

## CMST 4113

**Instructor:** Dr. Johanna M. Broussard

**Office:** 124A Prescott Hall

**E-mail:** [jbrou68@lsu.edu](mailto:jbrou68@lsu.edu)

**Office Hours:** 8:30-9:30 M/F; 11:30-1230 M/F; or by appointment. To make an appointment, either see me after class or email me. **Note:** I do not respond to email after 6:00 PM. If you need a response the same day, it is best to get the message to me before noon. For all emails regarding meetings outside of my office hours, please allow a **minimum of twenty-four hours advance notice** before your desired meeting time. All emails should follow the following format: Formal Salutation (Dr. Broussard) – Body – Closing.

**Textbook:**

**Required:** Northouse P.G. (ed.) 2016. *Leadership: Theory and Practice* (7<sup>th</sup> edition) Sage: Los Angeles

**Course Objective:**

The purpose CMST 4113 is to help students develop a deeper understanding of team communication and leadership concepts. Building off the basic concepts discussed in CMST 2064, this class will look closely at theories about team communication and leadership. Through class discussion, we will examine a variety of issues faced while working in teams and leading others.

**Student Requirements:**

**Attendance:** You are expected to attend every class meeting – even speech days on which you are not scheduled to speak. This is the same expectation of attendance that an employer would have for you at any job you may currently have or might have in the future. Attendance will be taken by either a roll call or by a quiz.

**Absences/Late Work:** Please inform me ahead of time if you will miss class. Excusable reasons for missing are few and far between, but they include unexpected sickness **proven** by the presentation of a doctor's note, court summons **proven** by the appropriate documentation from the court, family emergency **proven** through presentation of an obituary, etc., or a university-sanctioned activity such as a game or a concert **proven** by a note from an advisor or an instructor. Under these circumstances, I will work out a way for you to make up any missed graded work for full credit. If you must miss, you must **schedule a make-up within one week**. Missed assignments that are not accompanied by proof of excused absence cannot be made up.

Late work not associated with an *excused* absence will only be accepted until the end of the next class period after the original assignment due date; additionally, the student's grade on the assignment **will be penalized 25% for tardiness**. Assignments will not be accepted after the

next class period following the original due date; the student will receive a “zero” for the assignment grade. **Emailed assignments will not accepted.**

**Remember:** “Class attendance is the responsibility of the student. The student is expected to attend all classes. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The student is responsible for providing reasonable advance notification and appropriate documentation of the reason for the absence. (PS-22)”

**Exams:** Two exams will be given during the semester, a mid-term exam, worth 100 points, and a final exam, worth 100 points. The dates of exams are listed on the course schedule. You **must** take your exam on time unless you are traveling with a university-sanctioned organization or have a major health or family emergency. Major emergencies include severe illness, hospitalization, or death in the family. Medical conditions such as a cold or a headache are not sufficient reasons to postpone an exam. The common excuses of having airline reservations prior to or work scheduled during an exam time are *not* acceptable grounds for taking an exam early. Please make appropriate arrangements now, while you still have months to plan.

If you need to reschedule an exam due to illness, you must receive my approval **prior to** the time of the exam (unless, of course, you are medically incapacitated). Furthermore, for any rescheduled exam, you must provide written documentation of the authenticity of your excuse.

**Student honesty:** Plagiarism is a completely unethical and unacceptable practice that will not be tolerated on any level. It is an egregious offense to the owner of the material that has been plagiarized, as well as a dishonest form of communication to the audience of a plagiarized piece of work. The University’s Code of Student Conduct defines “academic misconduct” as including, but not limited to “cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student” (LSU’s Code of Student Conduct, section 5.1, found on Judicial Affairs webpage August 17, 2004).

The penalty for plagiarism or cheating may include failing the assignment, failing the course, or expulsion from the University. All acts of suspected plagiarism will be investigated and will be handled through the proper University channels.

### **Assignments:**

**Daily readings:** Each student should read the assigned reading **before** coming to class. This is imperative to ensure full participation in class discussion. While reading, I urge you first identify the thesis statement; this will help you understand the main point of the chapter/article, and will also guide your reading. Next, as you read, think of questions you have and make notes either on a separate sheet of paper or in the margins of the reading. Also, make notes of ideas you agree or disagree with. Read critically!

**Discussion questions:** It is your responsibility to come to class prepared to discuss each reading. To ensure thorough discussion of readings, before class, each student is to upload the following to Moodle: (1) A discussion question based upon the readings and (2) Three closed-ended questions

that would work as exam or quiz questions (multiple choice, true/false, matching, fill-in-the-blank).

**Group discussions:** Once assigned, each group will choose one reading to lead the class in a discussion. For the group discussions, groups should consider things like making connections between different readings, asking about concepts that may be difficult to understand, concepts that groups agree or disagree with (and why), and other important issues raised in the readings. Most importantly, groups should highlight the main concepts of each reading. This includes identifying the thesis statement of each reading, and explaining the most important issues. Every attempt should be made to relate the chapter/article to other examples that students can easily identify with. In other words, think of real world examples to relate to the readings. Obviously, I will offer help and clarification on confusing issues, but I should not be relied on to guide the discussion. If groups need help with the readings before their assigned date, I will be more than happy to meet with each group during my office hours.

**Major Group Project:** Each group will choose an issue that impacts LSU students (rape on campus, crime on campus, mental health of college students, financial issues, nutrition, human trafficking, etc.). Each group will select its own issue and then create campaign materials (a video and an oral presentation on the significance of the issue and what students can do). The requirements for each will be placed on a PDF and uploaded to Moodle.

**Group participation:** Groups are inherently interdependent in nature; this means that the actions of one group member impacts the entire group. Much of the work done in this class will be done in your groups and will require the full participation of all the group members. Unfortunately, this does not always happen in groups, as many students have realized due to negative group experiences. One group member may have trouble delegating tasks, takes control, and does most of the work. Another group member may slack off, not contribute to group quizzes or group meetings, knowing that the others will pick up the slack. Other numerous problems may occur. All of these problems have negative impacts on groups. In an attempt to ensure that the semester grade adequately reflects the amount of group participation a student has done, I will ask each student to rate his/her fellow group members on a scale of 1-50 at the end of the semester, along with an explanation for each rating. This is a separate grade from the project group evaluation stated above.

### **Disabilities:**

The Americans with Disabilities Act and Rehabilitation Act of 1973: If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a coordinator in the Office of Disability Affairs (112 Johnston Hall) so that such accommodations may be arranged. After you receive the accommodations letters, **please meet with me as soon as possible to discuss the provisions of these accommodations.**

### **Grading:**

A total of 1000 points are available in this class. The following will explain the breakdown of the final grade:

1. Discussion questions	100 points
2. Group participation	50 points
3. Group discussion	100 points
4. Group meeting minutes	50 points
5. In-class participation	100 points (Not Shown on Moodle)

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|-----------------------|------------|
| 6. Midterm exam       | 100points  |
| 7. Final exam         | 100 points |
| 8. Full group project | 400 points |
- A more complete breakdown of the project grades will provided when we begin the project.

**I do NOT round up grades.**

Plus/Minus Grading scale (based on final percentages):

970-1000:	A+
931-969:	A
900-930:	A-
870-899:	B+
831-869:	B
800-830:	B-
770-799:	C+
731-769:	C
700-730:	C-
670-699:	D+
631-669:	D
600-630:	D-
000-599:	F