

PUBP 4140 Syllabus

Foundations of Leadership PUBP 4140, Section SD, 3 Credits Fall 2026
CRN: 82809

Instructor Information

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General Course Information

Description

This course offers a comprehensive review of contemporary issues and perspectives on leadership, including multi-disciplinary and systems-oriented approaches as well as classic theory, moving to the examination of evolving contemporary beliefs.

Course Learning Outcomes

The learning objectives are designed to give insights into leadership theory and how it applies in real-world contexts. Specifically, students will be able to:

- Develop and articulate a deep understanding of a significant societal challenge and propose an impactful leadership solution that incorporates diverse perspectives on leadership, community voice and assets along with multi-disciplinary and systems-oriented approaches
- Cultivate knowledge, skills and dispositions for informed community engagement that creates positive social and organizational change
- Improve leadership self-efficacy (individual's confidence in their ability to carry out various leadership behaviors, such as influencing others, developing strong partnerships, creating psychologically safe environments, inspiring a shared vision, leading by example, etc.) by working through real-life scenarios
- Demonstrate leadership skills in a hands-on, practical way that challenges personal beliefs and assumptions about what constitutes leadership
- Build teams and partnerships that are cohesive, effective, and high-performing and develop effective strategies to overcome team challenges
- Invest in the leadership growth and development of self and others by integrating coach-like leader behaviors inside and outside academic, professional and personal lives
- Develop cross-cultural mindsets that enable effective navigation across disciplinary and cultural boundaries, build cultural bridges, and assess the context and/or needs.

Required Course Materials

- Lencioni, Pat. The Five Dysfunctions of a Team
- Northouse, Peter G. Leadership: Theory and Practice, 9th edition
- Marquet, David L. Turn the Ship Around! A True Story of Turning Followers into Leaders
- Meyer, Erin. The Culture Map: Decoding How People Think, Lead, and Get Things Done Across Culture

Grading Policy:

Category	Weight
Participation & Attendance	25%
Leadership Approaches and Practice	30%
Become a Coach-Like Leader	20%
Turn "Your" Ship Around	25%

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Description of Graded Components

Many of the assignments will be due at 11:59pm prior to the next class (Sundays and Tuesdays), apart from in-class assignments which should be posted by 11:59pm on the same day that they were completed in class (the Teaching Team will confirm these assignments during class sessions). We have setup this structure to provide consistency and ensure that you are well prepared for each class session discussion.

Course Policies

Attendance and/or Participation

The class participation and attendance guidelines are as follows:

1. *Attendance:* A pre-requisite to participating is showing up. Attendance is taken. You may miss up to 2 classes without penalty. Institute excused absences should be communicated at least 48 hours ahead of time, whenever possible, via email to your instructor and TA. Please proactively communicate with us if you are aware that you will be absent from class. We will do our best to work with you through all situations you may face during the semester. If you happen to miss a class, please review the follow-up class PPT in the weekly modules and makeup any missed work.
2. *Tardiness:* Since your contributions are integral to a rich learning experience, timeliness to class is expected. Please let the teaching team know if you will be late to class. If you are more than 15 minutes late to class or leave early, we will count as a ½ missed class. Excessive tardiness to class may impact your grade.
3. *Class Participation:* Thoughtful engagement within the class material and each other along with fostering psychological safety within the classroom and teams will make up a large portion of your participation grade.

Other assignments that are a part of your participation grade:

- Preflections | Helps learners anticipate and prepare for learning by thinking about an idea or experience before they know much about it or go on to deepen their understanding (Learning that Matters: Course Design for Transformative Education (20210, 11).
- Reflections | Helps learners look back on, think critically about, and learn from their experience
- In-class assignments (simply a copy/image of your work completed in class - due at 11:59pm on the day of the class session)
- (2) one-on-one connections sessions with one member of the Teaching Team. Schedules will be posted during the 2nd and 8th week of class so you can sign up for a 15-minute time slot. Our goals during these sessions are to create and nurture meaningful relationships with you, develop an environment of genuine welcome and deep care, better understand who you are and who you are becoming and be a resource and support for overcoming challenges, so you continue to thrive at Tech and beyond

Note: If there is a day when you are overwhelmed or you feel like you need a mental break, let us know. We want to hold a safe space for you at that moment.

Midterm grades for your participation will be recorded on Canvas. Please note that you could attend every class in the semester and still have not received an A for participation. The teaching team does their best to capture your participation fairly and accurately

Academic Integrity

Honesty and transparency are important features of good scholarship. On the flip side, plagiarism and cheating are serious academic offenses with serious consequences. If you are discovered engaging in either behavior in this course, you will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

For a clear description of what counts as plagiarism, cheating, and/or the use of unauthorized sources, please see the Student Code of Conduct: <https://catalog.gatech.edu/rules/18/>

Aside from the team project, most of your work will be submitted individually. We encourage you to make use of campus resources like The Center for Academic Success (<http://www.success.gatech.edu/>) and the Communication Center (<http://www.communicationcenter.gatech.edu/>) to assist you in your pursuit of academic excellence.

If you have questions about my integration of the university's [honor code](#) into this course, please do not hesitate to ask: my aim is to foster an environment where you can learn and grow, while ensuring that the work we all do is honest and fair.

Writing with authority and honesty requires explaining the sources of the information you reference. All material should be cited using APA format, which is explained here: <https://libguides.library.gatech.edu/how-to-use-citations>

Core IMPACTS

This is a Core IMPACTS course that is part of the Social Sciences area. Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social or geographic relationships develop, persist or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

Accommodations for Students with Disabilities

If you wish to request accommodation due to a documented disability, please inform your instructor and contact Disability Services as soon as possible. They can be reached at dsinfo@gatech.edu or 404-894-2563 (voice)/ 404-894-1664 (TDD).

Student-Faculty Expectations Agreement

To produce a positive teaching and learning environment, instructors and students must partner with one another in and out of the classroom. Mutual respect is at the heart of such a partnership and is characterized by respectful language and imagery, punctuality and care for others' time, clear and thorough communication, access to resources, and an openness to dialogue and debate. As a Georgia Tech faculty member, I am committed to such respect and I invite you to join me in working towards the best possible learning environment, so that all can meet their highest ambitions. For more information about faculty and student expectations, as recognized in Georgia Tech policy, please see the following web page: <https://catalog.gatech.edu/rules/21/>

Pre- &/or Co-Requisites

None

Collaboration, Group Work, and Use of Generative AI

As educators and learners, we need to think about how we effectively and ethically use generative AI. During the 1st section of class within the Ethics class session, we will hold a discussion regarding AI giving an opportunity for all of us to think more critically about the nascent technology's impact within the classroom, workplace, and the world.

Artificial Intelligence

We treat AI-based assistance, such as ChatGPT and Copilot, the same way we treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants.

However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes).

Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying AI, we recommend the following heuristics:

Heuristic 1: Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your own conversation, but do not copy anything from the conversation back into your assignment.

Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.

Heuristic 2: Do not have your assignment and the AI agent open at the same time. Like the above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge.

This heuristic includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content or code directly into your submission, so also you should avoid using tools that directly add content to your submission.

Heuristic 3: Do not ask AI for a synopsis or pull quotes from a text that you did not read. Thoughtful engagement requires you to read actively through the assigned reading, thinking critically about the material and formulating questions and critiques.

Deviating from these heuristics does not automatically qualify as academic misconduct; however, following these heuristics essentially guarantees your collaboration will not cross the line into misconduct.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

To allow for such situations, we have made two late assignment passes available to everyone. If you anticipate that you will not be able to meet a deadline, please let the teaching team know that you wish to use a late pass. This will grant you three extra days to complete the assignment without penalty. If you do not submit an assignment by the due date and did not request a late assignment pass, late penalties will apply as follows:

- Within 24 hours of original due date: 10% deduction off assignment grade
- Between 24-48 hours of original due date: 20% deduction off assignment grade
- After 48 hours of original due date: 30% deduction off assignment grade

If you are experiencing any hardship during the semester, please reach out to the teaching team as soon as possible. We will work with everyone, on a case-by-case basis, to identify feasible adjustments to assignment deadlines.

For assignments that require you to present to your peers—you will be expected to present on the day assigned to your group (unless you have an emergency or formal, pre-approved excused absence) and these presentations will not be accepted for partial credit after the due date.