LEADERSHIP DEVELOPMENT LAB I: GOVT/JLS 361
American University, Fall 2011
Thursdays 5:30 – 8:00 Ward 4

Professor Margaret Marr
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TEACHING ASSISTANTS

Cheria Funches, Education
Dani Nispel, Gender and Sexuality
David Shirbroun, Poverty

Holly Hagerty, Environmental Sustainability
Sarah Durgin, Civil Rights and Diversity
Tyler Sadonis, Politics and Empowerment

REQUIRED TEXTS


RECOMMENDED READING

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


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 practice at some essential leadership skills including listening, building consensus, effective teamwork, community building, public speaking, and skills in effective communication including in difficult conversations. Students will also gain a greater awareness of power and privilege and their relationship to leadership. Additionally students will learn of the multitude of resources at this university that can assist them in their leadership development and social action endeavors.

WHAT WILL YOU DO?

During the semester, students will:

1) Work with the student’s issue group to research and write:
   a. a policy memo in their issue area relevant to their project proposal (graded);
   b. a report about the results of their meeting(s) with a constituent group they intend to serve, and at least one service provider attempting to support that group, 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);
   c. a social action project proposal in their issue area (graded);

2) Attend the class retreat on Sept 2-4 and write a reflection on what meaning and significance the student derives from the retreat, including its meaning for the student’s personal development and development as a leader;

3) Keep a Leadership Journal offering reflection, analysis or insight as to the student’s leadership development, including personal growth, in the last week and making at least some mention of the student’s work in his/her issue group. Journal entries may also reflect on course materials and activities or on the student’s work and activities outside of the course that is relevant to the student’s leadership development. Please double space the body of the entry, and single space your name, date, issue group, etc. Please be sure to include your issue group in the identifying information. Turn in 10 of 12 entries (credit/no credit);

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

5) 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, and write a brief synopsis of what the student did and learned on the tour. (C/NC)

6) Attend one of AU Library’s introduction to research trainings to help the student prepare to complete their issue group policy memo, and write a brief synopsis of what the student learned that may be applicable to their work in the course this term. (C/NC)

7) Register for and complete either an in-person or on-line course, Student Activities 101. Sign up early! In-person classes fill up and requests for on-line courses are only
processed once a week on Mondays. Details on how to register for the course are available at [http://www.american.edu/ocl/activities/Leadership-Connections.cfm](http://www.american.edu/ocl/activities/Leadership-Connections.cfm)

8) Meet with each of the student’s professors, including Professor Marr, during their office hours during the first six 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;

9) Sometime throughout the year make a short oral presentation to the class, in tandem with a classmate, for a total of about 6 minutes, about the leadership lessons to be learned from some currently newsworthy event. Presenters are expected to read the students’ evaluations of the presentation (received a week after the presentation), watch a video of the presentation, and each write an assessment of his/her own presentation strengths and areas for further improvement. Reflection due 2 weeks after oral presentation.

10) 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 leadership lessons learned throughout the semester (about 5 pages, double spaced, credit/no credit);

11) 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. 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.

**Sept 1:** Introductions to the students, the teaching assistants, the course, the professor, and the steering committee. Short discussion of how to make presentations. Preparations for retreat.

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

**Sept 2-4:** RETREAT!!

to Shepherd’s Springs Camp, Sharpsburg, Maryland; Antietam Battlefield; Harpers Ferry

Read: *Lincoln on Leadership* and Articles to be distributed in class and on Blackboard

Note: **This is an “unplugged” event.** No phone, Ipods, Ipads, etc. Please advise those you communicate regularly with that you will be unavailable. The teaching team will have phones in case of emergency.
**Sept. 8:** Effective Time Management and Selecting Student Activities *(Large Group 5:30)*
Gain the wisdom of older students and enjoy leftovers from retreat at a Waste-Not-Want-Not Picnic in **Leonard BBQ Area** followed by being paired with your older student buddy

*Turn in:* Reflection on what meaning and significance you derived from the retreat, including its meaning for your personal development and development as a leader (2-3 pages, double-space.)

*Turn in:* Your current definition of leadership (this may evolve over time) and your leadership goals for the year, what leadership qualities you hope and intend to develop and improve upon in the coming academic year. *Lincoln on Leadership* may assist you in this assignment. This may be a list of bullet points or in narrative form (about a single page).

**Sept. 15:** Lincoln on Leadership and Commonsense Leadership *(Small Groups)*
Two small group class meetings, one group 5:30-7; another 6:30-8 – please arrive promptly, enter the room and be seated rapidly as one group at 6:30 for your classmates’ presentations

Read: *Lincoln on Leadership* and James P. Evans, Commonsense Leadership for Uncommon Times available at
http://www.academicleadership.org/article/Commonsense_Leadership_for_Uncommon_Times

Recommended reading *Making Presentations*

*Turn in in class:* Leadership Journal entry #1. At least a page. 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.

*Leadership Lessons in Current Events Presentation:*
6:30 David Shadburn and Emily Kvalheim
6:40 Joanna Heaney and Tripp Frank

**Sept. 22:** Listening, a Critical Leadership Skill *(Small Groups)*
with Guest Speaker, Timothy Calvey, Psy.D, Assistant Director for Outreach & Consultation at AU’s Counseling Center
Two small group class meetings, one group 5:30-7; another 6:30-8 – please arrive promptly, enter the room and be seated rapidly as one group at 6:30 for your classmates’ presentations

*Complete Before Class:*
Pick three facts that surprise you after reviewing:
http://d1025403.site.myhosting.com/files.listen.org/Facts.htm

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 (2-3 pages; graded)
*Turn in:* Leadership Journal entry #2. At least a page, double spaced.

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Leadership Lessons in Current Events Presentation:
6:30 David Stauffer and Samuel McBee

(Get started reading *Difficult Conversations*)

**Sept. 29:** Consensus Decision Making **(Large Group 5:30)**
*Read:* TBA posted on Blackboard
*Turn in:* Brief synopses of MGC offices tour, Library’s Introduction to Research training, and Student Activities 101, what you did when and what you learned
*Turn in:* Leadership Journal entry #3. At least a page, double spaced.

Leadership Lessons in Current Events Presentation:
6:30 Caroline Ladzinski and Jack Szeltner
6:40 Elyse Preston and James Duffy

(Continue reading *Difficult Conversations*)

**Oct 6:** How Leaders Successfully Navigating Difficult Conversations **(Small Groups)**
Two small group class meetings, one group 5:30-7; another 6:30-8 – please arrive promptly, enter the room and be seated rapidly as one group at 6:30 for your classmates’ presentations

*Read:* *Difficult Conversations* (all)

*Turn in* in class: Synopsis of meetings with each of your professors (other than Prof. Marr), at least a couple sentences on each meeting. Include date and time of each meeting including that with Prof. Marr.

*Turn in:* Leadership Journal entry #4. At least a page, double spaced.

Leadership Lessons in Current Events Presentation:
6:30 Sarah Pagliocco and Julia Reinstein
6:40 Lauren Reiser and Harry Weiss

**Oct. 13:** Writing Policy Memos **(Large Group at 5:30)**
Guest presentation by Marni Bromberg (MPP ’11) the Program’s former Graduate Assistant (Meet as one large group 5:30-7P+)

*Turn in,* in class: *Statement of the problem* your issue group will tackle this year (very short, a sentence will do), signed by all issue group members.
*Turn in,* in class: Leadership Journal entry #5. At least a page, double spaced.

**Oct. 14,** Fri: Fall Break
**Oct. 20:** Leaders Successfully Navigating Difficult Conversations; Time Management (**Small Groups**)

Two small group class meetings, one group 5:30-7; another 6:30-8 – please arrive promptly, enter the room and be seated rapidly as one group at 6:30 for your classmates’ presentations

Read: *Difficult Conversations* (all)

*Turn in, in class:* Leadership Journal entry #6. At least a page, double spaced.

*Leadership Lessons in Current Events Presentation:*

6:30 Tyrees Smith and Harry Adler
6:40 Kristen Pulkstenis and Madison Mullen

**Oct. 22, Saturday, 3-5PM:** Leadership Program Family and Alumni Reception in Butler Board Room. *Bring your parents!*

**Oct. 27:** Power and Privilege with Adjunct Professor Patricia Bory (**Large Group at 5:30**)

Read/View: Chimamanda Adichie, “The Danger of a Single Story” (a Ted Talk):


*Turn in:* Leadership Journal entry #7. At least a page, double spaced.

*Turn in: Social Action Policy Memo*

**Nov. 3:** Power and Privilege with Adjunct Professor Patricia Bory (**Large Group at 5:30**)


Majora Carter, "Greening the Ghetto" a TED talk:
[http://www.ted.com/speakers/majora_carter.html](http://www.ted.com/speakers/majora_carter.html)

*Turn in:* Leadership Journal entry #8. At least a page, double spaced.

**Nov. 10:** Power and Privilege with Adjunct Professor Patricia Bory (**Large Group at 5:30**)

Read/View: Peggy McIntosh “White Privilege: Unpacking the Invisible Knapsack” available at


*Turn in:* Leadership Journal entry #9. At least a page, double spaced.
Nov. 17: Issue Group Meetings with Professor Marr at scheduled times from 5:30 to 8
      Turn in: Leadership Journal entry #10. At least a page, double spaced.
      Turn in: Issue Group’s Constituents Report

Nov. 24: NO CLASS: US Thanksgiving

Dec 1: Merit Awards; Literature Group meetings (Large Group at 5:30)
      Learn the wisdom of older students who have successfully pursued national scholarships such as the Truman and Udall scholarships with the support of AU’s Office of Merit Awards

      Turn in: Leadership Journal entry #11. At least a page, double spaced.

      Leadership Lessons in Current Events Presentation:
      6:30 Gabriel Menchaca and Lydia Manchester
      6:40 Jasmine Jones and Trevor Langan

Dec. 8: LAST CLASS: Social Action Project Proposal Presentation (Large group 5:30)
      (Expect class to go long, to about 8:30. Class counts as two classes for attendance purpose)

      Turn in and Present: Social Action Project Proposal
      Turn in: Leadership Journal entry #12. At least a page, double spaced.

Dec. 10, Sat: DECEMBERFEST Join the program and in celebrating the end of the semester and the holidays.

Dec 15: Final Exam Period - NO CLASS MEETING
      Readings: Bruce W. Tuckman, “Developmental Sequence of Small Groups” (on Blackboard)
      Turn in by Saturday 12/17 at 5:30PM ET your reflection on the first semester’s work via email to marr@american.edu as an attachment (About 5 pages, double spaced)
      (Those who presented on 12/1 also turn in their reflections on their presentation by this deadline by the same means)
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% Library Research Methods & MGC Offices (C/NC)
- 5% Semester's End Reflection (C/NC)
- 5% Synopsis of Meetings w/ Professors (C/NC)
- 10% Leadership Journal (10 of 12) (C/NC)
- 15% Policy Memo (Graded)
- 10% Constituents Report (C/NC)
- 25% Proposal (Graded)
- 15% Class Participation, including in class, issue group, leadership in current events presentation, and pay-it-forward committee work

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 the students’ diligent and timely contributions to his or her Leadership Program pay-it-forward committee, e.g. publications or fundraising.

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 and our teaching team, 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:
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 such information devices during class is a recorded absence for that class period.

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

**AN ETHICAL ADMONITION:**
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 being excused from the Program.** Plagiarism, fabricating observations, copying other students’ work, and unauthorized collaboration, are all examples of violations of the Academic Integrity Code, which is published on the University’s web page, among other places. Academic integrity violations are heart-breaking for all concerned. Please be good to yourself and always hold your conduct to the highest ethical standards. Remember leaders exemplify ethical conduct for others to follow.

**QUESTIONS:**
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 feel invited to resend the message. If you need to reach me, I’ve not responded to your email and the sun is up (generally between the hours of 7:30AM and 9:00PM), you may call or text me at 831/429.6276. 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 an outstanding semester working and learning with you.