



UNIVERSITY OF DENVER—COLORADO WOMEN'S COLLEGE

LDRS 3500: Ethical Perspectives in Leadership

Spring 2015

Mondays 6:00 to 9:50 P.M.

March 23, 30; April 6, 13, 20, 27; May 4, 11, 18, 25.

INSTRUCTOR'S NAME: Sheryl A. Ludwig, PhD.

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I will respond to email or voicemail messages within 48 hours.

PREREQUISITES: LDRS 2517, 2518, and 2540 or 2541. Students are responsible for completing course prerequisites before registering for a class. Students may be removed from a course for which they have not fulfilled the prerequisite course work.

***** PLEASE NOTE THAT THIS HYBRID COURSE IS TAUGHT IN CANVAS – AND THAT THIS SYLLABUS IS A DRAFT UNTIL AFTER THE FIRST CLASS MEETING ON MONDAY, MARCH 23 *****

COURSE DESCRIPTION: To fully understand effective leaders, one must also appreciate and apply ethical perspectives and principals to leadership action. All forms of leadership communication involve ethical issues. This course is designed to increase students' understanding of the scope of ethical issues and to provide the opportunity to identify and discuss current ethical issues and challenges in our local to global world. Research on and application of ethical leadership will be discussed in a course environment that will encourage and support the expression of diverse ideas, opinions, and beliefs. The overarching goal of this course is to learn how to ethically navigate ambiguous situations and conflicting interests in one's role as a leader.

STUDENT LEARNING OUTCOMES: The methodology for this course is grounded in inquiry and discussion activities. Learning outcomes for this course include:

- 1. Increase student awareness and understanding of the scope of ethical issues embedded in leadership roles and activities**
- 2. Provide students with opportunity to identify and discuss leadership in the context of current ethical issues reflected in society**
- 3. Provide a safe and ethical classroom environment that encourages and supports expression of and respect for the diverse ideas, opinions, and beliefs that accompany leadership activities, positions and roles**

Correspondence of LDRS 3500 course content and learning outcomes with CWC learning outcomes is available on Canvas, the course management system used for this hybrid learning course.

ACADEMIC INTEGRITY:

Colorado Women's College fully endorses the University of Denver's Honor Code and the procedures put forth by the Office of Citizenship and Community Standards. Academic

dishonesty—including plagiarism, cheating, and falsification of data and research—is in violation of the code and will result in a failing grade for the assignment or for the course.

As student members of a community committed to academic integrity and honesty, it is your responsibility to become familiar with the DU Honor Code and its procedures (www.du.edu/honorcode).

COURSE TEXTS AND MATERIALS:

REQUIRED READINGS AVAILABLE ON E-RESERVES:

Ciulla, J. B. (2004). Leadership ethics: Mapping the territory, pp. 3-18. In Ciulla, J. B. (Ed.) *Ethics, the heart of leadership* (2nd ed). Westport, CT: Praeger.

Johannesen, R.L., Valde, K.S., and Whedbee (2008). Ethical responsibility in human communication, pp. 1-17. In *Ethics in human communication* (2nd ed.). Long Grove IL: Waveland Press.

Johannesen, R.L., Valde, K.S., and Whedbee (2008). Communication in organizations, pp. 155-174. In *Ethics in human communication* (2nd ed.). Long Grove IL: Waveland Press.

Gini, A. Moral leadership and business ethics., pp. 25-41. (2004). In Ciulla, J. B (Ed.). *Ethics, the heart of leadership* (2nd ed). Westport, CT: Praeger.

Johannesen, R.L., Valde, K.S., and Whedbee (2008). Virtue ethics, character, and political communication, pp. 264-278. In *Ethics in human communication* (2nd ed.). Long Grove IL: Waveland Press.

Grant, A. (2013). Good returns: The dangers and rewards of giving more than you get, pp. 1-26. *Give and take*. New York: Viking.

Grant, A. (2013). Out of the shadows, pp. 250-259. *Give and take*. New York: Viking.

Bolman, L. G. and Deal, T. E. (2013). Reframing ethics and spirit, pp. 393-406. In *Reframing organizations*. San Francisco: Jossey-Bass.

Fine, M. G. (2009). Women leaders' discursive constructions of leadership. In *Women's Studies in communication*. 32:SP 2009, pp. 180-202.

Gerzema, J. and D'Antonio, M. (2013). Introduction: The Athena doctrine, pp. 1-26. In *The Athena doctrine: How women (and the men who think like them) will rule the future*. San Francisco CA: Jossey-Bass.

Gerzema, J. and D'Antonio, M. (2013). Conclusion: The age of Athena, pp. 255-268. In *The Athena doctrine: How women (and the men who think like them) will rule the future*. San Francisco CA: Jossey-Bass.

SUPPLEMENTAL MATERIALS:

NEW YORK TIMES in LEADERSHIP will be used in classroom discussions and also in discussion board posts.

COURSE REQUIREMENTS

Required Assignments include:

1. **Discussion Board Posts (8 total) posts. Possible twenty points each. This ongoing assignment comprises 53.33% of the total grade in this course.**

Discussion Board Posts will be made online. Posts are due by Wednesday at 11:59 PM and responses to colleagues' posts by Saturday at 11:59 PM prior to Monday class meeting.

There are two parts to each of the remaining seven postings:

- Part One will consist of responding to the posted Discussion Board Topics for that class period.
- Part Two will consist of responding to at least two of your colleagues' postings
- **Discussion Board Post dates are listed in the course calendar.**
- **Please see the Discussion Board Post Rubric for performance criteria used to assess this assignment.**

Case Study Position Papers (2 total)

For each Case Study, you will prepare a brief position paper in which you present and defend ethical considerations germane to each case. Specific directions for each position paper will be posted online. Position Papers will be posted online; they will count as Discussion Board Posts 6 and 8 and will be evaluated using the Discussion Board Rubric.

2. **Final Paper Assignment (1 total). 100 total points available; 33.33% of the total grade in this course)**

- Each member of the class will either (a) participate in a collaborative group or (b) work individually to: research and write a final paper about a specific entity(event) of interest for its perceived ethical operation (ie. business, non-governmental organization, governmental organization, news coverage of a significant social event)
- Analysis of data collected will focus on the relationship between leadership, ethical conduct of the entity and/or its affiliates, and the outcome of the entity(or event).
- More specific direction for this assignment will be available on Canvas and through class discussion
- **Please note due dates for paper draft and conference with instructor listed in the course calendar.**
- **Please review performance criteria listed in the Final Paper rubric.**

3. **Panel Presentations (2 total). Possible 20 points each. 13.33% of total grade in this course.**

- **Each student in the course will participate in two panel presentations.**
 - Panel Presentation One is the **Code of Ethics** requirement. Many professional associations have Codes of Ethics available their members and employees. Codes are expected to (a) identify a sense of direction or orientation to guide conduct of the organization and its affiliates and (b) provide/state a set of minimum conditions (standards) by which affiliates' interaction with others may be gauged.
 - You will be assigned to a group for this panel presentation
 - More specific directions for this assignment will be available on Canvas
 - Panel Presentation Two is the presentation of findings and conclusions of your final paper.
 - You may work in a collaborative group or individually on the final paper; that choice will determine whether you present in a group or individually
 - More specific directions for this assignment will be available on Canvas

- **Please note due dates for panel presentations in the course calendar.**
- **Please review performance criteria listed in the Panel Presentation rubric.**

Percentage	Grade
95-100	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

ATTENDANCE AND PARTICIPATION

Attendance is mandatory in all class sessions. Active participation in class and online discussions is also required and will be a determiner in a student's final grade. An absence, for any reason, will result in forfeiting points for in-class student presentations. These may not be made up in another class session. If an emergency arises, it is the student's responsibility to contact her instructor.

A grade of incomplete will not be granted under any circumstances.

<http://www.du.edu/registrar/records/incompletepolicy.html>

DIVERSITY, INCLUSIVENESS, RESPECT

CWC has a core commitment to fostering a diverse learning community that is inclusive and respectful. Our diversity is reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up AND listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

TECHNOLOGY USE IN THE CLASSROOM

In order to create and maintain an optimal learning environment in the classroom, students should use technology appropriately as directed by the instructor for the purposes of the course. Work done on laptops, cell phones, and other devices that is not relevant to the class can hinder the process of communication and shared discussion of ideas that require full engagement by all participants.

ADA ACCOMMODATIONS

Students who require accommodations under the Americans with Disabilities Act must contact the instructor to discuss their needs. Failure to notify the instructor immediately may hinder the college's ability to accommodate accordingly. Students with learning disabilities should also contact the University Disability Services Program at <http://www.du.edu/studentlife/disability/>. University Disability Services houses the Learning Effectiveness Program (LEP) and the Disability Services Program (DSP).

OBSERVATION OF RELIGIOUS HOLIDAYS

Students wishing to observe a religious holiday not celebrated on the academic calendar may do so provided advanced written notice is given the instructor during the first two weeks of the quarter. With advanced written notice, the absence will be considered an excused absence. For additional information, contact DU's Center for Religious Services (<http://www.du.edu/crs/>).

COURSE SCHEDULE

CLASS DATE	CLASS TOPIC	REQUIRED PRIOR TO CLASS MEETING:
Session 1, 3/23/15	<ul style="list-style-type: none">• Orientation to class and format• Orientation for Canvas• Overview of and discussion about scope of ethical perspectives in leadership	<i>CIULLA</i> , pp. 3-18 <i>JOHANNESEN</i> , pp. 1-17
Session 2, 3/30/15	<ul style="list-style-type: none">• Communication in organizations	<i>JOHANNESEN</i> , pp. 155-174 DISCUSSION POST 1 COMMUNICATION CODE OF ETHICS (panel presentation)
Session 3, 4/6/15	<ul style="list-style-type: none">• Moral leadership and business ethics, including technology	<i>CIULLA</i> , pp. 25-41 DISCUSSION POST 2 BUSINESS/TECHNOLOGY CODE OF ETHICS (panel presentation)
Session 4, 4/13/15	<ul style="list-style-type: none">• Political Perspectives	<i>JOHANNESEN</i> , pp. 264-278 DISCUSSION POST 3 "LAW AND SOCIETY" CODE OF ETHICS (panel presentation)
Session 5, 4/20/15	<ul style="list-style-type: none">• Ethics of "success" and moral relationship between leaders and followers• Case Study One (in class activity)	<i>GRANT</i> , pp. 1-26 and 250-259 <i>BOLMAN & DEAL</i> , pp. 393-406

		DISCUSSION POST 4
Session 6, 4/27/15	*No class: Work on final paper research and writing	DISCUSSION POST 5 (CASE STUDY POSITION PAPER 1)
Session 7, 5/4/15	<ul style="list-style-type: none"> • Women's perspectives 	<i>FINE</i> , pp. 180-202 <i>GERZEMA</i> , pp. 1-26 and 255-268 DISCUSSION POST 6
Session 8, 5/11/15	Scheduled appointments to review paper drafts and presentations	(DRAFT OF PAPER) DISCUSSION POST 7
Session 9, 5/18/15	Case Study Two (in class activity) Review and summation of course content	DISCUSSION POST 8 (CASE STUDY POSITION PAPER 2)
Session 10, 5/25/15	<ul style="list-style-type: none"> • Panel presentations 	FINAL PAPER SUBMITTED BY WEDNESDAY, MAY 27 AT 11:59 PM

Discussion Board Post Rubric:

Criteria	Levels of Achievement		
Relevance of Post	5 Points All parts of question are fully developed: At least one additional reference or resource related to the topic is cited	3 Points Most parts of question are developed but no additional citations of resources	1 Point Irrelevant responses to question or no insight to the topic provided
Thoughtful Reflection of Assigned Reading	5 Points Initial posting reflects deeply on aspects of the question. Descriptions, examples, and/or additional ideas are provided	3 Points Initial posting rather superficially reflects upon the question and/or reading. Few descriptions, examples, or additional ideas are provided	1 Point Initial posting does not address question or provide descriptions, examples, or additional ideas
Contribution to Learning Community	5 Points Responses to colleagues provoke thoughtful discussion, creative approaches to topic, suggestions, or additional information. Responds to more than two colleagues	3 Points Responses to colleagues may generate discussion, or offer creative approaches or suggestions. Responds to two colleagues	1 Point Does not make effort to participate i learning community. Does not respond to colleagues
Timeliness and Conventions of Use	5 Points Initial posting and responses to others' postings by required time. Posting contains no errors in grammar, spelling or other conventions of writing	3 Points Initial posting and/or responses to others' postings are complete but not by required time	1 Point Initial posting is late; no responses to others' postings

Final Paper Rubric

Criteria	Levels of Achievement					
	100%	80%	60%	40%	20%	0%
Following Instructions	(30 points) Understood and followed instructions at an exceptional level. 90% or more of the content was completed as directed.	(24 points) Understood and followed instructions at a good level. 80% or more of the content was completed as directed.	(18 points) Understood and followed instructions at a fair level. Between 60-80% of the content was completed as directed.	(12 points) Understood and followed instructions at a poor level. Between 40-60% of the content was completed as directed.	(6 points) Minimal compliance	(0 points) No compliance
Learning of Material	(20 points) The student has an exceptional understanding of the course material and can easily answer questions about the content.	(16 points) The student has a good understanding of the course material and can easily answer questions about the content	(12 points) The student understood and followed the instructions given at a fair level. Between 60% and 80% of the content was completed as required.	(8 points) Student did not appear to learn much from the course material and cannot answer questions about the content.	(4 points) Little understanding	(0 points) No demonstration of understanding. (Assignment not complete)
Content	(20 points) The material has a well-stated clear purpose and theme that is carried out throughout the assignment.	(16 points) material has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related	(12 points) The material has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related	(8 points) The material lacks a purpose or theme	(4 points) Little content	(0 points) No content
Application and Analysis	(10 points) Exceptional analysis of	(8 points) Good analysis of	(6 points) Fair analysis of	(4 points) Poor analysis of	(2 points) Little compliance	(0 points) No compliance

	variables and deeply thoughtful application of content to situation described	variables and thoughtful application of content to situation described	variables and somewhat thoughtful application of content to situation described.	variables and superficial application of content to situation described.	with analysis and application of concepts.	with analysis and application of concepts.
Spelling and Grammar	(10 points) No errors in spelling, punctuation, or grammar in this paper	(8 points) There are 1-3 errors in spelling, punctuation, or grammar in this paper	(6 points) There are 4-5 errors in spelling, punctuation, or grammar in this paper	(4 points) There are 6-7 errors in spelling, punctuation, or grammar in this paper	(2 points) There are 8-9 errors in spelling, punctuation, or grammar in this paper	(0 points) There are more than 9 errors in spelling, punctuation, or grammar in this paper
Timeliness	(10 points) Assignment submitted before 12:00 PM of due date		(6 points) Assignment is submitted late with permission of instructor			(0 points) Assignment is not submitted

Panel Presentation Rubric:

Levels of Achievement:

Criteria	Proficient (5 points)	Competent (3 points)	Novice (1 point)
Content	Demonstrates thoughtful and deep understanding of assignment content. References are made to course content. Relevant examples and/or descriptions are used	Demonstrates good understanding of assignment content. Some references are made to course content. Some relevant examples and/or descriptions are used	Demonstrates some to little understanding of assignment content. Few, if any, references are made to course content. Few or no relevant examples and/or descriptions are used
Organization	Exceptionally clear and easy to follow organization of presented content. Excellent use of visual or other means to enhance listener understanding	Clear and easy to follow organization of presented content. Good use of visual or other means to enhance listener understanding	Somewhat clear and easy to follow organization of presented content. Little to no use of visual or other means to enhance listener understanding
Grammar and Usage	No grammatical and/or usage error in presentation of information	Few grammatical and/or usage errors in presentation of information	Several grammatical and/or usage errors in presentation of information
Responses to Questions	Responses to colleagues' questions demonstrate exceptional understanding of content and its application to the assignment	Responses to colleagues' questions demonstrate good understanding of content and its application to the assignment	Responses to colleagues' questions demonstrate little understanding of content and its application to the assignment