Instructor: Kodee Wright       E-mail: kodee.wright@drake.edu
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Mailbox: Bell Center 103       Cell Phone: (309) 221-8624
Office Hours: By appointment

Course Description
Leadership is all the rage today, wouldn’t you say? But being a servant isn’t necessarily as hip as being a leader. So doesn’t the term servant leadership seem a little like an oxymoron? In this course we will think about servant leadership and, in particular, how Jesus portrayed servant leadership. This course will challenge both your view of leadership and how you lead. Be prepared to think deeply and look inwardly as we wrestle with a different paradigm of leadership.

Course Objectives
Students will:
- Improve their ability to think and write critically about leadership.
- Develop an understanding of servant leadership by studying the thoughts of Robert Greenleaf, James Hunter, and Ken Blanchard and Phil Hodges.
- Develop an ability to thoughtfully and thoroughly self-reflect.
- Define what servant leadership is to them and incorporate their learning into their lives.
- Understand how to use Blackboard and library resources.

Course Goals
The goals of Drake’s FYS are to help develop your written and oral communication skills, increase your critical thinking skills, and build on your information literacy skills. (For more information, visit http://drake.edu/dc/aboutfys/)

Expectations of Students & Instructor
Course expectations are as follows:
- Students are expected to come prepared to class ready to contribute and participate.
- Students are expected to take an active part in their learning.
- Students are expected to ask questions in order to clarify and to probe deeper into the subject matter.
- Students are expected to challenge one another’s thinking in a professional and academic manner.
- Students are expected to have fun as we learn about servant leadership together!
- The instructor is expected to come prepared to class ready to facilitate and lead discussion.
- The instructor is expected to take an active part in the students’ learning.
- The instructor is expected to answer and ask questions in order to clarify and push students deeper into the subject matter.
- The instructor is expected to have an open mind and challenge the thought processes of the students and herself.
- The instructor is expected to have fun and to learn along with her students!

**Required Texts**

**Course Activities**

**Writing**: You will be asked to write each week in some format. There will be eight formal writing assignments throughout the semester. You will be given details on each writing as the semester progresses.

**In-Class Activities**: Throughout the semester, you will be asked to do various activities in class. Writing prompts, responding to readings, and working with groups are a few examples. At times, you will be asked to prepare something small for the next class.

**Library Activity**: During the third week, we will take a field trip to the library and learn about the wonders it holds (really, it’s pretty cool). You will be asked to find a course related article (using your new knowledge of library resources) and give a brief report of it to your classmates.

**Participation**: Much of the course will be discussion-based. Attending class, being involved, and engaging with your classmates is expected.

**Grading Distribution**

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<td>Library Activity</td>
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**Attendance & Late Work**  
As with most jobs, attendance in this class is necessary. If you miss class, both you and your classmates lose creating and gaining new knowledge. Emergencies and illness do arise, and therefore, you will be granted 2 free absences. Your grade can be affected by more absences.

All assignments must be submitted on the due dates and times. Please contact me if there are extraneous circumstances that could affect your ability to turn your work in on time.

**Technology Policy**  
The use of cell phones, iPads, and computers can add or subtract to the learning environment – please ensure they are adding. In respect for your learning, there will be times when I ask that all technology is put away. Please respect those times.

**Academic Integrity**  
The University, your classmates, and I all expect academic honesty and integrity from you. As defined by the University’s website, plagiarism is defined as “misrepresenting another’s ideas, phrases, discourse or works as one’s own.” Plagiarism may result in failure of the assignment or the course, and the appropriate dean(s) will be notified. For more information on academic integrity, please visit the University’s website: [http://www.drake.edu/studentrecords/academicpolicies/academicintegritypolicy/](http://www.drake.edu/studentrecords/academicpolicies/academicintegritypolicy/).

**Accommodations**  
If you have a disability and require accommodation for this class, please contact the Drake University Disability Resource Center at (515) 271-3100.

**Helpful Contacts on Campus**

Writing Workshop  
Cowles Library, Room 47  
To schedule an appointment, visit: [http://artsci.drake.edu/writersworkshop/wwshop.html](http://artsci.drake.edu/writersworkshop/wwshop.html)  
(515) 271-4712

Student Health Center  
3116 Carpenter Avenue  
(515) 271-3731

Student Counseling Center  
3116 Carpenter Avenue  
(515) 271-3864

International Center  
1331 27th St  
(515) 271-2084
Schedule (subject to change)

Week 1
August 26: What is this course?
August 28: What is leadership?

Week 2
September 2: What is a servant?
  Writing #1 Due
  Reading: Robert Greenleaf, p.1-48
September 3: Activities Fair (4-7pm, Upper Olmsted)
September 4: What is servant leadership?
  Reading: Robert Greenleaf, p.1-16

Week 3
September 9: Field Trip to Cowles Library!
  Writing #2 Due
September 11: What’d you find?
  Library Activity Due

Week 4 (appointment w/ Writing Workshop)
September 16: What does Greenleaf say?
  Reading: Robert Greenleaf, p.16-33
September 18: What does “it” mean?
  Reading: Robert Greenleaf, p.33-48

Week 5
September 23: Must leaders first be servants?
  Writing #3 Due
  Reading: Review Greenleaf
September 25: What’s the story?
  Reading: James Hunter, p.1-46

Week 6
September 30: What are some paradigms of leadership?
  Reading: James Hunter, p.47-70
October 2: What’s up with this model?
  Reading: James Hunter, p.71-90

Week 7
October 7: What’s love got to do with it?
  Reading: James Hunter, p.91-168
October 9: What do Greenleaf & Hunter say?
  Writing #4 Due
  Reading: James Hunter, p.169-187

Week 8
October 14: No Class – Fall Break
October 16: Why talk about Jesus?
  Reading: Blanchard & Hodges, p.1-38

Week 9
October 21: What's behind servant leadership?
  Reading: Blanchard & Hodges, p.39-82
October 23: Who is worth following?

Week 10
October 28: No Class
October 30: What’s a vision? What’s the vision?
  Reading: Blanchard & Hodges, p.83-118

Week 11
November 4: What do servant leaders do?
  Writing #5 Due
  Reading: Blanchard & Hodges, p.119-150
November 6: How is servant leadership becoming more complex?

Week 12 (appointment w/ Writing Workshop)
November 11: What are some habits of servant leaders?
  Reading: Blanchard & Hodges, p.151-188
November 13: Are these habits useful?

Week 13
November 18: Why lead like Jesus?
  Writing #6 Due
November 20: How do you lead like Jesus?
  Reading: Blanchard & Hodges, p.189-214

Week 14
November 25: How to make sense of it all?
November 27: Thanksgiving Break

Week 15
December 2: What did I learn?
  Writing #7 Due
December 4: What next?

Week 16 (Finals Week)
Wednesday, December 10, 9:30am – 11:20am: How has my thinking changed?
  Writing #8 Due