LEADERSHIP DEVELOPMENT LAB II: GOVT/JLS 362
American University, Fall 2011
Weds 6:00 – 8:00 pm in Ward 3

TEACHING TEAM

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Teaching Assistants:
Sara Aucker (BA ’12)
Rebecca Bucchieri (BA’12)
Melissa Chang (BA ‘12)
Anthony Miller (BA ‘12/MPA ‘13)
Olivia Stitilis (BA’12)

REQUIRED TEXTS

One of the following three:


Tom Rath and Barry Conchie, *Strengths Based Leadership* (2008 Gallup Press) ISBN 9781595620255 (new only as it contains a one-use-only code to take an online assessment)

RECOMMENDED READING

A widely read daily news source, such as the *New York Times, The Washington Post, or The Wall Street Journal.*

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*


To learn about grant applications and proposal writing, become familiar with the Foundation Center at 1627 K Street, NW, Third Floor, and its fantastic website foundationcenter.org

**EXPECTATIONS:**

Each student will be expected to:

1) Meet every week with his/her assigned Teaching Assistant at the pre-scheduled time, to discuss the student’s progress on and short and long-term objectives for his/her social action project, life skill or cultural challenge and mentorship relationship (if the student participates in the mentorship program);

2) Turn in via email to his/her TA and Professors Marr and Bory at least 24 hours in advance of the student’s weekly TA meeting, a word-processed set of bullet points describing the student’s weekly progress on, and to do list for, her/his social action project, life skill or cultural challenge, and mentorship relationship (if any);

3) Keep a Leadership Journal offering reflection, analysis and/or insight as to the student’s leadership development, including personal growth, making at least some mention of the student’s work on her/his social action project and mentorship relationship (if any). 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, etc. Entries are to be at least a page long and be a reflection on the time period since the last journal entry was submitted. Turn in one entry at six different class meetings (excluding the first and last class meetings and retreat), for a total of six entries.

4) Write a short paper of at least 3 pages about the student’s selected summer reading, analyzing the leadership lessons the student gleams from it and those lessons’ relevance to the student’s own leadership development, including the creation of her/his social action project in the coming academic year. Paper should demonstrate the student’s comprehension of the entire book;

5) Attend Retreat September 16-18;

6) Identify a social action project of the student’s own design to address a social issue of concern to the student that can be accomplished by the conclusion of the academic year. The project is to involve some fundraising from sources outside AU. (See grant proposal below.) The student is expected to also identify a scholar working in an area related to the student’s project, and meet with that scholar at least once to discuss the student’s project and how the scholar’s work might be relevant to the project. The student is encouraged to develop a team of people outside Leadership to complete the project;
7) Research and write a policy memo describing the social problem of concern to the student and what others are or have done to address it. In so doing the memo should create a niche for student’s social action project (a more detailed description will follow);

8) Research and write a social action project proposal defining the project, the need for it, a timeline, a budget and an evaluation method (a more detailed description will follow);

9) Identify three organizations to which a grant proposal for the Leadership Project could be submitted; write a summary of each and why they were selected. Write a grant proposal directed to one of the three identified philanthropic organizations, meeting the organization’s proposal requirements.

10) Complete either a life skill challenge or a cultural challenge.
   a. For the life skill challenge the student will identify a life skill s/he would like to acquire that s/he does not already have, such as being CPR certified, acquire the skill and create a poster to display to the class with photographs of the students work and including the attestation of at least one witness to the student’s skill acquisition.
   b. For the cultural challenge the student will identify a subculture or subpopulation, attend at least two gatherings of a group of that subpopulation, and interview a person in that subpopulation to collect his/her life history. The student pursuing this cultural challenge will create, present, and turn in, a PowerPoint (or similar) presentation summarizing the student’s observations, the interview subject’s life history, why the student chose this culture, what the student learned about the culture and how it compares and contrasts with the student’s culture, and what the student has learned about him/herself and the student’s leadership development from the experience.

11) Write a reflection paper of 4-6 pages about what the student learned about him/herself, his/her leadership and activism, from both of the personality assessments we complete this term, Strength Based Leadership and MBTI, and in so doing demonstrate the student’s command of assigned readings. Turn this in via email to Professors Marr and Bory, and to the student’s TA, as well as a single paper copy in class;

12) Write a final reflection on the semester, as to both it curricular and co-curricular aspects, perhaps with some mention of its place in the rest of the student’s life and leadership development, with careful thought to role of these experiences in the last 15 weeks in developing the student’s leadership capacity (at least 3 pages);

13) Actively participate in the class. This includes being actively engaged in class discussions, retreat planning and implementation, and complete all homework assignments and any quizzes given. This requires the student to timely attend class and retreat planning meetings, arriving fully prepared having completed all assigned readings and tasks.
   a. If the student chooses to participate in the mentorship program, s/he will be expected to have three face-to-face meetings with their mentor throughout the academic year as well as maintain monthly contact via other means of communication. Participating students are encouraged to meet monthly with their mentors throughout the year.
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. 31: Introductions to the course, the professors, the teaching assistants, and the students; Personal Leadership Plan; Retreat Preparations
  
  Turn in: Biographical Data Sheet

Sept. 7: Exemplary Citizen Leaders: Wendy Kopp; Wangari Maathai; Greg Mortenson; Small Group work on Personal Leadership Plan; Continue Preparations for Retreat
  Read: One Day, All Children; Unbowed, or Three Cups of Tea
  Turn in via email to Professors Marr and Bory before class, and paper copy in class:
  Reflection on summer reading, demonstrating command of the entire work and including relevance to student’s social action project creation, at least 3 double-spaced pages

Sept. 14: Guest Speaker: Jeffrey Richardson, and Director of Mayor Vincent Gray’s Office of LGBT Affairs and former Director of National Programs at the Center for Progressive Leadership; Continued study of citizen leaders;
  Read: One Day, All Children; Unbowed, or Three Cups of Tea
  Turn in on paper to Teaching Assistant, copy of personal leadership plan.

Sept 16-18: RETREAT!!
  Come prepared to give a 3-minute presentation on the problem your leadership project will address, why it is deserving of your time and effort, and brief sketches of more than one alternative means for you to address the problem.

Sept. 21: A review how to write policy memos with a presentation from our former Graduate Assistant Marni Bromberg (AU MA ’11); Reflections on Retreat (including a survey); practicing introducing yourself in minutes (“elevator speeches”)
  Read: Materials on how to conduct interviews, posted on Blackboard
  Turn in in class via email before class to Professors Marr and Bory and your TA and paper copy in class:
  1) Social Action Project Problem Statement and project sketch
  2) Proposed Learning Contract for Life Skill or Cultural Challenge; and
  3) If you are participating in the mentorship program, a one paragraph biography of yourself and your interests for prospective mentors
Sept 28: Guest Speaker: Michael Smith, Senior Vice President of Case Foundation; Elevator Speeches continued
   Read: Materials on how to conduct interviews, posted on Blackboard
   Turn in: Annotated Research Agenda with 3-4 possible scholars to consult for Social Action Project via email before class to Professors Marr and Bory and your TA, and a paper copy in class.

Oct. 5: 6-6:45: Meet in classroom for policy memo check-in and announcements
   7-9 Mentorship Reception, location TBA; only those participating in mentorship program are expected to attend

Oct. 12: Project Proposal & Grant Writing; Project Check-in
   Read/View: The Foundations Center’s website: foundationcenter.org
   Turn In: Policy Memo, including information and/or analysis garnered from scholar via email before class to Professors Marr and Bory and your TA, and a paper copy in class.

Oct. 19: Power & Privilege, Part III
   A continuation of the study of this important subject that we began last year to help you craft your individual social action projects this year
   Greening the ghetto (video) by Majora Carter: http://www.ted.com/speakers/majora_carter.html

Oct. 22, Saturday, 3-5PM: Family and Alumni Reception. Butler Board Room

Oct. 26: Conducting Informational Interviews;
   Also project check-in and initial preferences among choices for next semester (debate and debate topics; social movement presentations; position paper on controversial social issue or social movement)
   Read/View: TBA posted on Blackboard
   Turn in: Complete on-line MBTI assessment before class (instructions will be distributed)

Nov. 2: MBTI with AU’s Career Center Advisor, John Charles
   Reading: Work Types, Ch. 5 Leading: Being in Charge pp. 107-126 (posted on blackboard)
   Turn in: Social Action Project Proposal via email before class to Professors Marr and Bory and your TA, paper copy in class.

Nov. 9: Strengths Based Leadership
   Read: Strengths Based Leadership and complete on-line assessment
   Turn in: Reflection on MBTI and Strengths via email before class to Professors Marr and
Bory, and to your TA also a paper copy in class, 4-6 pages

**Nov. 16:** Life Skill and Cultural Challenge Presentations  
(one-half group at 6PM, the other at 8PM)  
*Turn in and present:* Electronic copy of Cultural Challenge PowerPoint (or similar) via email before class to Professors Marr and Bory, or, if you tackled the life skill challenge, bring your paper poster with you to class to present and turn in.

**Nov. 23:** NO CLASS: US Thanksgiving

**Nov. 30:** Simulation or Case Study  
Read: TBA posted on Blackboard  
Turn in: Via paper copy in class your selection of activity for next semester: debate (with topic and fellow debaters), social movement presentation (with selection of movement) or paper.

**December 7:** Project Proposal Presentations  
(one-half group at 6PM, the other at 8PM)  
*Turn in:* **Grant Application** and summary of organizations you might have apply to, why you considered them, and why you selected the one you did, via email before class to Professors Marr and Bory and your TA, also a paper copy in class.

**Dec. 10:** DECEMBERFEST! Join Leadership students in celebrating the end of the semester and the holiday season

**Final Exam Period** Monday Dec. 19, 5:30-8:00:  
*Turn in:* Via email to marr@american.edu before NOON ET Mon 12/19  
*Reflection* on (not summary of) the first semester’s work, including mentorship relationship, what you learned from it, and what it means to your development as a leader (at least 3 pages, credit/no credit)
EVALUATIONS

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

- 5% Attend Retreat (C/NC)
- 5% Summer Reading Reflection (C/NC)
- 10% Personality Type Reflection (Strengths, MBTI) (C/NC)
- 15% Policy Memo (Graded)
- 15% Project Proposal (Graded)
- 10% 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 accomplishments/goals statements (graded)
- 10% Class Participation, following up on mentorship relationship, homework (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. We do not evaluate whether an absence is “excused” or not. More than 2 absences, whether for good cause or not, cause a precipitous drop in the student’s class participation grade. Class participation includes attendance, retreat preparations, homework assignments, any quizzes that might be given, and diligence in pursuing the mentorship relationship if the student chooses to participate in the mentorship program.

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.

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 professors and teaching assistants, 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 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. If you need to use a laptop, 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.
QUESTIONS:

Your teaching team eagerly welcomes your questions. Really. Always feel free to contact us. For Professors Marr and Bory, email is probably the most reliable. If you don’t receive a prompt reply (generally within 24 hours) please feel welcomed to resend the note. If you need to reach Prof. Marr and she has not responded to your email and the sun is up (generally between the hours of 7:30AM and 9:00PM), try calling or texting her at 831/429.6276. A much less reliable method is her office phone, 202/885-2308.

We are all quite interested in meeting with you whenever you are interested in doing so. To meet with Prof. Marr, email her for an appointment. Tuesday afternoon is a wonderful time for her to see students. Other afternoons during the week are possible as well.

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