Tentative Course Syllabus
MGMT 4461 Section M50- Strategic Management
Spring Term 1, 2019—3 credit hours

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

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LinkedIn: Dr. Kathy Tuberville’s LinkedIn

Office Hours: Monday, 1:30 – 2:30; Tuesday, 1:30 – 2:30; 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 3110 & MGMT 3510

Required Texts (and Related Materials):

Neck - BUNDLE: Neck: Self-Leadership + Northouse: Leadership 8e IEB
For ordering information this is the ISBN #: 978-1544350790

Location of Course Materials
Students should acquire both texts either through the U of M bookstore, 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.

Use the following as resources for this course: Syllabi, Intro Assignment guidelines, and PowerPoint posted in content area, and Getting Started Section.

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

This course is designed to help you to meet the overall learning objectives for the BBA degree offered by the Fogelman College. You should take the time to become familiar with the overall learning objectives as a student in the BBA degree program. [BBA Program Outcomes (opens in new window)]

- Graduate will be effective communicators
- Graduates will demonstrate critical thinking skills
- Graduates will be knowledgeable about ethical factors in the business environment
- Graduates will be knowledgeable about the global business environment
- Graduates will be proficient users of business presentation and analysis technology

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.

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

Professor’s Expectations of Students

I expect the following for this course:

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 requirements 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) You will use the course resources such as Sample Papers and the APA resource links to help you prepare your papers because this course is largely based on written assessments in papers and projects.

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

i) I expect you to read and abide by the Fogelman College of Business Netiquette Guide for Online Courses

Student’s Expectations of the Professor

In my role as your instructor, there are certain things you can expect from me including: well-organized and engaging learning experience, response to emails within 24 hours, and feedback on all work submitted within 7-10 calendar days. ***If I have not responded to an email within 24 hours, please email me again at ktbrville@memphis.edu or call me on my office phones.

Grading and Evaluation Criteria

Over the summer term, you will have a variety of opportunities to earn points towards your final (overall) letter grade in this course. This section of the syllabus describes the assessed work you will be doing and how overall (final) letter grades will be computed. Remember, we cover the same content in the four-week term as in a full term.
Final Course Grades

Final course grades are earned according to the following table:

<table>
<thead>
<tr>
<th>Point Range</th>
<th>Assigned Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Under 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Your overall grade for the semester is based on how well you perform on a mixture of formal activities including discussions, quizzes and projects. A detailed description of each of the assessed activities can be found after the scoring summary table below.

Summary of Graded Activities

Points earned on the assessed activities will be distributed as follows:

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (12 quizzes @ 10 points each)</td>
<td>120</td>
</tr>
<tr>
<td>Reflection Papers (3 @ 75 pts each)</td>
<td>225</td>
</tr>
<tr>
<td>Introductory Assignment (discussion board)</td>
<td>25</td>
</tr>
<tr>
<td>Discussion Boards (4 discussions @ 25 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Final Presentation Feedback</td>
<td>40</td>
</tr>
<tr>
<td>Final Project Paper and Presentation (80 pts each)</td>
<td>160</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>670</strong></td>
</tr>
</tbody>
</table>

List of Formally Assessed Activities

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, along with readings from Northouse where indicated, and will help you reflect upon
the reading material. They are short and if you’ve read the material, very “doable.” These quizzes close at the end of the week 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 entire semester. 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 15 points. By Sunday 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 25 points. There are a total of 6 discussions in the semester including the Intro Discussion Post and Final Project 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 25 points. To earn the full 25 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 (15 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 Spring term, you will prepare a 3-page paper that discusses a particular leadership topic each 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](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 2012 or later.

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 not alternate in due dates; so you will have both assignments due on the same day of the summer schedule. Review the syllabus, the course schedule, and each module carefully each week for the assignments and due dates.
Grading

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 (including citations and reference formatting).

- **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**

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 requires an individual post in the discussion board and a response to your group members. Proof and spellcheck your posts carefully. Follow the outline for your Intro Post

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 audio narrated PowerPoint presentation will be posted in the Discussion Board section so that other can review and respond in your group and provide feedback.

**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**

*Follow the outline below. Include all content listed in the outline. Proof carefully, this should be your best work in this course! Start early, the course schedule suggests you start 2 weeks early at a minimum. As you develop your reflection papers, save your sources, they may be useful for your final project.*

Final Project Outline

A. Introduction
- Why you took this course
- What you hoped to learn and apply from the course
B. Evolution of personal leadership model
  • The characteristics of leadership that were most meaningful to you
  • How your “model” of leadership changed
  • How your perception of yourself has changed
  • What example of leadership (an actual leader) has influenced you the most personally?

C. Discussion of personal vision & goals
  • Your professional goals and how self-leadership “fits”—where do you want to be as a leader?
  • Relationship goals and how self-leadership “fits”—what mentors do you need to connect with now to help you develop your leadership skills?

D. Self-leadership Action Plan
  • Three (minimum) leadership characteristics you will use as a leader—these will be different for each student.
  • These characteristics should be specific behaviors, activities, etc. w/measurement such as when certain accomplishments should occur, with whom, what type of additional training, etc.
  • You can’t manage what you can’t measure so if you want to grow, you have to outline specific behavioral changes for the future.
  • Accountability—how will you hold yourself accountable? Who will you ask to be a mentor to assist you in your leadership plan? Be specific in this section. Identify how this relationship will help you.

E. Conclusion
  • What you learned from this course
  • How you feel about what you have learned
  • What you will do differently
  • Who will notice
Be creative with your presentation! As you narrate, assume you are presenting to the class on-ground and provide an interesting presentation for our class. Your classmates in your group will respond as to your content and your delivery. Allow some time to make sure this assignment is your best work. Rushing at the end usually creates stress and often impacts quality.

This assignment can help you develop a competitive edge as a leader. Think critically as to the leader you’d like to be in the future, let the assignment be more than just a requirement of the course. Use this assignment strategically and help it make a difference in your personal leadership style.

See the last module of the course for more resources for the Final SLAP Project. Plan ahead, review your resources, and develop a strong SLAP project!

I encourage you to print out the syllabus and the course schedule and keep it handy!

Schedule of Activities

For a complete semester schedule of readings, activities, and due dates for assignments, please refer to the “Semester Calendar” that can be found in the online course area under “Getting Started”. The schedule of schedule of activities is also attached at the end of this syllabus.

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:

All students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition, etc.) is the student’s responsibility.

Attendance:

This is an online course so I will not be recording attendance. However, I expect that you keep up with all of your assignments for this course and be engaged in the course.

Adding / Dropping:

If you have questions about adding or dropping classes, please refer to this page on the Registrar’s website (opens in new window).
Academic Integrity

The University of Memphis has clear codes regarding cheating and classroom misconduct. If interested, you may refer to the Student Handbook section on academic misconduct for a discussion of these codes. Note that using a “Solutions Manual” is considered cheating. Should your professor have evidence that using a “Solutions Manual” has occurred, he/she may take steps as described on the campus’ Office of Student Conduct website (opens in new window). If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the Fogelman College's Website on Academic Integrity (opens in new window).

Participation

To be successful in this course as a student, you must stay active and involved throughout the entire semester. Students are expected participate in all interactive aspects of the course. You should also regularly communicate with the instructor as part of your overall learning experience, check into the course frequently for announcements (usually on the course home page), and actively participate in threaded discussion events (both formal and informal). You should plan on logging into the course at least three times each week.

Put all deadlines on your calendar now! Expect to spend at least 3-5 hours a week in this course to be successful.

If you experience significant learning obstacles in this course, or have questions or concerns about your performance, grades, or other class-related issues, it is your responsibility to initiate a discussion with me in a timely manner. I want you to be successful in the course and if you do not understand something after you’ve reviewed the material, I’m happy to help you. ☺

Classroom or Online Behavior

All participants in the course should be considerate of the other course participants and treat them (as well as their opinions) with respect. The class will operate under the assumption that any and all feedback offered is positive in nature and that the intentions of the person(s) providing feedback are strictly honorable.

You are expected to be respective in all discussion board assignments and use professional tone and communication in your posts. Insensitivity in this area will not be tolerated. If you have any questions about online communication, you should review the Fogelman College's Netiquette website (opens in new window).

Late Assignments

I do not accept late work. Plan ahead with your dates and schedules now to be on time for your assignments. If you have a legitimate emergency, let me know as soon as the problem occurs, and I will work with you as needed for a true emergency. Waiting too late, not staying current with the course, not following directions, etc. are not emergencies.
If you wait until the last minute to complete a quiz or assignment, and experience technical problems that prevent you from completing or submitting it on time, this does not excuse you from meeting the deadline. If there is a system-wide technical problem or glitch that affects all students, I will extend deadlines if necessary.

I also do not accept emailed assignments unless we have communicated about the need to do so.

**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 if available.

**Reporting Illness or Absence**

Due dates and deadlines have been established for each graded assignment. In this course, deadlines are taken very seriously. Please do not wait until the last day to submit assignments or to take quizzes and exams. If an emergency should arise, it is the student’s responsibility to contact the instructor prior to the deadline to discuss the matter. A deadline extension will be considered only if all of the following conditions are met:
1. Extreme emergency and
2. Instructor contacted prior to the due date.

**Inclement Weather**

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an Inclement Weather Hotline at 678-0888 as well as TigerText (opens in new window), an emergency alert text messaging service to students, faculty and staff. This optional service is used in the event of an on-campus emergency, an unscheduled university closing, or a delay or cancellation of classes due to, for instance, inclement weather. Additional information on TigerText (opens in new window).

**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.

**Student Services**

Please access the FCBE Student Services (opens in new window) page for information about:
- Students with Disabilities
- Tutoring and other Academic Assistance
Career Resources

**FCBE Academic Internship Credit**: In FCBE, all majors offer an academic internship course option as a substitution for a required elective in a student’s major. To apply for academic credit, students must obtain an internship highly related to their major, register *prior* to the start of their internship and have their internship approved by departmental internship faculty. To review the requirements for applying for academic credit, visit [http://www.memphis.edu/professional/internships/academic_credit.php](http://www.memphis.edu/professional/internships/academic_credit.php). Students should allow approximately two weeks for the review and processing of an academic internship application through the Fogelman Internship Network.

**Complete Professional Program**

Students are encouraged to participate in the *Complete Professional Program* in preparation for internships and early entry talent jobs. To learn more about the *Complete Professional Program*, contact [Professional@memphis.edu](mailto:Professional@memphis.edu). Extra credit may be given for students who participate in this program.
# Course Schedule

<table>
<thead>
<tr>
<th>Course</th>
<th>Assignments</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Review e-mailed syllabus</td>
<td>Review the eCourseware course technical requirements and be sure your computer settings are in line university requirements.</td>
<td><em>With the accelerated pace of the semester, you can be ready to post your Intro Assignment on the first day of class, Monday, January 14.</em></td>
</tr>
<tr>
<td><em>Course officially starts on January 14</em></td>
<td><em>Work on INTRO ASSIGNMENT</em></td>
<td><em>SEE ALL QUIZ OPEN AND CLOSE DATES!!! The quizzes will cover the Neck &amp; Manz and Northouse content.</em></td>
</tr>
<tr>
<td></td>
<td>Early reading (optional)—chapters 1, 2, and 3</td>
<td>***THERE ARE MULTIPLE QUIZZES PER WEEK!!!</td>
</tr>
<tr>
<td></td>
<td>***** Read as much of the text materials for the first two weeks of the course as possible—it will help you tremendously!</td>
<td></td>
</tr>
<tr>
<td>Week One</td>
<td><strong>Discussion—Intro Assignment</strong> <strong>Group Discussion Forum</strong> <strong>Individual and Group Posts</strong></td>
<td><strong>Intro Assignment due by FIRST WEEK of CLASS, Intro</strong></td>
</tr>
<tr>
<td>January 14 - 20</td>
<td>This week—Modules 1 &amp; 2</td>
<td><strong>Post by Thursday, January 17 at 11:59 pm</strong></td>
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<tr>
<td></td>
<td>Reading (both texts) and Reflection Paper</td>
<td><strong>Responses by Sunday, January 20 at 11:59 pm</strong></td>
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<td><em>(Refer to the assignment details under each module)</em></td>
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<td><strong>QUIZZES for Modules 1 &amp; 2</strong></td>
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<td>Week Two</td>
<td><strong>Modules 3, 4, &amp; 5</strong></td>
<td><strong>Discussion Post #1 due Thursday, January 24 11:59 p.m.</strong></td>
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<td>January 21 – 27</td>
<td><strong>QUIZZES for</strong> <strong>Modules 3, 4, &amp; 5</strong></td>
<td><strong>Response to group post due Sunday, January 27 11:59 p.m.</strong></td>
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<td><strong>Reflection #1 Due Sunday, January 27 by 11:59 p.m.</strong></td>
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| Week Three | Modules 6 & 7 | Discussion #2 due Thursday, January 31, 11:59 p.m.  
Response to group post due by Sunday, February 3, 11:59 p.m.  
Reflection Paper #2 due Sunday, February 3, 11:59 p.m. |
| January 28 – February 3 | QUizzes for Modules 6 & 7 | |
| Week Four | Modules 8 & 9 | Discussion #3 due by Thursday, February 7, 11:59 p.m.  
Response to group post by Sunday, February 10, 11:59 p.m.  
Start work on your final project paper!  
**No Reflection Paper Due This Week!** |
| February 4 - 10 | QUizzes for Modules 8 & 9 | |
| Week Five | Modules 10 & 11 | Discussion #4 due by Thursday, February 14, 11:59 p.m.  
Response to group post by Sunday, February 17, 11:59 p.m.  
Reflection Paper #3 due Sunday, February 17, 11:59 p.m. |
| February 11 - 17 | QUizzes for Modules 10 & 11 | Review and correct Final Project |
| Week Six | Module 12 | **Complete Final Project** |
| February 18 - 24 | QUizzes for Module 12 | |
| Week Seven  
February 25 – March 3  
*Course closes on March 3* | Final Project Due | PowerPoint presentation due Wednesday, February 27, 11:59 p.m. in the Discussion forum  
Final Project Paper/ Leadership Plan is due Thursday, February 28, 11:59 p.m. in the dropbox;  
Feedback Forms due Saturday, March 2, 11:59 p.m. in the dropbox |