**Attachment I**

**Sample Itineraries from 2015 Summer Program**

This itineraries is subject to Eureke College.

行程安排仅供参考，个别活动有可能有调整。

* **July 10 – Pick up students at O’Hare Airport; students arrived Eureka College campus.**
* July 11 -- Caterpillar Museum in Peoria, IL and Welcome Lunch at downtown Peoria
* July 12 -- Cookout at Professor Renee Mullen’s; Live Music performance and Dancing at Host Family’s house
* July 24 – Professor Harry Fisher took students to Lincoln Museum at Springfield, IL; shopping at a local mall.
* July 29 – Hot dog & S’mores Cookout at Eureka College
* August 1 – Trip to Chicago, Architectural Cruise in Chicago River and Lake Michigan, Magnificent Mile, Millennium Park and dinner at Chicago Chinatown
* August 2 – Baseball Lesson and Cookout
* August 3 – Epiphany Farms Tour (learned about Sustainability), Anju Above Dinner
* August 4 – Peoria Chiefs Baseball Game
* August 5 – Aurora Outlet Mall, at Aurora, IL
* August 6 – Farewell dinner with host families, faculty and staff at Chanticleer, Eureka, IL
* **August 7 – Took Students to O’Hare Airport. Students returned to HK and then China.**
* **Note: For the 2016 summer program, we will provide similar activities on different dates. EC reserves the right to adjust the itinerary if necessary, (e.g., circumstances not controllable by EC such as bad weather, etc.) and substitute with other similar activities.**

**LDR 110**

**Introduction to Leadership**

**Summer, 2016**

**Syllabus**

**Instructor: Lecture Time: MTWR: 9:00-11:30 AM**

**Office hours: Tutorial Time: TR: 2:00-3:00 PM**

**Email:**

**Official Course Description**

An introduction to the nature of leadership, with a focus on the history and origins of leadership, theoretical approaches to leadership, and the essence of contemporary leadership. Application of these concepts to life experiences will be addressed. Students will be exposed to the nature of leadership through presentation of objective material, group activities, and laboratory exercises.

**Unofficial Course Description**

In this class, students will be introduced to the history of leadership theory from the “Great Man” theory of born leaders to contemporary leadership theories addressing biological sex and culture. The course focuses on comprehension, evaluation, and application of theory to real-life situations through discussions, activities, case-studies, assignments and assessments.

**Course Objectives**

At the completion of this course, a student who has mastered the course content will be able to:

* Describe the central assertions of key theories of leadership
* Assess the strengths, weaknesses, and assumptions of key theories of leadership
* Apply theories of leadership to real-world scenarios
* Distinguish between transactional and transformational leadership.
* Explain the leadership styles posited by the various leadership theories and concepts.
* Demonstrate critical reasoning ability in the application of leadership theories and practices to real-life situations.

**Expectations**

While there will be some lecture, class discussion will be our mainstay. You are expected to read all assigned materials before the scheduled class and be prepared to participate in the classroom discussion.

***Participation does not mean off-the-top-of-your-head comments or opinions. A random walk through your thoughts or opinions is not acceptable participation. As an adult, your opinion is expected to be informed and reflective; informed by data, expert opinion, and research, and reflective by substantive and careful thought. Informed participation can only be achieved by completing the readings and assignments before class.***

In short, be prepared, listen, participate, think, challenge, submit your best work, and grow.

**Textbook**

Northouse, P.G. (2013). *Leadership theory and practice*, 7th ed. Los Angeles: Sage.

**How Your Grade Is Calculated**

Exams 1 & 2 30%  
Final Exam 20%  
Papers & Presentations 40%  
Participation (subjective instructor perception) 5%  
Misc. Other Stuff 5%

**Details on what you’ll be doing to earn your grade:**

*Exams*

With few exceptions, exams are open book essay exams. They are designed as learning tools as much as they are designed as exams. If you read, highlight, and thoughtfully review the text / assigned readings before class, participate in classroom activities, and complete all written assignments, you will be prepared for these essay exams.

*Participation*

You will be expected to participate meaningfully during every class (See “expectations” above). Subjective evaluation of your participation will take into consideration not the number of times you participate, but the quality of your contributions to discussion. It will also involve subjective assessment of your overall attitude and attention (see “rules” below). Your attitude also includes your demonstrated interest in learning and growing as a student. This includes your learning and growth in written and oral assignments.

*Misc. Other Stuff*

Sometimes small assignments will pop up over the course of the class. These small assignments are assessed on a pass/fail basis: if you complete them and they demonstrate you put an average amount of thought and consideration into their quality, you’ll earn these points.

*Written and Oral Assignments*

Written and oral assignments are designed to help you thoughtfully consider leadership theory in a variety of contexts, demonstrate your ability to apply theoretical ideas in a variety of contexts, and help develop your college-level writing skills. I never count pages; I look at quality over quantity. However, excessively long or unreasonably short papers are usually problematic.

Due after Weekend 1 (18 July, 2016):

**Leadership vs Management**

In this short essay (more than 600 but less than 1000 words), the student will explain the difference between leadership and management. This paper should not simply be a list of differences; please use the general 5 paragraph format. This means the student should write a very brief introduction that creates interest for the reader and previews the three to five key claims made in the paper, then transition into the body of the paper, where each of the key claims tends to be discussed *and supported* its own paragraph. There should be transitions that move the reader between each idea (paragraph), as well as a transition into the conclusion, where the writer will briefly summarize the key ideas and provide closure.

This paper may cite the textbook, but should also cite *at least two* credible external sources (Wikipedia is not a credible source). An APA formatted source list should be included at the end of the essay; it does not need to be on its own page.

**The Leader I Know**

Each student will select a leader that he/she knows personally and write an essay about that individual (approximately 600-1000 words). This paper should: (1) introduce the reader to the leader, (2) describe the leadership used by the individual and provide at least 2 examples to support this description, (3) relate the leader’s leadership behaviors to one or more leadership theories from the textbook and provide examples to support your comments, and (4) discuss the perceived effectiveness of the leader’s style by providing specific supporting evidence. You are expected to cite the text.

The purpose of this assignment is to focus on the leaders in our lives who may not be well-known by the public but who make important contributions to our lives, organizations and communities.

Consider using the description of this assignment to create an outline for this paper. Include an introductory and concluding paragraph and write strong, clear transitions between your ideas.

Due after Weekend 2 (25 July, 2016):

**Profile of a leader**

Examine a famous leader applying concepts and theories explored in this course. Follow this outline:

a.) Open your essay with an opening paragraph describing the leader and summarizing the leadership theory that you will be addressing. (Keep the background information very brief. This is not a biographical sketch.)

b.) Name three specific leadership skills, three specific leadership behaviors and three specific leadership traits of this leader.

c.) Name the leadership skill, leadership behavior and leadership trait that you think best explains the success of this leader, and explain why.

d.) Apply this leader’s approach or style to one of the leadership theories discussed in this course. (apply = give an example)

e.) Explain why this leadership style or approach has been successful for this leader and make logical arguments supporting your case.

f.) Write a summarizing paragraph.

Cite at least two direct or paraphrased quotes from the Northouse textbook.

This paper should be at least 3 but not 6 pages long. Consider using the description of this assignment to create an outline for this paper. Include an introductory and concluding paragraph and write strong, clear transitions between your ideas. You’ll be discussing this paper informally in class.

**Letter to a Toxic Leader**

In this short essay (500-800 words), students will write a letter to a toxic leader from our world or your personal history. Reflect on their specific leadership episodes, processes, by-products. Begin several paragraphs with either: “If you had only known...” or “Perhaps you knew...”[and complete the phrase with lessons gained from your reading, citing the text as necessary]. You will read this paper aloud in class, so write with discretion to protect the guilty!

Due after Weekend 3 (1 August 2016):

**Cinematic Leadership (formal) Presentation and Outline**

Each student pair will select a film to view and review in order to demonstrate leadership in action. This can be a film that the student has watched in the past or can be a new film. The presentation should include the following information:

a.) What evidence of leadership did you find within the film? (character development, actions, plot, etc.)

b.) What were the primary challenges faced by those who were practicing leadership and how did they overcome these challenges? (this should be theory-driven)

1. What leadership theory or theories did you see practiced within the film? (Give evidence of the theory in action)
2. What was modeled within the film that you would either like to emulate as a leader or you would like to avoid as a leader? Why?

The presentation should include at least one clip from the movie that involves an appropriate verbal introduction and debriefing. Along with the presentation, the students should turn in a 1-2 page phrase-only,1.5 spaced outline.

Presentations will be evaluated based on inclusion and analysis of answers to the questions as well as the basics of prepared, informed, public speaking skills. The purpose of this assignment is to focus on additional examples of leadership within our lives. In preparing for the presentation, the student should place themselves in the role of a Professor and ask themselves: What leadership concepts are demonstrated in this film that I want to highlight? What clip examples would I give to students in the hopes that they would apply those concepts to this film?

A very specific example from a presentation might sound like this:

In one scene (58 minutes into the film) Tom says he imagines a day when there will be no more poverty. He then goes on to persuasively argue that the elimination of poverty will cause a significant decline in wars and societal violence. In this scene Tom paints a vivid vision of the future for his followers. This connects to Chapter 8 of our textbook and our which discusses transformational leadership. One component of transformational leadership is inspirational motivation, which Tom is accomplishing with his vivid portrayal of a very different future. The scene can also be used to illustrate the power bases and influence tactics of a leader as Tom relies on predominately “XX” power and “YY” influence tactics in this scene.

Some (very dated) film ideas include but are not limited to:

12 Angry Men Hoosiers

A Face in the Crowd King Lear  
A Man for All Seasons Lion King  
Citizen Kane Lord of the Flies  
Dead Poets Society Norma Rae  
Executive Decision Martha, Inc  
Ghandi Orpheus  
Glory Real World  
Henry V Patch Adams  
Hitler: Rise of Evil Remember the Titans  
Homer’s The Odyssey Romero  
Crouching Tiger Hidden Dragon The Great Santini   
The Road to Freedom Twelve O’Clock High  
U-571 The West Wing  
Finding Nemo Ants

**The Ideal Leadership Theory – paper and formal presentation**

In this 3 page essay, students will reflect upon what they have learned in the course and provide thoughts on what the “ideal” leadership theory might be. The ideas in this paper will be presented to the class on the last Friday we meet. In addition to providing an essay on this topic, students will be required to provide two meaningful replies of 200 words to other students’ essays on the last day of class.

**Classroom Rules**  
I will always treat you with respect - I expect the same courtesy extended both to me and to other students at all times.  
  
Non-traditional college life is exhausting and no one understands that more than I. Don’t be afraid to stand up in the back of the room if you find yourself nodding off in class. If you’re really unable to function, talk to me and I’ll tell you where to sneak away and catch a few winks. I’d rather have you miss ½ hour of class for a quick cat-nap than miss an entire session because you’re really not paying attention because you’re so focused on just trying to stay awake.   
  
Please do not surf the internet during class. There’s really no reason to have your laptop open in class 90% of the time. I have ADD; I get the urge to multi-task. Resist that urge, please.  
  
Please don't plagiarize -- even unintentionally. Eureka College requires that I report all instances of plagiarism. Trust me, you don't want to have to deal with Eureka College on this issue. Simply cite all of your sources. In instances of plagiarism, I elect the right to fail you for the course.

**About your instructor**

I am one of the most approachable people in the world! Therefore, if you have any questions, concerns, needs, suggestions, complaints, etc., please don’t hesitate to contact me in person, by phone, or by email. My goal is to make this course a rewarding learning experience, which means that we will work hard, but in the process we will have fun, and in the end we should both get something out of it. This cannot be accomplished without your participation. I want to see you succeed: come and talk to me!

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| **Class** | **Date** | **Main Topic** | **Readings** |
| 1 | 11 July, 2016 | Introduction  Syllabus Review | Northouse, Ch. 1 |
| 2 | 12 July, 2016 | Trait Approach | Northouse, Ch. 2 |
| 3 | 13 July, 2016 | Skills Approach | Northouse, Ch. 3 |
| 4 | 14 July, 2016 | Behavioral Approach | Northouse, Ch. 4 |
| 5 | 18 July, 2016 | Psychodynamic Approach | Northouse, Ch. 12 |
| 6 | 19 July, 2016 | Leadership Ethics | Northouse, Ch. 13 |
| 7 | 20 July, 2016 | Culture & Gender | Northouse, Ch. 15 & 16 |
| 8 | 21 July, 2016 | Situational Approach | Northouse, Ch. 5 |
| 9 | 25 July, 2016 | Adaptive Leadership | Northouse, Ch. 11 |
| 10 | 26 July, 2016 | Path-Goal Theory & Leader-Member Exchange Theory | Northouse, Ch. 6 & 7 |
| 11 | 27 July, 2016 | Transformational Leadership | Northouse, Ch. 8 |
| 12 | 28 July, 2016 | Servant Leadership & Authentic Leadership | Northouse, Ch. 9 & 10 |
| 13 | 1 Aug., 2016 | Team Leadership | Northouse, Ch. 14 |
| 14 | 2 Aug., 2016 | Review/Tutorial |  |
| 15 | 3 Aug., 2016 | Review/Tutorial |  |
| 16 | 4 Aug., 2016 | Final Exam |  |