College of the Redwoods
GUID-47 Leadership Development Syllabus

Semester and Year: Fall 2026

Course ID & Section number: GUID-47-V1412

Course Dates: Sept. 5 – Dec. 18

Instructor: April Klingonsmith

Number of Units: 2

Location: Online using Canvas. Asynchronous. No required meetings.

Transfers to: California State University as elective

Course Calendar: Located at end of syllabus

Textbook Information

Title and Author: Principle-Centered Leadership by Stephen R. Covey
ISBN: 978-0-671-79280-0

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 on Sunday nights.

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.

Instructor Contact Information & Communication

Instructor: April Klingonsmith
Preferred Contact: Canvas Inbox
Email: april-klingonsmith@redwoods.edu
Phone Number: Listed in Canvas in modules in 'Course Information' under 'Need Help? Start here.'
Office Hours: Tuesdays, 9–11am (call or text) or message in Canvas anytime.

The Canvas Inbox is the best way to reach April. To send a message, click "Inbox" on the left side of Canvas, choose this course, select "Teacher," choose April Klingonsmith, add your subject and message, and click send.

April checks Canvas regularly and typically responds within 48 hours. If a situation prevents her from accessing Canvas or email during that timeframe, she will notify the class through an announcement and follow up when she returns.

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.

Communicate Your Needs Early

Your success matters. If you have challenges with technology, learning needs, or personal circumstances that may affect your participation, please let April know as early as possible.

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.

Grading & Evaluation

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.

This course includes 1,260 possible points. You can view your current grade anytime in the Canvas Gradebook. Final grades use a traditional percentage scale based on total points earned. All assignment instructions include grading criteria, and all work is graded as it is submitted, except discussions are graded after the due date.

The late work policy extra credit opportunities are explained in the Course Policies section later in the syllabus. Please review those policies carefully.

Grade Options

Students may choose either a Pass/No Pass or letter grade for this course. If you are unsure which option is best for your academic goals, please meet with a counselor or advisor.

To request a grade option change, log in to WebAdvisor, locate your course, and submit the grade option change form. If you need help, the Counseling Office or Admissions & Records can guide you through the process.

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.

<u>Required Discussions</u>

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

Course Policies

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.

Extra Credit Guidelines

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.

Artificial Intelligence (AI) Use Policy

GUID-47 is a course about developing your leadership knowledge, self-awareness, and leadership skills**.** AI can be a valuable learning tool, but it should never replace your own thinking, personal experiences, or reflection.

Your assignments should represent your own voice and authentic work.

AI tools such as ChatGPT, Google AI Mode, Microsoft Copilot, Gemini, Claude, Grammarly, Canva AI, and other AI tools commonly available to college students may be used to support your learning.

AI Can Be Used For:

- Researching leadership concepts, theories, and current leadership issues
- Brainstorming and organizing ideas
- Preparing interview questions
- Proofreading and improving grammar, spelling, and clarity
- Improving the organization and readability of your writing

AI Should Not Be Used For:

- Writing personal reflections or describing your own leadership experiences
- Writing discussion replies to classmates
- Completing assignments without your own thinking, effort, and review

AI use is **optional** in this course. Students who choose not to use AI, do not have access to AI tools, or require accommodations will not be disadvantaged.

AI Use Disclosure

If you use AI to help with a written assignment, include a brief AI Use Disclosure at the bottom of your assignment, after your written responses. One or two sentences is enough.

Example:
"I used ChatGBT to research principle-centered leadership and proofread my writing. All final work is my own."

Assignment instructions and grading rubrics may include additional AI expectations. Students should avoid entering sensitive personal, financial, or confidential information into AI tools. I maintain final authority over course content, feedback, grading, and academic decisions.

Consequences for Misuse of AI

AI is intended to support your learning—not replace it. If I have reason to believe an assignment does not represent your own work or that AI was used inappropriately, I may ask you to explain your work, discuss your writing process, or revise and resubmit the assignment.

Until you can demonstrate that the work reflects your own learning and understanding, the assignment may receive a zero or reduced credit. Any resubmission will follow the course late work policy. The purpose of this policy is to ensure that your assignments reflect your own learning, ideas, and leadership development.

Assignment-Specific AI Expectations

Assignment instructions and grading rubrics may include additional expectations about AI use. If AI is used, include a brief AI Use Disclosure at the bottom of your written assignment. When in doubt about whether AI is appropriate for an assignment, ask me before submitting your work.

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.

Technology & Canvas Information

Canvas Log-In & Instructor Contact

- Go to My CR Portal and log in to Canvas.
- For login issues or general tech help, visit Canvas Support or go to *Module 0: Course Information* in this course and click *Technology Help* under *Course Help and Support*.
- Once logged in, click on *Modules* and start with *Module 0: Course Information* to access course details.
- To contact April, use the *Inbox* in Canvas: select the course, choose the teacher, add your subject and message, then clock Send.

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 or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday. More technology support is available in Canvas in *Module 0: Course Information*. Click *Technology Help* under *Course Help and Support*.

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.

Student Support & Campus 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!

Career Center

The Career Center helps students and alumni explore career options, develop resumes and interview skills, and connect with job and internship opportunities. Appointments are available virtually via Zoom, by phone, or in person. The Career Center also provides access to Handshake, career assessments, workshops, and Work Experience Education (internships) to support your professional growth.

Counseling and Advising

The Counseling and Advising office helps students navigate their educational paths, whether earning a degree or certificate, preparing to transfer, or starting a new career. They offer guidance on course selection, transfer planning, academic progress, and other student needs, in person or online via Zoom, phone, or email. Appointments are available at Eureka, Del Norte, and Klamath-Trinity campuses.

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!

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.

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. See also *Technology Help* in the beginning modules.

Student Accessibility Support Services (SASS)

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. 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

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.

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. For more details, visit the Campus Safety website.

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.

Course Calendar

Due Dates Date	Modules Course Information	Assignments Due Course Information
Saturday Sept. 5	Course starts	Nothing due
Sunday Sept. 13	Module 1– Characteristics of Effective Leaders and Leadership	• Discussion 1 - Your Introduction Video
Sunday Sept. 20	Module 1– Characteristics of Effective Leaders & Leadership	• Your Leadership Characteristics from a Different Perspective • Moral Compass Leadership Song
Thursday Sept. 24	Instructor Drop Date	Students dropped with less than 60% in Gradebook.
Sunday Sept. 27	Module 1– Characteristics of Effective Leaders & Leadership	• Discussion 2 - Leadership Movie/Show Series Analysis • Leadership Characteristics Podcast
Sunday Oct. 4	Module 1– Characteristics of Effective Leaders & Leadership	• Brain Dominance Self-Assessment • Module 1 Reflection Assignment • Module 1 Optional Self-Assessment Quiz
Sunday Oct. 11	Module 2 – Leadership in History & Today's Society	• Discussion 3 - Historical Leader Analysis
Sunday Oct. 18	Module 2 – Leadership in History & Today's Society	• Family Leadership Interview
Sunday Oct. 25	Module 2 – Leadership in History & Today's Society	• Interview a Professional Leader
Sunday Nov. 1	Module 2 – Leadership in History & Today's Society	• Interview a Personal Leader
Sunday Nov. 8	Module 2 – Leadership in History & Today's Society	• Discussion 4 - Local Leader Analysis • Module 2 Reflection Assignment • Module 2 Optional Self-Assessment Quiz
Monday Nov. 9	Last Day for Students to Drop Themselves	• Students can drop themselves from this class on Web Advisor or at Admissions & Records
Sunday Nov. 15	Module 3 – Skills Needed To Lead Successfully	• Discussion 5 - Leadership Accountability App 4-Day Trial • Leadership Communication Self-Assessment
Sunday Nov. 22	Module 3 – Skills Needed To Lead Successfully	• Leadership Mission Statement Ted Talk • Leadership Abundance Mentality 4-Day Trial
Mon-Fri. Nov. 23-27	Fall Break	• Nothing due
Sunday Dec. 6	Module 3 – Skills Needed To Lead Successfully	• Discussion 6 - Leadership Habits YouTube • Module 3 Reflection Assignment • Module 3 Optional Self-Assessment Quiz
Sunday Dec. 13	Module 3 – Skills Needed To Lead Successfully	• Personal Leadership Plan • Leadership Case Study
Friday Dec. 18	Course Ends	• Extra Credit Feedback Survey • All coursework turned in