

# Ethics and Leadership

## NCLC 404 (4 credits)

### Spring 2014 Syllabus

*"A good **leader** inspires others with confidence in her/him; a great leader inspires them with confidence in themselves."* --Unknown

*"We must find a way to present basic human values to everyone... **ethics** that are essential whether you are religious or not."* ~ His Holiness The Fourteenth Dalai Lama

**Course Facilitator:**

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Office hours by appointment

**Teaching Assistant:**

Addison Brown                      abrowi@gmu.edu

**CRN:**                                      15117

**Day and time:**                      Mondays and Wednesdays, 3:00pm – 4:15pm

**Location:**                              Robinson Hall, Room A101

**Course Description:**

This learning community will explore the intersections of the concepts of ethics and leadership from a wide range of disciplines, contexts, and professions. Students and the course facilitator together will explore questions such as: How are values and ethics established in individuals and organizations? Is ethical leadership desirable and necessary? How does ethical leadership apply to me? What are some helpful approaches to ethical questions? What are the responsibilities of leaders to establish ethical climates in their organizations and communities? What are the tensions between ethics and leadership? Are there universal values and ethical principles in leadership? How does culture influence ethics and leadership?

This learning community is designed to help students to develop as leaders and to prepare them to have a positive influence on others at Mason, as well as throughout their lives. Using an interdisciplinary approach, 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. Students will develop strategies and ways of thinking when faced with ethically complex dilemmas in the leadership process. This is a highly interactive learning community that requires you to reflect and to actively participate in in-class activities and discussion. This learning community will include experiential learning activities that connect formal knowledge with real world experiences and includes one credit of experiential learning, making it a 4-credit course.

*Please note:* This course is designed to help you better understand the ways in which you are already making ethical decisions and to promote reflection and dialogue in order to help you think about ethical leadership in even deeper, more complex ways. We will not come to consensus on how to act in all situations. The focus is on “ethical fitness” that we each can develop over time. As we develop this ethical fitness, and consistently focus on it over time, we can be more prepared when the time for ethical action arises. When we are confronted with decisions of an ethical nature it can help to have already thought about many of the relevant topics and internalized an ethical decision making process. Ethical development is a lifelong process.

## **Learning Goals:**

Students engaging with this course should:

1. Learn about theories and models of leadership and the role of ethics in these models and theories;
2. Develop the capacity to think about individual responsibilities and actions in relation to one's values and ethical principles;
3. Observe, reflect upon, and understand the factors that influence ethical behavior;
4. Observe, reflect upon, and understand the factors that influence "bad" leadership;
5. Analyze ethical frames from philosophy, psychology, and sociology;
6. Develop the capacity for ethical decision making through the application of theories, models, and concepts;
7. Learn analytic skills to participate in discussions and conversations about ethical dilemmas;
8. Learn about the major ethical and moral traditions of diverse cultures and how leadership varies across cultures;
9. Understand how leaders can help create ethical climates in small groups, organizations and society.

## **Featured New Century College Competencies and Learning Outcomes:**

In particular, this course focuses on the following NCC competencies:

- *Communication.* The process of creating and sharing meaning through human interaction
- *Critical thinking.* A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a judgment or conclusion
- *Global Understanding.* The respect for and appreciation of the interconnections among bio-cultural systems
- *Civic Engagement.* A practice based on an informed understanding of communities and the roles and responsibilities of individuals within those communities
- *Well-Being.* Well-being is the life-long experience of life satisfaction, happiness, and purpose

## **Connection to Mason Leads:**

MasonLeads is an institution wide group of faculty, staff, and students committed to inspiring the development, emergence, and recognition of leadership throughout the Mason community by:

- Raising campus-wide awareness of leadership opportunities for our students, faculty, staff, and community
- Encouraging student, faculty and staff participation in leadership development
- Forming a cross-disciplinary community of leadership scholars at Mason
- Focusing on the diverse talents and strengths of all involved in leadership
- Publicizing and celebrating acts of leadership throughout the Mason community
- Building a culture at Mason that values leadership at all levels of the institution

George Mason's MasonLeads formulated a set of leadership assumptions, core values, and competencies for faculty, staff, students, and alumni to consider in their own exploration and practice of leadership. For example, we believe you do not need to have a formal title to engage in a leadership process or to assume leadership responsibilities. Through self-reflection and reflective practice, we are confident that members of our campus community will make a difference through their leadership. We embrace a set of core leadership values and common competencies founded on the ideas that leadership is learned and that leadership development is a lifelong journey. These leadership assumptions, core values, and competencies are designed to be considered and used as an integrated whole.

To review these leadership assumptions, core values, and competencies in full, please visit the MasonLeads website at: <http://masonleads.onmason.com>

## Commitment to Diversity:

New Century College, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion or irreligion, age and disability.

## Course Materials/Readings & Blackboard 9.1:

Each student will need access to Mason's Blackboard 9.1 (<http://mymason.gmu.edu>). Some required course readings, handouts and other materials will be provided via Blackboard 9.1. 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.

Course readings are essential, supplement the classroom discussion and will be covered on the in class reading questions and exams. Please note that most of class time will not be spent reviewing the readings, so you should do the assigned readings on your own and be prepared to discuss them in class.

In addition, the class will use the following texts (available through the Mason bookstore and online book vendors). Please make sure to get the most recent edition (listed below) since both texts have been revised and have older editions:

1. *Meeting the Ethical Challenges of Leadership: Casting Light or Shadow*. Author: Craig E. Johnson; Publisher: Sage Publications, Inc; Fourth Edition (February 28, 2011). ISBN-10: 1412982227; ISBN-13: 978-1412982221

2. *How Good People Make Tough Choices Rev Ed: Resolving the Dilemmas of Ethical Living*. Author: Rushworth M. Kidder; Publisher: Harper Perennial; Revised Updated edition (November 24, 2009). ISBN-10: 0061743992; ISBN-13: 978-0061743993

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

## Grading & Evaluation Summary:

### *Active Participation*

Class Participation = 27 class sessions x 6 points possible per class =	162 points
Reading questions/summaries/test questions = 50 points	+50 points
Meeting with Course Facilitator = 18 points	+18 points
Ethical Purpose Inspiration = 20 points	+20 points
	<b>250 points</b>

### *Reflection Papers*

5 reflection papers x 25 points possible per reflection paper =	<b>125 points</b>
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### *Exams*

Midterm (100pts) + Final (100pts) =	<b>200 points</b>
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### *“Commitment to Action” Group Project*

Draft (25pts) + Presentation (100pts) + Final Write-up (50pts) =	<b>175 points</b>
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### *Experiential Learning (EL)*

Holocaust Museum Visit & Paper = 100pts	+100 points
Community Based Learning Project through CLCE (outside Mason) = 150pts	+150 points
	<b>250 points</b>

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<b>TOTAL</b>	<b>1000 POINTS</b>
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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.

### **Course Requirements:**

There are five (5) graded parts of this course, for a total of 1000 points:

#### **I. Active Participation (250 pts./ 25%)**

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

Your overall Active Participation grade includes being actively present, prepared, and engaged, as well as in-class assignments. It includes the following:

1. **Class Participation (162 pts.)**  
On time attendance (and staying until the end of class) at all class sessions is expected and will be recorded every class period as part of your class participation. Your presence is essential, not only for your own learning, but also for the learning of other class members. A large portion of class time will be spent in group discussions, and much of what you learn will be based on experiences and communicating with fellow classmates. Active listening and involved participation are required, including discussions of assigned readings. *The quality, tone and timeliness of class comments are more important than the frequency and length of comments.*
2. **Reading Questions/Summaries/Test Questions (50 pts.)**  
There may be periodic reading questions (typically at the very beginning of class), reading summaries due on the weekly readings and/or you will be asked to create test questions based on the readings. Your responses to these items will be a part of your grade for this part of the course. If you miss the reading question(s) because you are late, you will not get credit for that part of your participation grade for the day. More details will be provided.
3. **Meeting with Course Facilitator (18 pts.)**  
The course facilitator (or TA) will meet with each student at one point during the semester for about 10-15 minutes. You do not need to prepare in advance for this meeting.
4. **Ethical Purpose Inspiration (20 pts.)**  
Each student will sign up to get up in front of the class at one time during the semester to give a 3 minute “Ethical Purpose Inspiration”. Typically this will be at the very beginning of class. What is your ethical purpose in life? What are you passionate about working on or changing in the world? You will come up with a 3 minute inspiration to share with the class (e.g. show a brief video clip and explain why it is important to you, read a brief story and explain why it is important to you, talk about a personal experience for the 3 minutes and explain it’s impact on your idea of your ethical purpose, etc.). Each student must speak for at least 1.5 of the 3 minutes (i.e. a student should not just show a 3 minute clip or read a 3 minute story; videos, etc must be limited to 1.5 minutes). This “ethical purpose” should be on your mind throughout the semester and should be something YOU care deeply about. You must share why you care about it (e.g. ideally a story from your life that you’d be willing to share with the class). Your grade on this assignment will be based on:  
\*Content (e.g. important concept(s) covered that relate to this class)

- \*Presentation (e.g. concise explanation, eye contact, spoke clearly)
- \*Audience engagement (e.g. was the inspiration engaging)
- \*Preparedness (e.g. were you prepared to present)

*Note about preparation and technology:* If you plan to show a video, etc. in our classroom, it is your responsibility to come to class early and be prepared by the start of class. If you need to bring something from another computer, use a flash drive instead of a laptop since your laptop may take a long time to setup with the technology that is available in our classroom (e.g. formatting). Please inform the course facilitator in advance if you are using software that you think may not be compatible with the computer in our classroom. It is your responsibility to be prepared for the technology of the classroom.

## II. Reflection Papers (125 pts./ 12.5%)

You will be asked to write five (5) thoughtful reflection papers (25pts each). Topics will follow readings and/or class discussions. Topics will be posted in the “Assignments” section of Blackboard. Each reflection paper must be at least 2 full pages and no more than 3 full pages. Papers must fit the writing guidelines listed below under “Writing Format” (e.g. be typed using 12-point font, one-inch margins and double spaced). Reflection papers will be graded (e.g. points given) based on whether or not you fully answered the question, how much thought went into your answer, how well you applied personal experiences to readings and/or class discussions, grammar and writing, etc. (not on whether or not the course facilitator agrees with your thoughts/opinions). Your reflection paper is due (via Blackboard) by 1pm on the due date listed in this syllabus (see “Proposed Course Schedule” course below for due dates). Reflection papers submitted after 1pm on the due date will be counted as late and you will lose 1 letter grade for each day the paper is late (a paper is counted as 1 day late if it is submitted after 1pm, up until 24 hours later). Your grade for the reflection paper will be given along with feedback from your course facilitator in a timely manner.

## III. Exams (200 pts./ 20%)

Exams include material covered in class, as well as readings that may not be directly covered in class. There will be two exams: Midterm Exam (100 pts.); Final Exam (100 pts.)

## IV. “Commitment to Action” Group Project (175 pts./ 17.5%)

A major goal of this course is to help you apply what you learn in a way that can help others. Therefore, during the semester you will be required to meet with an assigned group to work as a team to develop and present/facilitate (in class) a “Commitment to Action” on an approved ethics and leadership topic. Your group will choose an ethics and leadership topic and must ***do your own research including incorporating readings beyond the required reading for the class***. Groups will be assigned in class.

George Mason University is part of the Clinton Global Initiative University (CGI U) Network. “The CGI University Network is a consortium of colleges and universities that support, mentor, and provide seed funding to leading student innovators and entrepreneurs on their respective campuses” (CGI University Network Guide, p. 2). As mentioned above, each group project group will develop and present a “Commitment to Action”. “A Commitment to Action is a concrete plan that addresses a pressing challenge in one of CGI U’s five focus areas (Education, Environment and Climate Change, Peace and Human Rights, Poverty Alleviation, and Public Health). CGI U seeks students with new and innovative project ideas and detailed and specific plans of action that will produce measurable results” (CGI University Network Guide, p. 8). This group project is structured in line with CGI U. You group must incorporate the ideas of *ethics and leadership* into your “Commitment to Action”. You may be able to use your work on this project to apply for funding to attend the CGL U annual meeting next year.

“Building on the successful model of the Clinton Global Initiative (CGI), President Clinton hosts the CGI

U meeting each year for students to create innovative solutions to some of the world's most pressing challenges. Since its inaugural meeting in 2008, CGI U has brought together more than 5,500 students from over 800 schools and 135 countries. All CGI U students are required to develop a Commitment to Action: a new, specific, and measurable plan that addresses a challenge on their campus, in their local community, or around the world. Since 2008, students have made more than 4,000 commitments, and more than \$1 million in funding has been awarded to these commitment-makers through CGI U.” (CGI U Overview, p. 1).

There are 4 parts to this project:

1. Draft “Commitment to Action” proposal: Your group will submit a draft proposal laying out your ideas for your “Commitment to Action”. As with any assignment, you must *cite any sources* that you use. (25pts of the 175pts). **Due: Wednesday, March 5**
2. Group Presentation/Facilitation: Each group will present/facilitate aspects of their “Commitment to Action” during class (topic approval from course facilitator is required) for the rest of the class, as well as for some additional participants who will attend the class when the presentations/facilitations are made. Each group presentation/facilitation should be 30-35 minutes long and must include a visual aid of some sort (e.g. video clips, PowerPoint, short news stories, handouts, etc.). Your group is responsible for bringing any materials needed for your presentation/facilitation (e.g. flash drive, copies, markers, etc.). You may not be able to present/facilitate all aspects of your “Commitment to Action”, but you will be required to facilitate at least some interactive components and explain/summarize any additional components (100pts of the 175pts).  
**Presentation/Facilitation Dates: April 21 – 28, depending on your group number**
  - a. *Note about technology*: Due to the technology in our classroom, please plan on bringing a flash drive instead of a laptop since your laptop may take a long time to setup with the technology that is available in our classroom (e.g. formatting). Please inform the course facilitator if you are using software that you think may not be compatible with the computer in our classroom. It is your group's responsibility to be prepared for the technology of the classroom.
3. Group Members Assessment: You will each rate yourselves and your group members in terms of level of participation in the group and contributions to the project. This is to try to ensure that contributions are as fair and balanced within groups as possible. Individual grades on the group project may be adjusted based on these assessments. **Due: Monday, May 5**
4. Final “Commitment to Action” Proposal & Visual Aids: After the group presentation/facilitation is complete your group must submit a final “Commitment to Action” proposal. Make sure to make changes to the final “Commitment to Action” proposal based on how your group's presentation/facilitation went (e.g. if you had a new idea as a result of your presentation/facilitation make sure to make adjustments in the final proposal). The final proposal should include *background information* (e.g. outside research) on the topic(s) that you selected. Even if your group gets an “A” on the draft proposal, you should still refine it and add significant detail for the final proposal. Each group will submit one final proposal, along with electronic copies of the visual aids (PowerPoint slides, handouts, etc.). (50pts of the 175pts). **Due: Monday, May 5**  
*Note*: You will not receive a grade for the group project until the Final Proposal and Visual Aids are submitted. More details about the “Commitment to Action” Group Project to follow.

V. Experiential Learning (EL) (250 pts./ 25%)-

1. United States Holocaust Memorial Museum Permanent Exhibition (100pts of the 250pts)
  - a. As part of this course, you will visit the United States Holocaust Memorial Museum Permanent Exhibition (<http://www.ushmm.org/>) in Washington DC sometime *this semester* (even if you have been before) and write a paper about your experience. This is a requirement for the course and will count as part of your experiential learning component. If you have any concerns about your ability to visit this museum, please notify the course facilitator immediately.
  - b. Further details about this assignment will be provided (including turning in a ticket from the museum, etc.). **Due: Wednesday, April 16**
  
2. Community-Based Learning Project through partners listed by Mason's Center for Leadership and Community Engagement (outside Mason) (150pts of the 250pts)
  - a. You will select an organization to volunteer with over the course of the semester that is addressing a social issue that you care about. The community-based learning project will include 15-20 hours\* of volunteer service-learning (approximately 2 hours per week over 10 weeks) with a community organization (an organization outside of Mason). A brief learning log and timesheet documenting your hours and activities in the organization will be required of all students in addition to a paper (**Due: Monday, May 5**) about your experience. This is a requirement for the course and will count as part of your experiential learning component. If you have any concerns about your ability to fulfill this requirement, please notify the course facilitator immediately.
  - b. For information on possible opportunities please see: <http://clce.gmu.edu/students/service-opportunities>
  - c. Further details about this assignment will be provided.
  - d. Optional Assistance: There is an opportunity for you to potentially meet and get to know some local organizations that are looking for volunteers at their sites. Mason's Center for Leadership and Community Engagement (CLCE) is hosting an event on **Thursday, January 30th** from **4pm to 6pm outside of Dewberry Hall** where local organizations like Volunteer Fairfax will come to promote volunteer opportunities and other support for Mason students. You can find information on the event at: <http://clce.gmu.edu/>

*\*Note: if you are engaged in service-learning for another course, please see the course facilitator.*

**Grading Scale:**

At the end of the semester, your final grade will be determined based on the following scale:

A+ = 980 - 1000	B = 820 - 879	C- = 700 - 719
A = 920 - 979	B- = 800 - 819	D = 600 - 699
A- = 900 - 919	C+ = 780 - 799	F = Below 600
B+ = 880 - 899	C = 720 - 779	

**Writing Format and Grading Rubric:**

Format: Papers must be typed using 12-point font, one-inch margins and double-spaced. You must correctly and consistently use a recognized citation style, such as APA or MLA. Websites must also be cited properly (e.g. full and accurate URL, date retrieved).

Score of A: Superior

- Addresses the topic fully and explores the issue thoughtfully.

- Shows substantial depth, fullness and complexity of thought.
- Demonstrates clear, focused, coherent, and logical organization.
- Is fully developed and detailed. The point is clear and well stated.
- Good introduction with clear thesis statement, and an effective conclusion.
- Evidences superior control of diction, syntactic variety, and transition between paragraphs; only a few minor flaws.
- Integrates evidence from texts to support ideas and arguments.
- Proper citation of texts using a standard citation method, if applicable.

Score of B: Strong

- Clearly addresses the topic and explores the issue.
- Shows some depth and complexity of thought.
- Is effectively organized. Easy to follow and understand.
- Is well developed, with supporting detail. Logically coherent.
- Demonstrates control of diction, syntactic variety, and transition; may have a few minor mechanical flaws.
- Proper citation of texts using a standard citation method, if applicable.

Score of C: Competent

- Adequately addresses the topic and explores the issue.
- Shows clarity of thought but may lack complexity.
- Is organized. Can be followed with some difficulty.
- Is adequately developed, with some detail. Some logical fallacies or incoherent sentences/paragraphs.
- Demonstrates competent writing; shows some flaws in syntax and grammar.
- Proper citation of texts using a standard citation method, if applicable.

Score of D: Weak

- May distort or neglect parts of the topic.
- May be simplistic or stereotyped in thought.
- May demonstrate problems in organization.
- May have generalizations without supporting detail or detail without generalizations; may be undeveloped. Logically flawed; several incoherencies.
- May reveal patterns of flaws in language, syntax or mechanics.
- Improper citation method.

Score of F: Inadequate

- Demonstrates serious inadequacy in addressing the topic.
- Fails in its attempts to discuss the topic. Illogical.
- May be totally off-topic. Extremely difficult to follow.
- Is so incompletely developed as to suggest or demonstrate a lack of competence.
- Is wholly incompetent mechanically.
- Improper citation method.

**Writing Resources:**

The University's Writing Center (<http://writingcenter.gmu.edu/>), offers free, expert tutoring to writers at all levels who want to improve their writing. You should try to book an appointment in advance. Also, please use NCC's online writing guide, <http://classweb.gmu.edu/nccwg/>.

**Experiential Learning Requirement:**

Experiential learning is active learning or learning by doing in which students apply their theoretical, classroom knowledge through “real world” experience and application. By immersing students “in the field” and giving them opportunities for hands on learning, experiential learning provides an immersion experience for the student into a non-classroom setting where learning comes alive. New Century College

is committed to providing educational experiences that prepare its graduates for the workplace and the demands of active and responsible citizenship. Experiential learning comprises one of the core components of New Century College's curriculum and is the process through which students "connect the classroom to the world." For more information, please see: <http://ncc.gmu.edu/current-students/experiential-learning>

### **Classroom Climate:**

This course is intended to introduce students to new ideas, cultures, and environments. Please respect yourself and each other. This does not mean that disagreement is not allowed- thoughtful and relevant questions and comments are always encouraged- it does mean that attacks on a personal basis will not be tolerated. No student is obligated to withstand racist, sexist, or homophobic comments, or any other comments displaying personal intolerance in the classroom.

### **Late Work:**

All work must be submitted on time (e.g. submit assignment via Blackboard by the deadline). Please allow sufficient time for technological and/or printing difficulties (if a hard copy is requested it will be due at the beginning of class on the day it is due), as these will not be considered valid excuses for late assignments.

Late work may be accepted if a written medical excuse is provided, but generally, there will be no grace period for late work. Assignments will be marked down one full letter grade for each day they are past due, including Fridays, Saturdays, and Sundays. Due dates are clearly indicated throughout the syllabus.

### **Statement on Technology:**

Since a quality learning experience in this course rests heavily upon interaction and exchange of ideas among students and the course facilitator(s), items that discourage this interaction are not welcome in class. This includes cell phones, PDAs, laptop computers, mp3 players, etc. There may be specific instances when these items are allowed, but we will expressly tell you in advance. Remember, your ability to listen and engage with your peers and to contribute to class discussions thoughtfully will be heavily weighed in determining your final grades.

### **Add/Drop**

For details, please see: <http://registrar.gmu.edu/calendars/2014spring/>

Last Day to Add Classes: January 28, 2014

Last Day to Drop with a 33% tuition penalty: February 11, 2014

Final Drop Deadline (67% tuition penalty): February 21, 2014

Selective Withdrawal Period (undergraduate students only): February 24 - March 28, 2014. Once the add and drop deadlines have passed, the course facilitator does not have the authority to approve requests from students to add or drop/withdraw late.

### **Mason Email:**

In keeping with university policy, we will correspond with your Mason email account. Please check your Mason email account regularly and expect email communication from the course facilitator and class members through that account.

### **Honor Code:**

This class is bound by Mason's Honor Code and you are expected to observe and honor the provisions of the code. Students, along with the faculty, will adhere to the highest possible standards. Suspected, possible, or potential violations of the Honor Code will be reported to the Honor Committee.

Mason Honor Code: "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." For more information on the honor code see: <http://oai.gmu.edu/the-mason-honor-code/>

Violations of the Honor Code include, but are not limited to, submitting work completed by another person and representing it as one's own; signing another student in on the class sign-in sheet; communicating about an exam with another person other than a proctor during an exam; having or using an impermissible aid such as unauthorized notes, electronic device with internet connectivity or stored information in a phone on an exam; looking at or copying another student's work or answers; providing another student with assistance with exam questions during an exam; removing an exam from the classroom; obtaining or providing access to all or part of an exam prior to the exam time; lying (including misrepresenting the truth) about attending or why you missed a class or a class related event/program.

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 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. It is also not acceptable to lie or mislead others (e.g. lying by omission). In every NCC course, faculty expect that submitted work has been prepared for that class only. As mentioned above, suspected, possible, or potential violations of the Honor Code will be reported to the Honor Committee.

Students are reminded that they are responsible for understanding the provisions of the Honor Code and that they "have the duty to report to a member of the Honor Committee, within the prescribed time outlined under Procedures for Reporting a Violation, any violations of the Honor Code." Furthermore, "any student who has knowledge of, but does not report, an Honor Code violation may be accused of lying under the Honor Code."

Three fundamental principles that you 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; and 3) if you are uncertain about citation rules or assignment guidelines, ask the course facilitator 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 the course facilitator 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.

This commitment to academic integrity is for your own benefit considering the fact that holding people accountable for these behaviors can create a better environment for learning. As a leader your integrity is paramount.

### **Professionalism:**

Since you may be representing George Mason University away from campus (e.g. Community based

learning assignment), it is important to act in a professional manner. Students are expected to adhere to agency standards regarding appearance, conduct and confidentiality.

**Religious or Cultural Observances:**

Some class times are in close proximity to religious or cultural observances. If a class date or assignment creates a conflict, please let us know in advance so we can make appropriate arrangements. For a calendar of some Religious and Cultural observances please see: <http://ulife.gmu.edu/calendar/religious-holiday-calendar/>

**Office of Disability Services:**

If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to the Office of Disability Services (SUB I, Rm. 2500; 993-2474; <http://ods.gmu.edu/>). If you qualify for accommodation, the ODS staff will give you a form detailing appropriate accommodations for your course facilitator. All academic accommodations must be arranged through the Office of Disability Services.

In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with us 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 someone, please tell us.

**Office of Counseling and Psychological Services (CAPS):**

Counseling and Psychological Services (CAPS) provides a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance. <http://caps.gmu.edu/>

## Proposed Course Schedule (Readings, Assignments, etc.):

NOTE: Reading and other assignments (e.g. “reflection paper”, “complete”) are to be completed *before* class on the date listed. Required texts are referred to by author (e.g. “C. Johnson”, “R. Kidder”). Other required readings are typically listed by title and will be posted on Blackboard. If you miss a class period where readings, handouts, etc. are passed out, you are responsible for getting a copy of the readings and any handouts, etc. Please look ahead in the syllabus to make sure you plan in advance...

Class	Date	Topics	Readings	Assignments
<b>1</b>	Jan 22	INTRODUCTION TO COURSE TOPICS	N/A	N/A
<b>2</b>	Jan 27	INTRODUCTION TO COURSE TOPICS	Read Syllabus  C. Johnson, p. xvii-xxi (Introduction; 5 pgs)  R. Kidder, p. 48-55 (part of Chapter 3; 8 pgs)  <u>Blackboard:</u> Do the Right Thing- Plante (only p. 3-13; 11 pgs)  “Violent? Not us, not now...”, (p. 30-31; 2pgs)	Log onto Blackboard: Find electronic readings.  Be prepared to write (in class) about the readings (see “Readings” to the left).
<b>3</b>	Jan 29	GROUP COMMUNICATION RIGHT VS. WRONG; RIGHT VS. RIGHT	C. Johnson, p. 286-304 (part of Chapter 8)  R. Kidder, p. 1-18 (Chapter 1)	<u>Optional:</u> Community-Based learning project help. Attend <i>Community Partners Fair</i> , Johnson Center (JC), outside Dewberry Multipurpose Room; Thursday, January 30 from 4pm to 6pm. See website: <a href="http://clce.gmu.edu">clce.gmu.edu</a>
<b>4</b>	Feb 3	INDIVIDUAL VALUES	C. Johnson, p. 79-106 (Chapter 3)	Reflection Paper # 1 Due (see Blackboard “Assignments”)
<b>5</b>	Feb 5	INDIVIDUAL VALUES	R. Kidder, p. 70-104 (Chapter 4)	
<b>6</b>	Feb 10	SCHOLARSHIP OF ETHICS I	<u>Blackboard:</u> Do the Right Thing- Plante (only Chapter 1; p. 15-33). Note: you do not need to read the text boxes that are not clear in the electronic copy	Course Lab Fee Due: visit Greg Justice (Enterprise Hall, Room 441) M-F 1pm-3pm to pay \$15 course lab fee. Cash (correct change) or check made payable to "George Mason University". You can also contact Mr. Justice (993-1740; <a href="mailto:gjustice@gmu.edu">gjustice@gmu.edu</a> ) to arrange for a different time.

<b>7</b>	Feb 12	SCHOLARSHIP OF ETHICS II	R. Kidder, p. 149-174 (Chapter 7)	Complete Online Ethical Lens Inventory (ELI)- you will be given a code
<b>8</b>	Feb 17	ETHICS ACTIVITY & GROUP WORK	R. Kidder, p. 105-123 (Chapters 5)	Reflection Paper # 2 Due
<b>9</b>	Feb 19	ETHICAL LENS INVENTORY (ELI) I	<u>Blackboard:</u> ELI-Person-In-Community-Summary p. 6-37	Community-based learning course packet forms due (learning agreement & release form) See: <a href="http://clce.gmu.edu/students/courses">http://clce.gmu.edu/students/courses</a>
<b>10</b>	Feb 24	ETHICAL LENS INVENTORY (ELI) II	<u>Blackboard:</u> Business through an Ethical Lens p. 29-34	
<b>11</b>	Feb 26	WHY WE ACT UNETHICALLY I-INDIVIDUAL REASONS	C. Johnson, p. 1-27 (Chapter 1)  <u>Blackboard:</u> How to spot the error of our ways, p. 34-35  Making your mind up, p. 39-41	
<b>12</b>	Mar 3	ETHICAL LEADERSHIP IN ACTION: HOLOCAUST SURVIVORS Guest: Holocaust Survivors	C. Johnson, p. 153-178 (Chapter 5)	Reflection Paper # 3 Due
<b>13</b>	Mar 5	WHY WE ACT UNETHICALLY II-INDIVIDUAL REASONS	C. Johnson, p. 117-140 (Chapter 4)  <u>Blackboard:</u> Obstacles to Ethical Decision Making-Rationalizations, p. 1-2	"Commitment to Action" Group Project Draft Due
	Mar 10	SPRING BREAK		
	Mar 12	SPRING BREAK		
<b>14</b>	Mar 17	MIDTERM EXAM		Prepare for Midterm Exam
<b>15</b>	Mar 19	DIVERSITY & ETHICAL LEADERSHIP I	<u>Blackboard:</u> Exploring Leadership-Komives, p. 149-176	
<b>16</b>	Mar 24	DIVERSITY & ETHICAL LEADERSHIP II	C. Johnson, p. 365-401 (Chapter 10)	Reflection Paper # 4 Due

<b>17</b>	Mar 26	DIVERSITY & ETHICAL LEADERSHIP III	<u>Blackboard:</u> American Ways- Althen, p. xix-31	
<b>18</b>	Mar 31	GROUPS & ETHICAL LEADERSHIP	C. Johnson, p. 273-279 (Chapter 8, 1 <sup>st</sup> part)  <u>Blackboard:</u> Students Helping Students- Ender & Newton, p. 157-184	
<b>19</b>	Apr 2	GROUPS & ETHICAL LEADERSHIP: ORGANIZATIONAL CLIMATE	C. Johnson, p. 317-351 (Chapter 9)	
<b>20</b>	Apr 7	POSITIVE PSYCHOLOGY AND ETHICAL LEADERSHIP	<u>Blackboard:</u> Pursuing Happiness, p. 111-126  "Inequality- The more money the merrier?" p. 1-2	Reflection Paper # 5 Due
<b>21</b>	Apr 9	GROUPS & ETHICAL LEADERSHIP: SOCIETY Guest: Dr. Alex Lennon	R. Kidder, p. 186-207 (part of Chapter 8)  <u>Blackboard:</u> "Inequality- Who are the 1%?" (1 pg)  "Think Hard Before Ticking That Box", (2 pgs)	
<b>22</b>	Apr 14	WHY WE ACT UNETHICALLY III- GROUP/SOCIETAL REASONS	C. Johnson, p. 280-286 (Chapter 8, last part)  <u>Blackboard:</u> "They Made Me Do It", p. 42-45  "Inequality- Of Wealth and Health- New Scientist" (4 pgs)  "The Evolution of Inequality- New Scientist" (3 pgs)	
<b>23</b>	Apr 16	THEORY TO PRACTICE Developing your Model for Action	C. Johnson, p. 235-264 (Chapter 7)	EL: Holocaust Museum Paper Due
<b>24</b>	Apr 21	GROUPS 1&2 PRESENTATIONS	TBA	
<b>25</b>	Apr 23	GROUPS 3&4 PRESENTATIONS	TBA	
<b>26</b>	Apr 28	GROUP 5 PRESENTATION	TBA	

<b>27</b>	Apr 30	LEADING ETHICALLY- INTEGRATION INTO A LIFELONG PLAN I	<u>Blackboard:</u> “The Vexing Mental Tug-of-War Called Morality” p. 1-8	
<b>28</b>	May 5	LEADING ETHICALLY- INTEGRATION INTO A LIFELONG PLAN II	<u>Blackboard:</u> Moral Courage- Practicing Moral Courage, p. 245-277	“Commitment to Action” Group Project Final Proposal and Visual Aids due, Group Member Assessments due, EL: Community-Based Learning Paper & Timesheet due
	May 12	FINAL EXAM: 1:30PM – 3:00PM		Prepare for Final Exam

*[Note: This syllabus builds upon the prior work of Dr. Julie Owen and Dr. Nance Lucas of George Mason University. The course facilitator thanks them for their intellectual contribution to this course and generosity in sharing course materials.]*

*This syllabus is subject to change.*