

# GUID-47 Leadership Development

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## *Course Information*

**Semester and Year:** Fall 2025

**Section number:** GUID-47-V0431

**Course Dates:** Sept. 6 – Dec. 19

**Location:** Online using Canvas

**Instructor:** April Klingonsmith

**Number of Units:** 2

**Transfers to:** California State University as elective

**Course Calendar:** Located at end of syllabus

## *Instructor Information*

**Office hours:** Tuesdays 9am to 11am (call or text)

**Preferred contact method:** Canvas Inbox

**Email address:** [april-klingonsmith@redwoods.edu](mailto:april-klingonsmith@redwoods.edu)

**Communication expectations:** The instructor accesses Canvas regularly. April responds to email and Canvas inbox typically within 48 hours. Should a situation arise when she cannot access Canvas or reply to email within that time frame, she will notify the class in an announcement, then will announce when she's returned.

## *Catalog Description*

In this course, students embark on paths of personal leadership development by learning and applying leadership skills in a hands-on practical way. Students will become familiar with different techniques of exercising leadership, their own strengths, and weaknesses, and how they can best work with others in a leadership context. This course analyzes and evaluates the role of leadership in history and today's society and how it applies in real world contexts.

## *Course Delivery*

This asynchronous course is delivered and taught 100% online. There are no classroom meetings and no specific meeting times. Work through the course modules at your own pace, on your own time, turning in assignments by the deadlines.

## ***Textbook Information***

Title and Author: Principle-Centered Leadership by Stephen R. Covey.

ISBN: 978-0-671-79280-0

Places to purchase or access the textbook:

- [CR bookstore](#)
- [Extended Opportunity Programs and Services \(EOPS\)](#) (textbook voucher)
- [CR Eureka & Del Norte library](#) (2-hour check-out)
- [Veteran's Resource Center](#) (lending library)
- [Multicultural and Equity Center](#) (lending library)
- [Humboldt County Library](#)
- [Amazon](#)
- [Libby](#)
- [Audible](#)
- [Kindle](#)

## ***Course Learning Outcomes***

1. Define the characteristics of effective leaders and leadership.
2. Analyze and evaluate the role of leadership in history and today's society.
3. Understand and develop the skills needed to lead successfully.
4. Create a Personal Leadership Plan.

## ***Course Objectives***

1. Identify, observe, analyze, and apply new leadership behaviors.
2. Enable students to understand their leadership journeys by reflecting upon and framing their life stories and experiences to date.
3. Gain clarity about personal leadership principles, values, and ethical boundaries, and how they will respond under pressure when challenged.
4. Understand the conduct of actual leaders and analyze the effectiveness of their conduct.
5. Identify, comprehend, and critique leadership theory and skills.
6. Assessment of application of leadership theory and skills.
7. Develop a personal leadership plan for successful integration of course concepts into students work/life.

## ***Grading***

This course includes a total of 1,205 possible points. You can view your current grade anytime in the Canvas Gradebook. Final grades are calculated using a traditional percentage scale based on the total points you earn. Each assignment includes specific grading criteria, which you can find at the bottom of its description in Canvas. Most assignments are graded as they are submitted. However, Discussions are graded after the due date to allow for full participation.

## Grading Point Totals

Grade	A	A-	B+	B	B-	C+	C	D	F
Percent	93% and above	90% to 92%	88% to 89%	83% to 87%	80% to 82%	78% to 79%	70% to 77%	60% to 69%	59% and below

Coursework	Points	Total points	Percentage
Assignments (7 total)	40 points each	280	23%
Discussion forums (6 total)	50 points each	300	25%
Reflection Assignments (3 total)	40 points each	120	10%
Interviews (3 total)	60 points each	180	15%
Leadership Plan	150 points	150	12%
Leadership Case Study	175 points	175	15%
		1205	100%

## Graded Course Discussions

There are six discussion forums in this course, each worth 50 points. These forums are designed to help you reflect on your personal leadership development and connect with classmates by sharing insights related to each module's themes. Engaging in these discussions will deepen your understanding of leadership concepts and allow you to learn from the diverse experiences of others. Each forum includes a grading rubric, available within the assignment in Canvas.

To earn full credit:

- Post your initial response (minimum 350 words) a few days before the deadline.
- Respond to at least two classmates by the deadline.
- Extra credit is available for responding to one additional classmate beyond the required two.

### Required Discussions

1. Introduction Video
2. Leadership Movie/Show Series Analysis
3. Historical Leader Analysis
4. Local Leader Analysis
5. Leadership Accountability App 4-Day Trial
6. Leadership Habits YouTube

## Graded Course Assignments

There are ten required assignments in this course, each worth 40 points. These assignments are designed to help you explore your identity as a leader, gain deeper insight into your personal leadership style, and reflect on the qualities that shape effective leadership. Each response must be at least 350 words and must follow the grading criteria provided in Canvas within each assignment.

### Required Assignments

1. Your Leadership Characteristics from a Different Perspective
2. Moral Compass Leadership Song
3. Leadership Characteristics Podcast
4. Brain Dominance Self-Assessment
5. Interview a Personal Leader
6. Family Leadership Interview
7. Interview a Professional Leader
8. Leadership Communication Self-Assessment
9. Leadership Abundance Mentality 4-Day Trial
10. Leadership Mission Statement Ted Talk

### ***Graded Course Module Reflections***

Each of the three modules has a reflection assignment that needs to be completed. Each one is worth 40 points. Responses must be at least 350 words and follow the grading rubric.

### ***Graded Leadership Interviews***

Students will complete three interviews to explore a variety of leadership styles, perspectives, and real-world experiences. Each interview will offer unique insights that contribute to a deeper, well-rounded understanding of leadership in personal, family, and professional contexts. Each interview is worth 60 points. Written submissions must be at least 500 words and follow the grading rubric provided in Canvas.

### Required Interviews

1. Interview a Personal Leader
2. Family Leadership Interview
3. Interview a Professional Leader

### ***Leadership Case Study***

Choose a real-world leadership scenario from current events, business, politics, or another field of interest. Analyze the leadership challenges, decisions, and outcomes presented in the case, using course concepts and theories to evaluate the effectiveness of the leadership practices involved. You may submit your case study as a written paper or a presentation. This summative assignment is worth 175 points and offers a chance to apply what you've learned, reflect on your own leadership development, and connect course material to real-world leadership situations. Please refer to the embedded Canvas grading rubric for specific academic expectations.

## ***Leadership Plan***

Your final assignment is to create a personal leadership plan that reflects on what you've learned about yourself throughout the course and outlines how you plan to continue developing your leadership skills. You may submit this assignment as either a written paper or a presentation.

The assignment is worth 150 points, and the grading rubric—detailing all academic expectations—is embedded in Canvas. Your plan must address each of the following areas:

- Principle-Centered Leadership
- Your Communication Skills
- Your Influence on Others
- Your Leadership Mentality
- Your Personal Involvement
- Your Habits of Effectiveness

This project is your opportunity to demonstrate thoughtful reflection and apply course concepts to your ongoing leadership journey.

## ***Optional Self-Assessment Quizzes***

At the end of each module, you'll find three optional self-assessment quizzes, each containing three short questions. These are designed to help you reflect on your learning experience, provide valuable feedback to improve the course, and give April a chance to offer additional support if needed. Participation is encouraged but not required.

## ***Extra Credit***

Opportunities for extra credit are available throughout the course:

- Discussion Forums: Earn extra credit by responding to three classmates instead of the required two.
- Career Center Presentations: Attend and participate in a Zoom session hosted by the Career Center (details will be shared in course announcements).
- End-of-Semester Survey: Complete the final course survey to earn additional extra credit.

These optional activities are designed to enhance your learning and provide opportunities to boost your grade.

## ***Canvas Information***

- Log into Canvas at [My CR Portal](#)
- For help logging in to Canvas and general tech help, visit [Canvas Support Home](#)
- Once you're logged in to Canvas, you click on the Help icon on the left menu
- Canvas online orientation workshop: [Canvas Student Orientation Course](#)

## **Setting Your Preferred Name and Pronouns in Canvas**

Students have the ability to display personal pronouns and an alternate first name in Canvas. Students may change their pronouns on their own in Canvas (Account :: Settings :: Edit Settings). To request a change to your preferred list name, contact [Admissions and Records](#). Your Preferred Name will only be listed in Canvas; this does not change your legal name in our records. See the [Student Information Update form](#)

## ***Student Academic Commitment***

This two-unit CSU transferrable course requires about 2+ hours of your time daily. You will need to log into Canvas, work on assignments, and turn things in by the deadlines. Students need to regularly participate in the course and turn in assignments on time following the grading rubrics. Class attendance, conscientiousness, attention to details, reading, writing, and study skills are critical for success.

## ***Instructor Accessibility***

The instructor works hard to be accessible and available to her students. April accesses the class website regularly and responds to email and the Canvas inbox typically within 48 hours. If she cannot access Canvas or reply to email within that time frame, she will notify the class in an announcement, then will announce when she's returned. The instructor initiates frequent interactions with all students, both individually and collectively, and students have frequent opportunities to regularly interact with each other. She sends regular announcements and Canvas messages to students who fall behind or need support. April reads the discussion posts and participates when appropriate. Reach out to her anytime with a message in the Canvas Inbox for support.

## ***Use the Canvas Inbox to Communicate***

The Canvas Inbox is best way to contact April. In Canvas, click the "Inbox" link on the left dark grey bar to view your Canvas email. Click on the person icon in the "To:" address bar. Choose the course, student or teacher, and then the person you would like to email. Click on this course, and for teacher choose, April Klingonsmith. Type in a subject and message and click send.

## ***Communicate Your Needs Early***

Your success matters. If you have any specific challenges—such as access to technology, learning needs, or other circumstances that may affect your participation—please let your instructor know as early as possible. College of the Redwoods is committed to supporting every student's success.

## ***Technology Equipment***

Technology equipment is required for student success, and of equal importance as required textbooks. Students can obtain a free [Office 365 license](#) (includes Word, Excel and PowerPoint) with a valid CR email.

## ***Technology Skills & Requirements***

Successful participation in this online course requires basic computer skills. You should be comfortable navigating Canvas and other course websites, opening and downloading files, using a word processor such as Microsoft Word (.docx), or converting files to formats like Rich Text Format (.rtf) or Portable Document Format (.pdf). Additionally, you must be able to upload assignments to Canvas. It is your responsibility to ensure you meet these technological requirements to fully engage in the course.

## ***Technology Support***

Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

## ***Late Work Policy***

All assignments may be submitted after the due date up until the last day of class, with a point deduction for lateness. Each assignment includes a grading rubric that outlines expectations and the specific number of points deducted for late submissions.

Please note: even with communication, all late work will receive the stated deduction—no exceptions.

## ***AI Use Policy***

In this course, you are encouraged to reflect deeply on your personal and professional growth as a leader. You may use AI tools like ChatGPT to support assignments that involve researching leadership theories, analyzing current trends, or drafting professional materials. If you use AI, please include a brief citation at the end of your submission, such as: "I used ChatGPT to research leadership styles and generate examples of effective team communication."

For assignments that require personal reflection—such as exploring your leadership values, experiences, self-assessments, or creating your personalized leadership plan —AI should not be used to create content. These activities are designed to help you gain self-awareness and clarity through your own thinking and insights. When in doubt about what's okay, just ask! This policy aims to promote appropriate, ethical use of AI while prioritizing your growth and learning.

### **AI Misuse Consequence**

If I suspect that AI was used for an assignment that requires personal reflection and original thinking, the assignment will receive a zero. You may redo the work on your own and resubmit it for credit by the last day of class; however, late penalties will apply according to the course's late work policy. This ensures that your learning remains authentic and aligns with the course expectations.

## ***Dropping Policy***

Students whose grade in the Gradebook is below 60% within the first two weeks of class will be dropped by the instructor. As a veteran online community college instructor, I have found that students who do not maintain a strong grade early on typically fall behind and are unlikely to successfully complete the course. Students may drop themselves at any time before the final drop date using Web Advisor or through Admissions and Records. Important drop deadlines, including the final drop date, are listed in the syllabus course calendar and communicated through multiple announcements. Before dropping students early in the term, April will send a personalized Canvas Inbox message to those at risk, informing them of their current grade and offering support to improve engagement and performance. No messages will be sent when students drop themselves by the final drop date.

## ***Disruptive Behavior Policy***

Behavior or communication that disrupts the online learning environment will not be tolerated. Examples of disruptive conduct include, but are not limited to: posting unwarranted or off-topic comments, failing to follow instructor directions, using vulgar or obscene language in discussion boards or messages, making slurs or intimidating remarks, and any form of verbal abuse or harassment in online interactions.

### **Disruptive Behavior Consequence**

If the instructor determines that a student's behavior disrupts the educational process, the instructor will send the student a message clearly stating the behavior that does not align with course expectations. The student will be given 48 hours to remove any inappropriate comments or conduct from the online course environment. Failure to comply within this timeframe may result in temporary removal from class and referral to the Chief Student Services Officer or their designee for further action. For more information on student rights, responsibilities, Board policies, and administrative procedures, please consult the [College Catalog](#) and the [CR Board and Administrative Policies](#).

## ***Academic Dishonesty Policy***

Academic integrity is fundamental to the educational community, and scholastic dishonesty is not tolerated. When academic dishonesty is suspected, the faculty member has primary discretion over assigning grades and determining the student's status in the course. If a student is found to have engaged in dishonest behavior, they may receive a failing grade on the affected assignment or exam and may be referred to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information regarding student rights, responsibilities, Board policies, and administrative procedures can be found in the [College Catalog](#) and the [CR Board and Administrative Policies](#).

## ***Inclusive Language in the Online Classroom***

College of the Redwoods is committed to fostering a learning environment where everyone feels welcome and encouraged to share their perspectives. Instructors and students are encouraged to use language that is inclusive, respectful, and supportive of all community members.



## ***Your Rights As a Student***

The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [CR website](#).

## ***Withdrawing from this Course***

If you decide to withdraw from this course, please do so through [Web Advisor](#) or [Admissions & Records](#). Students can initiate their own withdrawal, and instructors may also withdraw students for non-participation or excessive absences.

## ***Educational Accessibility & Support***

College of the Redwoods is dedicated to providing reasonable accommodations for qualified students who may benefit from additional educational support. You may qualify if you have a physical, mental, sensory, or intellectual condition that affects your academic performance, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common medical conditions like arthritis, asthma, diabetes, autoimmune disorders, or chronic illnesses
- Temporary impairments such as a broken bone, recovery from surgery, or pregnancy-related disabilities
- Neurodevelopmental disorders including learning disabilities, intellectual disabilities, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring and academic assistance through the [LIGHT Center](#), counseling and advising, alternate formats for course materials (such as audiobooks, braille, or e-texts), assistive technology, learning disability assessments, approval for personal attendants or interpreters, priority registration, on-campus transportation, adaptive physical education, and more.

If you believe you could benefit from disability- or health-related accommodations, please contact [Student Accessibility Support Services \(SASS\)](#) at [sass@redwoods.edu](mailto:sass@redwoods.edu). If you're unsure whether you qualify, SASS can provide a consultation.

### **SASS office locations and phone numbers**

Eureka campus

- Phone: 707-476-4280
- Location: Student Services building, first floor SS113

Del Norte campus

- Phone: 707-465-2353
- Location: main building, near the Library

Klamath-Trinity campus

- Phone: 707-476-4280

## ***Learning Resource Center***

The Learning Resource Center includes the following resources for students:

### **Library Services**

[Introduction - Library Services for Students - LibGuides at College of the Redwoods](#) promotes information literacy and provides organized information resources.

### **Multicultural and Equity Center**

The [Multicultural and Equity Center](#) is an inclusive space that supports students academically and personally by fostering community, cultural expression, and cross-cultural learning. It offers resources and activities focused on leadership, student success, equity, and social justice, all within a student-centered and respectful environment.

### **Academic Support Center**

The [Academic Support Center](#) offers tutoring and test proctoring for CR students.

### **Student Tech Help**

Technical [Support](#) provides students with assistance around a variety of tech problems.

## ***Extended Opportunity Programs and Services (EOPS)***

[EOPS/CARE \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

## ***TRiO Student Success Program***

The [TRiO Student Support Services Program](#) provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program with the Eureka TRiO office or the Del Norte TRiO office.

## ***Veterans Resource Center***

The [Veterans Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

## ***CalWORKS***

[California Work Opportunity & Responsibility to Kids](#) (CalWORKS) provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

## ***Community College Student Health and Wellness***

- [Health & Wellness website](#): Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty, staff.
- [Wellness Central](#): Free online health and wellness resource available 24/7 in your space at your pace. Students seeking to request a counseling appointment for academic or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## ***Emergency Procedures / Everbridge***

College of the Redwoods uses the Everbridge alert system to notify you of emergencies on campus via your personal email and/or phone. No registration is required to receive these alerts. Please ensure your contact information is current by logging into [WebAdvisor](#), selecting 'Students,' then 'Academic Profile,' and 'Current Information Update.'

If you have questions, contact Public Safety at 707-476-4112 or [campus-safety@redwoods.edu](mailto:campus-safety@redwoods.edu). For more details, visit the [Campus Safety website](#).

## Course Calendar

Due Dates Date	Modules Course Information	Assignments Due Course Information
Saturday Sept. 6	Course starts	Nothing due
Sunday Sept. 14	Module 1– Characteristics of Effective Leaders and Leadership	<ul style="list-style-type: none"> <li>• Discussion 1 - Your Introduction Video</li> <li>• Your Leadership Characteristics from a Different Perspective</li> </ul>
Sunday Sept. 21	Module 1– Characteristics of Effective Leaders and Leadership	<ul style="list-style-type: none"> <li>• Moral Compass Leadership Song</li> <li>• Discussion 2 - Leadership Movie/Show Series Analysis</li> <li>• Leadership Characteristics Podcast</li> </ul>
Thursday Sept. 25	Instructor Drop Date	Students dropped with less than 60% in Gradebook.
Sunday Sept. 28	Module 1– Characteristics of Effective Leaders and Leadership	<ul style="list-style-type: none"> <li>• Brain Dominance Self-Assessment</li> <li>• Module 1 Reflection Assignment</li> <li>• Module 1 Optional Self-Assessment Quiz</li> </ul>
Sunday Oct. 5	Module 2 – Leadership in History & Today's Society	<ul style="list-style-type: none"> <li>• Discussion 3 - Historical Leader Analysis</li> </ul>
Sunday Oct. 12	Module 2 – Leadership in History & Today's Society	<ul style="list-style-type: none"> <li>• Interview a Personal Leader</li> </ul>
Sunday Oct. 19	Module 2 – Leadership in History & Today's Society	<ul style="list-style-type: none"> <li>• Family Leadership Interview</li> </ul>
Sunday Oct. 26	Module 2 – Leadership in History & Today's Society	<ul style="list-style-type: none"> <li>• Interview a Professional Leader</li> </ul>
Sunday Nov. 2	Module 2 – Leadership in History & Today's Society	<ul style="list-style-type: none"> <li>• Discussion 4 - Local Leader Analysis</li> </ul>
Sunday Nov. 9	Module 3 – Skills Needed To Lead Successfully	<ul style="list-style-type: none"> <li>• Module 2 Reflection Assignment</li> <li>• Module 2 Optional Self-Assessment Quiz</li> </ul>
Tuesday Nov. 11	Last Day for Students to Drop Themselves	Students can drop themselves from this class on <a href="#">Web Advisor</a> or at <a href="#">Admissions &amp; Records</a>
Sunday Nov. 16	Module 3 – Skills Needed To Lead Successfully	<ul style="list-style-type: none"> <li>• Discussion 5 - Leadership Accountability App 4-Day Trial</li> <li>• Leadership Abundance Mentality 4-Day Trial</li> </ul>
Wednesday Nov. 19	Career Center Presentation	<ul style="list-style-type: none"> <li>• 5:30pm - Zoom – Extra Credit - Optional</li> </ul>
Sunday Nov. 23	Module 3 – Skills Needed To Lead Successfully	<ul style="list-style-type: none"> <li>• Leadership Communication Self-Assessment</li> <li>• Leadership Mission Statement Ted Talk</li> </ul>
Mon-Fri. Nov. 24-28	Fall Break	Nothing due
Sunday Dec. 7	Module 3 – Skills Needed To Lead Successfully	<ul style="list-style-type: none"> <li>• Discussion 6 - Leadership Habits YouTube</li> <li>• Module 3 Reflection Assignment</li> <li>• Module 3 Optional Self-Assessment Quiz</li> </ul>
Sunday Dec. 14	Module 3 – Skills Needed To Lead Successfully	<ul style="list-style-type: none"> <li>• Personal Leadership Plan</li> <li>• Leadership Case Study</li> </ul>
Friday Dec. 19	Course Ends	<ul style="list-style-type: none"> <li>• Extra Credit Feedback Survey</li> <li>• All late assignments turned in</li> </ul>