LEADERSHIP INTERNSHIP: GOVT/JLS 391-003
American University, Fall 2009
Thursdays 8:00-10:00 PM in Ward 113

Professor Margaret Marr
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REQUIRED TEXT


RECOMMENDED TEXT


COURSE OVERVIEW

In this course student 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 three to six units of 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 term.
2) Complete three papers analyzing the organization and the student’s internship in light of the course materials. (Students taking the course for 3 credits will write two papers, including the final paper.)
3) Secure a supervisor’s evaluation.
4) Secure a speaker from the student’s current or prior internship to discuss the organization and the speaker’s biographical history including his/her career path. The speaker’s presentation may be live or video recorded. Alternatively, the student may make an oral report to the class regarding the student’s interview of the speaker and turn in a short profile of the speaker of about 3 double-spaced pages. (Credit/no credit)
5) 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.
6) 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 units 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. 27: Introductions to the course, the professor, the students, and their internships.

Sept. 3: Negotiating an Internship Job Description
Read: Successful Internship, pp. 97-106
Turn in: Leadership Intern Journal #1

Sept. 10: Introduction to Organizational Behavior and Organizational Leadership -- What is Leadership?
Read: Organizational Behavior, pp. 1-73
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. (See 9/3 readings. Need not be signed by supervisor.)
Roughly 2 pages, preferably double spaced. Bullet points are fine. (Credit/no credit)
Turn in: Leadership Intern Journal #2
Choose date for speaker presentation

Sept. 17: Organizational Leadership, continued
Read: Organizational Behavior pp. 74-129
Turn in: Leadership Intern Journal #3

Sept. 24: Power in Organizational Settings
Read: Organizational Behavior pp. 336-364
Turn in: Leadership Intern Journal #4

Oct. 1: Power in Organizational Settings, continued
Read: Organizational Behavior, pp. 365-401
Turn in: Leadership Intern Journal #5

Oct. 8: Present Papers on Leadership and Power
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. 15: Motivation in Organizations
Read: Organizational Behavior, pp. 130-167
Turn in: Leadership Intern Journal #7
Oct. 22: Motivation in Organizations, continued
   Read: Organizational Behavior, pp. 168-208
   Turn in: Leadership Intern Journal #8

Oct. 29: Teams in Organizations
   Read: Organizational Behavior, pp. 168-208
   Turn in: Leadership Intern Journal #9

Nov. 5: Teams in Organizations, continued
   Read: Organizational Behavior, pp. 209-245
   Turn in: Leadership Intern Journal #10

Nov. 7 (Sat): PROGRAM-WIDE EVENT (Details to follow)

Nov. 12: Present Motivation and Teams Paper
   Read: Organizational Behavior, pp. 336-364
   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. 19: Organizational Change
   Read: Organizational Behavior, pp. 402-433
   Turn in: Leadership Intern Journal #12

Nov. 26: NO CLASS: US Thanksgiving

Dec. 3: Organizational Change, continued
   Read: Organizational Behavior, pp. 434-476
   Turn in: Leadership Intern Journal #12

Dec. 10 (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.
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)
- **5%** Securing speaker (credit/no credit)
- **10%** Journal entries (10 of 13, credit/no credit)
- **15%** 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)
- **5%** Securing speaker (credit/no credit)
- **10%** Journal entries (All even numbered for a total of 6 of 13, credit/no credit)
- **15%** 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. 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. Please stay home if you have a fever.

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 your internship supervisor, the university offers a wide range of services is available 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.

Career Center (x1800, Butler Pavilion 5th Floor) offers internship and career counseling and advice.

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 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.

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. 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.

You are always welcome to attend my office hours. You do not need to schedule an appointment during office hours. During these hours I see students on a first come first serve basis. If you are waiting to see please me let me know, and I will try to limit the conversation with the previous student to 20 minutes. If you give me a heads up that you are planning to come on a particular day, I can let you know if I’ve heard from others who are also planning to come by when you are. If you want to see me and cannot attend my office hours, please contact me and we’ll make an appointment.

I look forward to an outstanding semester working and learning with you.