LEADERSHIP DEVELOPMENT LAB II: SPA 362
American University, Fall 2014
Weds 6:00 – 8:00 pm in Ward 4

TEACHING TEAM

Professor Margaret Marr
Correspondence Email address: marr@american.edu
Assignments email address: marrcourses@american.edu
Google doc email address: ProfessorMarr@gmail.com
Office phone: 202/885-2308
Cell Phone: 202/905-5161
Office: Ward 250
Office hours by appointment via email
Esp. Tues & Weds afternoons

Alumni Assistants
Kathryn Braisted (BA ’13), Anthony Miller (BA ’12/MPA ’13),

Teaching Assistants:
Emily Andre (’15)
Angelo Curto (’15)
Jasmine Jones (’15)
Emily Kvalheim (’15)
Gabe Menchaca (’15)
Cj Murphy (’15)

RECOMMENDED READING

Take in a daily 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. If your problem is manifested in Washington, D.C. regularly review the metropolitan news, including that in the Washington Post, WAMU, and the Washington Times.


Jean M. Kummerow, Nancy J. Barger and Linda K. Kirby, Work Types: Understand your Work Personality – How It Helps You and Holds You Back, and What You can Do to Understand It

WHAT WILL WE DO?

Social Action: Each sophomore will design a social action project that can be accomplished by the conclusion of the academic year to address a problem of concern to you. Toward that end, you will:

1) Identify a social issue of concern to you;
2) Prepare an Annotated Research Agenda, identify the research materials you will use in preparing a policy memo, offer a brief synopsis of each that explains the reference’s relevance to the problem;
3) Identify and Collaborate with Scholars and Practitioners, identify at least 2 scholars and at least 2 practitioners who are working in the field to research and address the problem. Speak directly with at least one of each. Collaborate with them to the greatest
extent possible and valuable, particularly in the creation of the policy memo. They can also be quite helpful with the project description and project execution;

4) **Consult Constituency:** Develop a strategy for outreach to people affected by the social problem. Communicate with them directly, preferably in person in the setting in which the selected social problem manifests itself;

5) **Strive to Develop a Team and Partnerships:** By consulting scholars, practitioners, and working with constituents you are encouraged to develop a team of people outside the Leadership Program to work with to design and execute your project;

6) **Attend Retreat Sept 12-14,** and there in 2-3 minutes present the social problem of concern to you, why it is compelling, how it is aligned with your personal mission statement (optional), and sketch out more than one possible project you are considering executing to address it; attend at least 2 break out groups to further analyze the identified problem and develop possible efforts to address it;

7) **Prepare a Policy Memo:** Research and write a policy memo describing the social problem of concern to you and what others are doing or have done to address it, reflecting outreach to constituents, scholars and practitioners (a more detailed description will follow);

8) **Prepare a Project Description:** Research and write a social action project description to address the social problem you have selected. This description will carefully explain the problem, the project, and a timeline for the execution of the project (a more detailed description will follow);

9) **Prepare a Grant Application:** Research and write a complete grant application to the SPA Leadership Program Fund (regardless of whether you ultimately apply) that includes all the elements of the project description, as well as an evaluation method, a budget, and a personnel section with brief biographies of key team members who will execute the project, including yourself (a more detailed description will follow);

10) **Research Possible Funding Sources:** Identify three organizations to which you could consider applying to fund your project given the topic of your problem and project. One is to be from a public/governmental source. You may include sources for which you would be eligible if you partnered with a 501(c)(3) organization to apply under their umbrella. Identify at least one such an organization. These should all be outside AU. Summarize the grant for which you considered applying, why you considered it, and why you selected the one you did.

To help you expand your repertoire of valuable skills as well as get in the habit of identifying desirable knowledge and actively pursue acquiring that knowledge, this fall you are challenged to acquire a new life skill. You are also asked to identify a culture you will explore next spring semester to gain a greater appreciation for the world’s cultures:

11) **Life Skill Challenge:** You will identify a desirable life skill to acquire that you do not already have, such as being CPR certified, acquire the skill in at least 3-4 hours, and create a poster (or electronic equivalent) or several copies of a standard brochure to display to the class with photographs of the your work and including the attestation of at least one witness to your skill acquisition;
12) **Identify a Cultural Challenge**: identify a subculture or subpopulation you will explore next semester. Detail a plan by which you will explore this subculture by attending at least two gatherings of a group of that subpopulation, that is engaged in something central to that culture, and there interviewing a person in that subpopulation. (A more detailed description will follow).

To assist you in accomplishing these tasks, you will:

13) **Offer Detailed Weekly Progress Reports**: Detail your progress in working on your social action project and life skill and mentorship relationship (if any). The update is to include the work in the last week, including the time spent on each action, as one might to bill a client or funder, as well as a detailed to do list for the next week and near future, including any foreseen challenges. These are turned in via email to your TA with a copy to the alumni assistant reviewing your work, at least 24 hours in advance of your weekly TA meeting;

14) **Participate in TA Meetings**: Meet every week with your assigned Teaching Assistant at the pre-scheduled time for about 30 minutes, to discuss your progress on and short and long-term objectives for your social action project, life skill and mentorship relationship (if any);

15) **Develop a Learning Contract with Your TA**: Work with your teaching assistant to develop a Leadership Learning Contract. This will be a working document that outlines your goals, the teaching assistant’s goals for you, the expectations for both you and the TA, and your desired skills to improve or gain throughout the semester. This will be updated throughout the semester to reflect changing goals and expectations;

16) **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,
   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.
   (Credit/no credit, included in class participation assessment);

17) **Keep a Leadership Journal** offering reflection, analysis and/or insight as to your leadership development, including personal growth, making at least some mention of your work on your social action project and any recent updates on your relationship and communication with your mentor. You are encouraged to use journal entries to also reflect on course materials and activities. Journal entries may also reflect on your work and activities outside of the course that is relevant to your leadership development. Please double space the body of the entry, and single space your name, date, etc. Entries are to be at least a page long and offer reflection on the time period since the last journal entry was submitted. Turn in one entry at six different class meetings
(excluding the first class and retreat), for a total of six entries. Journals are read only by the professor;

18) **Write a Semester End Reflection**, as to both its curricular and co-curricular aspects, perhaps with some mention of its place in the rest of your life and leadership development, with careful thought to the role of these experiences in the last 15 weeks in developing your leadership capacity (at least 3 pages, preferably more);

19) **Engage**: Engage actively in class discussions (large and small), in retreat planning and implementation, and completing all homework assignments and any quizzes given. This requires you to timely attend class and retreat planning meetings, arriving fully prepared having completed all assigned readings and tasks.

To help you better understand yourself, and present yourself professionally, you will:

20) **MBTI**: Take a Myers-Briggs Type Indicator assessment through the AU Career Center. Instructions will be offered in class. From its results write a 3-page reflection about what you learned about yourself, your leadership and activism, in so doing **demonstrate your command of assigned readings**. Turn this in via email to Professor Marr (to marrcourses@american.edu), your reader, and to your TA before class, as well as a single paper copy in class;

21) **Mentoring**: If you choose to participate in the mentorship program, you will be expected to have three face-to-face meetings with your mentor throughout the academic year, including at least one in fall semester, and also to maintain monthly contact via other means of communication. Participating students are encouraged to meet monthly with their mentors throughout the year;

22) **Resume**: Write a resume, have it reviewed by the Career Center, and prepare a final resume.

**LEARNING OBJECTIVE**

At the end of the semester students will be able to successfully complete all that has been asked of them above and thus enjoy an expanded capacity in the valuable leadership skills of critical thinking and analysis, reflection, self-awareness, problem solving, professionalism, project design and management, experience in roaming outside one’s comfort zone, and becoming a life-long learner.

**SCHEDULE OF STUDIES**

All 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. 27**: Introductions to the course, the professor, the alumni and teaching assistants, and the students; retreat preparations

    **Turn in**: Biographical Data Sheet with any TA preferences

**Sept. 3**: Creating your own Personal Mission Statements and selecting your social problem in accordance with it
Read/View:

- Choose 2 chapters of Po Bronson’s *What Should I Do with My Life?* from the following six: 2, 3, 7, 8, 15, 47

Turn in:

- If you have already completed your cultural challenge: an electronic copy of Cultural Challenge PowerPoint (or similar) via email before 5:30 p.m. to Professor Marr at marr@american.edu,
- If you have already completed your life skill: please email Professor Marr your PowerPoint, or, if you are a presenting a paper poster, email your photos to Prof. Marr at marr@american.edu before class and bring your paper poster with photos with you to class to present and turn in.
- Reading Reflection
- Any journal entry

For TA Meetings this week:

- Work on Student-TA Learning Contract
- Discuss at least 3 different life skills you are considering acquiring

**Sept. 10:** Using root cause and consequence analysis to analyze social problems and create a research agenda and outreach strategy;

Read/View:

  (view trailer for movie “Taking Root”)
- TED talk by Majora Carter: Greening the ghetto [http://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal](http://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal)

Turn in:

- Life Skill Contract: a proposed Learning Contract for Life Skill Challenge. Explain what you will do, about how long you expect it to take, what your current skill
level is, and how we can measure whether you have acquired it.

- Reading Reflection
- Any journal entry

For TA meetings this week:

- Include with your progress report an initial draft of your annotated research agenda with at least three key sources for your policy memo
- Complete initial student-TA learning contract

Sept 12-14: RETREAT!!

Turn in:

- Draft of Annotated Research Agenda

Sept. 17: Guest Speaker Georgette Spanjich ('10); Reviewing Policy Memo Writing; Retreat Review; Strategies for finding and using scholars and practitioners and reaching out to constituents; affinity group break outs

(This is a very good refresher on policy memo writing. No reading reflection required on it, though. Your comprehension of it will be evident in your policy memo)

Turn in:

- If you are participating in the mentorship program, a one paragraph biography of yourself and your interests for prospective mentors, via email to the mentorship coordinators and TA.
- annotated research agenda for Social Action Project via email before class to Professor Marr at marrcourses@american.edu, and your TA, as well as on paper in class
- Any journal entry

In TA Meetings this Week of 9/17

- Discuss strategies for reaching out to constituents, scholars and practitioners

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

Sept 24: Practicing introducing yourself in minutes (“elevator speeches”); self care methods and survey; affinity groups

Read/view:

• Own Self-Care: It’s Simple -- And Essential
• 101 Health and Wellness Tips for College Students
http://healthservices.camden.rutgers.edu/topics_wellness
• (Optional – motivational video. Warning: contains some offensive language)
http://youtu.be/lH_jpiS_T7Y?t=1m2s

Turn in:
• Strategy for reaching out to constituents, scholars and practitioners, including the name and contact information for 2 scholars and 2 practitioners with a brief summary of what they do that shows their relevance to the problem you have selected to tackle, as well as the constituency outreach plan
• Come prepared to: Give three “elevator speeches,” one 2-minute, one 1-minute, and one 30-seconds.
• Reading reflection
• Any journal entry

For TA Meeting this week:
• Review your resume with your TA
• Review outline or sketch of policy memo

Sept 27 (Sat) 4:05pm: Nationals game (meet at 2:30p)

Oct. 1: 6-6:45: Meet in classroom for policy memo check-in, announcements, and receive feedback on your constituent, scholar, and practitioner outreach plan
  7:00-9:00 Mentorship Reception; only those participating in mentorship program are expected to attend. Business attire expected.

For this week:
• Take resume to career center to review so that you can then share it with your mentor

Turn in:
• Any journal entry

In TA Meetings this week
• Review draft of your policy memo

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

Oct. 8: Guest Speaker: Jim Shultz, Democracy Center, “Developing an Advocacy Strategy;” celebrate the completion of your policy memos!
Turn In:

- **Policy Memo**, via email before class to Professor Marr at marrcourses@american.edu, your reader, and your TA, and bring a paper copy in class.
- Any journal entry

**Oct. 15:** Persuasive Project Description & Grant Writing techniques; Affinity groups; Self-care check-ins

Read/View: TBA via Blackboard

Turn in:

- Final resume, and copy reviewed by the Career Center, with a signature on it of the Career Center staff member or peer advisor who reviewed it
- Reading reflection
- Any journal entry

**Oct. 18, Saturday, 3-5PM:** **Family and Alumni Reception.** McDowell Formal Lounge

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

**Oct. 22:** Mock Informational Interview with guest; Critique Project Descriptions in Affinity groups

Read: Interviewing materials and video on Blackboard

Turn in:

- Draft Project Description for TA critique (C/NC)
- Complete MBTI assessment on-line (directions will be distributed)
- Journal Entry
- No reading reflection required this week

**Oct. 29:** MBTI with AU’s Career Center Advisor, Jennifer Carignan

Reading: *Work Types*, Ch. 5 Leading: Being in Charge pp. 107-126 (posted on blackboard)

Turn in:

- **Social Action Project Description**

**Nov 2 (Sun): Buddy Olympics**

**Nov. 5:** Researching Funding Sources and Strategies; selecting project evaluation methods; possible guest speaker or field trip to the Foundation Center

Turn in:

- Via attachment to email before class to Professor Marr at marrcourses@american.edu, your reader, and your TA, and a paper copy in class, **Reflection on your MBTI** results, 3 pages. Remember to show your comprehension of all the MBTI readings
• Any journal entry

**Nov. 12: Life Skill Presentations;** affinity group discussion new pieces for grant application; planning for next semester

Turn in and present:
• Life Skill Poster; any electronic presentation and all electronic photos submitted to Professor Marr [marrcourses@american.edu](mailto:marrcourses@american.edu) by 5:30pm.

**Nov. 19:** Cover Letter Writing with Jennifer Carignan of the AU Career Center; Preparing for Next Semester

Turn in:
• Your selection of activity for next semester, debate (with topic and fellow debaters), social movement presentation (with selection of movement), social movement paper (with selection of movement) via paper copy in class paper.
• Proposed contract for cultural challenge to be completed next semester
• Draft Grant Application for TA review (C/NC)

**Nov. 26:** NO CLASS: US Thanksgiving

**December 3: Grant Application Presentations**

Turn in:
• **Grant Application** via email before class to Professor Marr at [marrcourses@american.edu](mailto:marrcourses@american.edu), your reader and your TA, as well as a paper copy in class;

**Dec. 6 (Sat) 3:00-5:00pm, MGC 245:** DECEMBERFEST! Join Leadership students in celebrating the end of the semester and the holiday season.

**Final Exam Period** Monday Dec. 15, 5:30-8:00 -- **NO CLASS MEETING**

Turn in:
• Semester end reflection via email to [marrcourses@american.edu](mailto:marrcourses@american.edu) before 5:30PM ET Mon 12/15
EVALUATIONS

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

- 5% Attend Retreat (C/NC)
- 5% MBTI Reflection (C/NC)
- 5% Annotated Research Agenda and Constituency/Scholar/Practitioner Outreach Plan (C/NC)
- 15% Policy Memo (Graded)
- 15% Project Description (Graded)
- 15% Grant Proposal (Graded)
- 5% Six Leadership Journal Entries (C/NC)
- 10% Life Skill (C/NC) or Cultural Challenge (Graded)
- 5% Semester Reflection, including on mentorship relationship (C/NC)
- 10% Participation in meeting with TAs and weekly progress reports (graded)
- 10% Class Engagement (graded)

CLASS PARTICIPATION: Class attendance is mandatory. Unless excused, all students are expected to come prepared for each and every class, having completed the designated readings in advance of the class meeting. Each student may have one unexcused absence without adverse impact upon his/her grade. Additional unexcused absences will have an exponentially adverse impact upon the class participation grade. Class participation includes attendance, class preparedness (including reading reflections and homework assignments) retreat preparations, any quizzes that might be given, and diligence in pursuing the mentorship relationship if the student chooses to participate in the mentorship program. Students with excused absences are still required to complete the class preparation work (including reading reflections and homework assignments).

Excused Absences: Students may receive an excused absence from class 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 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.

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, and text messaging). And please turn off your cell phone. The consequence for misuse of information devices during class is a recorded 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. If you need to use a laptop or tablet, perhaps as an accommodation for a disability, talk to me to secure permission. Be aware that 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 in the Leadership Program take personal and professional ethics extremely seriously. As one student commented in advice to future students, “Do not try to cheat. [Prof. Marr] 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.

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

**QUESTIONS:**
Professor Marr is very open to questions. Really. Always feel free to contact her. Email is probably the most reliable. If you don’t receive a prompt reply to an email sent to marr@american.edu (within 24 hours), please resend the email and feel invited to send a text. Urgent matters, that require a response in under 2 hours, send text or voicemail to her mobile phone 202-905-5161. She is very interested in meeting with whenever you are interested in doing so. Please email for an appointment. Afternoons are best, especially Tuesdays and Wednesdays.

Your teaching team looks forward with great enthusiasm to an outstanding semester working and learning with you.