

Leadership Syllabus

School Year: 2026–2027

Instructor: Coach Levi Cooper

Contact Email: cooperl@cocke.k12.tn.us

Communication Platform: ASPEN & Canvas

Office Hours / Teacher Availability: By appointment before/after school

Course Outcomes & Instruction

Course Description

This course is designed to develop practical leadership skills, emotional intelligence, effective communication, project planning, and ethical decision-making. Students will explore leadership theories, evaluate real-world scenarios, and active management strategies to build personal character and drive positive change within our school and local community.

Curriculum Standards & Competencies

- **State Standards & Curriculum:**
<https://www.tn.gov/education/districts/academic-standards.html>

Topics / Competencies / Skills Covered

- **Foundations of Leadership:** Defining leadership styles, self-awareness, and personal core values.
- **Communication & Public Speaking:** Active listening, persuasive communication, conflict resolution, and feedback loops.
- **Teamwork & Collaboration:** Group dynamics, trust-building, delegation, and adaptive team roles.
- **Strategic Planning & Project Management:** Goal setting (SMART goals), event execution, budgeting, and execution strategies.
- **Ethical Leadership & Community Engagement:** Servant leadership, digital citizenship, and school/community service projects.

General Pacing

Unit	Topic / Focus Area	Estimated Duration
Unit 1: Foundations of Personal Leadership	Defining Leadership, Character Traits, and Self-Assessment	Weeks 1–6
Unit 2: Interpersonal Communication & Dynamics	Verbal/Non-Verbal Skills, Active Listening, and Public Speaking	Weeks 7–12
Unit 3: Group Dynamics & Team Building	Collaborative Problem Solving, Delegation, and Conflict Resolution	Weeks 13–18
Unit 4: Organizational Leadership & Planning	SMART Goal Setting, Event Planning, Time & Resource Management	Weeks 19–26
Unit 5: Servant Leadership & Community Impact	Community Service Project Design, Ethics, and Legacy Building	Weeks 27–36

Materials & Resources

Required Materials

- 3-ring binder or dedicated section in a binder
- Notebook / journal for daily entry prompts
- Blue/black pens, pencils, and highlighters

Adopted Resources & Supplemental Materials

- **Supplemental Materials:** Selected leadership excerpts, case study worksheets, TED Talks, multimedia presentations, and guest speakers
- [Youtube.com](https://www.youtube.com) - TedTalks.
- *All instructional materials strictly comply with Tennessee state law regarding adopted classroom materials.*

Objectionable Content Policy

If a student or parent finds any assigned supplemental reading or media content objectionable, a written request may be submitted to the instructor. An equitable alternative assignment of equal rigor and point value will be provided without penalty.

Safety Procedures

While this is a classroom/project-based leadership course, safety is paramount during on-campus event setups, physical team-building activities, and off-campus community service events[cite: 1]. Students will receive explicit safety guidelines before engaging in active event setup, moving equipment, or participating in off-campus projects. Compliance with school rules is required at all times.

Academic Intervention & Support

- **Tutoring / Afterschool Support:** Academic support and assignment remediation are available by appointment before/after school and during designated intervention periods.

Assessment and Grading

Grading Policy & Scale

Grades are calculated using a balanced total points system based on the following breakdown:

- **Projects & Major Leadership Assessments:** 40%
- **Classroom Activities, Assignments & Reflection Papers:** 30%
- **Daily Engagement, Public Speaking & Workshop Participation:** 20%
- **Quizzes & Writing Rubrics:** 10%

Writing & Rubric Expectations

Major written reflections, project proposals, and essays will be scored using a standardized rubric evaluating:

1. **Clarity & Focus**
2. **Organization & Structure**
3. **Application of Leadership Concepts**
4. **Grammar & Mechanics**

Explanation of Assignments and Projects

- **Leadership Journal & Reflections:** Weekly written entries analyzing personal growth and leadership scenarios.
- **Class/School Service Projects:** Hands-on group projects requiring students to plan, market, and execute an event or service drive (timelines and milestone due dates will be provided at the start of each project).
- **Leadership Case Studies:** Written and oral analyses of historical and modern leaders.

Make-Up Work and Late Work Policy

- **Make-Up Work:** Students with excused absences are responsible for contacting the instructor to obtain missed assignments. Make-up work must be completed in accordance with Cocke County School Board policy.
- **Late Work:** Unexcused late submissions will incur a deduction per school board guidelines.

Grade Posting Policy

- Student grades will be updated in **ASPEN** at least once per week. Parents and students are encouraged to check ASPEN regularly to monitor academic progress.

General Expectations (Students & Teacher)

Student Expectations

1. Be prompt, prepared, and ready to contribute every day.
2. Respect all peers, faculty, and guest speakers.
3. Actively participate in class workshops, group projects, and team-building exercises.
4. Maintain high standards of integrity, both in and out of the classroom.

Teacher Communication Strategy

- **Primary Contact:** Email (levifcooper@gmail.com) and ASPEN system messages[cite: 1].
- **Class Updates:** Delivered via ASPEN and Remind announcements[cite: 1].
- **Office Hours:** Available by appointment before/after school[cite: 1].

Attendance Policy

Regular attendance is critical to success in this course, as interactive team workshops and collaborative projects cannot easily be replicated outside the classroom[cite: 1]. All school board attendance policies strictly apply.

Classroom Policy, Procedures & Discipline

Classroom discipline follows the Cocke County School Board guidelines and progressive discipline policy. Minor disruptions are handled via warnings, teacher-student conferences, and parent contacts, while major or repeated disruptions will result in administrative referral.

Honor Code (PBIS Plan) & Rewards

Students are expected to adhere to the school Honor Code and PBIS (Positive Behavioral Interventions and Supports) framework. Demonstrating exemplary core leadership principles (Respect, Responsibility, Readiness) can earn recognition and eligibility for school reward incentives and end-of-term reward trips.

Academic Integrity & Plagiarism Statement

Generative AI Policy

The use of generative AI tools (such as ChatGPT, Gemini, etc.) to complete assignments without explicit permission and proper attribution is strictly prohibited and constitutes academic dishonesty in accordance with board policy.

Plagiarism Definition

According to *Harbrace Handbook, 15th edition*:

Plagiarism is defined as “presenting someone else’s ideas, research, or opinions as your own without proper documentation, even if it has been rephrased.”

This includes but is not limited to:

- Copying verbatim all or part of another’s written work;
- Using phrases, figures, or illustrations without citing the source;
- Paraphrasing ideas, conclusions, or research without citing the source; Using all or part of a literary plot, poem, or film without attributing the work to its creator.

Consequences of Plagiarism

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism have the option of either redoing the assignment within a specified time period and accepting a letter drop or taking a zero on the assignment. Parents are to be involved in making this decision.

Religion in the Classroom

The Board affirms that it is essential that the teaching **about** religion—and **not of** a religion—be conducted in a factual, objective, and respectful manner in accordance with the following guidelines[cite: 1]:

*(Board Policy 4.804 - Cocke County Schools)***Academic Context:** The school's approach to religion is academic, not devotional.

1. **Awareness vs. Indoctrination:** The school strives for student awareness of religions, but does not press for student acceptance of any religion.
2. **Study, Not Practice:** The school sponsors the study of religion, not the practice of religion.
3. **Exposing, Not Imposing:** The school exposes students to a diversity of religious views, but does not impose any particular view.