LEADERSHIP DEVELOPMENT LAB I: GOVT/JLS 361
American University, Fall 2013
Thursdays 5:30 – 8:00 Ward 3

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REQUIRED TEXTS


Read regularly a major news source such as the New York Times, The Washington Post, or the Wall Street Journal.

Additional materials posted on Blackboard as referenced below

RECOMMENDED READING


OBJECTIVES

When it comes to leadership development, there are always a multitude of objectives. The chief objective of this first semester of the four-year program is to give students greater self-awareness and practice at some essential leadership skills including listening, building consensus, effective teamwork, community building, public speaking, and skills in effective communication including in difficult conversations. Students will also gain a greater awareness of power and privilege and their relationship to leadership. Additionally students will learn of the multitude of resources at this university that can assist them in their leadership development and social action endeavors.

WHAT WILL WE DO?

During the semester, students will:

1) Issue Groups: Work with their issue group to research and write:
   a. Issue Statement—a statement of the social problem your issue group will tackle this year (very short, a sentence will do), signed by all issue group members (credit/no credit);
   b. Policy Memo—a policy memo offering detailed analysis of the identified social problem and as well as the efforts made by others to address it (graded);
   c. Constituency Report—a report about the results of their meeting(s) with a constituent group affected by the social problem the group has identified, as well as meeting(s) with at least one service provider attempting to address that problem, about the needs and interests of that group and how those needs and interests are and are not being met by service providers (credit/no credit);
   d. Project Proposal—a detailed description of social action project proposal the group intends to execute to address the identified problem (graded).

2) Retreat: Attend the First-Year Retreat on Aug 30- Sept 1 at Shepherd’s Spring in Sharpsburg, Maryland. Please refer to the packing list sent via email. Waivers required.

3) Retreat Reflection: Write a reflection on what meaning and significance the student derives from the retreat, including its meaning for the student’s personal development and development as a leader (2-3 pages, double-space).

4) Leadership Goals, Value and Definition: Your leadership development goals for the year, what leadership qualities you hope and intend to develop and improve upon in the coming, guided by the core personal value identified on retreat. Include also your current definition of leadership. (You can expect this to evolve over time). Lincoln on Leadership may assist you in this assignment. This may be a list of bullet points (about a page, single space) or in narrative form (somewhat more than a page, double spaced).
5) **Leadership Journal Entries**: Keep a Leadership Journal offering reflection, analysis or insight (not just a recitation of events) as to the student’s leadership development, including personal growth, and understanding of the meaning of leadership, over the last week, making at least some mention of the student’s work in his/her issue group. Journal entries may reflect upon the student’s work and activities both inside and outside of the course that is relevant to the student’s leadership development, including accomplishments, challenges and goals. Leadership is learned by repeating this cycle: do, reflect, adjust. Note: these are read only by professors of the course. Please double space the body of the entry, and single space your name, date, issue group, etc. Please be sure to include your issue group in the identifying information. Turn in 10 of 12 entries. (credit/no credit)

6) **Reading Reflections**: Write a brief synopsis of and reflection upon the assigned readings for the day. Please include:
   
   a. how much of the readings you completed (percentage or fraction)
   b. how carefully you read it (e.g. thoroughly or skimmed)
   c. short synopsis of the reading
   d. reflection upon that reading including any significance the student finds for his/her own leadership development. (Part of class engagement grade)

7) **Lincoln on Leadership Reflection**: Write a reflection on the leadership lessons the student learned from *Lincoln on Leadership* that is relevant to the student’s own leadership development in 2-3 word-processed double-spaced pages; paper should demonstrate college level writing skills and the students’ command of the entire book. (graded)

8) **Meet MGC!**: Go with a teaching assistant to tour university offices, principally in the Mary Graydon Center, that can support the students’ social action projects and leadership development. (C/NC)

9) **Professor Meetings**: Meet with each of the student’s professors, including Professor Marr, during their office hours during the first five weeks of classes, and write a brief synopsis of each meeting (except the one with Professor Marr), include the date and time of each meeting (including the one with Professor Marr) and how many classes the student is taking;

10) **Current Events Presentations**: Sometime throughout the year each student will make a short oral presentation to the class, in tandem with a classmate, for a total of no more than 6 minutes, about the leadership lessons to be learned from some currently newsworthy event. During the week before the presentation, presenters are encouraged to meet with a TA to do a dry run of the presentation. Before 5pm on the day of the presentation please email to Professor Marr any electronic materials to be used. After the presentation, presenters are expected to read the peers’ written evaluations of the presentation (received a week after the presentation), watch a video of the presentation, and each write an assessment of about 2 pages double spaced about the student’s own presentation strengths and areas for further improvement. Reflection due 2 weeks after oral presentation. (Part of class engagement grade)
11) Leadership Community Participation: Attend at least one of the Program-wide events sponsored by the Leadership Program Steering Committee after Welcome Week, for example a Linner or the Family and Alumni Reception and include your reflection upon it in your semester end reflection. (credit/no credit)

12) Semester End Reflection: Write a semester’s end reflection on the student’s leadership development, including the student’s experience in the issue group, how the student’s study of listening, decision making, and Difficult Conversations contributed to that experience, whether Tuckman’s article on group development has any explanatory power as to the issue group’s work, with an overarching theme of the leadership lessons learned throughout the semester and how the student’s leadership skills and understanding the meaning of leadership have evolved. Make reference to which program-wide event you attended and your reflections upon it. (About 5 pages total, double spaced, credit/no credit);

13) Engage—Issue Group Meetings & Class Discussions: Actively engage in class discussions and issue group meetings; this requires the student to attend class and issue group meetings having completed the assigned tasks, including completing and reflecting upon the reading. As part of class participation, first year Leadership students are also expected to contribute to the larger Leadership community by serving on a pay-it-forward committee, such as publications, events, alumni relations or fundraising.

SCHEDULE OF STUDIES

Students are expected to complete the readings assigned, as adjusted on Blackboard, in advance of each class meeting. Please be sure to check AU’s Blackboard before each class meeting for adjustments to this schedule and assigned reading material.

Aug 29: Introductions to the students, the teaching assistants, the course, the professor, and the steering committee. Preparations for retreat.

Turn in:
• Consent forms for retreat (must be signed by a parent if student is not yet 18)

Aug 30-Sept 1: RETREAT!!! to Shepherd’s Spring in Sharpsburg Maryland, Antietam Battlefield, and Harpers Ferry

Read: Lincoln on Leadership

Note: This is an “unplugged” event. To help you focus on this extraordinary opportunity to get to know 41 other wonderful SPLLeaders we ask you to leave behind all electronics, including phones, iPods, iPads, etc. If you do bring any of them; please refrain from using them except in case of genuine emergency. In case of emergency, and to facilitate retreat, all members of the teaching team will have phones with them. Please advise those you communicate regularly with that you will be unavailable. Think of this as new-found freedom; expand your comfort zone!
Sept. 5: Lincoln on Leadership and Commonsense Leadership (Part I), How to Make Presentations (a short discussion), Advice from Older Students on Selecting Student Activities, followed by Pairings with Older Student Buddies.

Read: *Lincoln on Leadership: Time Magazine* July 4, 2005; James P. Evans, “Commonsense Leadership for Uncommon Times” (both on Blackboard)

Recommended reading: *Making Presentations*

Turn in, in class, two documents (with name and issue group)

- Retreat Reflection
- Leadership Goals, Value & Definition

Sept. 12: Effective Time Management: Gain the wisdom of older students; Lincoln on Leadership and Commonsense Leadership, Part II.

Read: Two short articles:


Turn in:

- *Lincoln on Leadership* Reflection Paper (2-3 pages; graded)
- Leadership Journal (include your issue group with your name, please)
- Reading Reflection

*Leadership Lessons in Current Events Presentation:*

5:30 Jamie Macritchie and Jake Gagne
5:40 Lindsey Halvorson and Nicole Lam

(Note: You’ll want to have read all of *Difficult Conversations* by 10/10)

Sept. 17 (Tues) 6-8pm: Leadership Dinner = Linner! in Hughes Formal Lounge

“Transitions to College” learn from the wisdom of older student how to smoothly transition into college life

Sept. 19: Listening, a Critical Leadership Skill with Guest Speaker, Dr. Amanda Rahimi, Assistant Director for Outreach & Consultation at AU’s Counseling Center

**Two small group class meetings**, one group last names A-K 5:30-7:10. The other, L-Z, 6:30-8:10. Group 2, please arrive before 6:30 and wait outside class doors to enter at 6:30. Thanks!

**Complete Before Class:**

Pick three facts that surprise you after reviewing:

- [http://d1025403.site.myhosting.com/files.listen.org/Facts.htm](http://d1025403.site.myhosting.com/files.listen.org/Facts.htm)

Take 15 minutes to assess your listening skills:


Listen to these short podcasts:

- [http://www.ccl.org/leadership/podcast/transcriptListeningLeadership.aspx](http://www.ccl.org/leadership/podcast/transcriptListeningLeadership.aspx)
Turn in:
• Leadership Journal
• Reading (and listening) reflection and the 3 surprising facts chosen

Leadership Lessons in Current Events Presentation:
6:30 Samantha Garrison and Ariane Schaffer
6:40 William Mcnamara and Sharon Lee

(Note: You’ll want to have read all of Difficult Conversations by 10/10)

Sept. 26: Brainstorming and Consensus Building
Read: Three short articles:
1) 5 Keys To Effective Group Decision Making for Student Leaders
http://www.swiftkickonline.com/2012/01/5-keys-to-effective-group-decision-making-for-student-leaders/
2) Group Decision Making, Holden Leadership Center, University of Oregon
http://leadership.uoregon.edu/resources/exercises_tips/organization/group_decision_making

Turn in in class:
• Synopsis of meetings with professors;
• Leadership Journal
• Reading reflection

Leadership Lessons in Current Events Presentation:
5:30 Jordan Peebles and Adriana Velazquez Martin
5:40 Ashwini Velchamy and Mary Perez

(Note: Finish Difficult Conversations by 10/10)

Sept 28 (Sat) 12n-3p: Buddy Olympics!!

Oct 3: Writing Policy Memos
Read: Policy Memo Samples on Blackboard
Turn in two documents:
• Leadership Journal
• Your Issue Group’s Statement of the problem

Leadership Lessons in Current Events Presentation:
5:30 Dorian Kershaw and Mahdi Khan
5:40 Brynn Ehni and Arielle Thomas

(Note: Finish Difficult Conversations by 10/10)
Oct. 10: How Leaders Successfully Navigate Difficult Conversations, Part I; Read: *Difficult Conversations* (all); 
*Turn in*, in class:  
- Leadership Journal  
- Reading reflection

*Leadership Lessons in Current Events Presentation:*  
5:30 Bob Siegel and Sara Pierson  
5:40 Susanna Billings and Monica Gilsanz

Oct. 11, Fri: Fall Break

Oct. 17: How Leaders Successfully Navigate Difficult Conversations, Part II and Understanding Body Language, with a guest presentation by Stephanie Eichmann (Leadership Class of 2012)  
Read/view: Body Language Readings Posted on Blackboard and Amy Cuddy’s TED Talk “Your body language shapes who you are” TED talk available at [http://www.youtube.com/watch?v=Ks-_Mh1QhMc](http://www.youtube.com/watch?v=Ks-_Mh1QhMc)  
*Turn in:*  
- Social Action Policy Memo  
- Leadership Journal  
- Reading/viewing reflection

Note: Your issue group’s Constituents Report is due in 2 weeks first and a complete draft of your Project Proposal is due in 4 weeks and. You are strongly encouraged to get out into the community and meet with those affected by the problem you have chosen and find out from them what solutions they see and how you can best facilitate their efforts.

Oct. 19, Sat, 3-5PM: Leadership Program Family and Alumni Reception in Butler Board Room. *Bring your families!*  

Oct. 22, Tues, 6-8PM, Leadership Dinner = Dinner! in Hughes Formal Lounge  
“Choosing Classes” Benefit from the sage advice of older students in the Program as you choose classes for next semester

Oct. 24: Power and Privilege  
Read/View: This video, 2 short articles, and privilege chart:  
1) Chimamanda Adichie’s TED talk “The Danger of a Single Story” at [http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html);  
4) Privilege Chart  
*Turn in:*  
- Leadership Journal  
- Reading/viewing reflection
October 31: Happy Halloween! Power and Privilege
*Turn in:*
- Issue Group’s **Constituents Report**
- Leadership Journal
- Reading/viewing reflection

Nov. 7: Power and Privilege
*Turn in:*
- Leadership Journal
- Reading/viewing reflection

Nov. 14: Issue Group Meetings with Professors Marr and Washburn at scheduled times from 5:30 to 9:00 p.m.
*Turn in*
- Leadership Journal
- A complete draft of your **Project Proposal** to your TA

Nov. 21: Preparing for next semester: Creating Literature Groups and issue group work scheduling over Thanksgiving to the end of the semester
*Turn in/bring to class*
- Leadership Journal
- A device to access the internet to help choose your books

Nov. 26: NO CLASS: US Thanksgiving

Dec. 5: LAST CLASS: Social Action Project Proposal Presentation
(Expect class to go long, to about 9 or 9:30. Class counts as two classes for attendance purpose)
*Turn in:*
- **Social Action Project Proposal**
- Leadership Journal

Dec. 7 (Sat) 3-5p: **DECEMBERFEST** Join the program in MGC 245 and in celebrating the end of the semester and the holidays.
Dec 12: Final Exam Period - NO CLASS MEETING

Dec 15 before 12 noon
Readings: Bruce W. Tuckman, “Developmental Sequence of Small Groups” (on Blackboard)
Turn in via email to marr@american.edu  Susannah.Washburn@gmail.com and as an attachment
• Semester End Reflection
• Those who presented on 11/29 also turn in their reflections on their presentation

EVALUATIONS

A student’s final evaluation will be based on the following weighted criteria:

5% Retreat Reflection (C/NC)
5% Lincoln on Leadership Reflection (Graded)
5% Attend Leadership Program Program-wide Event
5% Semester's End Reflection (C/NC)
5% Synopsis of Meetings w/ Professors and Meet MGC (C/NC)
10% Leadership Journal (10 of 12) (C/NC)
15% Policy Memo (Graded)
10% Constituents Report (C/NC)
25% Proposal (Graded)
15% Class Engagement, including in class, issue group, leadership in current events presentation, and pay-it-forward committee work

CLASS ENGAGEMENT: Class attendance is mandatory. All students are expected to be prepared for each and every class, having completed the designated readings in advance of the class meeting. Each student is entitled to two absences throughout the term, whether for good cause or not, without any adverse effect on his/her grade. We do not evaluate whether an absence is “excused” or not. More than 2 absences, whether for good cause or not, will detract directly from the class engagement grade. Class engagement includes the students’ diligent and timely contributions to his or her Leadership Program pay-it-forward committee, e.g. publications or fundraising.

GRADING GUIDELINES

We take very seriously the responsibility of grading your work, striving always to be fair and accurate in our evaluations. These are the guidelines we work with in assigning letter grades to your work:

A: Excellent work with clear, challenging, original ideas supported with convincing, logical arguments, including relevant counter-arguments and refutations, relying on sufficient appropriate evidence. An excellent paper reflects thorough research, is clear, well organized, logical, and demonstrates college-level command of writing mechanics. Work of 'A’ quality should not just be good but outstanding in ideas and presentation.

B: Good to quite good work. The 'B' paper demonstrates a strong familiarity with relevant material and offers a thorough answer, with minor exceptions. The work may have some
outstanding qualities but be marked by significant flaws which keep it from being an excellent, and therefore an 'A' paper; or it may be all-round good work, free of major problems but lacking the deeper insight necessary for excellence.

C: Satisfactory work, but not yet good. The product meets the basic requirements of the assignment, but it needs work in familiarity with course materials, research, thinking, or presentation. The work may lack clarity, or the evidence may not always be sufficient and appropriate, or the argument may have marked logical flaws. The work may have significant organizational, mechanical, or clarity problems that keep it from being good. Work of ‘C’ quality may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall.

Not Passing: Work that does not meet the minimum requirements of the assigned task and is therefore unsatisfactory. This is not necessarily a measure of effort. Examples include work that shows little thought or lack of familiarity with course materials, work that fails to approach the word count or page-length expected of the document, or assignments the student fails to turn in.

CREDIT/NO CREDIT Assignments: If the work is of B quality or better, the student receives credit for the timely completed work.

ASSISTANCE

Everyone at this university wants you to succeed, truly. If you experience difficulty in this course for any reason, please consult with either professor. We can help—and promise we don’t bite. Remember: leaders look for help. The teaching team is a valuable resource ready to assist you. In addition to our teaching team, the university offers a wide range of services to support you in your efforts to perform well, including:

Academic Support and Access Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Also offers technical and practical support and assistance with accommodations for students with physical, medical, psychological, or learning disabilities. Writing support is available in the ASAC Writing Lab or in the Writing Center, Battelle 228.

Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

ACCOMMODATIONS: If you qualify for an accommodation because of a disability, please notify either professor in a timely manner with a letter from the Academic Support and Access Center so that we can make arrangements to address your needs.

THE NOT SO FINE PRINT

A NOTE ON TIMELINESS:
Completing work in a prompt and timely fashion is essential to success. Accordingly, extensions of time on assignments will be granted only if requested before the due date and ONLY upon a showing of good cause. An example of good cause is hospitalization of the student or a dependent. Technology failure is not good cause, nor is forgetting about the due date or
oversleeping. The sanction for graded assignments that are late without “good cause” is that the grade on the late assignment will be reduced one whole letter grade for each 24 hour period the paper is late, including weekends and holidays, starting with the end of the class period at which it is due. Late credit/no credit assignments will not receive credit. Any in-class quizzes given cannot be made up. The professor reserves the sole right to determine good cause.

A NOTE ON TECHNOLOGY ETIQUETTE:
Class meetings are a time to focus exclusively on the course material. Using technology during class when that technology is not required for the class meeting – including cell phones, checking messages, text-messaging, using the internet, playing games on laptops – distracts not only the technology user but also those around him or her. So, in devotion to your own education, as well as out of kindness for others, do not use unrelated technology during class (including surfing the internet, checking your Blackberry/Iphone/Ipad, and text messaging) and please turn off your cell phone. The consequence for misuse of such information devices during class is a recorded absence for that class period.

Similarly, laptops are very valuable tools for taking notes, but they have an incredible capacity to distract those students most in need of delivering their full attention to the course. After the first class meeting, those who wish to use laptops during class must complete a laptop permission sheet. A single instance of misuse of a laptop (e.g. surfing the net) may result in a class participation grade of zero for the entire semester.

AN ETHICAL ADMONITION:
We take personal and professional ethics very seriously. As one student commented in advice to future students about Professor Marr, “Do not try to cheat. She is very strict about that subject.” Leadership students can expect that any violation of the University's Academic Integrity Code will be reported to the University for further action. Any academic misconduct in the context of Leadership Program work will result in being excused from the Program. Plagiarism, fabricating observations, copying other students’ work, and unauthorized collaboration, are all examples of violations of the Academic Integrity Code, which is published on the University’s web page, among other places. Academic integrity violations are heart-breaking for all concerned. Please be good to yourself and always hold your conduct to the highest ethical standards. Remember leaders exemplify ethical conduct for others to follow.

QUESTIONS:
We are very open to questions. Really. Always feel free to contact us. Email is probably the most reliable. If you don’t receive a prompt reply (certainly within 24 hours) to an email, or you need a response in less than 24 hours, feel invited also send a text. Urgent matters, that require a response in under 2 hours, send text or voicemail to the mobile phones offered. When in doubt, reach out to both professors. We are very interested in meeting with whenever you are interested in doing so. Please email for an appointment. Afternoons are best for Prof. Marr, especially Tuesdays and Wednesdays.

We look forward to an outstanding semester working and learning with you.