College of
Professional Studies

THE GEORGE WASHINGTON UNIVERSITY

<u>ACED Core Course: Civics and Presidential Leadership</u>
Course Number: PMGT 4200
Course Facilitators: Congressman Glenn Nye and Dr. Anthony Eames
Course TA: Jacob Bruggeman
Credits: Three credit course that meets twice per week
Class Meetings: Wednesdays 4:30pm-7:00pm, Fridays 9am-12pm
Semester/Year: Summer 2025
Meeting Location: 850 16th Street, NW and various locations in Washington, DC
Supplementary Instructor:

Course Details

"Leadership is not only having a vision, but also having the courage, the discipline, and the resources to get you there"
- George Washington

"The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things."
- Ronald Reagan

I.   Course Introduction: Examine, Engage, Empower

Welcome to Civics and Presidential Leadership! Engaging perspectives across the aisle is a key theme of this course. Your cohort has been carefully selected so that you can engage with people who hold different political opinions. Your co-instructors represent two different political philosophies and their commitment to team-teaching provides an example of civil and effective bipartisan dialogue. Our course offers a unique opportunity for students to engage in a targeted study of civics, democracy, the presidency, and U.S. history. Our class mission is to examine our history, engage our nation's leaders, and empower you to become models of informed citizenship in your communities.

We will accomplish our mission by exploring historical sites in and around the U.S. capital that provide firsthand accounts and the broader context of presidential leadership journeys. Our classroom curriculum covers the entire span of the presidency and will draw out the foundational debates, key themes and the evolution of the institution. The curriculum is designed to help form your historical mind and make historical thinking a foundation for informed citizenship and civic leadership. By placing you in real-world work environments, we aim to bring your professional development into the classroom so that we can learn from each other's experiences to further civic learning. This dialogue will be enhanced by a series of guest speakers with an extensive record of public and private leadership. Lastly, our course will show you how to fashion your knowledge and perspectives into effective policy and professional practices.

II. Course Objectives and Learning Outcomes:

Students will embark on a summer leadership experience in Washington D.C. enriched by the careful study of the trials and tribulations faced by the individuals who have occupied the Oval Office. This interactive course will introduce the building blocks of successful leadership through presidential case studies, interaction and access to prominent leaders, and by learning from a variety of leadership challenge scenarios.

As a result of completing this course, students will be able to:

- Apply various elements of presidential leadership to their own life.
- Develop historical thinking as a central practice of engaged citizenship.
- Partake in and facilitate civil discourse on meaningful and challenging issues in constructive fashion.
- Practice historical empathy and interrogate the political uses of history
- Craft a coherent historical narrative and argument drawing on both primary and secondary sources.

III. Required text and Learning Materials

RRI will provide digital and printed course books that contain all readings. The readings will also be available on the course page.

IV. Course Structure and Leadership Reflection Themes

FOUNDATIONS

1) What is the Presidency? The Institution in the Early Republic
2) Presidential Leadership and Democracy and Freedom

LEADERSHIP TOOLS AND TRIALS

3) Elections and Democracy
4) Commander-in-Chief & Crisis Leadership
5) Bully Pulpit
6) Moral Leadership
7) The Economy

LEGACY

8) Post-Presidency

V. Optional Supplemental Text and Learning Materials

None

VI. Evaluation and Grading:

Students' grades will be based on participation and performance on assignments throughout the course. Refer to appendices at the end of syllabus for explanations and expectations of each assignment.

Class Participation (15%)
- We are all more likely to reach our learning goals when you come prepared to engage and offer insightful contributions based on the reading, your internship, and your own experiences. We recommend that you prepare questions and comment ahead of class meetings to ensure that you can participate in a meaningful way. Additionally, your feedback forms will be part of your participation grade.

Policy Memo & Brief (25%)

- Write a one to two page memo on a specific policy issue of your choosing for an appropriately specified principal. Then create a five minute oral briefing for that principal. Briefings will be delivered to primary and supplementary instructors at the final class meeting.

Presidential Leadership Summit Reflection assignment (10%)
- Write a two page reflection detailing lessons and takeaways from your participation in the Presidential Leadership Symposium.

Crisis simulation (25%)
- Participate in a hypothetical crisis simulation. Participants will be graded on their ability to define ideal outcomes to the crisis at hand; assess a menu of options for diplomacy, informational responses, military action, economic intervention, etc; build and coordinate a crisis response team; establish lines of communications; manage real-time developments and intelligence; assuage public concerns; etc. A rubric will be circulated ahead of this session. Students will then submit a 2 page after-action report

Op-Ed (25%)
- This op-ed should follow on the issue addressed in your policy brief. Your Op-Ed must make a single, direct argument on a specified policy issue in 500-750 words. You are strongly encouraged to submit your Op-Ed for publication in consultation with your professors.

Participation will include class attendance, constructive discussion and commentary during class, completion of feedback forms as directed by RRPFI, and additional "mini-assignments" as outlined in the syllabus and/or detailed in class. All participation requirements outside of attendance and discussion during class will be introduced in class and via email and are expected to be complete by class time the following week.
Late assignments will be penalized 5 points for each day late. Incompletes will not be allowed. Problems with technology are not an acceptable reason for late work.)
More than 1 unexcused absence or 2 unexcused tardy appearances will negatively impact your grade. Excuses must be sent at least two days prior to class via email to the course TA for excused absences to be reviewed - emergencies exempt.

VII.   Readings and Schedule
Week 1 - What is the Presidency? The Institution in the Early Republic

Wednesday, June 4 - Session One: Founding Debates
Instructors: Glenn Nye and Anthony Eames
    Instructor: Dr. Anthony Eames and Congressman Glenn Nye
    Location: RRI Building
    Readings:
- The Federalist Papers
  - Federalist 1
  - Federalist 68
  - Federalist 69
  - Federalist 70
- Article 2 of the U.S. Constitution

Friday, June 6 – Session Two: Presidential Leadership and Democracy and Freedom
      Location: Mount Vernon
      Readings:
- Abshire, D. (1998). *The Character of George Washington*. Washington D.C.: Center for the Study of the Presidency.
- Eric Foner, *The Story of American Freedom* (W.W. Norton, 1997), chapters: Introduction, Ch. 9, Ch. 13
- Mary Stuckey, *Defining Americans: The Presidency and National Identity* (Lawrence, KS: University of Kansas Press, 2004), introduction and chapter one.

      Assignments: Week 1 Feedback Form – Due June 8

Week Two – The Bully Pulpit

Wednesday, June 11 – Session One: Finding a Presidential Voice
      Instructor: Dr. Eames
      Location: RRI Building
      Readings:
- Diana Schaub, *His Greatest Speeches: How Lincoln Moved the Nation* (St. Martin's Press, 2021), preface and chapter 1.
- Ronald Reagan, *A Time for Choosing*
- Jodi Kantor, In Law School, Obama Found his Political Voice," *New York Times,* January 28, 2007.

      Assignments:
- Policy Memo Topic Due at 11:59pm on June 13

Friday, June 13 – Session Two: Finding a Presidential Voice
      Instructor: Dr. Eames
      Location: White House Historical Association – The People's House
      Assignments:
- Policy Memo Topic Due at 11:59pm
- Week 2 Feedback Form – Due June 15

Week Three – Elections and Democracy

Wednesday, June 18
Instructor: Glenn Nye
Location: RRI Building
Readings:
- Election Clauses of the Constitution
  - Article 1, Section 4
  - Article 2, Section 1
- Nye, Glenn. "How to restore American Democracy." Fulcrum, February 28, 2022, https://thefulcrum.us/big-picture/threats-to-democracy/democracy-index.
- Nick Troiano, *The Primary Solution* (Simon & Schuster, 2025), Ch. 1.

Friday, June 20 - Session Two: Elections, Transitions, and Team Building
   Location: Lincoln's Cottage
   Readings:
   - [Kennedy-Nixon, first televised presidential debate](#)
   - Michael Genovese, *Memo to a New President: The Art and Science of Presidential Leadership* (Oxford University Press, 2007), Ch. 1.
   - Gil Troy, "Ronald Reagan's 100-Day Revolution," in *Living in the Eighties*
   Assignments:
   - Policy Memo Due at 11:59 PM
   - Week 3 Feedback Form - Due June 22

Week Four – Commander-in-Chief & Crisis Leadership

Wednesday, June 25 - Session One
   Instructor: Anthony Eames
   Location: RRI Building
   Readings:
   - Michael Genovese, "Presidential Leadership and Crisis Management," *Presidential Studies Quarterly* (Spring 1986): 300-309.
   - Dorris Kearns Goodwin, *Leadership in Turbulent Times* (New York: Simon & Schuster, 2018), forward and section 3.

Friday, June 27 - Session Two: Crisis in the Nuclear Age (Crisis Simulation)
   Instructor: Dr. Anthony Eames
   Location: RRI Building
   Readings:
   - Martin Sherwin, *Gambling with Armageddon* (Knopf, 2020), book II.
   Assignments:
   - Week 4 Feedback Form - Due June 29
   - Crisis Simulation Reflection - Due June 29

Week Five – The Imperial + Impossible Presidency

Wednesday, July 2 - Session One: The Imperial + Impossible Presidency
   Instructor: Dr. Tevi Troy
   Location: RRI Building
   Readings:
   - Arthur Schlesinger Jr., *The Imperial Presidency* (Mariner Books, 2004), 1973 forward, chapter 1.
   - Franklin D. Roosevelt, *[First Inaugural Address](#)*
   Assignments:
   - Week 5 Feedback Form - Due July 6

Friday, July 4 - No Class - RRI Holiday

Week 6 – Moral Leadership

Wednesday, July 9 - Session One: Purposes of Moral Rhetoric
 Instructor: Congressman Glenn Nye
 Location: RRI Building
 Readings:
- Colleen Shogan, *The Moral Rhetoric of American Presidents* (College Station, TX: Texas A&M Press, 2007), introduction and chapter 5.
- [Ronald Reagan, Remarks at the Annual Convention of the National Association of Evangelicals - "Evil Empire speech"](#)
- [George W. Bush, *The Steel of American Resolve*](#)

Friday, July 11 - Session Two: Moral Leadership in a Contested World
 Instructor:
 Location: Arlington National Cemetery
 Assignments:
- Week 6 Feedback Form - Due July 13
- Op-Ed Due - July 16

Week 7 – The Economy

Wednesday, July 16 - Session One: Economic Policy + Rhetoric
 Instructor: Tevi Troy
 Location: RRI Building
 Readings:
- B. Dan Wood, *The Politics of Economic Leadership: The Causes and Consequences of Presidential Rhetoric* (Princeton: Princeton University Press, 2007); 1-17,63-109.

 Assignments:
- Op-Ed Due at 11:59PM ET

Friday, July 18 Session Two: Presidential Leadership Symposium
 Instructor: Various sessions throughout the day
 Location: UVA Miller Center/Monticello
 Readings: TBD by guest speakers
 Assignments:
- Week 7 Feedback Form - Due July 20
- PLS Reflection Due - July 23

Week 8 – The Post-Presidency

Wednesday, July 23 - Session One: Building a Presidential Legacy
 Instructor: Dr. Anthony Eames
 Location: RRI Building
 Readings:

- Arthur Schlesinger Jr., "Rating the Presidents: Washington to Clinton,"
  Political Science Quarterly 112 (1997): 179-190.
- Alvin Felzenberg, "There you go again": liberal historians and the *New York Times*
  deny Ronald Reagan his due," *Policy Review* 82 (1997).
- Washington's Farewell Address
- Reagan's Farewell Address

Assignments:
- PLS Reflection Due

Friday, July 25 - Final Presentations
    Instructors: Dr. Anthony Eames and Congressman Glenn Nye
    Location: RRI Building
- Policy Briefing (in class)
- Final Feedback Forms due July 26

VIII.   Integrity and Code of Conduct
VI. University Resources and Policies

Accommodations
Any student who may need accommodations based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to:
http://gwired.gwu.edu/dss/

The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations; confidential assessment, counselling services (individual and small group), and referrals. See, http://counselingcenter.gwu.edu/

Intellectual Property
Course materials generally represent the intellectual property of course instructors which may not be disseminated or reproduced in any form for public distribution (e.g., sale, exchange, etc.) without the written permission of the course instructor. Course Materials include all written or electronic documents and materials, including syllabi, current and past examination questions/answers, and presentations such as lectures, videos, PowerPoints, etc., provided by a course instructor. Course materials may only be used by students enrolled in the course for academic (course-related) purposes.

Published course readings (book chapters, articles, reports, etc.) available in Blackboard are copyrighted material. These works are made available to students through licensed databases or fair use. They are protected by copyright law, and may not be further disseminated or reproduced in any form for distribution (e.g., uploading to websites, sale, exchange, etc.) without permission of the copyright owner.

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For the remainder of the code, see: http://studentconduct.gwu.edu/code-academic-integrity

Expectations and Responsibilities:
Blackboard Site
A Blackboard course site has been set up for this course. Each student is expected to check the site regularly throughout the semester to review weekly course content, view announcements, and submit assignments. Students can access the course site through GWU Blackboard.

This Blackboard course may have additional support individuals enrolled as Teaching Assistants, to include individuals such as the Program Director or Instructional Designer. The role of these individuals in the course site is to support faculty members and help ensure a positive and effective course experience for students.

Support for Blackboard is available at 202-994-4948 or the IT Blackboard web page.
Please note that your access to this course on Blackboard will continue for one month after the course ends. If you wish to keep any work or materials, you must download or save them before the course closes.

Technology Requirements
It is your responsibility to ensure that you have the required technology to fully participate in this course. The minimum technology requirements for learning online at GW are outlined on the Technical Requirements and Support web page.

If you have any problems with the technology in this course, you can seek technological support from GW in a variety of ways, outlined on the IT Support website.

GW is committed to providing an inclusive and welcoming environment that is accessible for everyone, including people with disabilities. Please review GW's Digital Accessibility statement for more details. The following links provide more information about the accessibility of technologies that may be used in this course:

- [Blackboard accessibility](#)
- [Microsoft Office accessibility](#)
- [Adobe accessibility](#)
- [Vimeo accessibility](#)
- [YouTube accessibility](#)
- [VoiceThread accessibility](#)
- [Zoom accessibility](#)
- [Webex accessibility](#)

If you have any issues regarding the accessibility of the technology used in this course, please contact your instructor. You may also explore the Disability Support Services website.

Technology Expectations
Regarding technology skills, you should be able to:
- Create documents and presentation slides
- Use a webcam and microphone
- Use a digital camera or scanner
- Upload files, including recordings and images
- Be open to learning and registering for new technologies
- Be flexible when technological glitches happen (which is a given)
- Seek technological help when necessary by contacting the Division of Information Technology

If you have any problems with the technology expectations in this course, please contact your instructor.

Getting Started
Everything you need to get started in the course is contained within the Blackboard course site. You can use the menu links on the left side panel to view different components. The content for each learning unit is divided into folders—one for each week. More unit folders will unlock as weeks in the course progress.

Participation Policy
All students are expected to learn and contribute by being a positive participant in discussions, activities, presentations, and assignments. If you have an unavoidable conflict or become ill, in a way that will affect your participation in a given week, please notify your instructor immediately.

Expectations
Readings
All assigned readings are to be completed before class to participate in discussions and activities.

Attendance
There are rarely excuses for not informing the program staff/professors/TA ahead of time. If you miss a class and it is an excused absence, you may be asked to submit an 800-word overview of the readings for that class. This will ensure you are up to date with the required readings.

During regular instruction, please minimize computer, tablet, and phone use unless it is being used to take notes or look up information to contribute to the conversation. When we welcome guest speakers or host special programs, absolutely no technology will be allowed.

Research and Grammar
Our TA's are fair but tough graders and expect your work to be the product of significant effort. This means they expect thoroughly researched, thought-through and well-written pieces to include -- proper grammar, correct spelling, and correct citations. Last minute work rarely meets these standards, so please plan ahead.

Student Privacy
In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, GW's student privacy policy prohibits the disclosure of information contained in a student's educational records to third parties without the express written consent of the student or former student.

Communication & Feedback
Important announcements will be posted periodically via Blackboard's announcement feature throughout the course. The instructor will strive to reply to student questions within 24 hours and provide feedback for assignments within a week after the due date.

Grading Scale
Following is the grade scale for all CPS classes:

Grade	Range	Grade Standard
A	94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A-	90-93	Represents solid work with minor errors. Overall, excellent work.
B+	87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B	83-86	Good work, but needs reworking and more effort.
B-	80-82	You've completed the assignment, but you are not meeting all of the requirements.
C+	77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C	73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C-	70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F	Below 70	Unacceptable performance, or inability to submit the assignment.

Netiquette

Please observe the following rules of netiquette for communicating online:
- Remain professional, respectful, and courteous at all times.
- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
- If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- When upset, wait a day or two prior to posting. Messages posted (or emailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.

Your instructor reserves the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

Program Norms:
All students are expected to attend class and to come fully prepared to participate having read all required readings as outlined. Absences will negatively affect your participation grade.

1. *Expect Respect. Agree to Disagree* – A student's personal leadership journey always is accompanied by support and discourse. While we encourage students to challenge each other on substance, we expect the highest degree of respect for each other and for people's opinions.

2. *Be a Presence* – Attending class must be a priority for you and if it is not, this is the wrong course for you. We all encounter situations where events overtake us. In the age of technology, it is easy to become distracted and disengaged in conversations. Please minimize computer, tablet, and phone use unless it is being used to take notes or look up information to contribute to the conversation.

3. *Anticipate Need* – Do not come to class unprepared. We expect that you will complete the assigned reading(s) and that you will be able to summarize them and address specific issues raised in those readings when called upon in class. We expect you to have an understanding of the current leadership challenges faced by policymakers and legislators here in Washington DC. If you need recommendations for further reading beyond what is assigned or recommended, please feel free to ask.

4. *Contribute* – Class participation is about what and how you contribute, not just your attendance. We expect you to read with a critical eye and consider the arguments the authors are making in their pieces. Participation is also more than asking the occasional question and thus you will be evaluated on the quality of your contribution and how it furthers the discussion. We also hope that you will share your own assessments, experiences and analysis of the issues we are discussing. In the end you will learn as much (if not more) from your peers and colleagues as from your professors.

5. *Seek to Understand* – In this course, you will encounter diverse perspectives and backgrounds, whether this is from readings, guest speakers and experts, your professors, or your fellow LTAP scholars. Ask questions, rather than make assumptions. Approach topics and others with an open mind. Remember that discomfort is a sign of learning and growth.

Credit Hour Policy

For this 8-week, 3-credit course, students are expected to spend a minimum of 100 minutes of out–of–class work for every 50 minutes of direct instruction, for a minimum total of 14 hours a week. A 3-credit course should include approximately 14 hours of direction instruction and of independent learning. More information about GWU's credit hour policy can be found at the Office of the Provost's Policies web page (Under: Assignment of Credit Hour Policy).

Course Prerequisites
None

University Policies & Services

Academic Integrity
Academic Integrity is an integral part of the educational process, and GW takes these matters very seriously. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, utilize generative artificial intelligence in an unauthorized manner and in other ways outlined in the Code of Academic Integrity. Students accused of academic integrity violations should contact the Office of Student Rights and Responsibilities (SRR) to learn more about their rights and options in the process. Outcomes can range from failure of assignment to expulsion from the university, including a transcript notation. For more information, please refer to the Office of Academic Integrity website, email (rights@gwu.edu), or call (202-994-6757).

Copyright Statement
Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code.
Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.
Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. If a user fails to comply with Fair Use restrictions, they may be liable for copyright infringement. For more information, including Fair Use guidelines, see the Libraries and Academic Innovations Copyright page.

Use of Electronic Course Materials and Class Recordings
Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact Disability Support Services if you need additional accommodations for accessing electronic course materials.

University Policy on Observance of Religious Holidays

Students must notify faculty as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls in the first three weeks of class, the student must inform the faculty within the first week of the semester that they are enrolled in the course.

To the greatest extent possible, faculty must continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
Faculty who intend to observe a religious holiday must arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.
For the full text of the policy and calendar of religious holidays, please see the Office of the Provost's Policies web page (Religious Holidays document).

Disability Support Services (DSS)
Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services. They can be contacted by phone at 202-994-8250 or in person at Rome Hall, 801 22nd Street, NW, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information visit the Disability Support Services website.

Counseling and Psychological Services
GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. For additional information call 202-994-5300 or visit the Counseling and Psychological Services website.

Bias-Related Reporting
At the George Washington University, we believe that diversity and inclusion are crucial to an educational institution's pursuit of excellence in learning, research, and service. Acts of bias, hate, or discrimination are anathema to the university's commitment to educating citizen leaders equipped to thrive and to serve in our increasingly diverse and global society. We strongly encourage students to report possible bias incidents. For additional information, please visit Bias Incident Response.

Title IX Statement
The George Washington University (GW) and its faculty are committed to creating a safe and open learning environment for all students. If you or someone you know has experienced sexual harassment, including sexual assault, dating or domestic violence, and stalking, please know that help and support are available. GW strongly encourages all members of the community to take action, seek support, and report incidents of sexual harassment to the Title IX Office. You may contact the Title IX Office at 202-994-7434 or at titleix@gwu.edu or learn more by visiting GW's Title IX page. Please be aware that faculty members are required to disclose information about suspected or alleged sexual harassment or other potential violations of the Title IX Sexual Harassment and Related Conduct Policy to the Title IX Office. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Community members are not required to respond to this outreach. If you, or another student you know, wishes to speak to a confidential resource

who does not have this reporting responsibility, please contact Counseling and Psychological Services through the Colonial Health Center 24/7 at 202-994-5300, or the Office of Advocacy and Support at 202-994-0443 or at oas@gwu.edu.
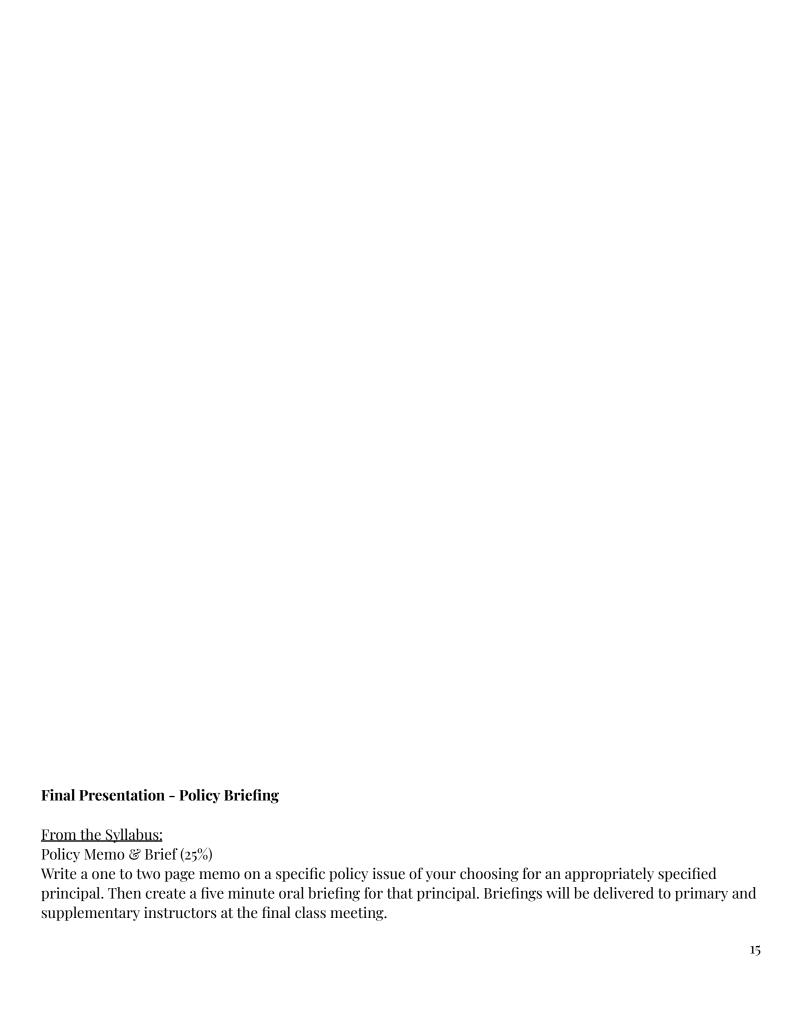
The Writing Center

The Writing Center is located in Gelman Library at 2130 H St NW in Suite 221 and they can be reached at 202-994-3765 or via email at gwriter@gwu.edu. You can schedule writing center appointments, both in-person or by phone, in advance. Daytime and evening hours are available. Check for this semester's hours at the writing center contact page. The Writing Center does offer Summer hours.

GWU Libraries

Off campus students have full access to all of the research resources, services, and assistance that the Library offers. The GW community has access to 500+ online subscription databases and to millions of items, electronic and print, in the library catalog. Off-campus students even have additional privileges because the Library will FedEx print materials to your home. For more information visit the GW Libraries homepage. Call the Ask Us desk at 202-994-6048 or contact someone at the library to answer any questions. For questions beyond "Do you have this book/article?" and "How do I login?" use the website mentioned to make a research consultation appointment with a librarian. Librarians are there to guide students through any aspect of the research process, from selecting and narrowing a topic, crafting a research strategy to citation management.

Safety and Security
- In an emergency: call GWPD at 202-994-6111 or call 911
- For situation-specific actions: review the Emergency Response Handbook
- In an active violence situation: Get Out, Hide Out or Take Out
- Stay informed: review notification tools for staying informed during emergency and safety related situations

Final Presentation - Policy Briefing

Policy Memo & Brief (25%)
Write a one to two page memo on a specific policy issue of your choosing for an appropriately specified principal. Then create a five minute oral briefing for that principal. Briefings will be delivered to primary and supplementary instructors at the final class meeting.

<u>More on the Briefing:</u>
Imagine your principal is about to walk into an important meeting or public engagement and must have a quick briefing on the topic you have chosen. This briefing should allow your principal to have a high level knowledge of the topic with a few key details and should enable them to answer questions accurately.

Policy Brief Rubric (25 Points)

1) **Preparation:** Briefing and briefing materials are in order and ready to deliver as soon as you interact with your principal. Immediately capture your principal's attention. Be able to answer questions and provide additional resources if requested. (5 points)

2) **Prioritize:** Establish key decision/talking points up front. State your recommendation early on. Restate your recommendation at the close of the briefing. (5 points)

3) **Structure:** Tell them what you're going to tell them. Briefing is organized in a manner that allows your principal to easily absorb and analyze the information presented. Ensure there is adequate time for your principal's questions and feedback. (5 points)

4) **Confidence Factor:** How do you know what you know? How certain are you that you are proving sound information and analysis in your briefing? (5 points)

5) **Equities and Effects:** Outline the key constituencies, audiences, and groups that will be impacted and informed by the decision made by the principal. Note first order effects; follow with second and third order effects (time permitting). (5 points)