MGMT 4461 Section M50 – Managerial Leadership  
Spring Term, 2016 - 3 credit hours

Instructor:  Dr. Kathy A. Tuberville, Management Department, Director, Avron B. Fogelman 
Professional Development Center

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Office Hours:  Mondays, 2:30-4:30, Tuesdays, 4:15-5:15, all others by appointment.

Course Overview

An examination of leadership from the perspective of the individual and the concept of self-leadership featuring topics that emphasize a variety of self-assessments, personal reflection, and a commitment to demonstrate leadership in a variety of venues.

Pre-Requisites/Co-Requisites

MGMT 3510 and MGMT 3110

Required Texts


Location of Course Materials

*Students should acquire both texts either through the UofM bookstores or Amazon, Half.com or other online sources.*

This course is a fully online course and all course materials (lectures, discussion topics, news, etc.) are located on the eCourseware website. Students should check the news page (home page of the course) frequently for course updates and information.

Course Objectives

By the end of the course, students should be able to:

- Demonstrate an understanding of the complexity and challenges of leadership.
- Demonstrate what personal leadership entails both behaviorally and psychologically.
- Interpret personal surveys/assessments and apply to personal self-awareness and self-leadership.
- Develop a self-leadership action plan to enhance their personal leadership style.

Fogelman College: Learning Outcomes for Your Degree

BBA [http://www.fcbeassessment.net/LearningOutcomes/BBADegreeLearningOutcomes.pdf](http://www.fcbeassessment.net/LearningOutcomes/BBADegreeLearningOutcomes.pdf)

These learning outcomes will be integrated within our course assignments.

Course Methodology

As an online course, the course is developed into modules so that students can move through the course sequentially with each module building on the previous module. By the end of the course, the content will prepare the student for the final SLAP Project. Quizzes, reflection papers, discussion board assignments, assessments, and video segments provide the learning format for the course.

Professor's Expectations

*My expectations for students in this online course include the following. Specifically, I expect that:*

a) As an online student, you will commit the necessary time (often significantly more than an on-ground course) to stay current in the course. **By doing so, your potential for success is much higher. This step includes reading the syllabus and Assignment Summary carefully, printing out the syllabus and the course schedule, and reviewing the course content found in the modules.**

b) You will demonstrate critical thinking in the assignments.

c) You will positively participate in class discussion board activities.

d) This course is largely based on written assessments in papers and projects. I expect that you will use the course resources such as Sample Papers and the APA resource links to help you prepare your papers.

e) You will submit assignments on time—barring an emergency or illness, late papers are not accepted. If you have a valid problem, please contact me individually.

f) You will review the electronic feedback provided for papers in Grademark so that you can enhance your papers throughout the course.
g) You will let me know what you do not understand AFTER you have thoroughly read the instructions for the assignments.

h) I expect that you review, edit, and proof your work prior to submitting.

**Student's Expectations**

**What can you expect from me?**

a) If I have not returned an email within 24 hours, I did not receive your email. Please check the address and re-send your message.

b) You can expect me to grade thoroughly and provide feedback online on your papers to help you improve your grades on upcoming papers.

c) You can also expect me to be available to help you—however I need to hear from you as to the type of help you may need. I need clear questions in your emails—please be sure to identify the course information carefully.

**Grading and Evaluation Criteria**

**Grading Procedures**

Each week there will be short quizzes to help you retain the reading material. Because of the personal nature of the content, discussion and reflection are the major opportunities to demonstrate content mastery. Stay on top of your work weekly and review the grades you receive each week. The feedback will help you for future assignments. Review each week's module for assignments per week. If you have questions, please contact me!

<table>
<thead>
<tr>
<th>Grade Component</th>
<th># of assignments</th>
<th>Point Value Each</th>
<th>Total Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi-Weekly Discussions</td>
<td>6</td>
<td>20</td>
<td>120</td>
<td>15% (rounded)</td>
</tr>
<tr>
<td>Reflection Papers-Bi-weekly, opposite weeks</td>
<td>6</td>
<td>60</td>
<td>360</td>
<td>45%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>12</td>
<td>10</td>
<td>120</td>
<td>12%</td>
</tr>
<tr>
<td>Intro Assignment (mini-paper and discussion board assignment)</td>
<td>1</td>
<td>35</td>
<td>35</td>
<td>5%</td>
</tr>
<tr>
<td>Final Project</td>
<td>1</td>
<td>160</td>
<td>160 (200 total project)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Project Discussion Feedback</td>
<td>4 (minimum)</td>
<td>10 pts. each</td>
<td>40 (200 total project)</td>
<td></td>
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<tr>
<td>Total Possible Points</td>
<td></td>
<td></td>
<td>835 points</td>
<td>100%</td>
</tr>
</tbody>
</table>
Final Course Grades

Grading Scale: I calculate grades within eCourseware so monitor your grades regularly please. I grade using a point system with total points for the course.

90-100---A 80-89---B 70-79---C 60-69---D 59 and below--F

Course Topics

- Sources of leadership & self-leadership,
  External & personal factors of leadership,
  Strategies of self-leadership
- Goal setting & leadership Competence,
  self-control & purpose visioning, beliefs,
  and self-leadership
- Challenges, opportunities, and leader behaviors
- Self-leadership and teams
- Organizational issues and self-leadership

List of Formal Assessed Activities

- Assessed activities for this course include:
- Weekly quizzes
- Reflection papers
- Discussion Board activities
- Self-leadership action plan (SLAP) project—paper and audio presentation

Schedule of Activities

Please see the course schedule posted in the course and attached at the end of the syllabus. Please refer carefully to the schedule and let me know your questions.

Final Exam Schedule

In this course, the SLAP Final Project and Presentation are required in lieu of a final exam. Please see the module in the Content Section of the course to help you plan and prepare this important assignment.

Course Policies

E-MAIL

Please use only UofM email accounts to send email messages to me. Do not use the eLearn email feature as my responses will bounce back and you will not get my messages. Please use only this email to contact me, K.Tuberville@memphis.edu

If I have not responded within 24 hours, I have not received your email. Please check the address and resend your message.

Do not send assignments by email unless I’ve told you to do so. Nothing sent by email will be graded. Email assignments cannot be tracked in eCourseware so I do not grade by email unless unusual circumstances exists. Being late with your assignment is not a reason to email me with your paper.
Attendance

As an online course, “attendance” is defined as participation in the course. Please note the course schedule and be sure that you are engaged in the course activities by taking the quizzes each week, submitting reflection papers on the designated due date, and participating in the group discussion board activities as noted.

Dropping the Course

I hope that you will be very successful in this course. However, if you find that you do not have the time to invest in an online course during this term, please refer to the registrar’s website for the last date to withdraw from the course.

Academic Integrity

In their academic activities, students are expected to maintain high standards of honesty and integrity. **Academic dishonesty is prohibited.** Such conduct includes, but is not limited to, an attempt by one or more students to use unauthorized information in the taking of an exam, to submit as one’s own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person or to knowingly assist another student in obtaining or using unauthorized materials.

**Plagiarism, cheating and other forms of academic dishonesty are prohibited.** Students guilty of academic misconduct, either directly or indirectly through participation or assistance are immediately responsible to their instructor. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or zero for an activity or to assign an “F” for the course.

*Quizzes in this course are not “open-book.” Please plan accordingly!*

*To understand plagiarism more, please visit,*

http://www.memphis.edu/fcbe/students/plagiarism.php

*For more information on the Fogelman College of Business and Economics academic integrity policy, please visit* http://www.memphis.edu/fcbe/students/integrity.php

Note that using a “Solutions Manual” or “instructor’s guide” is considered cheating. Should I have evidence that a student is using a “Solutions Manual” has occurred, I may take steps as described on the campus’ Office of Student Conduct website.

Participation

*Online classes require active participation from the student—no exceptions! Because we are not in a face-to-face class, this participation and engagement in the course is crucial.*

Classroom or Online Behavior

Your behavior in an online class is important as you are participating and interacting in a “cyber” classroom. All students are supposed to remember online etiquette in terms of communication in discussion board activities and assignments. Here are some specific forms of behavior expected in email communications.

- Always include a subject line.
• Do not email assignments unless we have spoken regarding the reason to email vs using the eCourseware system. These assignments will not be graded unless we have agreed to do so as it causes a disconnect in the eCourseware tracking of the assignment.

• **Remember without facial expressions some comments may be taken the wrong way.** Be careful in wording your emails. Choose wording carefully for clarity, courtesy, and completeness.
• Use standard fonts.
• Do not send large attachments without permission.
• Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
• Respect the privacy of other class members. Use group emails appropriately and avoid excessive “reply alls” when not helpful to others.

For more information on appropriate online behavior, please visit [http://www.memphis.edu/fcbe/students/netiquette.php](http://www.memphis.edu/fcbe/students/netiquette.php)

**Late Assignments**

As a regular rule, I do not accept late assignments. If you have a major life issue (listed below), please contact me individually. In the workplace, we’re not allowed to miss deadlines due to time management and this course is a preparation for that career transition.

**Extra Credit**

Extra credit options may be presented during the semester—these are at the discretion of the instructor and will be for activities that provide professional development. These will be announced through the course news page

**Reporting Illness or Absences**

As an online course, you have flexibility to work around schedule interruptions by working on projects at your own pace. However, if you have a major life issue (major illness, death in the family, etc.) then please alert me if it will interrupt your ability to function successfully in the class.

**Inclimate Weather**

*As an online course, inclement weather should not affect deadlines overall. I will post any changes that may apply should inclement weather occur.*

**Syllabus Changes**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course opening page.

**Student Services**

Please access the [FCBE Student Services](http://www.memphis.edu/fcbe/students) page for information about:

• Students with Disabilities
• Tutoring and other Academic Assistance
Course Format and Assignment Information

Course Format
The course is divided into modules. Within each module, you will have your reading assignments, a quiz assignment, and any additional information such as a video clip, instructor PowerPoint, etc. Be sure to review each module carefully. Though similar in format, each module is a bit different based on whether you have a reflection paper or discussion board entry.

Quizzes
Check the quiz open dates each week—these quizzes are over the reading material in Neck & Manz and will help you reflect upon the reading material. They are short and if you’ve read the material, very “doable.” These quizzes close within approximately 48 hours so plan your week to:

- First read the material assigned for each module.
- Take the quiz soon after reading the chapter; these are not open-book quizzes.
- Finish the other assignments due in each respective module.
- The quiz is to assess your comprehension of the reading—it is not open book!

The quizzes are scored by the system and your grade appears quickly. Due to the shortness of the quizzes, there is only one opportunity to submit your answers. Do not wait until the last minute in case you run out of time; when the quiz closes, it closes!

Quizzes cannot be made up—so plan accordingly. If you have an emergency such as a severe illness or death in your family, I will work with you individually. However, just missing the deadline does not constitute a make-up opportunity.

Class Participation - Discussions
From start to finish, this course is highly interactive with discussion posts for the class. The importance of quality interaction is reflected in the points allotted toward your final grade. For the discussion board assignments, I will post 2-3 questions about leadership. You will be expected to respond with an appropriate response that relates to the course material for that week. Your first post is your individual post.

You will also be asked to share your perspectives with others by commenting on each other’s post. You will post your responses within your groups through the Discussion Forum. Use the value of your classmates’ perspectives to help you understand more about the material and their insights.

As a leader, you will be leading different types of people. Reviewing different perspectives in this class will help to prepare you for the different perspectives of the people you may lead. Your follow-up posts are your group posts.

As a general rule, your individual discussion posts should be approximately 2-3 well-written paragraphs, cited and referenced with APA. Your responses to your group members should be approximately 1-4 sentences of meaningful information. Remember that these discussion posts are like being in class—know the material, read the comments carefully, and respond with senior-level responses.
Allow time to do these posts well—review the questions posted for each discussion board assignment carefully and review your answers. Repeat the question in your post—it will help you stay on track with your answer.
To post your discussions, go to the Discussions Tab and Click on “Discussion Board Assignments.”

You will be in the same group for the full summer 2 term. See the Group Assignment List in the “Getting Started” Section.

While your individual post is more formal, like an essay question, your group responses can be more informal. All posts however should be proofed for grammar, spelling, and other writing errors. Writing and oral communication are the two top skills requested by employers—practicing your writing with all assignments will help you become a strong writer.

Submission
You will post your discussion answer to each question on Thursday by 11:59 p.m. This individual submission/post is worth 10 points. By Saturday evening of the same week, you will post your reaction to the members of your group by 11:59 p.m. This group response submission is worth 10 points. The total value of the two submissions is 20 points. There are a total of 5 discussions in the semester including the Intro Discussion Post.

Don’t post your individual post after Thursday evening—this delay affects your group members! Be on time, plan your week accordingly. Your individual post grade will also include timeliness of your post.

How will you be graded? You will be graded on your complete response to the question for your individual response. Your response should show critical thinking and application of the course content to the question. You will be graded on your group response for your appropriate responses to their content and by adding value to the conversation—read your group member comments carefully and respond with a well-developed response.

“Yes, good job John” is not a response with critical thinking. Add something more like:

“John, I appreciate your thoughts on goal setting for leaders. I particularly thought your comments on accountability will help me when I’m a leader because….”

Text Support For Discussion Posts

There are two texts for the course. You will have a reading assignment from each text each week. The text, Rebooting Leadership, will be the required text for the Discussion Posts. You can refer to both texts but the Rebooting Leadership is the primary source for the Discussion Posts.

Before you prepare your post for the discussion, be sure to watch the corresponding video clip from one of our authors, Bill Catlette. These video clips are found in the respective discussion board areas, right above the questions.

You should be able to open the videos with no issues however; depending on your internet service it may take varying amounts of time. They are listed through ensemble video, on the U of M server. They are also available through my Vimeo account.

Discussion Board Assignment Summary
Each discussion post is worth up to 20 points. To earn the full 20 points, you must:
a) answer the questions posted for each discussion board thoroughly individually. You
should reference the text, using APA style, for each weekly individual post (10 points).  
b) respond to your group and have an interactive discussion with your group (10 points).  
You should read the posts from your group members and respond based on their content and contributions. Positive, appropriate communication should be used for each post.

Reflection Papers

During the semester you will prepare a reflection paper that discusses a particular leadership topic every other week. The intent is for you to show your ability to apply the content to yourself in a specific way. It is important to show knowledge of the material and to identify specific behaviors or ideas you will implement.

Critical thinking should be obvious in the explanation as to your choices or conclusions. Include at least two outside sources, other than your course texts. An internet search, e.g. Google Scholar http://scholar.google.com/schhp?hl=en&tab=ws would be a good way to incorporate other perspectives on the topic.

For your two required outside sources, use journal articles such as The Journal of Leadership and Organizational Studies. Professional publications such as Forbes and Inc can be used but try to have at least one scholarly journal for each paper.

Websites may be used only as additional resources, not your primary resources. Remember part of what you are doing is demonstrating that you have researched and read more about leadership. Dates of your outside sources should be within the last 6 years so no publications with print/publication dates of 2007 or earlier.

Wikipedia cannot be used for the Reflection Papers, Discussion Posts, or the Final Project for sources.

The course texts may be used in addition to your researched sources. You should cite and reference the texts as well as your outside sources. APA should be used throughout the semester.

You are to use 2 outside sources, excluding your text, Mastering Self-Leadership, which is the primary text for the reflection papers. Rebooting Leadership may be used for the reflection papers but does not count as one of your 2 outside sources.

You will submit your papers through the dropbox. Check the course schedule for due dates. Time for all reflection paper submission is 11:59 p.m. of the assignment due date.

Word of Caution: Do not wait too close to the closing date of the dropbox. Often students have issues because they are “one minute late.” Give yourself an earlier deadline. Often the UM system is overloaded with so many students trying to submit and it will keep you from having access to the dropbox.

Your reflection papers and your required discussion board assignments will alternate in due dates; you will have a paper one week and a discussion board assignment the next week.
Grading

How will you be graded on the reflection papers? I will be evaluating these papers on demonstrated knowledge of the material, critical thinking/conclusions, potential for personal impact, professionalism, writing quality, relevance to self-leadership, & appropriate references.

- **Format:** APA, double-spaced, 1” margins all sides, Times New Roman font, 12 type size.
  
  *Proof and spellcheck! Writing errors will count! Refer to the sample paper provided in the Getting Started section. See the APA resources in the Content section.*

- **Include a cover page with each assignment**—Name of student, course, name of assignment, date. See APA cover page format in the links provided, OWL has great sample paper examples with cover pages.

- **Sample APA Paper**—Review the sample Reflection Papers carefully. Writing errors will count—apply what you learned in Business Communication (Mgmt 3510) in terms of report writing, references and citations, and scholarly writing. There are outside sources to help you apply APA appropriately. These links are included in the sample APA paper.

- **Supportive Sources:** As college seniors, you should be seeking strong sources for your reflection papers. Appropriate sources, properly cited and referenced per APA, will also be a grading component. Evaluate your sources carefully. Use the following points to evaluate your sources for each reflection paper and your final project:
  
  - **Credible**—is your source credible? As a journal, is it a scholarly work? (Examples: *The Journal of Management* is a credible source, *The Memphis Flier*, for this purpose, is probably not a credible source).
  
  - **Relevant**—does the source relate well to the weekly reading content?
  
  - **Recent and Timely**—are my sources timely, written primarily within the last six years?

  Remember, searching articles on the internet is much like going to the library. It takes some time to review the content and make sure that the article is right for your use. Allow time to seek appropriate articles. Keep a folder with the sources you use—they might be helpful for your final project.

  **Grading Feedback—**I will be using Turnitin.com and will make comments directly on your papers. To view those comments, go to each respective dropbox and click on “Grademark.” From there, your paper should appear with blue “clouds.” Click on the blue clouds and you’ll see my notes.

  Review this feedback and apply the notes to future assignments. If you do, you’ll probably notice an improvement in future papers.

  **Intro Assignment—Directions Posted in “Introductory Assignment”**

  Our first assignment will be a two fold assignment. First, you must go to the Content page and listen to my Introductory PowerPoint presentation on leadership. This document is a narrated PowerPoint that will hopefully let you learn a little more about leadership as well as introduce you to me.

  You will be submitting a narrated PowerPoint presentation as part of your final project so this is a sample for you as well. After you have reviewed the PowerPoint, go to the Introductory Assignment in the Content Page and follow the directions for this first assignment. See the **Introductory Assignment** in the Getting Started section.
This assignment has two parts—an individual post in the discussion board and a response to your group members. Proof and spellcheck your posts carefully.

You will respond to your group members in the Discussion Forum by group. See the Introductory Assignment Group Discussion forum under “Discussions.” This assignment allows you to meet your group members as well as post your initial responses to my Intro PowerPoint.

Final Project

The final project consists of both a written paper and a narrated audio PowerPoint presentation. Your final paper should follow the same APA requirements as the Reflection Papers and should be proofed carefully. Your final written paper should be approximately 4-5 pages in length and your PowerPoint presentation should be a minimum of 12 slides, approximately 5-8 minutes of recorded content.

Your plan for Self Leadership in Action Plan (SLAP) should demonstrate the following characteristics:

- **Introspective** - incorporated what you have learned about leadership and yourself into an action plan for the future. Demonstrating what you learned, even if you are a leader currently, is an important aspect of the paper.

- **Creative** – present your ideas cleverly and in an attention-getting manner. As a future leader, you have to be able to influence others so use this opportunity to develop your influence through your presentation.

  You will use your written action plan to produce a 5-8-minute audio narrated PowerPoint presentation which will be posted in your group discussion.

  *Your PowerPoint is not a “read” of your paper. Your presentation should review highlights of your paper, creatively formatted for your audience.*

- **Interactive** – Participated actively and appropriately as you reviewed the class final projects. You will each view the presentations and prepare individual responses - See Leadership Presentation Feedback Response Form.

- **Supportive** – describe how you coach others and what you learned through each other, what you liked about your action plans, and what changes or modification you suggest based on the things you have learned about self-leadership and each other.

- You will comment on each of your group members’ presentations. You will post discussion comments on these presentations on the Leadership Presentation Feedback Response Form. These posts also factor into your grade. You receive points for each presentation review post so allow time to review each member’s presentation in your group.
Requirements

- **Submission**—Your paper will be submitted in the dropbox for grading. Your PowerPoint will be posted in the Discussion Board section. Your Final Project Leadership Plan Feedback Discussion Topic, so that others can review and respond.

Point values

- 80 points—paper
- 80 points—individual grade PowerPoint
- 40 points for the responses to each of the group’s PowerPoint presentation (allow time to listen thoroughly). *If you had been in class, you would have listened to the entire class so this allows you to focus on only your group members’ presentations.*

- **PowerPoint guidelines**—make your presentation creative and engaging. Use animations and visuals to make your presentation interesting to listen. Use a minimum of 12 slides that correlate to your paper. Your slide content should be reader-friendly; it is a guide, not a script for your audio portion. Proof carefully for writing errors. Review and listen before you submit—*would you want to listen to this presentation?*

- **Action Plan Response**—Part of your grade (40 points) is based on review of your group members’ PowerPoint presentation. To achieve these points, go to the Discussions Forum and review your group’s presentations. You will document your feedback on the Action Plan Response Form and submit to the Discussion Forum, Leadership Presentation Feedback Response Form.

- **Paper guidelines**—This paper should be 4-5 pages in length, with a minimum of 5 outside sources (excluding your course texts).

  Use APA properly for format and citations/references. Proof carefully for writing content and errors. Writing errors will count so review your paper carefully before you submit. See the sample paper provided as a guide for format and APA.

- **Outline**—The outline will be posted in the Final Project Section of the course.
<table>
<thead>
<tr>
<th><strong>Course Schedule</strong></th>
<th><strong>Assignment</strong></th>
<th><strong>Date Due</strong></th>
<th><strong>Resource</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One</strong>&lt;br&gt;Tuesday, Jan 19 - Saturday, Jan 23&lt;br&gt;(classes begin on 1/19)</td>
<td>Intro Assignment&lt;br&gt;Bi-weekly Discussion—Intro Assignment Group Discussion Forum and Dropbox for mini-paper&lt;br&gt;Quiz each week except first week</td>
<td>Thursday, Jan 21 11:59 p.m.&lt;br&gt;Sunday, Jan 24, group post 11:59&lt;br&gt;See the quiz dates for open dates/times</td>
<td>Syllabi, Intro Assignment guidelines, and PowerPoint posted in content area, Getting Started Section</td>
</tr>
<tr>
<td><strong>Week Two</strong>&lt;br&gt;Sunday, Jan 24 - Saturday, Jan 30</td>
<td>Module One*&lt;br&gt;Reading (both texts) and Reflection Paper&lt;br&gt;(Each week refer to the assignment details under each module)&lt;br&gt;Quiz each week* (not repeated below for each week but this is a regular weekly requirement until the end of the course)</td>
<td>Thursday, Jan 28 11:59 p.m.&lt;br&gt;SAME</td>
<td>Syllabi, texts, and module one, Reflection Paper Guidelines, APA Sources</td>
</tr>
<tr>
<td><strong>Week Three</strong>&lt;br&gt;Sunday, Jan 31 - Saturday, Feb 6</td>
<td>Module Two*&lt;br&gt;Bi-weekly Discussion</td>
<td>Thursday, Feb 4, 11:59 p.m., individual post Sunday, Feb 7, group post, 11:59</td>
<td>Syllabi, Texts, Reflection Paper Guidelines, Your classmates discussions</td>
</tr>
<tr>
<td><strong>Week Four</strong>&lt;br&gt;Sunday, Feb 7 - Saturday, Feb 13</td>
<td>Module Three*&lt;br&gt;Reflection Paper</td>
<td>Thursday, Feb 11 11:59 p.m.</td>
<td>Same as above</td>
</tr>
<tr>
<td><strong>Week Five</strong>&lt;br&gt;Sunday, Feb 14 - Saturday, Feb 20</td>
<td>Module Four*&lt;br&gt;Bi-weekly Discussion</td>
<td>Thursday, Feb 18 11:59 p.m., individual discussion Sunday, Feb 21, group post</td>
<td>Same as above</td>
</tr>
<tr>
<td><strong>Week Six</strong>&lt;br&gt;Sunday, Feb 21 - Saturday, Feb 27</td>
<td>Module Five&lt;br&gt;Reflection Paper</td>
<td>Thursday, Feb 25 11:59 p.m.</td>
<td>Same as above</td>
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<tr>
<td><strong>Week Seven</strong>&lt;br&gt;Sunday, Feb 28 - Saturday, March 5</td>
<td>Module Six&lt;br&gt;Bi-weekly Discussion</td>
<td>Thursday, March 3 11:59 p.m.&lt;br&gt;Sunday, March 6, 11:59 p.m., group post</td>
<td>Same as above</td>
</tr>
<tr>
<td><strong>Spring Break</strong></td>
<td>March 7 - 13, 2016</td>
<td>Relax</td>
<td>Enjoy Your Break</td>
</tr>
<tr>
<td>Week</td>
<td>Sunday, March 13- Saturday, March 19</td>
<td>Module Seven Reflection Paper</td>
<td>Thursday, March 17 11:59 p.m.</td>
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<td>Week 9</td>
<td>Sunday, March 20- Saturday, March 26</td>
<td>Module Eight Bi-weekly Discussion <strong>START FINAL PROJECT</strong></td>
<td>Thursday, March 24 11:59 p.m., individual post Sunday, March 27 group post</td>
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<tr>
<td>Week 10</td>
<td>Sunday, March 27 Saturday, April 2</td>
<td>Module Nine Reflection Paper</td>
<td>Thursday, March 31 11:59 p.m.</td>
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<tr>
<td>Week 11</td>
<td>Sunday, April 3- Saturday, April 9</td>
<td>Module Ten Bi-weekly Discussion</td>
<td>Thursday, April 7 11:59 p.m., individual post, Sunday, April 10, 11:59 p.m., group post</td>
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<tr>
<td>Week 12</td>
<td>Sunday, April 10- Saturday, April 16</td>
<td>Module Eleven Reflection Paper</td>
<td>Thursday, April 14 11:59 p.m.</td>
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<td>Week 13</td>
<td>Sunday, April 17 Saturday, April 23</td>
<td>Module Twelve Bi-weekly Discussion</td>
<td>Thursday, April 21 11:59 p.m., individual Sunday, April 24, group post, 11:59 p.m.</td>
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<td>Week 14</td>
<td>Sunday, April 21- Tuesday, April 26</td>
<td>Personal SLAP Projects Due— Work on your projects this week, fine tune; practice your audio presentations carefully. Be sure to follow the recording directions exactly. (<strong>Extra time for your final project, submit early if you prefer. Early is okay, late is not!</strong>) You do not have a due date for this week. This week is preparation. Submit your individual SLAP paper in the dropbox. Submit your PowerPoint in the discussion forum with your group. Review each of your group members’ presentations; complete the Final Project Leadership Plan feedback form. <strong>Submit one Action Plan Feedback form for all of your group reviews in the appropriate dropbox.</strong></td>
<td>Tuesday, April 26 11:59 p.m.</td>
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<td></td>
<td><strong>Last day of class, Dec 2, 2015</strong></td>
<td>Group Responses to SLAP presentations—40 points of total project grade. <strong>The SLAP Project is our final exam, please note deadlines carefully.</strong></td>
<td></td>
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</table>
Guidelines for Communications

Email:

- Always include a subject line.
- **Remember without facial expressions some comments may be taken the wrong way.** Be careful in wording your emails. Choose wording carefully for clarity, courtesy, and completeness.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members. Use group emails appropriately and avoid excessive “reply alls” when not helpful to others.

Please email me from your U of M email (not elearn) to my U of M address, K.Tuberville@memphis.edu. I cannot easily reply to you from your elearn email.

Do not email assignments unless we have spoken and I’ve agreed for you to send by email. They will not be graded as it causes a disconnect in the eCourseware tracking of the assignment. *Emailed assignments are at the discretion only of the instructor and will not automatically be graded if you miss the deadline on the assignment.*

Questions For The Instructor

I want to hear from you with the following:

- Questions about the content
- Questions about how the course is working
- Problems you are encountering
- Technical issues with the course

These questions should be directed first to the Discussion Forum entitled, “I Have A Question”. Other students may have your same question as this could help others as well. If you have a personal issue, please email me directly. I’m available for face-to-face meetings if you prefer that option. We will need to schedule a time that’s works for both of us.

Discussion Groups

In your bi-weekly posts, submit your response to the questions I pose. These questions will be in each module under **“Bi-weekly discussions”**. To post your responses, go to the Discussion Forum, “Bi-weekly Discussions”. Review your group member responses as well—as the course progresses, I expect that our discussion posts will become more interactive. *Your grade is based on your individual responses to your group members. If you don’t post within your group, you will not receive points for that posting date.*

Referring to others in your individual posts is a plus—this shows that you’ve read and interacted with your group. For instance, if you’d like to comment on one of your group member’s post in your discussion post, that is acceptable as long as it’s related to our course.

You are in the same discussion group for the semester. See Group Assignments List in “Getting Started” section.

The following guidelines are standard points about discussion boards.

- Review the discussion threads thoroughly before entering the discussion.
- Try to maintain threads by using the “Reply” button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be positive and constructive in-group discussions.
• Respond in a thoughtful and timely manner.
• Demonstrate your understanding of the material and the comments in the discussion with insight and transparency.
• Demonstrate personal leadership qualities in your responses!

Students With Disabilities

Any student who may need class or test accommodations based on the impact of a disability is encouraged to speak with me privately to discuss your specific needs. Students with disabilities should also contact Disability Resources for Students (DRS) at 110 Wilder Tower, 678-2880. DRS coordinates accommodations for students with documented disabilities. For more information visit the DRS website at http://www.memphis.edu/drs/

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

Extra credit options may be presented during the semester—these are at the discretion of the instructor and will be for activities that provide personal development. These will be announced through the course news page.

Technical Support

Hotline: 901-678-8888

Online: https://umhelpdesk.memphis.edu/index.php

Preparing your browser for online coursework: https://umdrive.memphis.edu/g-alc/alc_website_public/eCourseware-linked.pdf
The Complete Professional Program

Educated Ethical Polished Healthy Community-Oriented

Successful completion of your academic program is an essential component of your future career path. By completing the requirements of this course, you will have made a significant investment in your career. In addition, be sure to invest in your professional development by taking part in “The Complete Professional Program,” sponsored by the Avron B. Fogelman Professional Development Center. This program is available exclusively to business majors and will help you make a smooth transition into the work world.

FOR MORE INFORMATION, TEXT "PRO" TO 31996, visit memphis.edu/professional or come see us in Room 274.