LEE ONLINE

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SYLLABUS

CLDR-301: INTRODUCTION TO CHRISTIAN LEADERSHIP

Date: 02/19/2020

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the undergraduate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course is a survey of leadership principles and ideas offered provide a sound basis for effective ministry. Attention will be given to contemporary models of ministry leadership that have been successful in the contemporary cultural environment.

Required Text(s) and/or Supporting Resources:

Required Text:

Geiger, Eric and Peck, Kevin. *Designed to Lead: The Church and Leadership Development*. Nashville: B & H Publishing Group, 2016. ***[Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.]***

Northouse, Peter G. *Leadership: Theory and Practice.* 9th ed. Thousand Oaks, CA: Sage, 2021. [***Provided as a link in the course and charged to your Lee account as "Book Bundle" fee.]***

Additional Supporting Resources (not required to purchase):

CLDR-301 Course Project Library Guide (Lib Guide)   https://leeuniversity.libguides.com/CLDR301
Resources provided in the Learning Management System (LMS).

Prerequisite Skills and Knowledge:

None

Course Goals and Learning Outcomes:

PURPOSE

This course intends to explore Biblical, historical, and contemporary theories, models, and perspectives on leadership and how they specifically relate to organizational and ministerial contexts. The essential goal for the course is an interaction between the curriculum information and students' life contexts. Therefore, it is essential that a constant flow of discussion and exploration of the relevance of the topic at hand take place for the student. The students are led to consider the roles of leadership character, personality, environment, influence, and movement in their own growth and development. The academic information provides a needed research base that does not rely on anecdotal paradigms. Yet the academic information becomes relevant only as it prompts integration with the students' present and future challenges. Therefore, the essential task for the instructor is to provide an open environment for transparency and exploration. That often begins as the instructor relates personal interaction with the material and the students.

General Learning Objectives (*Course Goals*):
This course seeks to:
1. Understand leadership from the perspective of a Christian worldview.
2. Integrate leadership philosophies and ideas with daily practice.
3. Explore the primary components of leadership and their effects.
4. Examine the qualities of good and bad leaders.
5. Introduce prominent leadership styles and their applications.
6. Investigate leadership skills and their effectiveness in specific situations.
7. Foster key characteristics of servant leadership and their sources.
8. Foster a heightened awareness of the role of women in leadership.
9. Explore strategies concerning personal and ethical leadership
10. Examine the leadership approaches taken by others.

Specific Behavioral Objectives (*Learning Outcomes*):
As a result of the activities and study in this course, the student should be able to:
1. Describe leadership from the perspective of a Christian worldview.
2. Articulate a heightened awareness of leadership philosophies and ideas.
3. Describe the primary components of leadership.
4. Describe the qualities of good and bad leaders.
5. Name and discuss prominent leadership styles.
6. Identify a leadership style given a particular scenario.
7. Distinguish leadership styles given a specific situation.
8. Identify key characteristics of servant leadership.
9. Articulate a heightened awareness of the role of women in leadership.
10. Name and discuss various perspectives concerning ethical leadership.
11. Relate theories to personal experiences with leadership.
12. Analyze and critique the leadership approaches taken by others.

Major Topics:

A. Key Concepts of Leadership
B. The Christian Leader
C. Principles of Leadership Character
D. Principles of Leadership Personality and Style
E. Principles of Leadership Environment and Situations
F. Principles of Leadership Influence
G. Principles of Leadership Support, Resources, and Growth
H. Jesus' Model of Servant Leadership
I. Women and Leadership

Course Assessments:

A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.
B. **Threaded Discussions.** The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of "a" and "b" above) and then

response posts interacting to other students' initial posts (evaluation of "c" above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.

C. **Unit Assignment (Interactive).** There are interactive presentations provided for students to assess their knowledge of the material. These presentations allow unlimited opportunities to learn the information provided as preparation for other assignments in this course.

D. **Unit Assignment (Video).** Students will create a 5-10 minute Ted Talk type video discussing key concepts of Christian leadership.

E. **Exams.** Students will take 5 Reading and Application Quizzes (Units 1, 2, 3, 4, and 5)

F. **Course Project.** Students will write a research paper developing an integrated definition of Christian Leadership. Students will complete this task as assigned in two assignments: (1) Project Proposal (2-3 pages) and (2) Integrated Definition of Christian Leadership (10-12 pages). Students will write a two-three page research proposal to be submitted to the instructor as assigned. The proposal will include a thesis for the proposed paper, the Biblical foundation for the research, and proposed understanding of leadership development in the local church. The 10-12 page research paper will develop an integrated definition of Christian Leadership. The research paper will include: a Biblical and theological foundations of Christian Leadership; Contemporary leadership theory and its implications for Christian Leadership; leadership development in the local church; and a clear, explicit integrated definition of Christian Leadership.

Evaluation:

A. Threaded Discussions   350
B. Unit Assignments   150
C. Exams   200
D. Course Project   300

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
C-	1.7	700 – 729
D+	1.3	670 – 699

| D | 1.0 | 600 – 669 |
| F | .0 | 0 - 599 |

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 14-16 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES

Attendance Policy:

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:
- Submitting work for academic evaluation that is not your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:
  a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
  b. paraphrasing all or part of another person's words without documentation.
  c. stating an idea, theory, or formula as your own when it actually originated with another person.
  d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion.)
- No late assignments will be accepted after the close of the final unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)

- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.
- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or

email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

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Walker, P. L. (1988). *The Strength of Solitude*. Mount Paran Church of God Speech. Atlanta, GA, 1988.