

**CMN 3986-600 Jesus Christ's Communication and Leadership**  
**Summer 2012 COURSE SYLLABUS**

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**Class Meetings:** online in Webct

**Title:** Jesus Christ's Communication and Leadership

**Description:** The study of the servant leadership and transformational leadership style of Jesus Christ provides a practical guide to communicating with and motivating people.

**Rationale:** The study of the servant leadership and transformational leadership style of Jesus Christ provides a practical guide to communicating with and motivating people. His leadership style was based on the self-mastery, action, and relationship skills that he applied to training and motivating his team of disciples. These principles can be applied to any business, service, or industry that relies on more than an individual to complete various tasks and goals; and, these principles can be employed by anyone.

**Course Objectives—students will:**

1. Demonstrate knowledge of the history, literature, and function of the basic leadership theories in the communication studies discipline.
2. Explain the theoretical bases of Jesus' leadership and illustrate them with examples from personal and professional experiences and from Biblical accounts.
3. Compare leadership style of Jesus to other leadership styles by analyzing case studies.
4. Illustrate competence and the ability to apply leadership principles of Jesus—i.e., strength of mastery, strength of action, and strength of relationship.
5. Create a presentation—using self-mastery, action, and relationship skills—to train and motivate a small group.
6. Critically reflect upon learning experiences by using a variation of Brookfield's Critical Incident Questionnaire.
7. Critique the effectiveness of a presentation developed by one of their peers.

**Teaching Method:**

This course will utilize an approach to instruction that you may not be familiar with from previous experience. In this course, the instructor is a facilitator: one who is there to assist and provide input into the educational process. Class is oriented toward experiential and collaborative learning. Assignments for the class will create learning opportunities from which you are to extract lessons from the experiences as well as the content. This is a much more complex method of learning since you are learning both process and content (most courses focus heavily on content); but, it is also more enjoyable.

**Teaching Format:**

This is a technology-delivered (TD) course, meaning the learning environment will be completely online—i.e., in WebCt. All assignments will be submitted to the instructor in WebCt.

**Assessment:** Course Requirements and Grading—course requirements include five major independent measures of learner competency:

<b>Grading Scale</b>	
DQs (8 x 10 points each), DQ Responses to classmates (8 x 5 points each)	120 points
Critical reflection weekly responses (8 x 5 points each)	40 points
Annotated bibliography (15 points), Course Paper (50 points)	65 points
Team Slide Presentation (30 points). Feedback to Other Team (15 points)	45 points
Exam	30 points
Total Points	300 points
(A = 300-270; B = 269-240; C = 239-210; D = 209-180; F = 179 and lower)	

**Final Exam (25 points):**

The final exam will consist of essay questions for which students will demonstrate their conceptual knowledge of the course content. The exam can be accessed in the assessment area of Webct.

**Discussion Questions (15 points each and to be posted in the discussion area of Webct):**

1. The instructor will start each discussion by posting one or more questions at the beginning of each week (Sunday or Monday). The discussion will continue until the following Sunday night, at which time the discussion board will close for that week.
2. Students are to post their initial responses to discussion questions no later than midnight on Thursday. This will allow time for responding to other learners and for deeper discussion to develop. A 20% grade penalty will be applied for each day your assignment/post is submitted past the due date.
3. Please focus on the questions posted. But, feel free to bring in related thoughts and material, other readings, or questions that occur to you from the ongoing discussion.
4. Your initial response to discussion questions should reflect an understanding of the course material and contain at least 250 words (see rubric below).
5. Your postings should advance the class's negotiation of ideas and meanings about the material
6. You are also expected to provide a substantive response—i.e., your contributions should go beyond a "ditto"—to at least two classmates' initial post for each discussion question topic by midnight on Friday of each week. There is no minimum word count required for these follow-up posts.
7. You are required to read all students' initial discussion question responses.

**Discussion Rubrics: Discussion Question First Response (10 points each):**

<b>Integration/synthesis of concepts and principles</b>	<b>Applications, Personal/Professional Examples</b>	<b>Appropriate citations</b>	<b>Writing standards</b>	<b>Timeliness</b>
The response refers to course materials and reflects an understanding of fundamental principles. Irrelevant comments are excluded. Competencies are addressed and ideas are creatively synthesized.	The response Addresses professional and personal examples while at the same time integrating the answer with the course materials. Applications use course concepts correctly and insightfully.	The response References course resources to support assertions of fact and theoretical insights. Opinions are Clearly labeled; opinions are held to a minimum unless the question requests the learner to discuss personal reactions or feelings.	The writing is clear, concise, and easy to understand. Terminology is used correctly, and the response is coherent. 250 words minimum.	The response is submitted on or before the due date.

**Response to another Classmate (5 points each)**

Integration/synthesis of concepts and principles	Writing standards	Timeliness
The other learner's concerns or ideas are addressed. When appropriate, the response refers to course materials and reflects an understanding of fundamental principles. When appropriate, the response addresses the other learner's feelings or perceptions. Irrelevant comments are excluded.	The writing is clear, concise, and easy to understand. Terminology is used correctly, and the response is coherent.	The response is submitted on or before the due date.

Note that the instructor is not required to use the calculated percentages to determine your grade. The instructor may raise or lower your score based on your overall performance or unusual circumstances. However, the instructor must justify the adjustment to you in writing.

**Annotated Bibliography (15 points):**

Each person will use at least 10 credible sources to develop his/her course paper and create an annotated bibliography. The annotated bibliography (APA format) will be submitted in the assignment area by the due date. If you are unfamiliar with how to create an annotated bibliography, please go to the "web links" section to access resources to help guide you.

**Annotated Bibliography Rubric**

Objective/Criteria	Performance Indicators			
	Exceptional	Meet Expectations	Needs Improvement	Incomplete
APA formatting	(10 points)	(8 points)	(5 points)	(0 points)
Description	(5 points)	(4 points)	(3 points)	(0 points)
				out of 15

**Course Paper (50 points):** Each learner will write a course paper. Please use APA formatting for the paper. The paper should be 5-7 pages, not including a reference page with a minimum of 10 sources. The paper will have three main parts to the body:

1. The learner reflects on her or his personal understanding of servant-leadership, interprets it within the context of the course, and articulates her/his personal mission as a servant-leader. (2-3 pages).
2. The learner describes either the presence or absence of servant-leadership within her or her own organization, interprets the benefits or challenges from her or his perspective, and compares it to another servant-led organization from her/his readings or personal experiences. (2-3 pages).
3. A futuristic outlook of the topics impact on leadership (1 page).

The paper must be uploaded in the assignment area of Webct in one of these formats: docx, rtf, or pdf by the due date set forth in the course calendar.

## Course paper rubric:

Course Paper Rubric*			
Criteria and Qualities	Needs Improvement	Meets Expectations	Exceptional
<b>Introducing the idea: Problem statement</b>	Neither implicit nor explicit reference is made to the topic or purpose of the article.	Readers are aware of the overall problem, challenge, or topic of the article	The topic is introduced, and groundwork is laid as to the direction of the article.
<b>Body: Flow of the review</b>	The summary appears to have no direction, with subtopics appearing disjointed.	There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.	The summary goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.
<b>Coverage of content</b>	Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the course.	All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to the course is evident.	The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance to the course is unquestionable.
<b>Clarity of writing and writing technique</b>	It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive. Few (3) spelling, grammar, or punctuation errors are made.	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate and supports ideas with examples. No spelling, grammar, or punctuation errors are made.
<b>Conclusion: A synthesis of ideas and application to library media center program</b>	There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review. No application to library media center program is provided.	The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the report. The application to library media center program is stated.	The author was able to make succinct and precise conclusions based on the review. Insights into the problem are appropriate. Conclusions and the application to library media center program are strongly supported in the review.
<b>Citations/References: Proper APA format</b>	Citation for the article did not follow <a href="#">APA format</a> and was missing essential information.	Citation for the article did follow <a href="#">APA format</a> ; however, a few (2) errors in essential information were evident.	Citation for the article did follow <a href="#">APA format</a> . Essential information was accurate and complete.
<b>Timeliness</b>	Material was submitted between 12-24 hours late.	Material was submitted up to 12 hours late.	Material is submitted on time.

(Modified Rubric from Curtis, 2009)

**Group Slideshow or Webpage (45 points):** Each group selects an organization to evaluate based on the principles of Jesus Christ's servant leadership approach. The group will complete a 10–25 slide slideshow presentation or web pages to display the information gathered. The slideshow or webpage link must be uploaded and submitted by only one group member in the assignment area of Webct by the due date set forth in the course calendar. The slideshow must also be uploaded to the designated Webct discussion thread for other groups to provide peer feedback. See the slideshow rubric below.

### Slideshow Rubric

ACTIVITY	Exceptional	Proficient	Partially Proficient	Incomplete
<b>Research and Notes Based on Team Discussion Thread Collaboration</b>	Notes indicate you accurately researched a variety of information sources, recorded and interpreted significant facts, meaningful graphics, accurate sounds and evaluated alternative points of view.	Notes show you recorded relevant information from multiple sources of information, evaluated and synthesized relevant information.	Notes show you misinterpreted statements, graphics and questions and failed to identify relevant arguments.	Notes show you recorded information from four or less resources, did not find graphics or sounds, and ignored alternative points of view.
<b>Preproduction Plan - Storyboard</b>	The storyboard illustrates the slide presentation structure with thumbnail sketches of each slide including: title of slide, text, background color, placement & size of graphic, fonts - color, size, type for text and headings, hyperlinks (list URLs of any site linked from the slide), narration text, and audio files (if any). All slides are numbered, and there is a logical sequence to the presentation.	The thumbnail sketches on the storyboard include titles and text for each slide and are in sequential order.	The thumbnail sketches on the storyboard are not in a logical sequence and have incomplete information.	There a very few thumbnail sketches on the storyboard and do not provide an overview of the presentation.
<b>Introduction</b>	The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals.	The introduction is clear and coherent and relates to the topic.	The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.	The introduction does not orient the audience to what will follow.  The sequencing is unclear and does not appear interesting or relevant to the audience.

<b>Content</b>	<p>The content is written clearly and concisely with a logical progression of ideas and supporting information.</p> <p>The project includes motivating questions and advanced organizers. The project gives the audience a clear sense of the main idea.</p> <p>Information is accurate, current and comes mainly from * primary sources.</p>	<p>The content is written with a logical progression of ideas and supporting information.</p> <p>Includes persuasive information from reliable sources.</p>	<p>The content is vague in conveying a point of view and does not create a strong sense of purpose.</p> <p>Includes some persuasive information with few facts.</p> <p>Some of the information may not seem to fit.</p> <p>Sources used appear unreliable.</p>	<p>The content lacks a clear point of view and logical sequence of information.</p> <p>Includes little persuasive information and only one or two facts about the topic.</p> <p>Information is incomplete, out of date and/or incorrect.</p> <p>Sequencing of ideas is unclear.</p>
<b>Text Elements</b>	<p>The fonts are easy-to-read and point size varies appropriately for headings and text.</p> <p>Use of italics, bold, and indentations enhances readability.</p> <p>Text is appropriate in length for the target audience and to the point.</p> <p>The background and colors enhance the readability of text.</p>	<p>Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.</p>	<p>Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.</p>	<p>The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.</p>
<b>Layout</b>	<p>The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.</p>	<p>The layout uses horizontal and vertical white space appropriately.</p>	<p>The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.</p>	<p>The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.</p>

<b>Citations</b>	<p>Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented.</p> <p>All sources of information are clearly identified and credited using APA citations throughout the project.</p>	<p>Most sources of information use proper APA citation, and sources are documented to make it possible to check on the accuracy of information.</p>	<p>Sometimes copyright guidelines are followed and some information, photos and graphics do not use proper APA citations.</p>	<p>No way to check validity of information.</p>
<b>Graphics, Sound and/or Animation</b>	<p>The graphics, sound and/or animation assist in presenting an overall theme and enhance understanding of concept, ideas and relationships.</p> <p>Original images are created using proper size and resolution, and all images enhance the content.</p> <p>There is a consistent visual theme.</p>	<p>The graphics, sound and/or animation visually depict material and assist the audience in understanding the flow of information or content.</p> <p>Original images are used.</p> <p>Images are proper size, resolution.</p>	<p>Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts.</p> <p>Most images are clipart or recycled from the WWW.</p> <p>Images are too large/small in size.</p> <p>Images are poorly cropped or the color/resolution is fuzzy.</p>	<p>The graphics, sounds, and/or animations are unrelated to the content.</p> <p>Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.</p>
<b>Writing Mechanics</b>	<p>The text is written with no errors in grammar, capitalization, punctuation, and spelling.</p>	<p>The text is clearly written with little or no editing required for grammar, punctuation, and spelling.</p>	<p>Spelling, punctuation, and grammar errors distract or impair readability.</p> <p>(3 or more errors)</p>	<p>Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required.</p> <p>(more than 5 errors)</p>
<b>Teamwork</b>	<p>Different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.</p> <p>Cooperative teamwork evident.</p>	<p>Some separate tasks or roles assigned.</p> <p>More complex activities required.</p>	<p>Few steps, no separate roles assigned.</p>	<p>No sharing of roles.</p>

(Modified Rubric from Vandervelde, 2008)