LEADERSHIP INTERNSHIP: GOVT/JLS 391-003
American University, Fall 2010
Thursdays 8:10-10:40 PM in Ward 204

Professor Jackie Norris
“Office” Hours Location: Ward Lobby
Email: norris@american.edu
Office Hours: Thursdays 6:45 – 8:00 PM and by appointment. During the work day is also possible if you are interning downtown.
Cell Phone: (515) – 314 – 9807 (by appointment)

REQUIRED TEXT


Talya Bauer and Berrin Erdogan, Organizational Behavior (2008 Flat World Knowledge)
Available online at http://www.flatworldknowledge.com/pub/1.0/organizational-behavior/152800.

COURSE OVERVIEW

In this course students will pursue an internship, working 20-24 hours per week for at least 12 weeks, examine and analyze that internship in light of the theories of organizational behavior, and earn academic credit.

REQUIREMENTS

For five or six academic credits students will be expected to:
1) Complete an internship, working 20-24 hours per week for at least 12 weeks, for a total of at least 240 hours over the Fall term.
2) Complete three papers analyzing the organization and the student’s internship in light of the course materials and including outside research. (Students taking the course for 3 credits will write two papers, including the final paper.)
3) Secure a supervisor’s evaluation.
4) Participate in class discussion, orally present the student’s papers to the class, complete all homework assignments including a job description and learning contract, and any quizzes given.
5) Keep a Leadership Intern Journal, recording the student’s activities in the internship and offering some reflection or analysis, particularly as to what it means for the student’s personal, professional, and leadership growth. Turn in 10 of 13 entries, each more than a single word-processed, double spaced page. (Students taking the course for 3 credits turn in all even numbered entries for a total of 6 of 13.) (Credit/no credit)
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. 26: Introductions to the course, the professor, the students, and their internships.

Sept. 2: Negotiating an Internship Job Description
Read: Successful Internship, Ch. 1, 2, 5, 6
Turn in: Leadership Intern Journal #1

Sept. 9: Introduction to Organizational Behavior and Organizational Leadership
Read: Organizational Behavior, Ch. 1, 2, 3
Turn in: Internship Description (like a job description) signed by your supervisor
Turn in: Your Learning Contract - your personal goals for the internship, including assessment methods. Be sure to focus on all goals – knowledge, skills, attitudes and values, professional, personal and civic development goals and at least one activity and assessment. (See SI sample p. 106) Roughly 2 pages, preferably double spaced, bullets (Credit/no credit)
Turn in: Leadership Intern Journal #2

Sept. 16: Organizational Leadership
Read: Organizational Behavior, Ch. 11, 12
Turn in: Leadership Intern Journal #3

Sept. 18 (T): Ropes Course Group Activity

Sept. 23: Organizational Leadership continued, Power in Organizational Settings
Read: Organizational Behavior, Ch. 13
Peruse: Successful Internship, Ch. 7, 8.
Turn in: Leadership Intern Journal #4

Sept. 30: Power in Organizational Settings
Read: Successful Internship, Ch 10,11.
Read: Organizational Behavior, Ch. 14 (p. 321-328)
Turn in: Leadership Intern Journal #5

Oct. 7: Present Papers on Leadership and Power
Read: Successful Internship, Ch 12. Peruse: 13
Turn in: Paper analyzing the Leadership and Power readings as applied in your internship setting, including an analysis of your supervisor’s leadership (About 8 pages, double-spaced, including organizational description and interview results)
Turn in: Leadership Intern Journal #6
Oct. 14: Motivation in Organizations
Read: Organizational Behavior, Ch. 4, 5
Turn in: Leadership Intern Journal #7

Oct. 21: Motivation in Organizations, continued
Read: Organizational Behavior, Ch. 6, 7
Turn in: Leadership Intern Journal #8

Oct. 23: Family/Alumni Reception, 3-5 pm, Butler Board Room

Oct. 28: Teams in Organizations
Read: Organizational Behavior, Ch. 8, 9
Turn in: Leadership Intern Journal #9

Nov. 4: Teams in Organizations, continued
Read: Organizational Behavior, Ch. 10
Turn in: Leadership Intern Journal #10

Nov. 11: Present Motivation and Teams Paper
Read: Successful Internship, Ch 14.
Turn in: Paper analyzing the Motivation and Teams readings as applied in your internship setting
(About 6 pages, double-spaced, including organizational description and interview results)
Turn in: Leadership Intern Journal #11

Nov. 18: Organizational Change
Read: Organizational Behavior, Ch. 14 (p. 329-342)
Turn in: Leadership Intern Journal #12

Nov. 25: NO CLASS: Thanksgiving

Dec. 2: Organizational Culture
Read: Organizational Behavior, Ch. 15
Turn in: Leadership Intern Journal #12

Dec. 9 (Final Exam Period): Presentations of Final Papers
Turn in: Supervisor’s evaluation of intern’s work, including recommended letter grade
Turn in: Final Paper (about 8 double-spaced pages). Choice of one of two topics:
measure the student’s progress against the learning contract; or, an overarching paper on
the organization and specifically its internship program, with recommendations for
change, incorporating the organizational change articles from Blackboard.
EVALUATIONS

A student’s final evaluation will be based on the following weighted criteria, if the student is taking the course for six academic credits:

- 30% Supervisor’s evaluation
- 15% Leadership & Power Paper (About 8 pages, double spaced)
- 10% Motivation & Teams Paper (About 6 pages, double spaced)
- 15% Final Paper (About 8 pages, double spaced)
- 10% Journal entries (10 of 13, credit/no credit)
- 20% Class Participation, including attendance, active participation in the class dialogue, presentation of papers, timely completion of homework assignments, and performance on any quizzes given.

A student’s final evaluation will be based on the following weighted criteria, if the student is taking the course for three academic credits:

- 30% Supervisor’s evaluation
- 20% Leadership & Power Paper or Motivation & Teams Paper (About 8 pages, double spaced)
- 20% Final Paper (About 8 pages, double spaced)
- 10% Journal entries (All even numbered for a total of 6 of 13, credit/no credit)
- 20% Class Participation, including attendance, active participation in the class dialogue, timely completion of homework assignments, and performance on any quizzes given.

CLASS PARTICIPATION

Class attendance is mandatory and I expect you to participate and engage and share. 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. (Caveat Emergency Preparedness)

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 (www.prepared.american.edu) 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.

**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. Should you receive a C, I will ask that you schedule time to discuss the work with me so we can identify ways for improvement.

**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. Should you receive a not passing grade, I will ask that you schedule time to discuss the work with me so we can identify ways for improvement.

**CREDIT/NO CREDIT:** Assignments: If the work is of B quality or better, the student receives credit for the timely completed work.
**TIMELINESS**: Graded assignments that are late without “good cause” 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 quizzes given cannot be made up. The professor reserves the sole right to determine good cause.

**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.

**TECHNOLOGY ETIQUETTE**

Let’s face it – technology helps us do “our business.” At times, it feels as though we can’t survive without a quick check of email, sending a short text to a friend about social plans or surfing the Web for the best You Tube Video. Two words: **Please refrain.** When you come in the classroom, I expect that all technology will be turned off and unplugged. If you wish to use a laptop during class or need a cell phone handy for an emergency call, please discuss with me during the first class or before class begins.

**ACADEMIC INTEGRITY CODE**

**ANY** violation of the University's Academic Integrity Code will be reported to the University for further action. 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. Please be true to yourself and to me.

**JUST ASK!**

I look forward to working with you this semester and am happy to discuss your work and experiences and identify ways that I can be helpful in your pursuits. The key is to ASK for help. I am not a mind reader. If you don’t ask, I won’t know. **Let’s have a great semester as we grow and learn together.**