra credit may be assigned at the discretion of the instructor and will not exceed 15 points in total.

<b>Assignment</b>	<b>Point Potential</b>
1. Class Participation & Preparedness	60
2. Reflection Papers/Presentations	80
3. Role Plays	70
4. Interview Integration Assignment	61
Interview Information Sheet (6)	
Interview Presentation (25)	
Interview Integration Paper (30)	
5. Leadership Activity Presentation	35
6. EIL Presentation	25
<b>Total</b>	<b>331</b>

**Grading Scale (%)**

A+ = 97 – 100	A = 93.0 – 96.9	A- = 90.0 – 92.9
B+ = 87 – 89.9	B = 83.0 – 86.9	B- = 80.0 – 82.9
C+ = 77 – 79.9	C = 73.0 – 76.9	C- = 70.0 – 72.9
D+ = 67 – 69.9	D = 63.0 – 66.9	D- = 60.0 – 62.9
F = 59.9 and below		

**FAILURE TO PRESENT IN AN EIL PRESENTATION, AN LAP PRESENTATION, AN INTERVIEW PRESENTATION, AND/OR COMPLETE A ROLE PLAY VIDEO CAN RESULT IN A LETTER GRADE REDUCTION OR FAILURE OF THE COURSE AS THIS COURSE IS A UNIVERSITY-APPROVED ORAL COMMUNICATION COURSE.**

\*At the end of the semester, final letter grades will be rounded to the nearest whole percentage based on one decimal place. For example, if the student's final score is 89.62%, the final grade is rounded up to 90% (A-). If the student's final score is 89.25%, the final grade rounded down to 89% (B+).

**NOTE:** In the event of a major campus emergency, course requirements, deadlines, and grading are subject to change that may be necessitated by a revised calendar or other circumstances beyond the instructor and/or supervising faculty member's control. Relevant changes to this course will be posted on Brightspace, and you will receive an email from the instructor and/or supervising faculty member.

### **POLICY ON THE USE OF AI TECHNOLOGY**

AI tools can help students in several ways, including:

- Drafting ideas and planning or structuring written materials
- Helping to improve your grammar and writing structure – especially helpful if English is a second language
- Getting explanations
- Getting over writer's block
- Answering questions where answers are based on material which can be found on the internet
- Generating ideas for graphics and visuals

However, there are clear limitations with the use of AI tools. Artificial and human intelligence are not the same; AI tools do not understand anything that they produce, nor do they understand what the words they produce mean when applied to the real world. AI often fabricates citations and references and cannot be relied on for factual accuracy. More fundamentally, overreliance on these tools will reduce your opportunities to hone your writing, critical thinking, and evaluation skills, which are key academic and professional skills that you will need as you progress through your studies and beyond.

The use of AI technology to help with such things as idea generation or assignment preparation may be an appropriate use, although the nature of the assignment must be considered. ***It is not acceptable to use these tools to write your entire essay from start to finish.*** Additionally, some AI tools make use of other, human authors' ideas without referencing them, which is considered by many to be a form of plagiarism.

If you used Generative AI programs to assist with your writing beyond spell-check or grammar suggestions, you must acknowledge its use by following the guidelines provided in Monash University's [Acknowledging the Use of Generative Artificial Intelligence](#). Specify how and where your readers can expect to see the impact and include an Appendix for the assignment that shows what aspects were generated. ChatGPT, for example, now includes the ability to share links to the conversations, and you can use extensions such as [ShareGPT](#) to share your ChatGPT conversations, or you can include screenshots.

Any writing or other submissions not explicitly identified as AI-generated will be assumed as original to the student. Submitting AI-generated work without identifying it as such will be considered a violation of [Purdue's academic integrity policy](#), specifically the violation of "submitting a document written by someone else but representing it as one's own."

*This policy has been adapted from University College London's [guidance](#) on engaging with AI in your education and "[Policies Related to ChatGPT and other AI Tools](#)" by Joel Gladd, College of Western Idaho.*

### **UNIVERSITY POLICIES**

<http://www.purdue.edu/univregs/>

#### EMERGENCY PROCEDURES

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. To get information about changes in this course, contact your instructor or TA via email or phone. You are expected to read your @purdue.edu email on a frequent basis. Detailed information about emergency preparedness is located at the following website: [http://www.purdue.edu/emergency\\_preparedness/](http://www.purdue.edu/emergency_preparedness/). Also please see the emergency preparedness statement at the end of this syllabus.

If you have not yet already, please consider signing up for emergency text messaging ([www.purdue.edu/securepurdue](http://www.purdue.edu/securepurdue)) and keep in mind that emergency information update will also be posted on Purdue's home page ([www.purdue.edu](http://www.purdue.edu)). Procedures Guide (EPG) can be viewed at: [https://www.purdue.edu/emergency\\_preparedness/flipchart/index.html](https://www.purdue.edu/emergency_preparedness/flipchart/index.html)

Emergency information specific to **BRNG Hall** is located at the following website <http://www.education.purdue.edu/emergency/>

Purdue uses two basic types of alarms to notify people of emergencies: fire alarms inside buildings and all hazards sirens outside buildings.

(1) If you are inside a building and hear an alarm, immediately evacuate the building. In case of a fire alarm in Beering Hall, leave the building and proceed to the Emergency Assembly Area (Founder's Park, i.e., outside near the fountain). It is Purdue policy that all persons must evacuate the building when a fire alarm sounds; classes must stop and individuals must leave their offices. Individuals who may need assistance evacuating are encouraged to submit their information to the Voluntary Registry for Persons Requesting Additional Assistance, which may be found online at <https://www.purdue.edu/disabilityresources/emergency/preparedness1.html>

(2) If you are outside and hear a siren, that is an All Hazards Emergency Warning Siren, and you should immediately seek shelter inside (i.e., Shelter in Place). This course of action may need to be taken during a civil disturbance, shooting, tornado, earthquake, or release of hazardous materials in the outside air. When you hear the sirens immediately go inside the nearest building to a safe location and use all communication means available to find out more details about the emergency. Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

#### CLASSROOM GUIDANCE REGARDING PROTECT PURDUE

Any student who has substantial reason to believe that another person is threatening the safety of others by not complying with Protect Purdue protocols is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#) and the Violent Behavior Policy under University Resources in Brightspace.

#### ACADEMIC INTEGRITY

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing [integrity@purdue.edu](mailto:integrity@purdue.edu) or by calling 765-494-8778. While information may be submitted

anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

*Academic Dishonesty:*

Purdue prohibits “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.”

[*University Regulations, Part 5, Section III, B, 2, a*]. Furthermore, the University Senate has stipulated that “the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest.” [*University Senate Document 72-18, December 15, 1972*]. Additional information concerning Academic Integrity may be found at: <https://www.purdue.edu/odos/osrr/academic-integrity/index.html>

At the professor’s discretion, cheating on an assignment or examination will result in a reduced score, a zero score, or a failing grade for the course. All occurrences of academic dishonesty will be reported to the Assistant Dean of Students and copied to the EDST Department Head. If there is any question as to whether a given action might be construed as cheating, please contact me before you engage in any such action.

Cheating and plagiarism are types of academic misconduct. The term ‘plagiarism’ includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. At the professor’s discretion, cheating on an assignment or examination will result in a reduced score, a zero score, or a failing grade for the course. Occurrences of academic dishonesty may be reported to the Assistant Dean of Students and/or the EDST Department Head. If there is any question as to whether a given action might be construed as cheating, please see the instructor before you engage in any such action.

Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. The instructor may use SafeAssign or other plagiarism detection aids to validate the originality of papers submitted for this course, and students should be prepared to submit work electronically. Instructions regarding access to this anti-plagiarism tool will be provided.

*Commercial Website & Note Taking in Classes:*

Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. Always assume the materials presented by an instructor are protected by copyright unless the instructor has stated otherwise. Students enrolled in, and authorized visitors to, Purdue University courses are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrollment in the course or the University generally.

Notes taken in class are, however, generally considered to be “derivative works” of the instructor’s presentations and materials, and they are thus subject to the instructor’s copyright in



such presentations and materials. No individual is permitted to sell or otherwise barter notes, either to other students or to any commercial concern, for a course without the express written permission of the course instructor. To obtain permission to sell or barter notes, the individual wishing to sell or barter the notes must be registered in the course or must be an approved visitor to the class. Course instructors may choose to grant or not grant such permission at their own discretion and may require a review of the notes prior to their being sold or bartered. If they do grant such permission, they may revoke it at any time, if they so choose.

*Purdue Student Led Honor Pledge*

"As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—We are Purdue."

<https://www.purdue.edu/provost/teachinglearning/honor-pledge.html>

**DIVERSITY & INCLUSION**

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of new ideas, and enriches campus life.

*Purdue's Nondiscrimination Policy:*

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at

[http://www.purdue.edu/purdue/ea\\_eou\\_statement.html](http://www.purdue.edu/purdue/ea_eou_statement.html).

*EDST Policy Statement on Diverse Opinions:*

Because this course considers a wide variety of theories, conceptual constructs, and explanations related to human development, you will very likely encounter positions and perspectives with which you do not necessarily agree, and which may run counter to your views of the world. It is important that you understand a broad variety of different explanations of how humans develop, interact, and make important decisions in their lives; but the adoption of any one position or explanation is not the purpose of this course.

*Choices of Action:*

If you believe you have been the recipient of discrimination from students, faculty, or staff, you have several choices of action.

1. The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior seemed inappropriate.
2. Or, you may speak to your instructor, another faculty member, the department chair, or the Office of Institutional Equity (<https://www.purdue.edu/oie/index.php>)

It is important that you speak to someone you feel comfortable with so that the concerns can be handled promptly and fairly. Concerns brought forward are given a high level of confidentiality but may be shared with individuals that have a legitimate reason to know.

#### RESOURCES FOR MENTAL HEALTH

If you find yourself beginning to feel some stress, anxiety, and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/>. Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

#### ACCESSIBILITY

##### *Accessibility and Accommodations:*

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

#### BASIC NEEDS SECURITY

The Purdue Faculty Senate encourages the inclusion of a statement highlighting the importance of students' basic needs (particularly, but not limited to food and housing). Primarily through the Dean of Students Office, Purdue has a range of ways to support students through times of struggle and insecurity. In addition to highlighting the availability of the Dean of Students, you may also want to familiarize yourself with some of the following resources:

- [ODOS overall resources portal](#) and the [Critical Need Fund](#).
- [Student of concern reporting](#) (anyone on campus can submit a report if they are unsure where to go or in what way they can help a student - it does not need to be an emergency).
- The [ACE Campus Food Pantry](#) (open to the entire Purdue community)
- The [Center for Advocacy, Response & Education](#) (open to the entire Purdue community) "provides support and advocacy for survivors of sexual violence, dating violence, and stalking.

#### GRIEF ABSENCE POLICY FOR STUDENTS

We know that a time of loss is very difficult for a student. The Office of the Dean of Students (ODOS) is here to support you however we can. Students are eligible for a specific number of excused absences determined by the relationship of the individual lost; additional days may be granted to account for travel considerations. A student should contact ODOS to request that a

notice of leave be sent to instructors. The office is open Monday through Friday from 8:00 a.m. to 5:00 p.m. EST and can be reached at 765-494-1747 or [odos@purdue.edu](mailto:odos@purdue.edu).

In order to send the notification to instructors the student will need to report the exact day(s) they will be absent. The student will also need to provide a link to the obituary or funeral announcement. If one is unavailable, another form of verification such as a note from the funeral home, program from the services, or other appropriate documentation can be taken into consideration.

You can learn more about the Grief Absence Policy for Students (GAPS) at:  
<https://www.purdue.edu/advocacy/students/absences.html>

#### MILITARY ABSENCES:

Purdue recognizes that those who are actively serving in the reserves or National Guard of the United States are required by their military contract to attend mandatory training with failure to attend punishable under law. To report an absence due to military service, please contact the Office of the Dean of Students. <https://www.purdue.edu/advocacy/students/absences.html>

#### HARASSMENT

<https://www.purdue.edu/harassment/>

Harassment in the workplace or the educational environment is unacceptable conduct and will not be tolerated. Harassment is conduct towards another person or identifiable group of persons that has the purpose or effect of: creating an intimidating or hostile educational environment, work environment, or environment for participation in a University activity; unreasonably interfering with a person's educational environment, work environment, or environment for participation in a University activity; or unreasonably affecting a person's educational or work opportunities or participation in a University activity. Racial harassment is conduct that demonstrates hostility toward another person (or identifiable group of persons) on the basis of race, color, national origin, or ancestry .... The University is strongly committed to providing a safe and harassment-free environment for members of those groups that historically have been, and still are likely to be, at greatest risk of harassment for reasons of prejudice. Sexual Harassment is any unwelcome sexual advance; requesting of sexual favors; or other written, verbal, or physical conduct of a sexual nature when .... The disparity of power between persons involved in amorous relationships of a teacher and student, supervisor and subordinate, or senior and junior colleagues in the same department or unit makes them susceptible to exploitation.

#### AMOROUS RELATIONSHIPS

<https://www.purdue.edu/policies/ethics/iiial.html> [excerpted]. Purdue University is committed to maintaining an environment in which learning, discovery and engagement take place in a professional atmosphere of mutual respect and trust. Amorous Relationships can develop within the University community between faculty, students and staff.

The disparity of power when an Amorous Relationship is between (1) a student and a faculty member, graduate teaching or research assistant, or any other University employee who has educational responsibility over the student, (2) a supervisor and subordinate, or (3) senior and junior colleagues in the same department or unit makes the individuals involved susceptible to exploitation. Amorous Relationships that occur in the context of Educational or Employment Supervision and Evaluation like those named above undermine professionalism and hinder the fulfillment of the University's educational mission. Relationships between faculty and students

are particularly susceptible to exploitation. The respect and trust accorded a member of the faculty by a student, as well as the power exercised by faculty in giving grades, approvals or recommendations for future study and employment, make voluntary consent by the student suspect.

Those who abuse their power in the context of an Amorous Relationship where there is Educational or Employment Supervision and Evaluation violate their duty to the University community. Voluntary consent by the student or subordinate in a romantic or sexual relationship is difficult to determine given the asymmetric nature of the power structure in the relationship. Because of the complex and subtle effects of the power differential in the relationship, the individual with power may perceive the existence of consent that may not exist or not exist at the level perceived by the individual with power. The possibility exists that, if the relationship sours, these individuals may be subject to a claim of sexual harassment.

Amorous Relationships may have an effect on others in the course, department or unit. Others may perceive that the student or subordinate in the Amorous Relationship is favored and afforded undue access and advantage above others in the same course, department or unit. These individuals may perceive the environment created as a result of the Amorous Relationship to be hostile and/or perceive forward progress and benefits are obtained through engaging in a romantic or sexual relationship with the person in power.

Therefore, Purdue University prohibits Amorous Relationships between a student and any University employee who has educational responsibility over the student, and supervisors and subordinates where there is a supervisory or evaluative relationship between the parties.

Individuals who are or were engaged in an Amorous Relationship prior to the existence of a supervisory or evaluative relationship within the educational and/or employment context, or who find themselves entering into such a relationship, have a duty to report the existence of the Amorous Relationship to the department or unit head who must ensure that arrangements are made to sever the supervisory or evaluative relationship between the parties. The parties must further abide by the University's policy on **Nepotism (III.B.3)**. Individuals engaged in an Amorous Relationship in violation of this policy are subject to disciplinary action ranging from a written reprimand up to and including termination.



#### EMERGENCY PREPAREDNESS SYLLABUS ATTACHMENT

**EMERGENCY NOTIFICATION PROCEDURES** are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

- **Indoor Fire Alarms** mean to stop class or research and immediately evacuate the building.
- Proceed to your Emergency Assembly Area away from building doors. **Remain outside** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.
- **All Hazards Outdoor Emergency Warning Sirens** mean to immediately seek shelter (Shelter in Place) in a safe location within the closest building.
- “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, an active threat including a shooting or a release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency\*. **Remain in place** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

*\*In both cases, you should seek additional clarifying information by all means possible...Purdue Emergency Status page, text message, Twitter, Desktop Alert, Albertus Beacon, digital signs, email alert, TV, radio, etc....review the Purdue Emergency Warning Notification System multi-communication layers at <https://www.purdue.edu/ehps/emergency-preparedness/>*

#### **EMERGENCY RESPONSE PROCEDURES:**

- Review the **Emergency Procedures Guidelines**  
<https://www.purdue.edu/ehps/emergency-preparedness/emergency-plans/emergency-procedures-guide.php>
- Review the **Building Emergency Plan** (available on the Emergency Preparedness website or from the building deputy) for:
  - evacuation routes, exit points, and emergency assembly area
  - when and how to evacuate the building
  - shelter in place procedures and locations
  - additional building specific procedures and requirements.

### EMERGENCY PREPAREDNESS AWARENESS VIDEOS

- **"Run. Hide. Fight.®"** is a 6-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See: [https://www.youtube.com/watch?v=5mzI\\_5aj4Vs](https://www.youtube.com/watch?v=5mzI_5aj4Vs) (Link is also located on the EP website)

### MORE INFORMATION

Reference the Emergency Preparedness web site for additional information:  
[https://www.purdue.edu/chps/emergency\\_preparedness/](https://www.purdue.edu/chps/emergency_preparedness/)

**SPRING 2025 EDPS 315**  
**COURSE CALENDAR**

Date	Topic	Readings	Assignments Due
	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus Review</li> <li>• APA Writing Training</li> </ul>		<p><b><u>*Note: All Assignments are to be uploaded in their appropriate submodule within Brightspace.</u></b></p>
	<ul style="list-style-type: none"> <li>• APA Writing Training</li> <li>• What is Collaborative Leadership?</li> </ul>	<ul style="list-style-type: none"> <li>• Conerly &amp; Kelley (n.d.)</li> <li>• Shankman et al. (2015): Ch. 1</li> </ul>	<ul style="list-style-type: none"> <li>• Check-in assessment (in class)</li> </ul>
	<ul style="list-style-type: none"> <li>• What is Emotionally Intelligent Leadership?</li> <li>• Why are Interpersonal and Oral Communication Skills Critical to Leadership?</li> <li>• Fundamental Interpersonal and Oral Communication Skills</li> <li>• Active Listening and Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Active Listening Handout #1</li> <li>• Active Listening Handout #2</li> <li>• Assessing the Environment Module</li> <li>• Nichols &amp; Straus (2021): Ch. 1 &amp; 2</li> <li>• Shankman et al. (2015): Ch. 21 &amp; 23</li> </ul>	
	<ul style="list-style-type: none"> <li>• Leadership and Context/Environment</li> <li>• Systems Theory</li> <li>• Role Play Procedures</li> <li>• [Role Play Example – In Person Class]</li> <li>• Leadership Activity Presentation (LAP) Example</li> </ul>	<ul style="list-style-type: none"> <li>• Ramosaj &amp; Berisha (2014)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Sympathy vs. Empathy</li> <li>• Barriers to Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Nichols &amp; Straus (2021): Ch. 3 – 4</li> <li>• Shankman et al. (2015): Ch. 12</li> </ul>	
	<ul style="list-style-type: none"> <li>• Building Relationships: Establishing Trust</li> <li>• Relationships and Leadership</li> <li>• Collaborative Leadership Modules               <ul style="list-style-type: none"> <li>◦ Creating Clarity</li> <li>◦ Developing People</li> </ul> </li> <li>• Sharing Power</li> </ul>	<ul style="list-style-type: none"> <li>• Building Trust Module</li> <li>• Creating Clarity Module</li> <li>• Developing People Module</li> <li>• Shankman et al. (2015): Ch. 5, 8, 11, 13, &amp; 14 (these textbook chapters just need to be read by the end of the week)</li> <li>• Sharing Power Module</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection Paper #1 (<b><u>Due: Thursday, 1/25 at 11:59 pm</u></b>)</li> <li>• EIL Group 1 and Peer Evaluation Form [Shankman, et al. (2015): Ch. 8, 13, &amp; 14] <b><u>Due TODAY before class</u></b>)</li> </ul>

	<ul style="list-style-type: none"> <li>Internal and External Motivation and Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Deci &amp; Ryan (n.d.)</li> <li>Ryan &amp; Deci (2000)</li> </ul>	<ul style="list-style-type: none"> <li>Interview Information Sheet (<b><u>Due: Tuesday, 1/30 at 11:59 pm</u></b>)</li> </ul>
	<ul style="list-style-type: none"> <li>Interpersonal and Oral Communication Skills: Capitalizing on Differences and Building a Team</li> <li>Interpersonal and Oral Communication Skills: Perspective-Taking</li> </ul>	<ul style="list-style-type: none"> <li>Shankman et al. (2015): Ch. 15 &amp; 17</li> </ul>	<ul style="list-style-type: none"> <li>Group 1 Leadership Activity Presentation and Peer Evaluation Form (<b><u>Due TODAY before class</u></b>)</li> <li>EIL Group 2 and Peer Evaluation Form [Shankman et al. (2015): Ch. 15 &amp; 17] (<b><u>Due TODAY before class</u></b>)</li> </ul>
	<ul style="list-style-type: none"> <li>Role Play 1 (BRNG 3123)</li> </ul>		<ul style="list-style-type: none"> <li>Role Play #1 Critique Form Submission (<b><u>Due: Thursday, 2/6 at 11:59 pm</u></b>)</li> </ul>
	<ul style="list-style-type: none"> <li>Processing Role Play 1</li> <li>Interpersonal and Oral Communication Skills: Perspective-Taking (cont.)</li> </ul>	<ul style="list-style-type: none"> <li>Shankman et al. (2015): Ch. 7 &amp; 20</li> </ul>	<ul style="list-style-type: none"> <li>EIL Group 3 and Peer Evaluation Form [Shankman, et al. (2015): Ch. 7 &amp; 20] (<b><u>Due TODAY before class</u></b>)</li> <li>Group 2 Leadership Activity Presentation and Peer Evaluation Form (<b><u>Due TODAY before class</u></b>)</li> </ul>
	<ul style="list-style-type: none"> <li>Stress and Self-Care</li> <li>Emotional Reactivity</li> </ul>	<ul style="list-style-type: none"> <li>Bstan-'dzin-rgya-mtsho &amp; Tutu (2016)</li> <li>Shankman et al. (2015): Ch. 3 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>EIL Group 4 and Peer Evaluation Form [Shankman, et al. (2015): 3 &amp; 4] (<b><u>Due TODAY BEFORE CLASS</u></b>)</li> <li>Group 3 Leadership Activity Presentation and</li> </ul>



			Peer Evaluation Form <b><u>(Due TODAY before class)</u></b>
	<ul style="list-style-type: none"> <li>Emotions and Conflict</li> <li>Conflict Management Basics (Emotions and Listening)</li> </ul>	<ul style="list-style-type: none"> <li>Nichols &amp; Straus (2021): Ch. 6 – 9</li> </ul>	<ul style="list-style-type: none"> <li>Group 4 Leadership Activity Presentation and Peer Evaluation Form <b><u>(Due TODAY BEFORE CLASS)</u></b></li> </ul>
	<ul style="list-style-type: none"> <li><b>Role Play #2</b> (Meet at BRNG 3123)</li> </ul>		<ul style="list-style-type: none"> <li>Role Play critique form #2 <b><u>(Due: Thursday, 2/20 by 11:59 pm)</u></b></li> </ul>
	<ul style="list-style-type: none"> <li>Process and Feedback on Role Play #2</li> <li>Difficult Conversations</li> </ul>	<ul style="list-style-type: none"> <li>Stone et al. (2010): Introduction &amp; Ch. 1 – 6</li> </ul>	<ul style="list-style-type: none"> <li>Reflection #2 <b><u>(Due: Thursday, 10/5 by 11:59 pm)</u></b></li> <li>Group 5 Leadership Activity Presentation and Peer Evaluation Form <b><u>(Due TODAY BEFORE CLASS)</u></b></li> </ul>
	<ul style="list-style-type: none"> <li>Constructive Conflict</li> <li>Conflict Management Strategies</li> <li>Resolving Conflict of interest</li> </ul>	<ul style="list-style-type: none"> <li>Stone et al. (2010): Ch. 9 &amp; 11</li> <li>Shankman et al/ (2015): Ch.16</li> </ul>	<ul style="list-style-type: none"> <li>Group 6 Leadership Activity Presentation and Peer Evaluation Form <b><u>(Due TODAY BEFORE CLASS)</u></b></li> <li>EIL Group 5 and Peer Evaluation Form [Shankman et al. (2015): Ch. 16] <b><u>(Due TODAY BEFORE CLASS)</u></b></li> <li>Group 7 Leadership Activity Presentation and Peer Evaluation Form <b><u>(Due TODAY BEFORE CLASS)</u></b></li> </ul>
	<ul style="list-style-type: none"> <li><b>Interview Presentations (Day 1 of 3)</b></li> </ul>		
	<ul style="list-style-type: none"> <li><b>Interview Presentations (Day 2 of 3)</b></li> </ul>		

	<ul style="list-style-type: none"> <li>• <b>Interview Presentations (Day 3 of 3)</b></li> </ul>		<ul style="list-style-type: none"> <li>• Interview Presentation Outline and/or PowerPoint Slides (<b><u>Due TODAY BEFORE CLASS</u></b>)</li> <li>• Interview Integration Paper (<b><u>Due TODAY by 11:59 pm</u></b>)</li> </ul>
	<ul style="list-style-type: none"> <li>• Problem-Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Stone et al. (2010): Ch. 12</li> <li>• Shankman et al. (2015): Ch. 9 &amp; 10</li> </ul>	<ul style="list-style-type: none"> <li>• EIL Group 6 and Peer Evaluation Form [Shankman et al. (2015): Ch. 9 &amp; 10] (<b><u>Due TODAY BEFORE CLASS</u></b>)</li> <li>• Group 8 Leadership Activity Presentation and Peer Evaluation Form (<b><u>Due TODAY BEFORE CLASS</u></b>)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Role Play #3 (Meet at BRNG 3123)</b></li> </ul>		<ul style="list-style-type: none"> <li>• Role Play #3 Video Submission (<b><u>Due: on Brightspace by Thursday, 3/26 at 11:59 pm</u></b>)</li> </ul>
	<ul style="list-style-type: none"> <li>• Process and Feedback on Role Play #3</li> <li>• Knowing Ourselves               <ul style="list-style-type: none"> <li>◦ Identity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stone et al. (2010): Question #6 (p. 268-273)</li> </ul>	<ul style="list-style-type: none"> <li>• Group 9 Leadership Activity Presentation and Peer Evaluation Form (<b><u>Due TODAY BEFORE CLASS</u></b>)</li> </ul>
	<ul style="list-style-type: none"> <li>• Healthy Self-Esteem</li> <li>• Self-Efficacy</li> <li>• Resiliency</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Reflection Module</li> <li>• Shankman et al. (2015): Ch. 2, 6, &amp; 19</li> <li>• You are a Masterpiece 10 Characteristics of Professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• EIL Group 7 and Peer Evaluation Form [Shankman et al. (2015): Ch. 2 &amp; 6] (<b><u>Due TODAY BEFORE CLASS</u></b>)</li> </ul>
	<ul style="list-style-type: none"> <li>• Self-Presentation</li> <li>• Professionalism</li> <li>• Networking</li> <li>• Initiative</li> <li>• Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Grayson &amp; Baldwin (2007)</li> </ul>	<ul style="list-style-type: none"> <li>• EIL Group 8 and Peer Evaluation Form [Shankman et al. (2015): Ch. 19] (<b><u>Due TODAY BEFORE CLASS</u></b>)</li> </ul>
	<ul style="list-style-type: none"> <li>• Culture</li> <li>• Cultural Intelligence</li> <li>• Diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Must read: Collins (2018), Pierson et al., (2020), Carbado (2013), Coulter et al., (2017), Kwantes &amp; Glazer (2017)</li> <li>• Choose one of the following: Schlosser (2013), Killermann (n.d.)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Professional Ethics</li> <li>• Ethical Codes Across Fields</li> </ul>	<ul style="list-style-type: none"> <li>• Stone et al. (2010): Ch. 7, 8, &amp; 10</li> <li>• Professional ethics code (find one online on your own related to your aspired profession)</li> </ul>	Group 10 Leadership Activity Presentation and Peer Evaluation Form <b><u>(Due TODAY BEFORE CLASS)</u></b>
	<ul style="list-style-type: none"> <li>• Challenges with Professional Ethics</li> <li>• Discussing Ethical Concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Stone et al. (2010): Questions 1-5 (pp. 238-267), 7-10 (pp. 273-287)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection Paper #3 (<b><u>Due: Today 11:59</u></b>)</li> <li>• Group 11 Leadership Activity Presentation and Peer Evaluation Form (<b><u>(Due TODAY BEFORE CLASS)</u></b>)</li> <li>• Group 12 Leadership Activity Presentation and Peer Evaluation Form (<b><u>(Due TODAY BEFORE CLASS)</u></b>)</li> </ul>
	<ul style="list-style-type: none"> <li>• Course Review and Reflection</li> </ul>		<ul style="list-style-type: none"> <li>• Check-Out Assessment (in class)</li> <li>• Course Evaluations (in class)</li> <li>•</li> </ul>
			<ul style="list-style-type: none"> <li>• Reflection Paper #4 (<b><u>Due Today 11:59 PM</u></b>)</li> </ul>

**Note 1: FAILURE TO PRESENT IN AN EIL PRESENTATION, AN LAP PRESENTATION, AN INTERVIEW PRESENTATION, AND/OR COMPLETE A ROLE PLAY VIDEO CAN RESULT IN A LETTER GRADE REDUCTION OR FAILURE OF THE COURSE AS THIS COURSE IS A UNIVERSITY-APPROVED ORAL COMMUNICATION COURSE.**

**Note 2:** This course has many assignments and is a fast-paced course. This requires you as a student to independently balance your calendar and assignment completion to ensure that the end-of-term deadlines do not “sneak up” on you. It is strongly suggested that you take the time to review this document on the first day of class and create your own timeline of when you will do assignments, readings, etc., in a planner, on a calendar, etc. It is also strongly encouraged that you work to “get ahead” whenever possible in this fast-paced course.

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ORAL COMMUNICATION RUBRIC				
<p align="center"><b>Definition</b></p> <p>Activity of conveying meaningful information verbally; communication by word of mouth typically relies on words, visual aids and non-verbal elements to support the conveyance of the meaning. Oral communication is designed to increase knowledge, foster understanding, or to promote change in the listener's attitudes, values, beliefs, or behaviors.</p>				
	Proficient (3)	Emerging (2)	Developing (1)	Comments
<b>Organization</b> <ul style="list-style-type: none"> <li>Is the presentation organized well?</li> <li>Are members well prepared to present?</li> <li>Does the organization make sense?</li> <li>Do you have a clear introduction and conclusion?</li> </ul>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	
<b>Language</b> <ul style="list-style-type: none"> <li>Is the presentation easy to understand?</li> <li>Do the language choices fit for a college classroom environment?</li> <li>Does the language help foster</li> </ul>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	

attention and retention?				
<b>Delivery</b> <ul style="list-style-type: none"> <li>Do you make appropriate eye contact, gesture, posture, vocal expressiveness?</li> <li>Do you appear polished and confident?</li> <li>Are you stumbling with words?</li> <li>Are you engaging?</li> </ul>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	
<b>Supporting Material</b> <ul style="list-style-type: none"> <li>Is your PPT compelling?</li> <li>Do you use any additional media like pictures/videos in your presentation?</li> <li>Did you bring all the required materials for your chosen activity?</li> </ul>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	

		credibility/authority on the topic.			
<b>Central Message</b> <ul style="list-style-type: none"> <li>Do you have a clear main point?</li> <li>Do you center your presentation around this main point?</li> </ul>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.		

*Adapted from AAC&U Core Value Rubric*