

---

**Computer Science  
Central College**

---

**LEAD 1370**

**Workforce Leadership and Critical Thinking Skills for Student Success**

3 credit hours (3 lectures) – 48 hours per semester

**Instruction: Distance Education (Online)**

**INSTRUCTOR:** Deanna Laster

**INSTRUCTOR CONTACT INFORMATION:**

*Phone:* 713-718-6427

*E-mail* deanna.laster2@hccs.edu

**OFFICE LOCATION AND HOURS**

Please feel free to contact me concerning any problems that students are experiencing in this course. Students do not need to wait until students have received a poor grade before asking for my assistance. Student performance in my class is very important to me. I am available to hear student concerns and just to discuss course topics. Office hours are upon request.

**FINAL EXAM:** You will be notified of Final Exam Date and Location.

**LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS:** See Online HCC Semester Calendar

**COURSE DESCRIPTION**

LEAD 1370 is a study of the development of leadership skills and critical thinking strategies that promote employment readiness, retention, advancement, and promotion for student success.

**COURSE PREREQUISITE:** NONE

**COURSE STUDENT LEARNING OUTCOMES (SLO)**

1. Identify characteristics of employees who are qualified for employment, promotion, and retention in the workforce.
2. Explain critical thinking strategies within the context of strong leadership.
3. Apply business communication skills.
4. Utilize data and information to make decisions.
5. Identify roles and strategies used in group processes and team building

**LEARNING OBJECTIVES**

**SLO #1 Identify characteristics of employees who are qualified for employment, promotion, and retention in the workforce.**

- 1.1 Identify skills needed for a career in area of expertise.
- 1.2 Acquire techniques and skills for personal and professional success.

- 1.3 Explore career options incorporating the use of related assessments, search tools, and job placement resources.
- 1.4 Identify and file the appropriate career plan with proper advisement.
- 1.5 Develop personal skills of persistence, self-reliance, accountability, resilience, and resourcefulness.

**SLO #2 Explain critical thinking strategies within the context of strong leadership.**

- 2.1 Identify personal learning style, as well as strengths and weaknesses as a strategic learner, and apply knowledge to classroom learning.
- 2.2 Demonstrate the use of learning strategies and study skills.
- 2.3 Brainstorm an issue and create a mind map to problem solve it.
- 2.4 Expand financial capabilities by gaining and exercising financial knowledge.
- 2.5 Develop strategies used in creative/innovative processes.
- 2.6 Use deductive and inductive reasoning to come to a leadership decision.

**SLO #3 Apply business communication skills.**

- 3.1 Identify communication styles and describe how communication problems arise.
- 3.2 Use social networking and electronic communications appropriately.
- 3.3 Write a resume or create an e-portfolio.

**SLO #4 Utilize data and information to make decisions.**

- 4.1 Use data and information obtained from technological tools and library resources to acquire information, solve problems and communicate effectively.
- 4.2 Access online college resources and services to make college and career decisions.

**SLO #5 Identify roles and strategies used in group processes and team building.**

- 5.1 Write and prioritize both short-term and long-term personal and group goals.
- 5.2 Apply knowledge of group goals, roles, and norms to a specific group.
- 5.3 Explore strategies for adapting to different learning environments and delivery formats.
- 5.4 Rate self as an active group member in the classroom.
- 5.5 Decide which leadership styles work best in specific situations; specifically to build a team.

**SCANS COMPETENCIES (Secretary's Commission on Achieving Necessary Skills)**

1. **Resources**—An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.
2. **Interpersonal**—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.
3. **Information**—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.
4. **Systems**—An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems.

Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.

5. **Technology**—The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The following skills will be developed in the Workforce Development with Critical Thinking course:

- Using Resources: Identify—Plan—Manage
- Developing Interpersonal Skills: Collaborate—Negotiate—Lead
- Applying Technology: Select—Apply—Enhance
- Understanding Systems: Connect—Support—Improve
- Acquiring Information: Evaluate—Communicate—Apply

The three SCANS foundation skills are the following:

**Basic Skills**—Reading, writing, mathematics, listening, and speaking. Classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.

**Thinking Skills**—Creative thinking, decision-making, and problem solving, seeing things in the mind’s eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.

**Personal Qualities**—Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.

## **INSTRUCTIONAL METHOD**

### **Distance Education**

As an instructor, it is my responsibility to provide you with knowledge and opportunities for critical thinking and applications as appropriate.

As a student wanting to succeed at your academic and career endeavors, it is your responsibility to do the assigned readings, submit assignments on time, participate in discussion forums and other activities, attend class, and enjoy this learning experience as you learn how to use tools for success.

## **LEAD 1370 8 WEEK COURSE CALENDAR WEEKLY SCHEDULE OF ASSIGNMENTS**

### ***WEEK ONE***

Orientation  
Introduction  
Managing Change

## ***WEEK TWO***

Chapter 1: Character  
Chapter 2: First Steps

## ***WEEK THREE***

Chapter 3: Time & Money  
**QUIZ 1—Covering Chapters 1-3**  
Chapter 4: Memory

## ***WEEK FOUR***

Chapter 5: Reading  
Chapter 6: Notes

## ***WEEK FIVE***

**QUIZ 2—Covering Chapters 4-6**  
Chapter 7: Tests  
Chapter 8: Creative & Critical Thinking

## ***WEEK SIX***

Chapter 9: Communicating  
Chapter 10: Collaborating

## ***WEEK SEVEN***

Chapter 11: Health  
**QUIZ 3—Covering Chapters 7-11**  
Chapter 12: Career Management

## ***WEEK EIGHT***

**Final Examination**

---

## **STUDENT ASSIGNMENTS**

Assignments have been developed that will enhance your learning. You will be required to successfully complete these assignments. All assignments must be completed using Microsoft Office (Word, Excel, PowerPoint, and Access) unless specified otherwise.

## **MAKE-UP TEST AND MAKEUP ASSIGNMENT POLICY**

## **STUDENT ASSESSMENT(S)**

Knowledge checks are given in most of the online topics sections. Quizzes and the Final Exam will be administered.

## **INSTRUCTOR'S REQUIREMENTS**

As your instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived.
- Facilitate an effective learning environment through class activities, discussions, and lectures or other forms of presenting materials.
- Provide the course outline and class calendar, which will include a description of any special projects

or assignments.

- Arrange to meet with individual students before and after class as required.
- Inform students of policies, such as attendance, withdrawal, tardiness and make up.

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities.
- Read and comprehend the textbook.
- Complete the required assignments and exams:
- Ask for help when there is a question or problem.
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments.
- Complete the course with a passing score.

### **PROGRAM/DISCIPLINE REQUIREMENTS**

Department Disciplines are determined to prepare students with the knowledge and skills needed to succeed in today's dynamic work environment. Students in Workforce Development with Critical Thinking must be able to budget their time and perform class-related activities as assigned on a weekly basis. Students also perform various general activities as well as workbook activities related to Workforce Development with Critical Thinking.

### **PROGRAM/DISCIPLINE REQUIREMENTS: IF APPLICABLE**

You will be required to declare your major, populate your student planner with the appropriate courses, and meet with your assigned advisor during this course.

### **HCC GRADING SCALE**

The Houston Community College grading scale will be used to evaluate students' performance in this course.

A = 100- 90:	4 points pe
B = 89 - 80:	3 points pe
C = 79 - 70:	2 points pe
D = 69 - 60:	1 point per
F = 59 and below:	0 points pe
W(Withdrawn):	0 points pe
I (Incomplete):	0 points pe

<http://www.hccs.edu/district/students/student-handbook/>

### **STUDENT EVALUATION**

The following departmental grading system will be used to evaluate students' performances in this course:

Critical Thinking Activities/Class Participation	40%
Assessments	40%
Final Exam	20%
<b>TOTAL</b>	<b>100%</b>

### **INSTRUCTIONAL MATERIALS**

From Master Student to Master Employee with MINDTAP, by Ellis, Dave, Fourth Edition (2014). Cengage Learning. ISBN: 9781305284876.

### **EGLS3 – EVALUATION FOR GREATER LEARNING STUDENT SURVEY SYSTEM**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

### **HCC POLICY**

#### **STUDENTS WITH DISABILITIES**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Instructors are authorized to provide only the HCC DSSO approved accommodations but must do so in a timely manner.

Students who are requesting special testing accommodations must first contact the appropriate (most convenient) DSS office for assistance each semester:

#### **ACCESS STUDENT SERVICES POLICIES ON THEIR WEB SITE:**

<http://www.hccs.edu/district/about-us/policies/d-student-services/>

#### **ATTENDANCE POLICY**

Students in an online course (distance education) are required to actively participate in the course activities (assignments, forums, quizzes) to meet the attendance policy. Only logging into the course does not equate to attendance. Students who login and do not actively participate will be withdrawn. DE students who do not log in to their Eagle Online class before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance. Completing the DE online orientation does not count as attendance.

#### **ACADEMIC DISHONESTY**

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty" includes, but is not limited to, cheating on a test, plagiarism, and collusion.

#### **Cheating on a test includes:**

- Copying from another students' test paper
- Using materials not authorized by the person giving the test
- Collaborating with another student during a test without authorization
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

**Plagiarism** means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

**Collusion** mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook).

Academic dishonesty can result in a grade of **F** or **0** for the particular test or assignment involved, dropped, and/or expelled from HCCS.

## **DISTANCE EDUCATION POLICIES**

Access DE Policies on Their Website: <http://de.hccs.edu/media/houston-community-college/distance-education/student-services/DE-Student-Handbook1.pdf>

All students are responsible for reading and understanding the *DE Student Handbook*, which contains policies, information about conduct, and other important information. For the *DE Student Handbook* click on the link below or go to the DE page on the HCC website.

The *Distance Education Student Handbook* contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the *DE Student Handbook* by visiting this link: <http://de.hccs.edu/media/houston-community-college/distance-education/student-services/DE-Student-Handbook1.pdf>

## **ADVISING:**

A senior advisor is connected to this class section and will meet (or communicate via email) with the class within the first two weeks of instruction. The senior advisor will review the advising syllabus and ways in which you can communicate with him/her. Students are required to meet with their senior advisor at least twice within the semester. Participation in these advising sessions is required and will be a part of the grade in this success class.

## **PROGRAM/MAJOR PLAN**

Students need a Program/Major Plan for a degree or certificate. If a student does not have a Program/Major plan, the student should communicate with an Advisor or the Department that you want to declare as a major.

You will be required to declare your major, populate your student planner with the appropriate courses, and meet with your assigned advisor during this course.

## **CAREER PLANNING**

The Virtual Career Center assists HCC students and alumni with career planning, assessments, job search and many other resources. Orientations and registration for the Career Planning Centers are available at all HCC campuses. <http://www.hccs.edu/district/students/career-planning/>

**NOTE TO STUDENT:** If you have any questions or concerns about the course and/or course assignments, please come to me so that we can resolve any issues. If your concerns are not resolved, you

are encouraged to meet with my supervisor, Abass Alamnehe, at 713-718-6457 or Room 206, JDB Building, Central Campus.

HCC is committed to provide a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at [oie@hccs.edu](mailto:oie@hccs.edu).