



**College of Education and Human Development  
Fall Semester, 2012**

EDUC 802-002: Leadership Seminar  
CRN: 72667, 3 Credits

**Instructor:** Frederick Brigham, Ph.D. (Rick)  
**Phone:** 703 993 1667  
(email is the better way to contact me)  
**E-Mail:** [fbrigham@gmu.edu](mailto:fbrigham@gmu.edu)

**Meeting Dates:** 08/27/12 - 12/19/12  
**Meeting Day(s):** Tuesday

**Meeting Times:** 4:30pm – 7:10pm  
**Meeting Location:** Thompson Hall L028

**Office:** 220 Finley Hall (Directly across from the elevator, second floor)

**Hours:** Mondays & Tuesdays 1:00-3:30.

By appointment for works best. I will always give scheduled appointments priority over drop-ins and phone calls. Doing that shows respect for the time and effort that the individual spent to arrange the meeting and travel to the university. I am also available before class by appointment. Additionally, I am willing to meet after class but we need to be considerate of the building maintenance people and find a place that will allow them to do their work.

**Virtual Office Hours:** I am pleased to respond to questions by telephone or email; however, I am unable to be on call, 24/7. Therefore, I am also holding “virtual office hours.” Members of the class may email me at any time, but I am reserving two hours on Tuesday afternoons to respond to emails. Please expect responses to your emails to be made during those hours.

**Phone:** 703 993 1667 (email is the better way to contact me)

**Email:** [fbrigham@gmu.edu](mailto:fbrigham@gmu.edu)

**Course Description:**

Prerequisite: Admission to the Ph.D. program. Provide intensive study of leadership, emphasizing concepts of leadership, decision and change processes, and the assessment and development of leadership skills. This course is required during the third semester of study in the program.

**Course Objectives:**

Upon completion of this course, students should be able to:

1. Analyze the concept of leadership and its many related concepts.
2. Trace the evolution of philosophical orientations that have defined the concept of leadership.
3. Write with cogency about leadership and related academic issues.

4. Identify examples of different leadership styles.
5. Analyze the effects of leadership styles using case study analysis.
6. Identify individual orientations and dispositions to serve as leaders in your communities.

**Required Texts:**

- Dean, C. (2009). *Am I making myself clear? A scientist's guide to talking to the public*. Cambridge, Mass.: Harvard University Press.
- Olson, R. (2009). *Don't be such a scientist: Talking substance in an age of style*. Washington, DC: Island Press.
- Stokes, D. E. (1997). *Pasteur's quadrant: Basic science and technological innovation*. Washington, D.C.: Brookings Institution Press.

**Blackboard Materials:**

Additional readings, guiding questions, and supplemental materials on Blackboard. EDUC 802

**Recommended Text:** American Psychological Association. *Publication Manual, 6th ed.* (2009). Washington, DC: Author <http://apastyle.apa.org>

**Supplies:** Computer with Internet access and current GMU email account.

**Course Delivery**

A variety of instructional methods are used in this course including: large-and small-group instruction, cooperative learning activities, Internet research, lectures, guest practitioner presentations (if possible), individual presentations, case studies, role-play, written and verbal assignments, and reflections on practice. Additional materials and information will be posted and available via the GMU Blackboard course framework throughout the course.

**Course Assignments**

This is the last time that this course is to be offered because students have consistently found the topics typically covered in the course to be of limited value in their program of studies. I have, therefore, redirected the course away from the examinations of leadership from the typical examinations of leadership to one that I believe will be more fruitful. This iteration of the course approaches leadership from the perspective of communication and interaction with various constituent groups. The two main groups with whom leaders interact are fellows within the profession and the general public. It is a mistake to approach each group in a similar manner and we will examine the ways that written and oral communication is best carried out with each group. We will also examine the use of creatively identifying topics for research and improvement in applied settings.

There are four assignments of moderate demand and five smaller assignments in this course. I will start with the smaller assignments and then explain my ideas for the larger assignments.

**Small Writing Assignments.** First of all, the only way to learn to write is top practice writing and writing in APA style is somewhat of an unnatural act, at least until one acquires and automatizes the requisite skills. Therefore, each member of the class will create five short papers in APA format that address a topic presented in class. Half of the class will write on the given topic each time, and the other half of the class will conduct peer edits of their papers in the next week's class meeting. The roles will be reversed for the subsequent writing opportunity. I will provide topics for writing on each opportunity but welcome your suggestions as well. The papers will be scored based upon a five-point rubric that we will develop in class and attach to the syllabus. The documents will contain a standard set of elements, conform to APA style, and may be no more than ten pages in length (double space using 12 pt font) including all of the necessary items. Here are the elements:

- Cover page
- Abstract
- Appropriate APA organizational headings
- Reference list with at least three meaningful citations.

Total point value for this set of assignments is 25 points.

### **Larger Assignments**

Each student will create a scholarly article of 20 to 30 pages that summarizes and explains the empirical data on an issue of the student's choice. The paper should be aimed at the professional audience and so will be technical in nature. We will use all of the features of the shorter papers (e.g., cover abstract, etc.). We will also use peer editing for improving these papers.

After the scholarly paper is completed, the student will then alter it to be a trade or lay-person interpretation of the scholarly paper of approximately 12 to 15 pages including the APA style features. The manner in which this is carried out is described in the text by Dean.

The third assignment is to create a multi-media presentation of the scholarly paper. We will examine the ideas in the Olsen text for guiding this endeavor.

The fourth assignment is creating a multi-media presentation of the lay-person version of the paper.

### ***Expectations for Written Work***

Use appropriate grammar. Spell correctly.

Writing should be the caliber of a graduate student. Submit all work electronically.

Use Times Roman or Arial 12-font. Write clearly.

Include a cover page with name, date & assignment. Find a good proofreader!

Follow APA guidelines (double space, references, etc..). **Avoid plagiarism!!!!**

### **Grading Scale:** A+ = 100 percent

A = 95 - 99 percent

A - = 90 - 94 percent

B+ = 86 - 89 percent

B = 83 - 85 percent

B- = 80 - 82 percent

C = 75 - 79 percent

F = 74 percent or below

### **George Mason University Policies and Resources for Students**

a. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

b. Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].

c. Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

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d. Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>].

e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

f. The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

g. University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

**Core Values Commitment:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

\* For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

\*Plagiarism: Students must avoid plagiarizing the work of others. Specifically, when referencing a source or author, students must give appropriate source documentation; and when using direct quotes, students must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a student's work contains plagiarism, the student will receive no credit for the assignment.

**Tentative Course Organization and Schedule**

Mtg	Date	Topic	Readings & Assignments
1	8/28	Introductions, syllabus, overview of the course What is Leadership? Who are Leaders? Portfolio I	
2	09/04	Creating a scholarly paper in the quantitative and qualitative traditions	Lloyd et al Scruggs et al
3	09/11	Overview of APA and scholarly writing of reviews	APA manual
4	09/18	Journalism versus scholarship	Dean 1-46
5	09/25	Scientists as leaders in the public eye	Dean 47-96
6	10/02	Telling our stories in different venues	Dean 97-177
7	10/09	No class meeting	
8	10/16	Working in court and policy	Dean 178-238
9	10/23	Leading in popular media	Olsen 1-80
10	10/30	Becoming influential by telling our story	Olsen 81-118
11	11/06	Acquiring trust and becoming the voice	Olsen 119-174
12	11/13	Returning to science as popular leaders	Stokes 1-57
13	11/20	No class meeting, Individual appointments	
14	11/27	Recognizing and leading within the paradigm	Stokes 58-90
15	12/04	Leading in the governmental and civic arena	Stokes 90-152
16	12/11	Wrap up discussion what we know, what we can do , how we can use it.	

**Rubric for small writing assignments**

Element	Rating		
	Adequate	Emerging	Absent
APA Format			
Title page			
Abstract			
Organizational Headings			
Heading Format			
In-text citations			
Language suggestions			
References list			
Coherent Expression			
Organization			
Use of Evidence			