LEADERSHIP DEVELOPMENT LAB I: SPA 361
American University, Fall 2014
Thursdays 5:30 – 9:00 Ward 4

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TEACHING ASSISTANTS

Abby Lore (Environmental Health and Sustainability)
Bob Siegel (Education and Activism)
Jordan Peebles (Gender and Sexuality)
Megan Crowley (Human Rights and Equality)
Nick Hunt (Power and Politics)
Sharon Lee (Urban Development)

REQUIRED TEXTS


Daily take in a reputable news source, such as the New York Times, The Washington Post, The Wall Street Journal, or 24-hour news sources, such as CNN and NPR. Pay close attention to the local Washington, D.C. metropolitan news in sources such as the Washington Post, WAMU, and the Washington Times.

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 having 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 29-31 at Shepherd’s Spring in Sharpsburg, Maryland. Please refer to the packing list sent via email. Waivers required. (C/NC)

3) Retreat Reflection: Write a reflection on what meaning and significance you derive from the retreat, including its meaning for the student’s personal development and development as a leader (2-3 pages, double-space). (C/NC; part of class engagement grade)

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 year, 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). (C/NC; part of class engagement grade)

5) Leadership Journal Entries: Keep a Leadership Journal offering reflection, analysis and 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 the professor. 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. (C/NC)

6) Reading Reflections: When readings and/or viewings are assigned in preparation for a class, write a short reaction each week to those materials. Please include:
   a. the percentage of assigned materials you read/viewed
   b. how carefully you read/viewed those materials, (e.g. thorough, or skimmed)
   c. a short synopsis of the assigned materials, and
   d. a reflection on those materials.
   The synopsis should be a summary of the reading in your own words in about a paragraph or, if multiple articles/videos were assigned, a sentence or two on each article/video. The reflection should be another short paragraph on the significance or meaning you derived from the material or any critique you would like to offer. (Part of class engagement grade)

7) Lincoln on Leadership Reflection: Write a reflection on the leadership lessons you 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, the students’ command of the entire book, and include a concrete example or examples to the students own experience with leadership (e.g. student government, year book, food service, etc.) (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; (C/NC)

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. Before 5pm on the day of the presentation please email to Professor Marr at marr@american.edu 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. During the week before the presentation, presenters are expected to meet with a TA to do a dry run of the presentation, and your reflection should include some consideration of this experience. 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. (C/NC)

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 28: 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 29-31: RETREAT!!! to Shepherd’s Spring in Sharpsburg Maryland and Antietam Battlefield

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. 4: Effective Time and Stress Management: Gain the wisdom of older students Ben Derby (’15) and Joelle Appenrodt (’15); How to Make Presentations (a short discussion); Advice from Older Students on Selecting Student Activities, followed by Pairings with Older Student Buddies. Read/View: (here are several selections, but they are all short!)

Time Management materials

and


Sleeping materials


http://sleepfoundation.org/how-sleep-works/how-much-sleep-do-we-really-need/page/0%2C2C2/

http://www.geneseo.edu/health/sleep

Managing Stress materials
  • Kelly McGonical's TED Talk "How to make stress your friend"
    https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend
  • The Single Most Important Thing You Can Do For Your Stress
    https://www.youtube.com/watch?v=I6402QJp52M

*Turn in*, in class, two documents (with name and issue group)
  • Retreat Reflection
  • Leadership Goals, Value & Definition

Suggestion: Get started on reading for 9/11

**Sept. 4 after class: Buddy Revelation!**

**Sept. 11: Lincoln on Leadership and Commonsense Leadership.**
*Read:*
  • *Lincoln on Leadership;*
  • *Time Magazine* July 4, 2005; (on Blackboard)
  • James P. Evans, “Commonsense Leadership for Uncommon Times” (on Blackboard)

*Turn in:*
  • Leadership Journal (include your issue group with your name, please)
  • Reading Reflection

*Leadership Lessons in Current Events Presentation:*
5:30 Thomas Lynch and Rachel "Ray" Uyeda
5:40 Johanna Butler and Nicholas Guthman

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

**Sept. 18: Listening, a Critical Leadership Skill**

**Two small group class meetings**, one group last names A-H 5:30-7:10. The other, I-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:*
  Read “Practical Benefits of Better Listening for Leaders and Teams”
  http://www.businesslistening.com/leadership_listening-skills.php

(continued on next page)

Pick three facts that surprise you after reviewing:
Take 15 minutes to assess your listening skills:
http://psychologytoday.tests.psychtests.com/take_test.php?idRegTest=1605

Listen to these short podcasts:
http://www.ccl.org/leadership/podcast/transcriptTheBig6.aspx
http://www.ccl.org/leadership/podcast/transcriptListeningLeadership.aspx

Turn in:
- *Lincoln on Leadership* Reflection Paper (2-3 pages; graded)
- Leadership Journal
- Reading (and listening) reflection and the 3 surprising facts chosen

*Leadership Lessons in Current Events Presentation:*
6:30 Peter Hutchinson and Chloe Kuske
6:40 Carolyn Turkaly and Quinn Dunlea

(Note: You’ll want to have read all of *Difficult Conversations* by 10/9)

**Sept 23** (Tues) 6:30-8pm, McDowell Formal: **Linner—Acclimating to AU**

**Sept. 25**: Brainstorming and Consensus Building
*Read*: Three short article:
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
4) “Groupthink: The Role of Leadership in Enhancing and Mitigating the Pitfall in Team Decision-Making “

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

*Leadership Lessons in Current Events Presentation:*
5:30 Daria Dudzinski and Saw-Terence Htoo
5:40 Suzanna Steele and Ryan Trismen
(Note: Finish *Difficult Conversations* by 10/9)

**Sept 27** (Sat) 4:05pm: **Nationals game** (depart AU at 2:30)

**Oct 2:** Writing Policy Memos, with guest presenter former Adjunct Prof. Susannah Washburn

*Read:*

1) [http://twp.duke.edu/uploads/media_items/policy-memo.original.pdf](http://twp.duke.edu/uploads/media_items/policy-memo.original.pdf), and
2) [http://www.mm.cs.sunysb.edu/300/lectures/HOW_TO_WRITE_A_POLICY_MEMO.pdf](http://www.mm.cs.sunysb.edu/300/lectures/HOW_TO_WRITE_A_POLICY_MEMO.pdf)

*No reading reflection required on these. Your comprehension of them will be evident in your policy memo.*

*Turn in two documents:*
- Leadership Journal
- Your Issue Group’s Statement of the problem, signed by all issue group members, on paper in class

*Leadership Lessons in Current Events Presentation:*
5:30 David Brem and Gregory Pratt
5:40 Nils Franco and Alexandra Mosenson

(Note: Finish *Difficult Conversations* by 10/9)

In Issue Group this week meet with the SPA reference Librarian, Olivia Ivy

**Oct 4 (Sat): Kayaking & River Cleanup on the Potomac**

**Oct. 9:** How Leaders Successfully Navigate Difficult Conversations, Part I; Time & Stress Management check-in

*Read: Difficult Conversations (all);*

*Turn in, in class:*
- Leadership Journal
- Reading reflection on all of *Difficult Conversations*

*Leadership Lessons in Current Events Presentation:*
5:30 Dominick Mortarotti and Kiah Morrison
5:40 Aaron Torop and Benjamin Zook

**Oct. 10, Fri: Fall Break**
Oct. 16: How Leaders Successfully Navigate Difficult Conversations, Part II and Understanding Body Language

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; and Brain Games DIY: Follow the Leader Game https://www.youtube.com/watch?v=QNeewhvw3bM

Turn in:
- Social Action Policy Memo on paper in class and via email to marrcourses@american.edu by 5pm
- Leadership Journal
- Reading/viewing reflection

Note: Your issue group’s Constituents Report is due in 2 weeks and a complete draft of your Project Proposal is due in 4 weeks. 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. 18 (Sat) 3-5PM: Leadership Program Family and Alumni Reception in McDowell Formal Lounge. Bring your families!

Oct 21 (Tues) 6:30-8pm, McDowell Formal: Linner—Registering for Classes

Oct. 23: Power and Privilege
Read/View: TBA, will be posted on Blackboard

Turn in:
- Leadership Journal
- Reading/viewing reflection

Oct. 30: Power and Privilege
Read/View: TBA, will be posted on Blackboard

Turn in:
- Issue Group’s Constituents Report on paper in class and via email to marrcourses@american.edu by 5pm
- Leadership Journal
- Reading/viewing reflection

Nov 2 (Sun): Buddy Olympics!
**Nov. 6:** Power and Privilege  
Read/View: TBA, will be posted on Blackboard  
*Turn in:*  
- Leadership Journal  
- Reading/viewing reflection

**Nov. 13:** Issue Group Meetings with Professor Marr 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. 20:** 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

**Leadership Lessons in Current Events Presentation:**  
5:30 Pema Doma and Marymargaret Koch  
5:40 Jessica Hoag and Bridget Anshus

**Nov. 27:** NO CLASS: US Thanksgiving

**Dec. 4:** LAST CLASS: Social Action Project Proposal Presentation in Letts Formal Lounge  
(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** both on paper and via email to marrcourses@american.edu  
- Leadership Journal

**Dec. 6 (Sat) 3-5p:** DECEMBERFEST Join the program in celebrating the end of the semester and the holidays.

**Dec 11:** Final Exam Period - NO CLASS MEETING

**Dec 14 (Sun) before 12 noon ET**  
Read: Bruce W. Tuckman, “Developmental Sequence of Small Groups” (on Blackboard)  
*Turn in via email to marrcourses@american.edu* as an attachment  
- Semester End Reflection  
- Those who presented on 11/20 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 complete MGC tour (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 (including preparation as demonstrated in reading reflections), issue group, leadership in current events presentation, and pay-it-forward committee work

CLASS ENGAGEMENT: Class attendance is mandatory. Unless excused, all students are expected to come prepared for each and every class and issue group meeting, having completed the designated readings in advance of the class meeting. Each student may have one unexcused absence to both class and issue group, without adverse impact upon his/her grade. Additional unexcused absences will have an exponentially adverse impact upon the class engagement grade. Students with excused absences are still required to complete the assigned work in preparation for class or issue group meeting, including any reading and homework assignments. Class engagement includes the student’s diligent preparation for and timely contributions in class, in issue group and in Leadership Program pay-it-forward committee, e.g. publications or fundraising.

Excused Absences: Students may receive an excused absence for reasons that include, but are not limited to, major religious holidays, a medical reason, athletic participation on an AU team, off-campus activities that are required and related to another class, or a family emergency. The documentation required for excused absences is as follows and shall be sent to the professor and any teaching team member handling attendance, unless otherwise noted:

- Religious holiday – email from student at least 36 hours before the class to be missed;
- Off-campus activity related to another class – email from the instructor of other class to professor at least 36 hours before the class to be missed;
- Athletic participation on an AU team – email or letter from coach or athletic department staff at least 36 hours before the class to be missed;
- Medical, family emergency, or other – documentation from the Dean of Students’ Office to be sent to the professor only. (Note: If a required co-payment for a Health Services visit is necessary to secure needed documentation and poses a financial hardship for any student, the Program Director will gladly provide it without question.)
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.

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 may receive partial credit. Any in-class quizzes given cannot be made up. The professor reserves the sole right to determine good cause.

THE NOT SO FINE PRINT
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/tablet, and text messaging) and please turn off your cell phone. The consequence for misuse of such information devices (including texting) during class is a recorded unexcused absence for that class period.

Similarly, laptops and tablets 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 or tablets during class must complete a permission sheet. A single instance of misuse of a laptop (e.g. surfing the net) will be a recorded absence for that class period; multiple misuses can be expected to net 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 heartbreaking 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.

EMERGENCY PREPAREDNESS
In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (american.edu/emergency) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/college-specific information.
ASSISTANCE

Everyone at this university wants you to succeed, truly. If you experience difficulty in this course for any reason, please consult the teaching team. We can help, really. As one student commented in advice to future students, “Don’t be afraid to ask questions; Prof. Marr is extremely helpful in assisting you.” In addition to your professor and teaching assistants, the university offers a wide range of services to support you in your efforts to perform well, including: (on next page)

- **Academic Support and Access Center** (x3360, MGC 243) In addition to using the resources available in this department, all students may take advantage of individual academic counseling, skills workshops, tutor referrals, Supplemental Instruction, and writing appointments in the Academic Support and Access Center. Writing support is also available in the **ASAC Writing Lab**.

  Students with Disabilities: If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is requested.

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

- **Writing Center** in the first floor of Bender Library offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. The Center offers appointments on the hour from 11:00 am to 9:00 pm Monday through Thursday; 11:00 am to 6:00 pm Friday, and 3:00 pm to 8:00 pm on Sunday. Call 202-885-2991 to arrange a session.

- **Center for Diversity & Inclusion** is dedicated to enhancing LGBTQ, multicultural, first generation, and women's experiences on campus and to advance AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center: 202-885-3651, email is cdi@american.edu.

- **Dean of Students Office** (x3300, 408 Butler Pavilion) offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The DOS office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class.
QUESTIONS:

The entire teaching team, including Prof. Marr, are very open to questions. Really. Always feel free to contact us. Email is probably the most reliable means to reach Prof. Marr. If you don’t receive a prompt reply (within 24 hours) to an email, or you need a response in less than 24 hours, feel invited to also send a text. Urgent matters, that require a response in under 2 hours, send text or voicemail to the mobile phone offered. A TA can assist in garnering my attention to urgent matters as well. We are very interested in meeting with you 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.