

GOVERNORS STATE UNIVERSITY
COURSE SYLLABUS
CRIMINAL JUSTICE MA PROGRAM

COLLEGE/DIVISION: College of Arts and Sciences/Division of Liberal Arts

INDEX NUMBER: CJUS 702

COURSE TITLE: Building Leadership

CREDIT HOURS: 3.0 (taken as three 1-credit courses)

TRIMESTER:

CLASS ROOM:

DAY/TIME:

INSTRUCTOR:

OFFICE:

OFFICE HOURS:

PHONE:

E-MAIL:

CATALOG DESCRIPTION: A sequence of three repeatable 1-credit seminars in leadership and ethical behavior, with the goal of identifying and fostering leadership strengths in Criminal Justice MA students, such as communication skills, problem-solving skills, and team-building skills, decision making skills, and motivational skills. This course will utilize a case study approach as well as an adult learning approach.

PREREQUISITES: CJUS 601 or permission of instructor.

RESTRICTIONS: This course is intended only for students enrolled in the Criminal Justice MA program.

COURSE RATIONALE: Professional standards in criminal justice and related organizations continue to rise. More and more administrators find that they need not only professional skills but also advanced proficiency in such areas as analysis, communication, and leadership. This sequence of seminars will help Criminal Justice MA students develop those skills across a broad array of settings and contexts.

INTENDED AUDIENCE: All graduate students in the Criminal Justice MA Program.

PROGRAM EXPECTED STUDENT OBJECTIVES: Upon completing the Criminal Justice MA program, students will have gained knowledge of the following:

1. Understanding of team-building techniques for justice-related projects.
2. Familiarity with historical and current theoretical approaches to explaining criminal behavior and organizational theory pertaining to public organizations, particularly justice-related organizations.
3. Ability to apply planning, analysis, and problem-solving techniques to justice-related problems and challenges.
4. Understanding of community-based, multi-agency approaches to solving crime problems.
5. Utilize research-based, strategic approaches to solving crime problems.
6. Utilization of leadership skills to develop consensus around crime- and justice-related issues.
7. Ability to apply research and statistical techniques for planning and forecasting in the justice arena.
8. Ability to develop project and organizational budgets for planning and development purposes.

EXPECTED STUDENT OUTCOMES/COURSE OBJECTIVES:

Upon completion of this course the student will be able to:

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| 1. Distinguish between different leadership styles and approaches. | Meets Student Learning Objective # 1, 6 |
| 2. Demonstrate knowledge of different leadership theories. | Meets Student Learning Objective 1, 6 |
| 3. Assess stressful and problematic situations and apply different leadership approaches to them. | Meets Student Learning Objective 1, 3, 6 |
| 4. Perform a self-assessment of leadership strengths and needs. | Meets Student Learning Objective 1, 6 |
| 5. Identify areas for personal leadership development. | Meets Student Learning Objective 6 |
| 6. Formulate a plan for improving personal leadership abilities. | Meets Student Learning Objective 6 |

INSTRUCTIONAL MODALITIES: This course is conducted primarily in a lecture and workshop style, with occasional group group projects, and occasional delivery of course content via media (television or Internet).

COURSE OUTLINE AND SCHEDULE:

Class Period	Expected Student Outcome	Topics	Reading(s)/Assessment
Session I (5 weeks): Understanding Leadership Theory			
Week 1	1	Overview of Leadership Theory and Approaches	<ul style="list-style-type: none"> • Reading: Northouse Theory & Practice, Chapters 1-5
Week 2	1	Overview of Leadership Theory and Approaches (cont'd)	<ul style="list-style-type: none"> • Reading: Northouse Theory and Practice, Chapters 6-8
Week 3	1, 2	Identifying Different Leadership Styles	<ul style="list-style-type: none"> • Reading: Northouse Theory and Practice, Chapters 9-11
Week 4	2, 3	Case Studies in Leadership	<ul style="list-style-type: none"> • Reading: Northouse Theory and Practice, Chapters 12-14
Week 5	2	Debating Effective Leadership Approaches	<ul style="list-style-type: none"> • Class Debate • Final Quiz
Session II (5 weeks): Assessing Leadership Strengths and Needs			
Week 1	2, 3	Assessing Leadership Skills	<ul style="list-style-type: none"> • Northouse Concepts & Practice, Chapters 1-5
Week 2	3, 3	Assessing Leadership Skills (cont'd)	<ul style="list-style-type: none"> • Northouse Concepts & Practice, Chapters 6-8
Week 3	3	Leadership and Ethics	<ul style="list-style-type: none"> • Northouse Concepts & Practice, Chapters 9-10
Week 4	3	Case Studies in Leadership	<ul style="list-style-type: none"> • Extra readings as assigned by instructor
Week 5	4, 5	The Final Assessment: Outlining a Personal Leadership Plan	<ul style="list-style-type: none"> • In-class presentations • Final Quiz
Session III (5 weeks): Improving Personal Leadership Abilities			
Week 1	6	Overview of session, review of personal leadership plans	<ul style="list-style-type: none"> • Topical readings as assigned**
Week 2	6	Leadership skills workshop I*	<ul style="list-style-type: none"> • Topical readings as assigned**
Week 3	6	Leadership skills workshop II*	<ul style="list-style-type: none"> • Topical readings as assigned**
Week 4	6	Leadership skills workshop III*	<ul style="list-style-type: none"> • Topical readings as assigned**
Week 5	6	Demonstrating leadership skills	<ul style="list-style-type: none"> • In-class presentations • Final Quiz
<p>“**” For this 5-week segment, the instructor will review the leadership plans developed by students in Session II (“Outlining a Personal Leadership Plan”) and develop a series of three hands-on leadership workshops (weeks 2-4) that students will participate in to sharpen their leadership skills; topics will likely include: public speaking, motivational interviewing, conflict resolution, planning a meeting, or preparing an effective presentation.</p> <p>“***” For this 5-week segment, the instructor will assign individual readings in leadership and skill development, or will assign individual exercises for students to complete, based on the leadership plan developed at the end of Session II (“Outlining a Personal Leadership Plan”); as necessary, the instructor will re-assign readings from the first two sessions (from the Northouse texts).</p>			

REQUIRED TEXTS:

Northouse, P. 2007. *Leadership Theory and Practice* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Northouse, P. 2009. *Introduction to Leadership Concepts and Practice*. Thousand Oaks, CA: Sage Publications, Inc.

Other readings as assigned by instructor.

GRADING/EVALUATION: Students will be graded as follows:

Session I:

Class Debate: 50%

Final Quiz: 50%

The final grade for Session I will be calculated according to the following formula: [(Class Debate grade * .5)+(Final Quiz grade * .5)] = final grade.

Session II:

In-class Presentation: 50%

Final Quiz: 50%

The final grade for Session II will be calculated according to the following formula: [(In-class Presentation grade * .5)+(Final Quiz grade * .5)] = final grade.

Session III:

In-class Presentation: 50%

Final Quiz: 50%

The final grade for Session III will be calculated according to the following formula: [(In-class Presentation grade * .5)+(Final Quiz grade * .5)] = final grade.

A = .90-1.00

B = .80-.89

C = .70-.79

D = .60-.69

F = Below .60

DISABILITY STATEMENT:

GSU is committed to providing all students equal access to all university programs and facilities. Students who have a documented physical, psychological, or learning disability and need academic accommodations, must register with Access Services for Students with Disabilities (ASSD). Please contact the Coordinator of ASSD in Room B1201 in person; by e-mail, assd@govst.edu; or by calling 708.235.3968. If you are already registered, please contact your instructor privately regarding your academic accommodations.

EXPECTATIONS:

1. Students are expected to attend ALL classes, and to be prompt for all class sessions. Arriving late for a class meeting is counted as a tardy. You are tardy if you come into class after your name is called during roll call. Leaving class early will count as a tardy. Any expected absences from class, or lateness, or early exit from class, must be discussed with the instructor prior to class.
2. Students are expected to complete all assigned readings before each class.
3. Students are expected to make arrangements to see the course instructor when they need assistance with the course. Please make an appointment or visit the instructor's office during regular office hours.

ACADEMIC HONESTY:

All students are expected to adhere to the Governors State University Honor Code, especially in respect to cheating and plagiarism. Infractions may result in an "F" grade for the course as well as other sanctions.

Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgement of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The university policy on academic honesty appears in the appendix of the Governors State University Catalog, and the disciplinary policy appears in the Student Handbook. A failing grade, for the project or the class, may result from a finding of cheating or plagiarism.

GSU WRITING CENTER

At the professor's discretion, students may be referred to the GSU Writing Center (http://www.govst.edu/sas/t_stu_dev.aspx?id=995) for assistance with writing and research papers. If a student referred to the GSU Writing Center does not, in fact, go to the writing center (or access it on-line), grade points may be deducted from the final grade.