LEADERSHIP DEVELOPMENT LAB I: GOVT/JLS 361
American University, Fall 2010
Thursdays 5:30 – 7:00 and 8:10-9:40 pm in Ward 4

Professor Margaret Marr
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TEACHING ASSISTANTS

Kathryn Braisted, Education
Stephen Bronskill, Environmental Sustainability
Danna Hailfinger, Gender & Sexuality

Katie Hanson, Health, Food, & Nutrition
Cristina Khan, Civil Rights & Diversity
Tom Schad, Poverty

REQUIRED TEXTS


RECOMMENDED READING

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


EXPECTATIONS

Students will be expected to:

1) Work with the student’s issue group to research and write:
   a. a report about the results of their meeting(s) with a constituent group they intend to serve, and any service provider(s) 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)
   b. a policy memo in their issue area relevant to their project proposal (graded); and
   c. a social action project proposal in their issue area (graded);
2) Attend the class retreat on August 27-29 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; (credit/no credit)
5) Meet with each of the student’s professors, including Professor Marr, during their office hours during the first seven 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;
6) 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, watch a video of the presentation, and each write an assessment of his/her own presentation strengths and areas for further improvement.
7) 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, Mojo 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);
8) Actively engage in class discussions and issue group meetings, which requires the student to attend class and issue group meetings having completed the assigned tasks.
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 students, the teaching assistants, the course, the professor, and the steering committee. Preparations for retreat.
Large Group class meeting 5:30-7P Followed by “Pizza with the Program” at 7PM
Turn in: Consent forms for retreat (must be signed by a parent if student is not yet 18)

Aug 27-29: RETREAT!!
to Shepherd’s Springs Camp, Sharpsburg, Maryland; Antietam Battlefield; Harpers Ferry
Read: Lincoln on Leadership and Articles to be distributed
Note: This is an “unplugged” event.

Sept. 2: Reflections on Retreat and Dialogue about Leadership in AU’s Student Government
Waste-Not-Want-Not Picnic to enjoy left-overs from retreat
(Large Group class meeting 5:30-7P in Leonard BBQ Area)
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).

SKILLS AND RESOURCES TO SUPPORT YOUR SOCIAL ACTION PROJECTS

Sept. 9: Servant, Leadership, Citizen Leadership, Leading with Soul and the Resources at AU to Facilitate this Leadership with Guest Speakers: Marcy Campos, Director of the Center for Community Engagement and Service, and Andrew Toczydlowski, Student Activities Program Advisor, (Large Group class meeting 5:30-7P)
(PDFs will be posted on Blackboard)
Turn in by 6AM 9/9: Blackboard post on assigned readings
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.
Sept. 16: Listening, a Critical Leadership Skill (Larger group class meeting 5:30-7P)  
with Guest Speaker, Timothy Calvey, Psy.D, Staff Clinician of AU’s Counseling Center  
Read: TBA  
Turn in: Leadership Journal entry #2. At least a page, double spaced.

Sept. 23: Consensus Decision Making and Making Presentations  
(Large Group class meeting 5:30-7P)  
Read: TBA, recommend reading Making Presentations  
Turn in: Leadership Journal entry #3. At least a page, double spaced.

Sept 25, Sat: Program Retreat: Ropes Course!

Sept. 30: Research Methods for Social Action Projects  
(Large Group class meeting 5:30-7P)  
Guest Presentation: Clement Ho, SPA Librarian  
Please bring your laptops to class.  
Turn in: Issue Group’s Constituents Report  
Turn in: Leadership Journal entry #4. At least a page, double spaced.

Oct. 7: Leadership Mojo: Identity, Achievement, Reputation & Acceptance  
(Meet in two small groups by section number -01 and -02 at 5:30 and at 8:10)  
Read: Mojo pp. 1-108  
Turn in by 6AM 10/7: Short, thoughtful Blackboard post on Mojo  
Turn in, in class: Synopsis of meetings with each of your professors (other than Prof. Marr), about a paragraph on each meeting. Include date and time of each meeting including that with Prof. Marr.  
Turn in, in class: Leadership Journal entry #5. At least a page, double spaced.  
Leadership Lessons in Current Events Presentation:  
5:30 – Katherine Maddente and John Caddock  
8:10 – Tyler Sadonis and Zachary Cady

Oct. 14: Leadership Mojo: What’s in your tool kit?  
(Meet in two small groups by section number -01 and -02 at 5:30 and at 8:10)  
Read: Mojo, pp. 109-184, recommend reading remainder of book  
Turn in before class: Short Blackboard post on Mojo  
Turn in, in class: Leadership Journal entry #6. At least a page, double spaced.  
Leadership Lessons in Current Events Presentation:  
5:30 – Holly Hagerty and Zachary Baldwin  
8:10 – Joshua Halpren and Francisco Ramirez

Oct. 15, Fri: Fall Break
LEADERSHIP IN LITERATURE AND TIME MANAGEMENT

Oct 21: Leadership Lessons in Literature

(Meet in two small groups by literature group, half at 5:30 and half at 8:10)
Read: Literature selected by group
Turn in: Leadership Journal entry #7. At least a page, double spaced.
Turn in: Social Action Policy Memo

Leadership Lessons in Current Events Presentation:
5:30 – Michael Panek and Allison Cannington
8:10 – Ki'tay Davidson and Daniel Raymer
(Those who presented on 10/7 turn in their reflections on their presentation)

Oct. 23, Saturday, 3-5PM: Leadership Program Family and Alumni Reception
in Butler Board Room. Bring your parents!

Oct. 28: Time Management

Guest Presentation: Kathy Schwartz, Director, Academic Support Center, American University
Turn in: Leadership Journal entry #8. At least a page, double spaced.

Leadership Lessons in Current Events Presentation:
5:30 – Joseph Payne and Philip Scranage
(Those who presented on 10/14 turn in their reflections on their presentation)

Nov. 4: Leadership Lessons in Literature

(Meet in two small groups by literature group, half at 5:30 and half at 8:10)
Read: Literature selected by group
Turn in: Leadership Journal entry #9. At least a page, double spaced.

Leadership Lessons in Current Events Presentation:
5:30 – Nathaniel Seeskin and Lucy Marie Bertocci
8:10 – David Shirbroun and Kenneth Whitley
(Those who presented on 10/21 turn in their reflections on their presentation)

Nov. 11: Leadership Lessons in Literature – PRESENTATIONS!

(Meet in one large group at 5:30 and expect class to go long, to about 8:30)
Class counts as two classes for attendance purposes.
Turn in: Leadership Journal entry #10. At least a page, double spaced.
(Those who presented on 10/28 turn in their reflections on their presentation)

EARNING RECOGNITION AND RESOURCES FOR YOUR GOOD WORK

Nov. 18: Merit Awards (Large Group class meeting 5:30-7P)

Guest Presentations: Joan Echols, Associate Director, Office of Merit Awards, and Molly Kenney, Leadership Class of 2009 and Truman Scholar, Kelsey Stefanik-Sidener, Leadership Class of 2011 and Truman Scholar

Turn in: Social Action Project Proposal

Leadership Lessons in Current Events Presentation:
5:30 – Marissa Kibler and Russell Gillis
(Those who presented on 11/4 turn in their reflections on their presentation)
Nov. 25: NO CLASS: US Thanksgiving

PROJECT PROPOSALS AND REFLECTIONS

Dec. 2: LAST CLASS: Present your Social Action Project Proposal to the Class

(Meet in one large group at 5:30 and expect class to go long, to about 8:30)

Class counts as two classes for attendance purposes.

Turn in: Leadership Journal entry #12. At least a page, double spaced.

Dec. 4, Sat: DECEMBERFEST Join the program and in celebrating the end of the semester and the holidays.

Final Exam Period (Dec 7, 8:10-10:40 and Dec. 9, 5:30-8:00) - NO CLASS MEETING

Readings: Bruce W. Tuckman, “Developmental Sequence of Small Groups” (on Blackboard)

Turn in by 5:30 12/9 via email to marr@american.edu as an attachment your reflection on the first semester’s work (About 5 pages, double spaced)

(Those who presented on 11/18 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 (credit/no credit)
10% Semester's End Reflection (credit/no credit)
5% Lincoln Paper (graded)
5% Synopsis of Meetings w/ Professors (credit/no credit)
10% Constituents Report (credit/no credit)
15% Policy Memo (graded)
25% Proposal (graded)
10% Leadership Journal (10 of 12) (credit/no credit)
15% Class Participation, including in class, issue group, leadership in current events presentation, blackboard posts, any homework, and pay-it-forward committee work (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 the required meetings the student’s teaching team member, 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

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 assume technology failure and try ProfessorMarr@gmail.com. Less reliable is my office phone, 202/885-2308, as I am likely only to receive your call during my office hours. If you need to reach me and I’ve not responded to your email and the sun is up (generally between the hours of 7:30AM and 9:00PM), you may telephone me at 831/429.6276. 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.