Course Syllabus 2019

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in WheatonX.

Course and Instructor Information

Course Title: Communication and Leadership
Dates: Specific Details in WheatonX
　　August 7: Last day to register
　　August 8-9: The Global Leadership Summit
　　August 10-September 30: Online lectures and course assignments
　　September 30: End of course

Prerequisites: None
Delivery Format: Hybrid

Professor: Dr. Rochelle Scheuermann
Email: gls@wheaton.edu
Office Hours/Availability: By appointment

Course Description

Exposes students to the dynamics of communication in relation to leadership in contemporary contexts. In particular, communication concepts and best-practice will be applied to the tasks of leadership such as communicating vision, leading teams, intercepting entropy, and other challenges of organizational leadership.

Course Objectives

By the end of this course, students should become academically grounded, practically skilled, and spiritually formed in that they will be able to:
1. Articulate a personal philosophy of communication for leadership and influence
2. Critically assess and evaluate leadership communication methods
3. Craft and deliver an inspirational and structurally sound message
4. Create a plan for steadily improving the personal quality of communication
5. Assess personal communication abilities and areas for growth
6. Identify ways communication can be sued for both altruistic and selfish ends.

Course Materials

REQUIRED BOOKS
(Should be obtained before the first day of class)

　　Charteris-Black, Jonathan. 2006. *The Communication of Leadership: The Design of Leadership Style*. London: Routledge.

　　Heath, Chip, and Dan Heath. 2007. *Made to Stick: Why Some Ideas Survive and Others Die*. New York: Random House.

　　Maxwell, John C. 2010. *Everyone Communicates, Few Connect: What the Most Effective People Do Differently*. Nashville: Thomas Nelson.

SUPPLEMENTAL BOOKS

Garcia, Helio Fred. 2012. *The Power of Communication: Skills to Build Trust, Inspire Loyalty, and Lead Effectively*. Upper Saddle River: Pearson FT Press.

Keller, Timothy. 2016. *Preaching: Communicating Faith in an Age of Skepticism*. New York: Penguin Books.

Kim, Matthew D. 2017. *Preaching with Cultural Intelligence: Understanding the People Who Hear Our Sermons*. Grand Rapids: Baker Academic.

Pollard, Tim. 2016. *The Compelling Communicator: Mastering the Art and Science of Exceptional Presentation Design*. Billings: Conder House Press.

Stanley, Andy, and Lane Jones. 2006. *Communicating for a Change: Seven Keys to Irresistible Communication*. Colorado Springs: Multnomah.

ARTICLES IN WHEATONX

Baldoni, John. 2004. "Powerful Leadership Communication." *Leader to Leader* 2004 (32): 20–24.

Ruben, Brent D., and Ralph A. Gigliotti. 2017. "Communication: *Sine Qua Non* of Organizational Leadership Theory and Practice." *International Journal of Business Communication* 54 (1): 12–30.

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, and Carolyn Sexton Roy. 2016. "Communication and Culture: The Voice and the Echo." In *Communication Between Cultures*, 9th ed., 25–67. Boston: Cengage Learning.

Tran, Ben. 2018. "Communication: The Role of the Johari Window on Effective Leadership Communication in Multinational Corporations." In *Social Issues in the Workplace: Breakthroughs in Research and Practice*, 1:135–60. Hershey: IGI Global.

<div style="text-align:center">Course Assignments and Requirements</div>

CLASS PARTICIPATION and READINGS
Full participation will support the student's efforts to pursue all six course objectives.

Due Date: All class assignments should be submitted to the requisite dropbox in WheatonX by **11:59 p.m. on Monday, September 30, 2019**. Due to the acclearated nature of this course, no late assignments will be accepted.

1. ATTENDANCE & ATTENDANCE JOURNAL (10% of the grade)
    Students are required to attend both Thursday and Friday of The Global Leadership Summit and watch all of the course lectures posted in WheatonX
    - To verify attendance, students must journal on a minimum of 24 presentation: 14 presentations at the Global Leadership Summit and 10 online video lectures.
    - Journal entries should identify the speaker, provide a 1 sentence summary of the talk, and list 1 point of application or a question that arises for you from the talk.
    - Each entry is worth 5 points.

2. TEXTBOOK READING REVIEWS (10% of the grade)
    Students will submit a 500-word double-spaced summary and critique for each class text. You may use the 1st person in the review if you wish. Reviews should include the following:
    - 1 paragraph summary of the book (4-5 sentences)
    - 3-4 paragraphs of critical interaction critiquing/interacting with the text (What are the texts strengths and weaknesses? What does this text illuminate for you? Where is more information needed?)
    - 2-3 paragraphs of personal application (How will you apply this to your present context?)

3. LEADERSHIP COMMUNICATION ASSESSMENT (20% of the grade, CO #2)

Choose three speakers from The Global Leadership Summit to focus on for this assignment.

Reflection: As you listen to each communication, journal your reflections using the following as a guide.
- How did the speaker draw listeners in?
- What was the structure of the message?
- What was the goal of the message (i.e. to get us to change our attitude, do something, think differently about something, etc.)?
- How did the non-verbals compliment and/or distract from the verbal communication?

Assessment: After the Summit is over, write a single 500 word paper that critically assesses the communication of each of the three leaders you reflected on, using the following as a guide. In order to complete this assignment, students need to have read the article by Brent D. Ruben and Ralph A. Gigliotti, "Communication: *Sine Qua Non* of Organizational Leadership Theory and Practice."

- Ruben and Gigliotti list 19 different dichotomous ways of thinking about leadership as it relates to communication. Of those, what underlying assumptions do you see happening in each leader's communication? Note: you are making your best guesses as there is not one right answer. The goal is to explore the way leaders' communication reveals their assumptions about leadership. Make a case for how you see those assumptions played out in each leader's communication.
- Make some theological observations about the communication. What would you suspect are some of the worldview assumptions of the speaker?
- What one thing would you apply to your own leadership communication?

Grading Rubric
- ✓ 45% listening and journaling about each presentation (15% each)
- ✓ 45% strong arguments supporting the assessment
- ✓ 10% overall writing quality

4. PERSONAL COMMUNICATION PROJECT (25% of the grade, CO #3, 4, 5)
   Record a seven-minute video presentation that utilizes your learning about effective communication from the class.
   - Speak as if you were talking to a team of people who you hope to lead/influence.
   - Present a vision and strategy for an organization's or ministry's future. Seek to inspire others and be sure to address opportunities, consequences of not moving forward, possible resistance, etc.
   - It is recommended that your philosophy and approach to communication (see assignment #6) be reflected in the style and substance of the presentation.
   Provide a 1-page written overview of your presentation.
   - Describe the setting for the presentation and outline your basic talking points.
   - Include the link to your uploaded presentation.
   Watch your own presentation. Write a 250 word plan for how you will work on improving your communication.
   - Describe what you observe to be your communication strengths and your areas for growth.
   - Outline some steps you can take to steadily improve your communication as a leader in your own context.

   Grading Rubric
   - ✓ 30% quality of presentation style (method and approach)
   - ✓ 30% quality of substance (information and structure)
   - ✓ 10% written overview of the presentation
   - ✓ 30% communication improvement plan

5. COMMUNICATION AND LEADERSHIP PHILOSOPHY PAPER (35% of the grade, CO #1, 6)
   Write a 10-page, double-spaced paper exploring your philosophy and approach to communication and its use for leadership and influence. This paper should integrate what you learned in the course including the reading and lectures, as well as outside sources and personal experience.
   - Summarize how your thinking about communication has been influenced by your participation in this course. Make clear connections to communication concepts from your readings, lectures,

              class discussions and assignments. Include a theological component to your philosophy of communication and leadership.

- Seek to integrate the different perspectives. How does using one approach support, challenge, balance, etc. another approach? How do you determine when/how a particular approach might be the most contextually helpful? Include both corporate and individual applications.
- Include some personal reflection. How have you used communication for both altruistic and selfish ends? What are areas of growth in your communication as a leader?

    Grading Rubric
- ✓ 30% clearly articulated philosophy and summary
- ✓ 30% smooth integration of communication perspectives
- ✓ 20% honest self-assessment
- ✓ 20% writing quality

Due Dates and Late Policy

All course due dates and deadlines are based on U.S. Central Time; if you are in a different time zone, please adjust your submittal times accordingly. All class assignments are due in WheatonX by 11:59pm on Monday, September 30, 2019. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated through updates in WheatonX.*

Due to the accelerated nature of this course, late papers will not be accepted for credit.

Writing Guide and Expectations

All written assignments are to be completed using **Author-Date** format of the latest edition Chicago-style formatting using Turabian. This includes making sure all papers are double-spaced with 1 inch margins, ½ inch indentation for paragraphs and footnotes, and 12-point Times New Roman font (10-point for footnotes). Online reference is found at: ChicagoStyleFormatReference.

In addition to providing guidelines for citation, the book also covers important information on how to write strong papers.

Turabian, Kate L. 2018. *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing)*. 9th ed. Chicago: University of Chicago Press.

Student Evaluation Procedures

Each assignment is directly related to course learning goals.

All course requirements will be graded according to designated rubrics with the following weight being given for assignments:

Requirements for Online Course	% of Final Grade
Attendance	10
Textbook Reading Reviews	10
Leadership Communication Assessment	20
Personal Communication Project	25
Communication and Leadership Philosophy Paper	35
Total	**100**

Summary of Course Grading:
This course is graded Pass/Fail. A passing grade is 84% or higher.

Final grades will be based on the following scale:

A	94 to 100	B-	84 to 85.9
A-	92 to 93.9	C+	82 to 83.9
B+	90 to 91.9	C	76 to 81.9
B	86 to 89.9	F	75.9 & below

Academic Honesty and Original Work

All students are expected to understand and subscribe to the ideal of academic integrity and to take personal responsibility and accountability for their work.

Academic dishonesty is a serious offense against an academic community and against the standards of excellence, integrity, and behavior expected of its members. Truth and honesty are to be followed in all academic endeavors, including the taking of examinations and in the preparation of class projects and papers.

Areas of concern related to academic integrity include plagiarism, cheating, fabrication of information or data, unauthorized collaboration, lying, defrauding, misrepresentation, or deception related to assigned or voluntary academic work. Violations of academic integrity will result in the disqualification (including a grade of 0) of the unit of the course affected by it.

Expectations for Online Behavior

As instructor of this course, I covenant with each student that I will model Christ-like behavior, value and respect each student as a fellow disciple/learner, engage in online activities, make appropriate assignments, grade all assignments fairly, return all graded assignments promptly, and be available for consultation as needed and appropriate in our online environment. In return, I expect each student to model Christ-like behavior, value and respect fellow students and me as the instructor, follow appropriate online etiquette, and complete assignments in ways that demonstrate your integrity.

Wheaton College Policy on inclusive language

For academic discourse, spoken or written, the faculty expects students to use gender inclusive language for human beings.

Software/Technical Requirements

You are required to have:
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- Up-to-date web browser (Google's Chrome or Mozilla's Firefox recommended)

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:
Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.