Leadership Living-Learning Community  
School of Communication & Information  
Department of Communication  
Student Affairs—Leadership and Experiential Learning

Exploring Leadership  
192:372:01 (Index: 16187)

Fall 2017  
Monday & Wednesday 2:50pm – 4:10pm  
College Ave Campus  
School of Communication & Information Room 103  
4 Huntington Street, New Brunswick, NJ 08901-1176  
Instructor: Jack L. Harris  
Contact Information: jack.l.harris@rutgers.edu

Peer Mentors Calvin Kuo ; Michael Martinez

Office Hours: Monday & Wednesday 1:30pm-2:30pm; Annex B, 3rd Floor  
And by Appointment

Course Delivery: M&W in-class meetings  
Class Website: Sakai 04:192:372:01

Catalogue Course Description:  
The Department of Communication offers Exploring Leadership for students enrolled in the Leadership Living Learning Community. The experientially focused curriculum is designed to increase students’ awareness of their individual strengths and provide opportunities to develop the skills necessary to participate in an informed and collaborative manner with regard to personal relationships and communities.

About the Course:  
This foundational course offers a supportive and collaborative environment focused on everyday leadership practices. Students will learn the fundamentals of social influence, interpersonal communication, and collaboration in relationship to both formal and informal leadership. Through activities, discussions and reflections this course will help students learn the fundamental principles of leadership and integrate these principles into everyday leadership practices. Students will come to understand their individual strengths and be prepared to create personal leadership development goals that will set them up for success throughout their college years and beyond.

Pre-requisites, Co-requisites or Section-Specific Restrictions:  
Enrolled in the Leadership Living Learning Community
Course Learning Objectives:
In taking this course students will gain an understanding of leadership as a matter of social influence, interpersonal communication, and collaboration occurring in everyday interactions as well as in groups and organizations of all types. Additionally, students will develop and enhance their current and potential leadership abilities to be effective in informal and formal leadership roles. Specifically, upon the successful completion of this course students will be able to:

1. Identify various opportunities to participate in leadership activities on campus and in communities
2. Understand leadership as a process and how it relates to communication
3. Explain the difference between leadership as a matter of social influence versus leadership as positional power and authority
4. Practice principles of leadership in personal and professional endeavors particularly leadership involving group dynamics
5. Examine personal strengths and interpersonal competencies as it relates to leadership
6. Formulate a personal leadership development plan

Expectations of Students Enrolled in the Course:
- Face to face is necessary: Attend class regularly, arrive on time and stay for the duration of class.
- Stay connected: This course uses the course management platform Sakai. This is where you will find most materials related to the course.
- Come prepared: Read every assigned reading before class, complete all assignments by their due dates, and arrive ready to discuss, provide feedback, and ask questions.
- Curb all distractions from classroom: Refrain from any non-class related activities during class time – cell phones are put away, computers are not on Facebook, and talking, sleeping, texting, and surfing the web are not permitted. Such activities will have a negative impact on your class participation grade.
- Be respectful: Be open to voicing your opinions thoughtfully and listen to others patiently

Expectations of the Instructor:
- Responsiveness: I will respond promptly to all emails. If you have not received a response from me before 48 hours (except holidays), you should assume I have not received your message and feel free to re-send.
- Approachable: I am available during office hours, by appointment, and virtually to cover material, answer questions, or provide help. If you are interested in meeting with me, we will find a time.
- Clarity: I will provide written instructions for all assignments, and return grades and comments in a timely manner.
- Openness: Your comments, thoughts, and opinions are always welcome; I look forward to listening and having your contributions shape the course.
- Mutual respect and understanding: All students will be treated with respect.

Major Readings:
There is no assigned textbook for this class. Instead readings or chapters will be assigned per week. These readings will be available to you on Sakai.
Key Assignments, Methods of Assessment and Grading:
Students’ work will be evaluated and graded based on the following key assessments that meet the course learning objectives:

1. Attendance, preparation and in-class participation (individual) – 15 percent (150 pts)
Preparation and participation are important to ensure a supportive and stimulating learning environment for all of us. You are expected to attend class, be prepared, participate in discussions, and participate in class activities. Your active participation and constructive feedback will not only improve your abilities as an active and effective learner, but also contribute to the learning of other students.

2. 5 Journal Reflections (individual) – 15 percent (150 pts)
Students will complete a number of brief journal reflection entries related to the readings. Journal entries must connect your personal experiences with readings and reflections on concepts discussed in class.

4. Midterm examination (individual) – 25 percent (250 pts)
This class will contain a midterm examination covering material from the first-half of the class.

5. Personal Leadership Development Plan (individual) – 10 percent (100 pts)
Students will work over the course of the semester to create their own S.M.A.R.T. leadership development plan.

6. Getting Involved --- Identifying Campus and Community Organizations (group) – 10 percent (100 pts)
Students will work in groups to identify a university or community organization they are interested in getting involved with during their next four years at Rutgers. Students will identify the groups, the group’s primary purpose or mission, the services it provides and the population it reaches. Key members and leaders of the group should be identified along with primary language of the group and/or the population it serves. What are the backgrounds of the leaders? What skills or experiences do you need to develop to become leaders in these organizations? How does this group relate to your own Personal Development Plan? Each member of the group must attend one different meeting of the group each and report back to the group on the topics covered. A table of meetings, dates, topics, and the attending member(s) should be appended to the report that accompanies the final presentation. Students should be prepared to discuss these topics during the group presentation.

7. Profiles in Leadership (Individual) – 25 percent (250 pts)
Students will identify a leader in an area of interest and/or potential career field and interview them about their job, hobbies and avocational interests, educational background, training, and leadership philosophy. Students will use these Leadership Profiles to develop their own philosophy of leadership and to inform their own Personal Leadership Development Plans. Based on what you’ve learned from these interviews and your background reading, how will you a) manage yourself to attain your leadership goals, b) choose appropriate learning and training opportunities and c) develop a leadership style that leverages your strengths. In addition to these interviews, students will identify one high profile leader in a public, private, or plural sector organization and provide an overview on that leader’s background, leadership philosophy, and key accomplishments.
**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>%</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent work: Student exhibits superior quality in mastery of content and method of the course which surpasses that which is required, demonstrates ability to make connections among various aspects of the course, is thoroughly prepared, demonstrates originality and accuracy, and consistently displays initiative and outstanding quality in fulfilling course requirements</td>
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<tr>
<td>B+</td>
<td>86-89</td>
<td>Good to very good work: Student exhibits better-than-average understanding of the content and method of course, demonstrates ability to make connections among many aspects of the course, is generally well prepared and displays above-average levels of originality, accuracy, initiative and quality in fulfilling course requirements</td>
</tr>
<tr>
<td>B</td>
<td>80-85</td>
<td>Passing work: Student exhibits sufficient understanding of content and method of the course, recognizes connections among some aspects of the course, fulfills all requirements of the course but displays levels of originality, accuracy, initiative and quality in fulfilling course requirements that could be improved upon in large measure</td>
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<tr>
<td>C+</td>
<td>76-79</td>
<td>Just passable work: Student exhibits limited understanding of the content and method of the course or some major portion thereof and of connections among aspects of the course, is not generally well prepared, displays limited initiative, originality and accuracy, and work fulfills only the bare minimum course requirements</td>
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<tr>
<td>C</td>
<td>70-75</td>
<td>Failing work: Student exhibits an insufficient understanding of course content and methods to pass the course, lacks sufficient preparation, originality, accuracy, and initiative, and work does not fulfill course requirements</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>Under 60</td>
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Outline and Schedule of Course Topics

Note: This schedule is subject to change at any point during the semester.
We will discuss these changes in class and the most up-to-date version of the syllabus will be uploaded to Sakai.

Assigned readings are to be completed before class as indicated on the course schedule in order to be adequately prepared to participate in class discussions as well as in-class activities. Lectures are designed to supplement, not replace, the readings. You will be tested on materials from both lectures and the readings.

<table>
<thead>
<tr>
<th>Wk 1</th>
<th>Introductions</th>
<th>Readings &amp; Assignments</th>
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</table>
| 9/06 | • Getting to know you (who are you and why are you here)  
• Syllabus & course technology (Sakai)  

Guest Speaker: Robyn Ginese, Leadership & Experiential Learning | Video/Audio: Lessons in Leadership: It’s Not About You, It’s About Them  
• Readings:  
• Read the syllabus  
• Assignments  
• Read & Review Syllabus prepare one question about the syllabus  
• Be prepared to discuss Drucker’s Managing Oneself in Class on Monday and Wednesday |

<table>
<thead>
<tr>
<th>Wk 2</th>
<th>Intro to Leadership</th>
<th>Readings &amp; Assignments:</th>
</tr>
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</table>
| 9/11 | • Managing Oneself  
• Managing your Time  
• Focusing Yourself  
• Communication & Leadership  
• Examining your ideas of leadership  
• How has our understanding of leadership theory and practice changed over the years?  
• Making the case for leadership today  

Guest Speaker: Brian Householder: Communication & Leadership Overview | Video:  
David Gergen, Lessons on Effective Leadership  
[https://www.youtube.com/watch?v=WqLS6OFEDFo](https://www.youtube.com/watch?v=WqLS6OFEDFo)  
Readings:  
Assignments:  
1. Journal Reflection #1: Do you consider yourself an introverted or extroverted leader? Why? What the key differences between extroverted and introverted leadership? Identify one situation where extroverted leadership might be important and one situation where introverted leadership might be important. Due Sunday @ 11:00pm |
### 9/13
- Leaders, Followers, Introverts and Extroverts
- Lead, Follow, or Get out of the Way; Understanding Quiet Leadership, What Type of Leader are You?
- Leaders & Followers
- The relationship between leaders and followers
- Quiet Leadership
- Learning & Leadership
- Reflexive Leadership

**Video:**
- Why we Need Introverted Leaders; https://www.youtube.com/watch?v=DeUDQo1sYAw

**Readings:**

**Assignments:**
- Identify 1-2 leadership strengths you believe you have, identify 1-2 leadership weaknesses you believe you may have. Be prepared to discuss this in class

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<thead>
<tr>
<th>Event</th>
<th>Leadership LLC Retreat</th>
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<tr>
<td>9/15/2017</td>
<td>Leadership Retreat organized by RU Leadership and Experiential Learning</td>
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<td></td>
<td>All Leadership LLC students are expected to attend</td>
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### Wk 3
- Leadership Across Organizations
- Types of organizations
- Differences in Leadership Across Organizations
- Understanding the Private, Public, and Plural Sectors and Why It Matters
- Influence & Persuasion; Conversation & Collaboration

**Video:**
- Stan Deetz --- What is critical in organizational life? https://www.youtube.com/watch?v=ZxMM0VMzjPQ

**Readings:**
- Jeff Immelt HBR Article

**Assignments:**
- Journal Reflection #2 What lessons have you learned about leadership from the Jeff Immelt article on organizational change at GE? What are the key elements of leadership he identifies in this article, why are they important? due by Sunday @ 11:00pm
- Due at the start of next class (2-3 pages): Identify 3 organizations from at least two of the sectors identified in class you would potentially like to work for. What type of skills do you need to work for this organization? Who are their top leaders? What are their leader's backgrounds? How diverse is the organization? How diverse is the organization's leadership? Choose one of these organizations as a potential place to intern. What do you need to do starting today to earn an internship at that organization? Be prepared to discuss this in class. This is
the first assignment of your Personal Development Leadership Plan.
- Complete Clifton Strengths Finder due by next Monday @ 11:00pm
- Semester Final Assignments:
  - Introduction
  - Review this week’s assignments

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<tr>
<th>Wk 4</th>
<th>Communicating Leadership</th>
<th>Readings &amp; Assignments</th>
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</table>
| 9/25 | • Making the connection between leadership & communication  
   • Transmission & meaning-centered approaches  
   • Task and relational communication  
   • Cognitive and Discursive approaches to leadership  
   • The Power of Metaphor: Framing, sense-making & storytelling | Video:  
   • TedTalk Speak like a leader, Simon Lancaster, TEDxVerona [https://www.youtube.com/watch?v=bGBamfWasNQ](https://www.youtube.com/watch?v=bGBamfWasNQ)  
   • Ideas, Framing, Metaphors, and your Brian, George Lakoff; [https://www.youtube.com/watch?v=S_CWBjyIERY](https://www.youtube.com/watch?v=S_CWBjyIERY)  

| 9/27 | Readings:  
   For Monday:  

| For Wednesday:  
   • This is Your Brain on Metaphors, New York Times, November 14, 2010 [https://opinionator.blogs.nytimes.com/2010/11/14/this-is-your-brain-on-metaphors/](https://opinionator.blogs.nytimes.com/2010/11/14/this-is-your-brain-on-metaphors/)  

| Assignments  
   • Journal Reflection #3: What are the relationships between communication & leadership? What role does metaphor and storytelling play in leadership communication?  
   • Read your results from the Clifton Strengths Finder Semester Final Assignment |
<table>
<thead>
<tr>
<th>DATE</th>
<th>Scarlet Day of Service</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>Wk 5</td>
<td>Developing Your Leadership Competencies</td>
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<tr>
<td>10/2, 10/4</td>
<td>Understanding your individual strengths, Learning to be self-aware &amp; self-reflective, Developing your personal mission statement</td>
<td>Clifton Strengths Workshop facilitated by Ryan Bissonnette, Make Sure you’ve read your results from the Clifton Strengths Finder</td>
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<td>Guest Speaker: Ryan Bissonnette from RU Leadership &amp; Experiential Learning</td>
<td>Readings:</td>
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<td>Tentative: Guest Lecture: John Dluzak, Director Product Operations &amp; Procurement Advisory Practice, KPMG; Developing yourself, Finding your path</td>
<td>Assignments:</td>
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<td>Journal Reflection #4 Strengths Action Steps (This is the second assignment for your personal development leadership plan), due by next Sunday @ 11:00pm</td>
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<td>Semester Final Assignment:</td>
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<td>What skills do I need to intern in my chosen organization?</td>
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<td>What skills do I have that would help me secure an internship at my chosen organization?</td>
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<td>Identify 2-3 possible interview subjects, be prepared to discuss your choices in class next week.</td>
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<td>Wk 6</td>
<td>Collaboration &amp; Conflict</td>
<td>Readings &amp; Assignments</td>
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<tr>
<td>10/9, 10/11</td>
<td>Listening, Pluralistic Interdependence &amp; Communicative Management, Dealing with conflict</td>
<td>Video:</td>
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<td>Guest Lecture: Lily Todorinova, Rutgers Libraries. Accessing and using Rutgers Library Resources</td>
<td>Watch Julian Treasure, How to speak so that people will want to listen (<a href="https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?language=en">https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?language=en</a>)</td>
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<td>Readings:</td>
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<td></td>
<td></td>
<td>Chapter 6, Interpersonal Communication Processes, section 6.2 Conflict and Interpersonal Communication, pp. 334-354. (available on Sakai)</td>
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<td>Assignments:</td>
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## Leadership & Group Dynamics (10/16 - 10/27 --- FREE SPEECH WEEK)

**Video:**
- Watch video on Shared Leadership in Teams ([https://www.youtube.com/watch?v=haqy9ff2BS8](https://www.youtube.com/watch?v=haqy9ff2BS8))

**Readings:**
- Journal Assignment #6: What are the keys to success on a group or team? What approach to team leadership will you take? Due Sunday by 11pm

**Semester Final Assignment:**
- Preparing for an interview
- For next week: Prepare a list of potential interview questions for your interviews, be prepared to discuss them in class.

## Wk 8 Leadership, Diversity & Inclusion Mid-Term Review; Registration review/overview Robyn, LLC Leadership Team, etc.

**Video:**
- TED Talk: The danger of a single story, Chimamanda Ngozi Adichie, [https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

**Readings:**
- Waymer, D., & Dyson, O. (2011). The Journey into an Unfamiliar and Uncomfortable Territory: Exploring the Role and Approaches of Race in PR Education. Journal of
<table>
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<tr>
<th>Wk 9</th>
<th>Mid-Term Exam</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>10/30, 11/1</td>
<td>Mid-term exam</td>
<td>Mid-term exam</td>
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<tr>
<td>10/30, 11/1</td>
<td>Project planning</td>
<td>Review the RU Leadership &amp; Experiential Learning website (<a href="http://leadership.rutgers.edu">http://leadership.rutgers.edu</a>). Read the “What We Offer” page</td>
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<tr>
<td>10/30, 11/1</td>
<td>Personal Leadership Development plan</td>
<td>None</td>
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<tr>
<td>10/30, 11/1</td>
<td>Getting Involved: Community &amp; Organizational Leadership Opportunities</td>
<td>Group Assignment --- Community &amp; Group Involvement</td>
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<tr>
<td>10/30, 11/1</td>
<td>Time to work on group project</td>
<td>Organize Groups</td>
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<tr>
<td>10/30, 11/1</td>
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<td>Overview of Assignment</td>
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<td>10/30, 11/1</td>
<td></td>
<td>Develop a Short-List of Possible Organizations for Involvement</td>
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<td>Wk 10</td>
<td>Impression Management &amp; Self Presentation</td>
<td>Readings &amp; Assignments</td>
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<tr>
<td>11/6, 11/8</td>
<td>Fundamentals of professionalism &amp; impression management</td>
<td>Video:</td>
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<tr>
<td>11/6, 11/8</td>
<td>Fundamentals of strategic self-presentation offline &amp; online</td>
<td>Our digital life: <a href="https://www.youtube.com/watch?v=10K137WU9gw">https://www.youtube.com/watch?v=10K137WU9gw</a></td>
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<td>11/6, 11/8</td>
<td>Developing an ‘elevator’ speech</td>
<td>Readings:</td>
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<td>11/6, 11/8</td>
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<td>Assignments:</td>
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<td>11/6, 11/8</td>
<td>Journal Reflection #8 How do your currently identify your identity, how do you make that visible to others?, due by next Sunday @ 11:00pm</td>
<td>Journal Reflection #8 How do your currently identify your identity, how do you make that visible to others?, due by next Sunday @ 11:00pm</td>
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<td>11/6, 11/8</td>
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<td>Group Assignment --- Community &amp; Group Involvement</td>
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<tr>
<td>Week</td>
<td>Leadership, Stakeholders, &amp; Governance</td>
<td>Readings &amp; Assignments</td>
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<td><strong>Wk 11</strong></td>
<td><strong>Understanding Stakeholders. Who are the stakeholders in my neighborhood?</strong></td>
<td><strong>Assign group tasks</strong>&lt;br&gt;<strong>Identify and schedule meetings at organizations for each group member</strong>&lt;br&gt;<strong>Begin profiling organizations</strong></td>
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<tr>
<td>11/13</td>
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<td><strong>Video:</strong>&lt;br&gt;Shareholders vs. Stakeholders: Friedman vs. Freeman: <a href="https://www.youtube.com/watch?v=_sNKlEzYM7M">https://www.youtube.com/watch?v=_sNKlEzYM7M</a>&lt;br&gt;Freeman, A New Story for Business: <a href="https://www.youtube.com/watch?v=v7yjQzRcf-U">https://www.youtube.com/watch?v=v7yjQzRcf-U</a></td>
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<td>11/15</td>
<td>Tentative Guest Lecture: Pete McDonough, University Governance and State Relations Jack out of town on 11/15 (NCA) Intro to university governance &amp; stakeholder participation&lt;br&gt;• Understanding stakeholder groups on campus&lt;br&gt;• Stakeholder engagement &amp; power (i.e., town-hall meetings, committees, public forums, protest, etc.)&lt;br&gt;• Introduction to leadership opportunities on campus&lt;br&gt;• In-class time to work on group project and You Choose day</td>
<td><strong>Readings:</strong>&lt;br&gt;Strand, R., &amp; Freeman, R. E. (2015). Scandinavian Cooperative Advantage: The Theory and Practice of Stakeholder Engagement in Scandinavia. <em>Journal of Business Ethics, 127</em>(1), 65–85.&lt;br&gt;Niven, R. (2013, May 3). The complexity of defining a community. The Guardian [online]. Retrieved from <a href="http://www.theguardian.com/voluntary-sector-network/2013/may/03/community-spurs-fans">http://www.theguardian.com/voluntary-sector-network/2013/may/03/community-spurs-fans</a>.&lt;br&gt;<strong>Assignments:</strong>&lt;br&gt;• Journal Reflection #9: a.) What are the differences between shareholders and stakeholders? Why is this important for leadership? b.) as a Rutgers stakeholder and leader, what can you do to help improve relations between Rutgers and its broader stakeholder community?&lt;br&gt;<strong>Group Assignment --- Community &amp; Group Involvement</strong>&lt;br&gt;• Attend group or community meetings</td>
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<tr>
<td>11/20</td>
<td><strong>Guest Speaker, Rick Dool, 2nd Year Leadership Courses and Experience</strong>&lt;br&gt;<strong>Work on Group Assignments and Final Semester Projects</strong>&lt;br&gt;<strong>No Class Happy Thanksgiving!</strong></td>
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<td>11/22</td>
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<tr>
<td><strong>Wk 12</strong></td>
<td><strong>Leadership &amp; Community Participation</strong></td>
<td><strong>Readings &amp; Assignments</strong></td>
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<tr>
<td>11/27</td>
<td>Fundamentals of leadership in the community&lt;br&gt;Community stakeholders&lt;br&gt;Collaborative interdependence</td>
<td><strong>Video:</strong>&lt;br&gt;Watch Dave Meslin: The antidote to apathy <a href="http://www.ted.com/talks/dave_meslin_the_antidote_to_apathy">http://www.ted.com/talks/dave_meslin_the_antidote_to_apathy</a></td>
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<td>11/29</td>
<td>Guest Lecture: Keesha Gaskins-Nathan, Director -- Democratic Practice, U.S.; Rockefeller Brothers Fund.</td>
<td><strong>Readings:</strong>&lt;br&gt;None&lt;br&gt;<strong>Assignments:</strong>&lt;br&gt;• Finalize Community &amp; Organizational Involvement Presentations, Prepare Slides.&lt;br&gt;<strong>Group Assignment --- Community &amp; Group Involvement</strong>&lt;br&gt;• In class time to work on next week’s presentations</td>
</tr>
<tr>
<td><strong>Wk 13</strong></td>
<td><strong>Community &amp; Organizational Involvement</strong></td>
<td><strong>Readings &amp; Assignments</strong></td>
</tr>
<tr>
<td>12/4</td>
<td>Student Presentations</td>
<td><strong>Assignments:</strong></td>
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### Wk 14: Final Presentations

**Readings & Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>12/11</td>
<td>• Lifelong leadership across organizational sectors; Guest Lecture: Bud Philbrook, CEO Global Volunteers</td>
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<tr>
<td>12/13</td>
<td>• Leadership Learning Community Focus Group</td>
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**Important Policies – Please Read Carefully:**

1. **Importance of the Syllabus:** By your continued enrollment in this class, it is understood that you are agreeing to all of the policies and procedures set forth in this syllabus. Failure to obtain or read this syllabus does not exempt the student from its policies and procedures. Please let me know immediately if you have any questions or concerns about anything contained within the syllabus. If you cannot abide by these policies and procedures, I expect you to drop the class.

2. **Readings:** All readings must be completed on time as indicated on the syllabus and Sakai. Quizzes may be given at any time to reinforce this. Frequent reviewing of readings and notes is strongly advised.

3. **Required Writing Style:** Please use formal language and APA style for formal written assignments. APA examples can be found at many websites, such as: [http://owl.english.purdue.edu/owl/resource/560/01](http://owl.english.purdue.edu/owl/resource/560/01). For less formal assignments you should use correct, standard English and proofread all work for writing style, punctuation, spelling, grammar, and appropriateness of language. Do not use contractions in your written assignments (you’re, don’t, won’t, etc.). It is acceptable to use the more casual, space-saving norms of writing for social media (such as Facebook) when using those platforms (i.e. abbreviations, such as “u” for “you,” etc., emoticons, etc.)

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**About the Instructor:**

Jack Harris has over twenty years of experience in strategic communications, management consulting, and entrepreneurship. From 2003 – 2013, He served on the Board of Directors for the National Child Protection Training Center and its predecessor organizations where he led the Regional Training Center and Public Policy Committees and served on the finance committee. He is the Founder and President of The Beowulf Group, a Minneapolis-based strategy consulting firm specializing in competitive strategy, industry analysis, and strategic communications. Jack has led communication campaigns in Louisiana and Minnesota and is currently on the Executive Committee of the Monmouth County Coalition of Organizations Active in Disaster (MNCOAD) where he is responsible for internal and external communications. His scholarly research focuses on community stakeholder networks and the communication practices and coordinating activities activated by organizations during periods of long-term recovery after disaster. Outside of work, Jack is a long-time practitioner of Zen and Yoga. Swimming and hiking are a few of his favorite things, and he has a pretty awesome herb garden.
4. **Writing Assignments:** Papers are to be prepared using 12pt Times Roman, double-spaced, with 1” margins. Paper assignments in this class will be graded utilizing the following rubric: 1) did you answer the question; 2) organization of thought; 3) clarity of your writing (did you present a well-thought out argument); and 4) proper grammar, spelling, and citation (The citation style for this course will be APA. As well, please refrain from using Wikipedia as your citation source and look at scholarly journal articles, books, and newspaper articles); 5) did you present your paper with innovative and original thought.

5. **Communication:** Check your Rutgers email, the Sakai course site, and any social media platforms we use for the online portion of the class frequently during an academic semester. Messages will be sent to you from professors, administrators, SC&I and Rutgers frequently during the semester. You are responsible for seeing and responding to them as necessary.

6. **Absences:** If you expect to miss class, especially several classes, please use the University absence reporting website – [https://sims.rutgers.edu/ssra/](https://sims.rutgers.edu/ssra/) -- to indicate the dates and reason for your absence, which may include:
   - Illness requiring medical attention;
   - Curricular or extracurricular activities approved by the School;
   - Personal obligations claimed by the student and recognized as valid (for example, death or serious illness of relative or family member);
   - Inclement weather causing dangerous travel conditions (note that the university formally advises via the Rutgers Web site if classes are canceled due to weather, but you must make your own decision if you are a commuter, with your safety in mind, as I will).
   - Recognized religious holidays.

   If you’re absent, you must get all the notes, assignments, and announcements yourself, including possible adjustments to the course calendar. Get these from a classmate and/or the Sakai site before asking to see me for extra help; I cannot be solely responsible for helping every absentee student catch up. Be smart and get this info before the next class in case the next class is affected (e.g. I give an extra assignment, I move the location, I change the reading or a due date, etc.). Besides, you can only stay up to date if you make up missed work immediately. Quizzes and class exercises cannot be made up if you are not here.

   Regarding absences for religious observance: “It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting. Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.”

   If you must miss classes for longer than one week, you should contact the Dean of Students in your particular school.

7. **Participation:** Promptness is critical and demonstrates professionalism. I reserve the right to subtract participation points for students who arrive to class after attendance is taken as well as those who leave early, especially chronically. Similarly, you are expected to hand in all your work on time. Unless otherwise noted, all written assignments, discussion boards, and group projects are due on/before the time and date listed in the Syllabus/Course Schedule and in this course. There are no re-submissions of papers or coursework after the initial grading on assignments in this course unless approved by the instructor.
8. **Personal Emergencies:** Inform me immediately of serious, personal emergencies that interfere with your participation in this class. These should then be documented in writing and brought to the Student Services office in room 214 at SC&I, where an advisor will counsel you as to the best way to proceed with your classes. Only if this procedure is followed can I attempt to work with you to craft a mutually acceptable resolution for the situation. Extensions for assignments are rare and are only granted at my discretion in the event of documented extenuating circumstances, as per school policy. This protects and rewards the large majority of students who work diligently to get their work in on time.

9. **Academic Advising:** For help with academic advisement please consult the Dean of Students in your particular school. If you need help identifying the person you should speak I am happy to assist you.

10. **Exams:** Make-up tests are rare and only given if requested by email within 24 hours (before or after) of the original test date and if the situation is serious enough to warrant the make-up. Again, see Student Services if this is an issue covered in #9 above. I will not give a make-up test if a student simply fails to show up for a test. Be aware that make-ups may differ from the original test in format as well as content. The student is responsible for arranging the make-up with me in a timely and professional manner.

11. **Academic Integrity:** Academic integrity is to be maintained at all times. Academic integrity means, among other things:
   - Develop and write all of your own assignments.
   - Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
   - Do not look over at the exams of others or use electronic equipment such as cell phones or MP3 players during exams.
   - Do not fabricate information or citations in your work.
   - Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.
   - Do not submit work that you have previously submitted for another class- yes, it IS considered plagiarism if you plagiarize yourself!

   If you violate this code, you risk a failing grade in the course and even possible suspension from the university.

   Rutgers’ academic integrity policy is at [http://academicintegrity.rutgers.edu/](http://academicintegrity.rutgers.edu/). Multimedia presentations about academic integrity may be found at [http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html](http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html) and [http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064,-00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064,-00.html)

   If you are unsure about any issue related to plagiarism or scholastic dishonesty, please discuss it with me.

12. **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University’s educational programs.) Students with documented disabilities who need accommodations in this class must do so through the Rutgers Disabilities Services Office. See [http://disabilityservices.rutgers.edu/](http://disabilityservices.rutgers.edu/) for details.

13. **Late Submissions:** Unless otherwise noted, all assignments are due at the time and date indicated in the syllabus or on the assignment handout. If you experience an unavoidable personal situation (i.e. extreme illness with a doctor’s note or family emergency) that prevents you from submitting your work on time, you must inform the instructor prior to the date the work is due. There is an automatic 10% penalty for all work turned in late. If work is not made up within 3 days of the due date the student will receive 0 credit. Additionally, in-class activities cannot be made up. Exams can only be made up for absences due to religious holidays and illness with accompanying doctors note. Do not ask to hand in additional work after
the end of the semester. For me to consider and grade such work would be unfair to every other student who labored to complete work within the semester boundaries. I will not artificially extend the end of the semester for one student and not for all of them, and therefore it cannot be done, or the semester’s time frame would be meaningless.

14. **Grade Appeals**: Appeals on the grade on any individual assignment item should be submitted in writing via email **within one week** of the return of the assignment. **Appeals received after this time will not be accepted.** For additional information, please see: “Grade Appeals: An Overview for Students” and policy at: [http://comminfo.rutgers.edu/images/facultystaffresources/gradeappeals-adviceforstudents-2.pdf](http://comminfo.rutgers.edu/images/facultystaffresources/gradeappeals-adviceforstudents-2.pdf)

15. **Extra Credit**: There will be an opportunity for students to earn extra credit in this course pertaining to the **SIRS Evaluations** at the end of the semester. If **80% or more** of the students complete the SIRS evaluation, extra credit will be awarded to all students in the course.

16. **Weather Emergencies**: In the event of inclement weather or an emergency that could conceivably prevent a face-to-face class session from being held, check Sakai and your email for details. In any case, continue your reading so as to be up to date and so we can move forward when class resumes. The university rarely cancels classes for inclement weather. To check if classes are cancelled, visit [http://campusstatus.rutgers.edu/](http://campusstatus.rutgers.edu/) or the Rutgers homepage.
Resources Available for Students

Library Resources:

Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. A series of LibGuides are available to get you started.

- Introduction to Rutgers University Libraries (http://libguides.rutgers.edu/intro)
- Congressional Research (http://libguides.rutgers.edu/congress)
- Communication Studies (http://libguides.rutgers.edu/cat.php?cid=25866)
- Government Information (http://libguides.rutgers.edu/cat.php?cid=25881)
- Journalism and Media Studies (http://libguides.rutgers.edu/cat.php?cid=34201)
- Law (http://libguides.rutgers.edu/cat.php?cid=25854)
- Library and Information Science (http://libguides.rutgers.edu/cat.php?cid=25870)
- Political Science (http://libguides.rutgers.edu/cat.php?cid=25871)

Learning Centers:

Rutgers has Learning Centers (http://lrc.rutgers.edu/) on each campus where any student can obtain tutoring and other help. Rutgers also has a Writing Program (http://plangere.rutgers.edu/index.html) where students can obtain help with writing skills and assignments.

Student-Wellness Services:

Counseling, ADAP & Psychiatric Services (CAPS) (http://rhscaps.rutgers.edu)
(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901
CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA) (http://vpva.rutgers.edu)
(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901
The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services (ODS) (https://ods.rutgers.edu)
(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854
The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners (http://www.scarletlisteners.com)
(732) 247-5555
Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

“Just In Case” Web App (http://codu.co/cee05e)
Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.
To the Rutgers University–New Brunswick Community:

As Chancellor of Rutgers University–New Brunswick, let me reassure you of our commitment to our students and their families who are affected by President Trump’s decision to eliminate the Deferred Action for Childhood Arrivals (DACA) program for undocumented immigrants. As you know, the Trump administration announced today that it will delay by six months the enforcement of this action, which now makes a timely solution by Congress crucial. The university is advocating for legislation from Congress that will ensure our undocumented students have a clear and safe path towards the future they seek in this country.

I disagree strongly with President Trump’s decision to eliminate DACA, which conflicts with our institution’s commitment to fairness, equality, and justice for all people. What’s more, this action strikes at the core of our land-grant mission, which in its essence is to fulfill the promise of a better life through a Rutgers education.

This is a time of great stress for those affected by this decision, and I want to reiterate a point from the joint statement that was issued by President Barchi and the four Rutgers’ chancellors: nothing has changed in regard to our students’ relationship with Rutgers. We will continue to fulfill our commitment to them and to all our students, which is to do all we can to help them achieve success from admission through graduation, and beyond.

Rutgers–New Brunswick offers a range of information, resources, and professional legal advice and assistance for its undocumented students. Those services are coordinated through the Office of the Dean of Students, which can be reached at 848-932-2300 or by clicking here. Additionally, the university has created the Rutgers Immigrant Community Assistance Project (RICAP). RICAP is led by attorney Jason Hernandez and all currently enrolled Rutgers students are eligible for a free and confidential legal consultation with Jason. Jason will be working out of the Student Legal Services office in Tillet Hall on Thursday, September 7 and can be reached at jason.c.hernandez@rutgers.edu. I urge anyone affected by today’s action to seek this support.

Again, I am committed to protecting and supporting all of our students in their academic endeavors, and you have my pledge that we will help fulfill the dreams of those who seek opportunity through education at Rutgers—regardless of their immigration status.

Sincerely,

Deba Dutta
Chancellor, Rutgers University–New Brunswick