George Mason University | School of Integrative Studies

INTS404 – DL1 Ethics and Leadership Syllabus (4 credits) | Online | Spring 2017

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Course Instructor and Teaching Assistant Contact Information

Course Instructor
Dr. Graziella Pagliarulo McCarron
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E-mail: gmccarro@gmu.edu | SIS Phone: 703-993-1484 | Mobile: (202) 320-5597 (emergencies)
SIS Web: http://integrative.gmu.edu
Office hours are available via Blackboard Collaborate or in person when planned by e-mail appointment.

Course Teaching Assistant
As the instructor for INTS435, I, Graziella, will be fully present and thoroughly involved with all aspects of the course (e.g., assignments, discussions, feedback, etc.). As a means to provide you with access to as much support as possible in this online environment, a wonderful teaching assistant, Marintha Miles, will be working with us. Contact information for Marintha can be found below:

Marintha Miles (Graduate Teaching Assistant)
Marintha can help you with: Course assignment grading questions, feedback on assignments, assignment instructions clarification, writing help/APA style, technical issues with BB
E-mail: mmiles8@gmu.edu
Office hours are available via Blackboard Collaborate or in person when planned by e-mail appointment.

Course Description

Via a multi-faceted approach grounded in engagement with theoretical foundations, self-assessment, students' experiences, and practical application, this highly interactive learning community will explore the intersections of the concepts of ethics and leadership from a wide range of disciplines, contexts, and professional perspectives. Using an interdisciplinary lens, students will deepen and broaden their learning about theories, models, and constructs related to the study and practice of ethics and leadership while examining compelling contemporary questions and dilemmas - including scenarios gleaned from their own personal, academic, and professional interactions. Students will not only develop new strategies and ways of thinking when faced with ethically complex leadership dilemmas, but they will also think critically about the strategies already in their toolkits. Examples of coursework include development of ethical leadership educational programs; self-assessments aimed at supporting students in their moral reasoning, leadership development, critical thinking, and problem solving competencies; group discussions and collaborative teaching, and applied case studies.

Throughout the semester, students and course instructor together will explore a number of questions to include: What is ethical leadership? How are values and ethics established for individuals and in organizations? Is ethical leadership desirable and/or necessary? What is the responsibility of leaders to establish ethical climates in their organizations and communities? What are the tensions between ethics and leadership? How does organizational management and compliance interplay or conflict with ethics and leadership? Are there universal values and ethical principles in leadership? How does culture influence ethics and leadership? How do I think about ethical

leadership in my own life (or in my own work)? What are some strategies to approaching ethical questions and dilemmas - as an individual and/or as a collective? Exploration of these questions will be further supported by exposure to an intentional experiential learning opportunity aimed at helping students refine and evolve ethical leadership in their own lives.

Note: This syllabus builds upon the fine work of George Mason faculty Dr. Julie Owen, Dr. Nicholas Lennon, and Dr. Nance Lucas, and the instructor thanks these colleagues for their intellectual contribution to this course.

Course Learning Objectives

This course is informed by SIS's 8 competencies: communication, critical thinking, group collaboration, global understanding, civic engagement, digital literacy, aesthetic awareness, and well-being. The course content, readings, class activities, assignments, and emphasis on applying theories and concepts to practice (reflective practice) are intended to contribute to your learning and development of these competencies. I encourage you to apply and reflect on these competencies throughout the semester. In addition to these competencies, specific course learning objectives follow. At the conclusion of this course, we should be able to:

1. Reflect on key theories and models of leadership as they relate to our individual preferences and attitudes
2. Reflect on the major ethical/moral traditions of diverse cultures and how leadership varies across them
3. Differentiate between the key theories and models of leadership
4. Differentiate between ethical frames emerging from philosophy, psychology, and sociology
5. Describe our personal and professional values
6. Identify the relationship between our individual responsibilities/actions and our personal values, our leadership preferences, and key ethical principles
7. Articulate importance of/connections between self-reflection/awareness and ability to be authentic leaders
8. Articulate the factors that influence ethical behavior as well as "bad" or shadow leadership
9. Describe how leaders can create ethical climates in small groups and organizations
10. Analyze ethical dilemmas and apply appropriate theories, models, and concepts

Course Guidelines

Duration of Class Week/Module: In this online class, the class "week" goes from Monday morning at 12:00am to Sunday night at 11:59pm, beginning with our first class day on Monday, January 23, 2017. The first 3 weeks of class will be fully available in BlackBoard (BB) as of the first week of class so that you can plan ahead and begin to see how our learning modules are structured. For week #4 and on, I will open modules as we go along in the term so that we can pace ourselves. By "as we go," I mean that I will open modules 2 weeks in advance.

Online Class Participation and Commitment: Learning is this course is a shared responsibility, and, as such, good participation (e.g., discussion, collaboration, etc. in our online environment) is critical for all of our benefit and includes asking good questions and building on the comments of others (and, remember, that quality of thought is not the same as quantity of comments). A quality learning experience in this course rests upon a high degree of interaction and exchange of ideas among the students and instructor. Each student is expected to participate fully in small group discussions and activities.

Reflection: Thoughtful, critical reflection and engagement with the materials.

Respect and Professionalism: We are each other's teachers and, as such, it is expected that we treat each other with respect and professionalism at all times even though opinions may differ. Please see "Course and University Policies" below for specifics on classroom climate.

Technology Guidelines and Blackboard Course Management System: Each student will need access to GMU's Blackboard (http://mymason.gmu.edu). **All assignments should be turned in on the Blackboard course management system, unless otherwise noted**. The User Name should be the first part of your Mason email address and the same password that you use to access your Mason email account. If you require assistance with Blackboard access, please contact the GMU IT Unit: https://itservices.gmu.edu/

Course and University Policies

Commitment to Diversity and Classroom Climate
The School of Integrative Studies (SIS) is an intentionally inclusive community that celebrates diversity and strives to have faculty, staff and students who reflect the diversity of our plural society. We do not discriminate on the basis of race, class, linguistic background, religion, gender identity, sex, sexual orientation, ethnicity, age, or physical ability. This course assumes that all opinions, thoughts, and ideas deserve respectful hearings from others. In fact, diversity in analysis and expression is the key to a successful course. Demeaning, intolerant, and/or disruptive behavior or responses at any time are inappropriate. Use points of disagreement/conflict to learn more about yourself, others, and the course material. We expect you to communicate diverse and opposing ideas and perspectives with professionalism and civility.

Sexual Misconduct and Interpersonal Violence
George Mason University is committed to providing a safe learning, living and working environment free from discrimination. The University's environment is meant to be experienced as vibrant and dynamic, and one that includes ample opportunities for exploration of self, identity and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and George Mason University is committed to a campus that is free of these types of incidents in order to promote community well-being and student success.

George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202 Sexual Harassment and Misconduct speak to the specifics of our process, our resources, and options available to you. Confidential resources are available on campus at the Student Support and Advocacy Center (ssac.gmu.edu), Counseling and Psychological Services (caps.gmu.edu), Student Health Services (shs.gmu.edu), and the University Ombudsperson (ombudsman.gmu.edu).

All faculty, staff and administrators of the University community (except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact Dr. Jennifer Hammat, the University Title IX Coordinator at 703-993-8730, jhammat@gmu.edu, diversity.gmu.edu or stop by Aquia 373.

Honor Code and Academic Integrity
This is a course dedicated to the topic of ethics, thus, I expect students to maintain the highest academic standards. Students and faculty will adhere to the highest possible standards - using the course as a laboratory to practice ethical behavior. You are expected to observe and honor the University's Honor Code. Three fundamental principles students must follow at all times are:

1. All work submitted must be your own;
2. When using the work or ideas of others, including fellow students, give full credit through accurate citations;
3. If you are uncertain about citation rules or assignment guidelines, ask an instructor for clarification.

No grade is important enough to justify academic misconduct. If you feel unusual pressure or anxiety about your grade in this or any other course, please let an instructor know and also seek help from University resources. The University provides a range of services to help with test anxiety, writing skills, study skills, personal issues, and related concerns. Using someone else's words or ideas without giving them credit is *plagiarism*, a serious offense. If you wish to quote directly from any text, you MUST use the exact words (including punctuation) just as the words, phrases, and sentences appear in the original text. Additionally, you must follow proper citation rules (**APA 6th Edition in this INTS404 course**) to indicate that you are quoting directly from a text (e.g., quotation marks, quote indentation, source identification). If you want to paraphrase ideas from a source, that is, convey the author's ideas in your own words, you must still cite the source, using an established citation format.
The re-use of papers, presentations, and other materials from one course in another course is not appropriate or acceptable. In every SIS course, faculty expect that submitted work has been prepared for that class only. Violations of the University Honor Code will be referred to the University Honor Committee for review and action.

Please familiarize yourself with the Honor Code. Should you have questions about how the code applies to INTS404, please as me - not another student - for clarification.

PLEASE NOTE: All assignments should be submitted as Word documents (not PDF or written into BB) unless otherwise noted. Every assignment should include an appropriate APA-formatted cover-page with a signed integrity statement. 2-point deductions will be incurred on the assignment if the page is missing. ****Please see the last page of this syllabus for a cover page sample.****

Class Citizenship
- Submit your best work the 1st time, as there are no re-submissions post deadline - unless part of course plan.
- Grades and feedback will be posted in a timely fashion– as such, please check your grade in BB frequently.
- If you have any questions or concerns, please do not hesitate to contact me – I am here to help you succeed.

Religious or Cultural Observances
Some major course assignments are in close proximity to religious or cultural observances. If an assignment creates a conflict, please let me know in advance so we can make appropriate arrangements.

Attendance
While INTS404 is an online and not face-to-face class, "attendance" with regard to full and active participation is essential and expected. Please see "Course Requirements and Assignments" below for attendance and participation point values. Students are expected to notify the instructor immediately if you cannot participate fully in the week's activities due to a **valid** personal or professional reason.

Late and Missing Assignments
You are responsible for completing individual/group assignments on time (defined as turning in all assignments via Blackboard on the date and by the time required). Please allow sufficient time for technological hiccups as these will not be considered valid excuses for late assignments. Submit your best work the 1st time, as there are no re-submissions post deadline - unless part of course plan. Grades and feedback will be posted in a timely fashion– as such, please check your grade in BB frequently. All due times are in Eastern Standard Time (EST). Assignments submitted late will be penalized 20% for each day they are past due, including Fridays, Saturdays, Sundays (and holidays) (with a maximum of 3 days late submission allowed). Any assignment submitted 4+ days after the original due date will not be accepted. Due dates are clearly indicated throughout the syllabus. Assignments may only be made up if you demonstrate that failure to complete required assignments was due to a valid reason. In such cases, you will have one week from your return to class to complete excused work.

Course Add/Drop
Please review the add/drop deadlines for this course

GMU E-mail and Inclement Weather Policy
In compliance with a University-wide initiative, SIS faculty and staff will correspond electronically with students only through their GMU assigned email accounts. No assignments will be accepted via email unless specifically requested. Please check your email account regularly for updates and important announcements; checking your email during University closings is especially important, as we will alert you to schedule changes. **However, given that INTS404 is an online class, please do not assume that our schedule will change due to inclement weather.** The instructor will communicate any potential schedule changes to you.

University Resources

Office of Disability Services | SUB 1, #2500, ods@gmu.edu, 703-993-2474 or 703-993-2476 (TTY)
If you believe that you have a learning or physical difference that may affect your academic work, please contact the GMU Office of Disability Services. If you qualify for accommodation based on the documentation you provide, the ODS staff will give you a form detailing appropriate accommodations – you will then bring this form to me. In addition to providing me with the appropriate form, please take the initiative to discuss accommodations with me at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please tell me.

Office of Counseling and Psychological Services (CAPS) | SUB 1, #3129, 703-993-2380
CAPS provides individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance.

University Writing Center | Rob Hall A, #114, 703-993-1200
The University's Writing Center offers free, expert tutoring to writers at all levels who want to improve their writing.

GMU Learning Services | SUB I, #3129**,** 703-993-2999
Learning Services provides study skills workshops, academic skills program, and academic counseling.

University Information Technology Unit

University Libraries

Required Course Texts

A number of course readings will be made available to you through GMU's e-reserves and will be posted directly to our Blackboard site. In addition, the class will use the following texts, and you may purchase them through the GMU bookstore and/or online book vendors – please purchase the **current editions**.

- 7 Lenses: Learning the Principles and Practices of Ethical Leadership. Author: Linda F. Thornton; Publisher: Leading in Context, LLC; 1st Edition (November 12, 2013). ISBN-10: 1936662116

- Meeting the Ethical Challenges of Leadership: Casting Light or Shadow. Author: Craig E. Johnson; Publisher: Sage Publications, Inc.; 5th (LATEST) Edition paperback (December 13, 2013). ISBN-10: 1452259186

- Moral Courage. Author: Rushworth Kidder; Publisher: William Morrow; 1st Edition (March 14, 2006). ISBN-10: 0060591560

- Leadership: Theory and Practice. Author: Peter Northouse; Publisher: Sage; 7th (LATEST) Edition (February 26, 2015). ISBN-10:1483317536

- Ethics 101. Author: John Maxwell; Publisher: Center Street; (May 11, 2005). ISBN- 10: 9780446578097.

The course facilitator reserves the right to add or change readings over the course of the semester.

Course Requirements and Assignments
There are **four (4) graded parts** of this course for a total of 200 points.

Course Parts (below linked to assignment descriptions)	Graded Assignments*	Due Date (above linked to course schedule)	Individual Point Value	Total Point Value	Course Grade %
Class Engagement/ Discussion	• Week 1 Intro Blog • Week 1 Express Reflection • Ethical Leadership in the News Discussion (non-presenters) • Ethics & Leadership Journals (5)	1/24, 1/29 1/29 Weeks 3-12 2/12, 3/5 & 26, 4/23, 5/14	5 5 20 10	40/200	20%
Experiential Learning (EL)	• EL Reflection Paper 1 • EL Reflection Paper 2 • EL Reflection Paper 3	2/26, 3/12 4/9 4/30	20 20 20	60/200	30%
Collaborative Leadership Experience	• Collaborative Contract • Ethical Leadership in the News Group Presentations • Ethical Case Consultation • Team Assessment	2/5 Weeks 3-12 4/2 4/30	5 20 20 5	50/200	25%
Ethics in Action	• Ethics in Action Proposal • Ethics in Action Update • Ethics in Action TED Talk • Ethics in Action Final Paper	3/5 4/16 5/7 5/14	5 5 20 20	50/200	25%

*Does not include following non-graded submissions: Pre-Assess & Syllabus Agreement (Wk1); Core Values & VIA (Wk4); Post-Assess (Wk15)

I. Class Engagement/Discussion (40/200 possible points | 20% of course grade)

This course integrates experiential learning as a key component. Learning occurs through active participation in community and class activities, discussion, and personal reflection upon experiences. Web-based assignments based on the reading materials and group experiences will be factored into the participation grade.

Week 1 Introductory Blog (5 points) and Week 1 Express Reflections (5 points)
In Week 1 of the course, you will create and post an introductory blog as well as complete an individual "express reflection." For details, please see BlackBoard>Weekly Modules>Week 1.

Ethical Leadership in the News (ELIN) Discussion Participation (2.22pts/ 9 discussions = 20 points)
Please see Collaborative Leadership Experience section below (i.e., III) for scoring info. Due in Weeks 3-12.

Reflective Ethics and Leadership Journal (2pts/journal = 10 points)
Throughout the semester, you will keep an Ethics and Leadership journal in BB. Each journal should be appx. 250 words. My hope is that the journal will serve as a tool for reflection as we engage in readings, EL activities, course discussions, etc. I encourage you to use the journal as a place to think out loud about ethics and leadership issues you are considering, dilemmas and scenarios you are mulling, reactions to course readings and activities, etc. I will post questions for you to discuss in your journals. I suggest that you try to write in your journal a little each week as questions will relate to weekly readings – will also make the assignment easier for you.

II. Experiential Learning (60/200 possible points | 30% of course grade)

Experiential Learning (EL) is one of the core components of SIS's curriculum and is the process through which students "connect the classroom to the world." Posted to the "Assignments-Quick View > Experiential Learning" folder on BB are a number of face-to-face and virtual opportunities aimed at helping you engage the EL requirement for this course. **YOU MUST COMPLETE THREE OPTIONs as well as the accompanying paper/project required**. Each student is responsible for executing his/her plan (e.g., reserving seats, transportation, etc.). Please speak with me if you would like to propose a different EL idea for your assignment.

Please note that the EL papers should represent your best writing with a structure and flow that makes your main points clear and backs them with evidence. You should plan to edit and revise these papers for quality writing style and proofread for grammar and spelling. I have posted specific writing guidelines for this EL paper to BB: "Assignments-Quick View > Experiential Learning." **APA paper formatting and citation is required.**

Given that INTS is geared toward making us all better writers, for this EL Paper #1 assignment, you will submit both a high-quality draft and an improved final product based on instructor feedback (Please see syllabus course schedule). The final product will be re-evaluated and, if scored higher, will replace the grade for the draft. Please note that the draft is NOT AN OUTLINE but a well-written attempt.

PLEASE NOTE: EL Paper #1 DRAFT must be reviewed by the GMU Writing Center before submission or points will be deducted accordingly (2 pts). You may schedule virtual appointments with the WC – please include your WC consultation verification (provided by WC tutor) with your final paper. Video and E-mail appointments are available – you do not have to come to campus for this appointment.

III. Collaborative Leadership Experience (50/200 possible points | 25% of course grade)

During the first week of class, you will be assigned to Collaborative Leadership teams. These teams will work together on 2 assignments. Each team will have a group page in BB with associated discussion board (see the Collaborative Tools link on left navigation) and file sharing capabilities so that members can work together. **The course instructor will name a TEAM "LEADER"/HARMONIZER to guide team tasks and communicate questions and/or concerns to the instructor and teaching assistants**. Team assignments and team "leader" roles found in the "Who is in my group?" tab in the BB course menu. As a team, with the team "leader" as guide, it is your responsibility to decide, within the group, how work will be divided up, assigned, and who is responsible for final review and submission of materials due on the specific days **indicated below**.

As part of your experience, you will submit a team contract (5 pts in Weekly Module 2) at the beginning of the term outlining your commitments to each other and a team assessment at the close of the term evaluating each of your contributions to the larger team. Your grades may be impacted by team assessments.

Those 2 Collaborative assignments include:
- Ethical Leadership in the News Presentation
- Ethical Case Consultation

Assignment 1: Ethical Leadership in the News Presentation (20 points for presenting*)
Your team will lead one class discussion on ethical leadership grounded in current news events – this assignment is called **Ethical Leadership in the News (ELIN)**. All ELINs will occur in Weeks 3-12. See the BB "Assignments-Quick View > Collaborative Leadership > Ethical Leadership in the News" folder for current event topic ideas and news resources. *Non-presenters who will respond to the week's discussion questions as well as post responses to other classmates may earn up to **2.22 points for each of the 9 ELINs during which they are not presenters (for a total of up to 20 points possible over the term's course).**

Instructions for ELIN Presenters:

When	What	Notes
Several days in advance of the week in which your team presents the ELIN (see course schedule for details)	• Read ahead AND identify an aspect of your assigned ELIN week's readings that resonates with you • Prepare a 2-3-page PowerPoint with voice-over that summarizes the specific readings. • Find a news article (no more than 30 days old) related to the week's leadership themes you chose • Create 3-5 discussion questions for the class (pay attention to the intersection between the current event and our week's readings). Add these to the final slide in your PowerPoint.	• Tutorials for how to create this voiceover are posted at "Assignments-Quick View > Collaborative Leadership > Ethical Leadership in the News" • AT LEAST ONE OF THE QUESTIONS MUST ASK READERS TO MAKE SPECIFIC CONNECTIONS BETWEEN THE CURRENT EVENT AND, AT LEAST, ONE CONCEPT FROM READING/VIDEO ASSIGNED FOR THE WEEK. For example: How do you see the relational leadership model mentioned in reading X play out in Z mentioned in the news article? What are some specific examples? • Sample presentation and rubric posted to "Assignments-Quick View > Collaborative Leadership > Ethical Leadership in the News"
Thursday (by 11:59pm EST) before the week in which your team presents the ELIN (see course schedule for details)	• Team leader/harmonizer submits parts 1 through 4 above to Professor McCarron for approval, via e-mail at gmccarro@gmu.edu	--
Sunday (by 11:59pm EST) before the week in which your team presents the ELIN	• Once you receive approval (within 24 hours, usually), post your ELIN.	• Go to the Ethical Leadership in the News Discussion Board, click into your week's thread, create a new thread, and post your PPT, article, and discussion questions.
Monday of your ELIN week	• Begin facilitating HIGH QUALITY discussion.	• Posting guidelines below for presenters (and non-presenters/discussants)

Posting expectations and timelines follow for ELIN Presenters and Non-Presenters:

Weekday (by 11:59pm EST)	Presenter Role Activities	Non-Presenter Role* Activities
Mon of ELIN	Each presenting team member: Go to	--

	the thread in which you have posted your PPT, create a new thread titled "First Name_Last Name" and post a response to the discussion questions your team wrote/created.	
Tue of ELIN	--	Each class member: Go to the thread in which the presenting team posted its PPT, create a new thread titled "First Name_Last Name" and post a response to the presenting team's discussion questions.
Wed of ELIN	Each team member: Respond to, at least, 2 classmate posts to your discussion questions with thoughtful insight (not just agreement or summary). Please upload one of these 2 response posts in video form (3 mins or less) via "paperclip" icon.	Each class member: Respond to, at least, 2 classmate posts with thoughtful insight (not just agreement or summary). Please upload one of these 2 classmate posts in video form (3 mins or less) via "paperclip" icon.
Thu of ELIN	--	(Team presenting next week submits ELIN ideas to Pr. McCarron per syllabus)
Fri of ELIN	--	--
Sat of ELIN	Each team member: Respond to, at least, 2 NEW classmate posts to your discussion questions with thoughtful insight. Be sure to respond to anyone who has posed a question specifically to you. At least one response should be a video. (3 mins or less)	Each class member: Respond to, at least, 2 NEW classmate posts with thoughtful insight. Be sure to respond to anyone who has posed a question specifically to you. At least one post should be uploaded in video form (3 mins or less).
Sun of ELIN	Each team member: Offer high quality closing remarks and a summary of the week's discussion and key themes that emerged.	--

All postings will be evaluated with a rubric. Please see "Assignments-Quick View > Collaborative Leadership > Ethical Leadership in the News" for a sample rubric so that expectations are clear to you.

For additional tips on writing for and posting to discussion boards, please visit the GMU Writing Center and download "Guidelines for Posting to Discussion Boards."

An important note about Discussion Boards: You may go into BB and "Subscribe" to Discussion Boards so that you can receive e-mail alerts when classmates (or instructor) post to boards. To subscribe, please go to Discussion Boards and click into individual boards. At the top of each board, you will see a tab labeled "Subscribe" -- please click this button. You will repeat this for each of the boards.

Assignment 2: Ethical Case Consultation (20 points)
Your group will create an ethical leadership case study in which you identify an organizational ethical leadership dilemma and put on a "consultant's hat" to propose a resolution to the dilemma using our course readings. This ethical leadership dilemma can be from your lived experiences (work, school, community organization, etc.) or a fictional creation. If the dilemma is "real," please use pseudonyms to protect stakeholders. To help you complete the case, please use the structure/questions below as guide – the case should be 7-8 pages in length.

- Reflect on a time when you were a part of an organization and witnessed or were directly involved in an ethical leadership dilemma. Thoroughly describe the Organization (size, type, mission, values). **1-2 pp.**

- The Ethical Leadership Dilemma: What happened? Why? What were the major issues, problems, concerns? Who were the key stakeholders? What decisions needed to be made? **2-3 pp.**

- Given the dilemma described above, how would you resolve the ethical leadership dilemma using one of the course ethical decision-making models? Choose one of the following models to support your answer: Kidder's 9 Checkpoints, Nash's 12 Questions, OR the SAD Formula. You must go through EACH checkpoint or model step thoroughly and cite any readings in your paper. **2-3 pp.**

- Given the ethical issues with the organization described above in your case and what you have read about codes of ethics in class, please develop a 1-page code of ethics for your organization meant to guard against ethical leadership dilemmas from occurring in the future. **1p**

Each group will have a group page in BB with associated discussion board (see the Collaborative Tools link on left navigation) and file sharing capabilities so that members can work together. It is your responsibility to decide, within the group, how note-taking work will be divided up, assigned, and who is responsible for final review and submission to me on due date. Please engage the group "leader"/harmonizer as a resource.

All cases will be evaluated with a rubric. Please see "Assignments-Quick View > Collaborative Leadership > Ethics Case Consultation" for a sample rubric so that expectations are clear to you. **APA is required**.

IV. Ethics in Action (50/200 possible points | 25% of course grade)

A major goal of this course is to transform theory to practice and to help you apply what you learn – and what you already know from your own rich experiences – in a way that can serve, engage, and help others. Therefore, during the semester, each individual student will work to develop a "TED" Talk and accompanying paper on an **approved ethics and leadership topic/social problem** of your choosing. There are **4 parts to this project**:

- **Project Proposal**: You will submit a 3-4-page proposal outlining your ideas for the TED Talk and paper – guidelines will be provided for you. Please be as specific. As with any course assignment, you must **cite any sources** that you use using the appropriate APA format.

- **Project Update**: You will submit a brief report outlining your progress for the TED Talk and paper – guidelines will be provided for you. Please be as specific. As with any course assignment, you must **cite any sources** that you use using the appropriate APA format.

- **TED Talk**: Each student will prepare a 15-18-minute TED Talk and submit the video via BB as the final exam. The Talk will focus on a key ethical leadership issue/problem/challenge in our society, offer a critical analysis, and present an innovative solution. Resources will be provided on the Talk specifics and you are encouraged to consult with the GMU STAR media lab on campus for technical support (e.g., advice, equipment, etc.): The STAR Center is located in Johnson Center, Rm. 229; 703-993-8990; http://itservices.gmu.edu/services/view-service.cfm?customel_dataPageID_4609=5741

- **Final Paper**: The final, 8-9-page HIGH QUALITY research paper, will outline your rationale and research basis for the Talk. Here you provide background on the ethical leadership issue, evidence that the issue of real consequence, and your argument for proposing the TED solution you did. This paper represents your best writing and should be vetted very carefully. You must include a minimum of 15 scholarly resources, 10 of which must be external to readings covered in our course. Please adhere to all writing requirements for this course. Assignment rubrics at BB "Assignments-Quick View > Ethics in Action."

Course Grading and Evaluation
Most assignments in the course will be guided by rubrics. Please see BB "Assignments-Quick View."

Grading Scale
A+ = 200 – 194 | **A** = 193 – 186 | **A-** = 185 – 180 | **B+ =** 179 – 174 | **B** = 173 – 166 | **B-** = 165 – 160
C+ = 159 – 154 | **C** = 153 – 146 | **C-** = 145-140 | **D =** 139-120 | **F =** 119 – 0

NOTE: If you have a concern about the grade you receive on a specific assignment you should contact the course facilitator within two weeks of receiving your grade for that assignment.

Writing and Writing Format
This is a leadership course AND a writing course. I will be evaluating your writing carefully and reaching out with appropriate feedback. I encourage each of you to visit the Writing Center as much as possible throughout the term – you may do so in person, via e-mail, and/or via video.

Please note that ALL ASSIGNMENTS must be typed using 12-point font and one-inch margins, double-spaced. You must correctly and consistently **use the APA writing style**. Websites must also be cited properly (e.g., full and accurate URL, date retrieved). Please consult GMU's Writing Center for assistance.

PLEASE NOTE: The EL Paper #1 DRAFT must be reviewed by the GMU Writing Center before submission or points will be deducted accordingly (2 pts). You may schedule virtual appointments with the WC – please include your WC consultation verification (provided by WC tutor) with your final paper. Video and E-mail appointments are available – you do not have to come to campus.

Proposed Course Schedule (subject to change)

Required texts are cited by author (e.g., "Johnson," "Kidder"). Other required readings not in your purchased texts are typically listed by author and will be posted on Blackboard (BB). Please review the syllabus so that you can plan in advance. I have included live links within the schedule below that reference helpful parts of this syllabus.

Week/Module, Dates, Topic	Readings/Viewings Due	Assignments Due
Week 1: 1/23-1/29 **Introductions/Expectations; and Ethical Leadership Overview**	- Community Toolbox: Ethical Leadership Overview - Dudley video	- Intro blog (due by 11:59pm on 1/24 – **2**nd DAY OF CLASS) - Pre-assessment (due by 11:59pm on 1/24 – **2**nd DAY OF CLASS) - Express reflection (due by 11:59pm on 1/29) - Respond to 2 classmates' blogs (due by 11:59pm on 1/29) - Syllabus agreement (due by 11:59pm on 1/29)
Week 2: 1/30-2/5 **Foundations - Leadership Frameworks** What is leadership? What is the relationship between ethics and leadership?	- Kotter: Lship v. Mgmt - Kouzes & Posner (K&P): Introduction, Ch1 pp 1-29 - Johnson: CH 7 - Northouse: pp. 1-18, "Summary" section **only** for CH 2-12, 14 - Mini-lecture #1 (subject to change) - Week 3 ELIN Presenters: Read ahead for Week 3.	- Collaborative group contract (due by 11:59pm on 2/5) - Week 3 ELIN Presenters: Submit ideas to Dr. McCarron by 11:59pm on Thu 2/2. Syllabus p. 5.
Week 3: 2/6-2/12 **Foundations - Ethical Frameworks** What do the ethical perspectives mean to/for us?	- Komives et al., Ch 3 - Thornton: pp. xv-29 - Johnson: CH 5 pp. 156-186 - Northouse: CH 13 - R. Kidder: "There's Only Ethics…" - Maxwell: Ethical Lship Video - View Week 3 ELIN PPT/article - Week 4 ELIN Presenters: Read ahead for Week 4.	- ELIN Discussion (post instructions) - Journal #1 (due by 11:59pm, 2/12) - Check-In Survey (due by 11:59pm on 2/12) - Week 4 ELIN Presenters: Submit ideas to Dr. McCarron by 11:59pm on Thu 2/9. Syllabus p. 5.
Week 4: 2/13-2/19 **Ethical Leadership and Character**	- Thornton: Part 2 Intro, CHs 4 & 5 (pp. 31-78 only) - K&P: CH 1 (pp. 29-40), CH 2 - George: CH 6	- ELIN Discussion (post instructions) - Core Values exercise (due by 11:59pm on 2/19)

Week/Module, Dates, Topic	Readings/Viewings Due	Assignments Due
What role do values play?	- Johnson: CH 3 - Maxwell: CHs 2 & 3 - View Week 4 ELIN PPT/article - Week 5 ELIN Presenters: Read ahead for Week 5.	- VIA Assessment (due by 11:59pm on 2/19) - Week 5 ELIN Presenters: Submit ideas to Dr. McCarron by 11:59pm on Thu 2/16. Syllabus p. 5.
Week 5: 2/20-2/26 **Ethical Leadership and Character** What is moral courage? What do we mean by right v. right?	- Komives et al.: Ch 6 - K&P: Ch 1 (pp. 29-40), Ch 2 - Kidder: CHs 1 & 2. CH 3 (pp. 66-76 only in CH 3), pp. 243-244 - Kidder: Ethics video (BB) - Mini-Lecture #2 (subject to change) - View Week 5 ELIN PPT/article - Week 6 ELIN Presenters: Read ahead for Week 6.	- ELIN Discussion (post instructions) - EL Paper #1 DRAFT (due by 11:59pm on 2/26) – **requires Writing Center Review** - Week 6 ELIN Presenters: Submit ideas to Dr. McCarron by 11:59pm on Thu 2/23. Syllabus p. 5.
Week 6: 2/27-3/5 **Shadow Sides of Leadership** What is "bad" leadership?	- Johnson: CHs 1, 2, 4 - George: CH 2 - Kidder: CH 7 (pp. 182-184, 201-212 only) - Josephson Institute: "Obstacles to Ethical Decision-Making" - Maxwell: CH 5 - Mini-lecture #3 (subject to change) - View Week 6 ELIN PPT/article - Week 7 ELIN Presenters: Read ahead for Week 7.	- ELIN Discussion (post instructions) - Journal #2 (due by 11:59pm 3/5) - Ethics in Action TED Talk Proposal (due by 11:59pm 3/5) - Check-In Survey (due by 11:59pm 3/5) - Week 7 ELIN Presenters: Submit ideas to Dr. McCarron by 11:59pm on Thu 3/2. Syllabus p. 5.
Week 7: 3/6-3/12 **Ethical Decision-Making** What is the relationship between leadership, moral reasoning and ethical decision-making?	- Johnson: CHs 6 & 8 - Thornton: CH 6 - Kidder: CHs 4 (pp. 84-108), 5 (pp. 130-138), & 6 - Maxwell: CH4 - Evans: Kohlberg's Model - Week 7 LIN PPT/article - Week 8 ELIN Presenters: Read ahead for Week 8.	- ELIN Discussion (post instructions) - EL Paper # 1 FINAL (due by 11:59pm on 3/12) - Week 8 ELIN Presenters: Submit ideas to Dr. McCarron for approval by 11:59pm on 3/16 or earlier. Syllabus p. 5.
Spring Break! (3/13-3/19)	--	--
Week 8: 3/20-3/26 **Ethical Decision-Making** How do we decide?	- Kidder: CH 8 - Bagley: "Leader's…Tree" - Santa Clara University: "Framework…" - Mini-lecture #4 (subject to change) - View Week 8 ELIN PPT - Week 9 ELIN Presenters: Read ahead for Week 9.	- ELIN Discussion (posting instructions) - Journal #3 (due by 11:59pm 3/26) - Week 9 ELIN Presenters: Submit ideas to Dr. McCarron for approval by 11:59pm, Th 3/23. Syllabus p. 5.
Week 9: 3/27-4/2 **Ethical Leadership and the Organization Overview** How do we create an ethical organizational climate?	- Johnson: CH 9 - Six Levels of Culture - Netter Principles (optional reading) - Mini-lecture #5 (subject to change) - View Week 9 ELIN PPT - Week 10 ELIN Presenters: Read ahead for Week 10.	- ELIN Discussion (posting instructions) - Ethical Case Consultation (due by 11:59pm on 4/2) - Check-In Survey (due by 11:59pm 4/2) - Week 10 ELIN Presenters: Submit ideas to Dr. McCarron for approval by 11:59pm, Th 3/30. Syllabus p. 5.

Week/Module, Dates, Topic	Readings/Viewings Due	Assignments Due
Week 10: 4/3-4/9 **Ethical Leadership and the Organizational Frames** How do the 4 organizational frames contribute to climate?	- Bolman: Intro & CH 19 - Sinek video - Mini-lecture #6 (subject to change) - View Week 10 ELIN PPT - ELIN Week 11 Presenters: Read ahead for Week 11.	- ELIN Discussion (posting instructions) - EL Paper #2 (due by 11:59pm 4/9) - ELIN Week 11 Presenters: Submit ideas to Dr. McCarron for approval by 11:59pm, Thu 4/6. Syllabus p. 5.
Week 11: 4/10-4/16 **Ethical Leadership and the Inclusive Organization** How do we think and act intentionally with regard to diversity and inclusion?	- Johnson: CH 10 - Community Toolbox: "Building Culturally Competent Orgs" AND "Enhancing Cultural Competence" - Mini-lecture #7 (subject to change) - View Week 11 ELIN PPT - ELIN Week 12 Presenters: Read ahead for Week 12.	- ELIN Discussion (posting instructions) - TED Project Progress Update (due by 11:59pm 4/16) - ELIN Week 12 Presenters: Submit ideas to Dr. McCarron for approval by 11:59pm, Th 4/13. Syllabus p. 5.
Week 12: 4/17-4/23 **Ethical Leadership for the Greater Good** What does it mean to be an ethical leader in larger society?	- Thornton: CH 7, Part 3 (pp. 117-135) - Carnegie Council: "Corps as Agents of Change" Podcast - Cilente: CH 2 - Mini-lecture #8 (subject to change) - View Week 12 ELIN PPT	- ELIN Discussion (posting instructions) - Journal #4 (due by 11:59pm 4/23) - Check-In Survey (due by 11:59pm on 4/23)
Week 13: 4/24-4/30 **Ethics and Leadership** How does it all fit together?	- Maxwell: CH 7, Conclusion - Bennis: article - Mini-lecture #9 (subject to change)	- EL Paper #3 paper (due by 11:59pm on 4/30) - Team Assessment (due by 11:59pm on 4/30)
Week 14: 5/1-5/7 **Ethics in Action** What do we know? Where do we go from here?	- Kouzes: CH 12 - Mini-lecture #10 (subject to change)	- Ethics in Action TED Talk Video (due by 11:59pm on 5/7)
Week 15: 5/8-5/14 **Final and Wrap Up**	--	- Ethics in Action TED Talk Paper (due by 11:59pm on 5/14) - Journal #5 (due by 11:59pm 5/14) - Post-assessment (due by 11:59pm on 5/14) - Supplemental Course Evaluation (due by 11:59pm on 5/14)

Please note that this syllabus is subject to change, but ample notice will be given.

Title of Paper or Assignment
Your Full Name
George Mason University

I have read and agree to the GMU honor code and academic integrity policy. I certify that all reference material in this assignment has been properly cited, and that this work is my own.

Student E-Signature: _____

(All participants must add signature for group submissions)