COURSE DESCRIPTION

This course, as announced in the American University Catalog “[e]xamines major theories and research in public leadership, with emphasis on American political and administrative institutions. Case studies of leaders and leadership in complex public organizations. Relative impact of personality and organizational factors in leadership development. Emphasis on students' awareness of their own leadership style and development potential.”

This year, the class has decided to study motivation and persuasion in leadership as well as leadership in crisis or controversy, including how these are revealed in and influenced by media and the arts. Each senior will offer a conference-like presentation on a topic within these umbrellas that includes a focus on some leadership theory or practice and has some relevance to the student presenter, and/or the students in the class, as they prepare to graduate and launch their careers.

EXPECTATIONS:

Each student can expect to achieve the following:

1. Make a 50 minute presentation to the class on a leadership theory or practice of importance to the student and the students’ leadership development.
2. By Jan 29, select materials for the class to read or view in preparation for the presentation. These materials should take an average Leadership student more than an hour but less than two hours to review.
3. Prepare a lesson plan due two weeks before the presentation (excluding spring break from the 2 week calculation). The lesson plan should state the learning objectives for the lesson and explain how the student intends to use the 50 minutes of class time. The lesson plan should also include what discussion questions the student would like to post on BlackBoard to help the class demonstrate their comprehension of the assigned materials and to come mentally prepared for the presentation. Including the assigned readings by way of link or attachment to the lesson plan is very helpful.
4. After turning in the lesson plan and before the presentation, meet with the professor to go over a complete version of the presentation, including a thorough draft of any PowerPoint or Prezi or activity the student intends to offer, and consider adjustments to the presentation and the lesson plan.
5. Write a self reflection, of at least 3 pages, assessing the student’s presentation after viewing their peers’ evaluations and reflecting on what the presentation’s topic means for the student’s own leadership development as s/he prepares to graduate and enter careers. The paper should also very briefly summarize the presentation so that when it is read
years from now, so the student can assess their growth as a leader and presenter, the document will be comprehensible. (Due 2 weeks after the presentation, except those who present on April 23, whose self evaluations are due May 7).

6. Each week, by Monday at midnight (11:59 p.m.) before the next class, respond thoughtfully to blackboard discussion questions posed by student presenters not later than the previous Friday at 5PM.

7. Write a final paper of about 8 pages on what the student takes away from the semester’s study with citations to course materials, perhaps comparing the student’s presentation topic with a few others, striving to find consistent themes in leadership theory and style, particularly those relevant to the student’s own leadership. (Due May 7)

8. Create an electronic portfolio, including text and pictures on each page, demonstrating the student’s most valuable activities and chief accomplishments in each of the four years of the Leadership Program. Student may choose to make the work in the Leadership Program one aspect of a more comprehensive e-folio, including the student’s other academic, extracurricular and professional development work. We recommend that the student use wix.com or sites.google.com, but the student may choose another platform. Among the considerable helpful information on the internet about how to do this is that from Clemson University:

http://www.clemson.edu/academics/programs/eportfolio/gallery.html

Benchmark due dates indicated below. Final, whole e-folio due April 23. Contact Graduate Assistant, Bernard Chen at bc9115a@student.american.edu or (740) 538-0251 with any questions.

9. Write a reflection on the student’s 4-year (or 3-year) experience in the SPA Leadership Program, including how the student’s leadership skills and capacity have developed in the program (or not). Please feel invited to include any suggestions about what to keep and what to change in the program as we continue to strive for excellence. (Due April 23, at least 4 pages)

10. Attend and participate in retreat Jan 26-27, to be organized and produced by the class.

11. Attend and participate in at least one service project with at least six other classmates. Service projected to be organized by the students and completed before April 23.

12. Actively participate in the class including: attend class; come fully prepared for class, including having completed all assigned readings, completing any homework, and taking any in-class quizzes; fully engage in class dialogue; carefully, honestly and accurately evaluate other students’ presentations; and help to organize and execute the retreat and service project(s).

Note: Unless otherwise indicated all materials should be turned in both electronically to marr@american.edu before class and on paper in class. While I try to read students’ work and comment electronically, I can’t always, especially on the train.
SCHEDULE OF STUDIES

Students are expected to complete the readings assigned, as posted and adjusted on Blackboard, in advance of each class meeting, and come prepared to discuss those readings.

Introductions

Jan 14: Reuniting with the class, discussion of syllabus, overview of coming semester. Retreat and service project planning. (Preceded by Welcome Back Desserts at 7PM in Batelle Atrium)

Jan 22: Review of final syllabus, how to create lesson plans, introduction to e-folios, final retreat preparations

26-27 Jan (Sat & Sun): RETREAT!

Jan 29: No class (Recuperate from retreat while Prof. Marr and three seniors attend Naval Academy Leadership Conference in Annapolis)

Turn in Proposed Readings for your Presentation in email to Prof. Marr. Please put readings in form that can be posted on blackboard. The JLS or Government offices can be used to scan materials if need be.

(Katie and Kathryn turn in their lesson plans)

Jan 31 (Thurs) 1-6pm: Meet with Graduate Assistant Bernard C. for guidance on your e-folio

Feb 5: Finding and Applying for Positions in the Federal Government
Guest Presentation: Jennifer Carignan, SPA Career Advisor, AU Career Center
Guest presentation: Susannah Washburn, Senior Advisor, Corporation for National and Community Service

(Danna and Cristina turn in their lesson plans)

Complete in class: A retreat survey and reflection

8-Feb (Fri): Leadership Talent Show

Motivation and Persuasion in Leadership

Feb 12: Katie: Positivity and Leadership
          Kathryn: The Value of Failure in Leadership and Leadership Development
          (Sarah R and David turn in their lesson plans)

Feb 19: Danna: The Benefits of Groups
          Cristina: Power and Privilege in Leadership
          (Sarah M. and Jose and turn in their lesson plans)

Turn In Electronically: E-folio website address (and password if any) completed draft of home/about page(s), resume page and contact page.

22-Feb (Fri): Laser Tag with Leadership
Feb 26: Sarah R: Theater and Acting as Preparation for Persuasive, Charismatic Leadership
   David: Was Reagan Truly the Great Communicator?
   (Hannah and Ian turn in their lesson plans)
   (Katie and Kathryn turn in their self evaluation and reflection)

5-Mar (Tues): Leadership Dinner (“Linner”) older students will share information about studying abroad

Mar 5: Sarah M: Obama’s Persuasion Methods in Health Care Reform
   Jose: Is Compromise a Dirty Word?
   Turn in electronically: Completed draft of 3rd year internship page via link to E-folio
   website address (with password) in email (Optional: your other internships & work
   experience either on separate page or incorporated with the 3rd year page)
   (Rachel and Tom turn in their lesson plans)
   (Danna and Cristina turn in their self evaluation and reflection)

12-Mar SPRING BREAK -- No Class -- Enjoy (and work on your e-folio?)

Mar 19: Hannah: Leadership in Campaign Management
   Ian: Race & Electoral Politics: the 1983 Mayoral Campaigns of
   Harold Washington and W. Wilson Goode
   (Emily and Phil turn in their lesson plans)
   (Sarah R and David turn in their self evaluation and reflection)

22-Mar (Friday evening 6pm) All Alumni Reception at Finemondo, 1319 F Street, NW, Washington, DC
   All current students and alumni invited to attend -- a great networking opportunity

23-Mar (Sat) Buddy Olympics

Mar 26: Rachel: Leadership in Sports and Coaching Youths
   Tom: How Age and Experience Related to Leadership in Professional Sports
   Turn in electronically: Completed draft of 2nd year page and page for any noteworthy
   role in the Program, e.g. TA or Steering Committee, via link to E-folio website address
   (with password) in email (Optional: page for other extracurricular activities and travel)
   (Dan and Mark turn in their lesson plans)
   (Sarah M and Jose turn in their self evaluation and reflection)

Leadership in Crisis and Controversy

Apr 2: Emily: Governor Christie Christie and Hurricane Sandy
   Phil: The National Rifle Association in the Wake of the Newtown Shootings
   Turn in: Accolades sheet and paper resume for Prof. Marr and toast committee
   (Jean and Stephen turn in their lesson plans)
   (Hannah and Ian turn in their self evaluation and reflection)

2-Apr (Tues): Leadership Dinner (“Linner”) older students will share information about studying abroad
Apr 4: Your Final Cherry Blossoms Monuments Tour, 5PM Departure (get to know the first-years before the formal)

Apr 9: Dan: Resolving the Israeli-Palestinian Crisis
Mark: Hugo Chavez’ Leadership
*Turn in electronically: Completed draft of 1st year page via link to E-folio website address (with password) in email (Optional: page for other academics including courses, noteworthy papers, honors and awards)*
(Dani and Danielle turn in their lesson plans)
(Rachel and Tom turn in their self evaluation and reflection)

Apr 16: Jean: Leadership in Nuclear Power Plant Disasters
Stephen: Allies in Social Movements and Crisis, including the Environmental Movement
*Turn in electronically: Completed draft of 4th year page via link to E-folio website address (with password) in email*
(Emily and Phil turn in their self evaluation and reflection)

Apr 23: Dani: Women & Video Gaming Bullying (Anita Sarkeesian)
Danielle P: Crisis Leadership Exemplified in *Lord of the Rings*
*Turn in electronically: Completed draft of whole e-folio via link to website address (with password) in email*
*Turn in (via email attachment & on paper in class): Separate paper with reflection on your four (or three) -year experience in the Leadership Program, including your senior service project participation, how those experience contributed to your leadership and personal development (or not) with recommendation of what to keep, change or remove from the program. (About at least 4 pages)*
(Dan and Mark turn in their self evaluation and reflection)

(Fri) 27-Apr: Formal Dinner-Dance and Senior Toast at Maggiano’s!!

Apr 30: 1:00-3:00 PM  Presentation of Certificates in Advanced Leadership Studies
at the SPA Awards Ceremony in MGC 4-6

May 7:  (Final Exam Period) Wrap up and Celebration
*Turn in (via email attachment and on paper in class): Final paper (about 8 pages) on your take-aways from the semester’s studies with citations to course materials.*
(Jean, Stephen, Dani, and Danielle turn in their self evaluation and reflection)

May 10: Luncheon Reception for Leadership Seniors and their families (may be in lieu of the SPA Awards Ceremony on April 30, TBD)

11-May (Sun): 9A Commencement!
Gather on the steps of Ward Building for picture directly after.
EVALUATIONS

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

30%  Presentation (includes readings, lesson plan, meeting w/ Prof. Marr, pre-presentation BB discussion questions, actual presentation) (graded)
10%  Self evaluation of presentation & reflection on the significance of substance of presentation for your own leadership development, at least 3 pages (C/NC)
15%  Final Paper on what you take away the semester’s study, with citations to course materials (about 7-8 pages) (graded)
10%  Blackboard posts (C/NC, proportion of 18 timely completed of B or better quality)
15%  E-folio explaining all that you’ve done in this 4-year program and separate paper on reflections on that experience, with recommendations about 4 pages (C/NC)
5%   Retreat Participation (C/NC)
5%   Participation in completing group service project (C/NC)
10%  Class participation (graded)

CLASS PARTICIPATION: 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. I 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 participation grade. Class participation includes attendance, preparation for class including completing the readings and any homework assignments, any quizzes that might be given in class, participating in the dialogue in class, careful evaluation of other students’ presentations, and help to organize and execute the retreat and service project.

GRADING GUIDELINES

I take very seriously the responsibility of grading your work, striving always to be fair and accurate in my evaluations. These are the guidelines I 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 me. I can help; I promise I don’t bite. 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 myself, the university offers a wide range of services to support you in your efforts to perform well, including

Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC 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.

Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical medical, or psychological disabilities.

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 Center or Disability Support Services 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:
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 phone. The consequence for misuse of such information devices during class is a recorded absence for that class period.

AN ETHICAL ADMONITION:
I take personal and professional ethics very seriously. As one student commented in advice to future students, “Do not try to cheat. She is very strict about that subject.” Students in my courses 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 the Certificate in Advanced Leadership Studies not being awarded. 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. Dishonesty not amounting to an Academic Integrity Code violation, but reflecting on the student’s leadership and leadership potential, can also result in students being removed from the Program and/or the not awarding the Advanced Leadership Certificate. Remember leaders exemplify ethical conduct for others to follow.

QUESTIONS:
I am very open to questions. Really. Always feel free to contact me. Email is probably the most reliable. If you don’t receive a prompt reply (certainly within 24 hours) to a note sent to marr@american.edu please email me again. Less reliable is my office phone, 202/885-2308, as I am likely only to receive your call during my office hours. I am very interested in meeting with whenever you are interested in doing so. Please email me for an appointment. Tuesday afternoons are a wonderful time for me to see students.

I look forward to a warm and memorable semester working and learning with you, a wonderful final hoorah!