



DEPARTMENT OF THE AIR FORCE  
AIR UNIVERSITY (AETC)

15 August 2025

MEMORANDUM FOR AS 3310 STUDENTS

FROM: AFROTC DET 165/AS 300 Instructor

SUBJECT: AS 3310 "Leading People and Effective Communication" Course Syllabus

1. Instructor: Captain Donnell A. Brown  
Office: (404) 894-8349  
Email: [dbrown454@gatech.edu](mailto:dbrown454@gatech.edu)  
Office Hours: By appointment only
2. Textbooks: All Materials are online at: [www.holmcenter.com](http://www.holmcenter.com) & Canvas
3. Class Schedule: Tuesdays and Thursdays 1000 to 1115
4. Course Description: This course is designed to build on the leadership fundamentals taught in the AS300 course. The course material is intended to improve your understanding of how to effectively lead people and to provide you with the tools to use throughout your detachment leadership roles. For AFROTC cadets, Leadership Laboratory (AS 1000) is MANDATORY and complements this course by providing cadets with advanced leadership experiences, giving students the opportunity to apply the leadership and communication principles of this course.
5. Course Goals: In addition to furthering your understanding of military leadership, the goal of this course is intended to provide you with a more in-depth understanding of how to effectively lead people and provide them with the tools to use throughout their detachment leadership roles. Secondly, students will hone their writing and briefing skills.
6. Class Preparation: I expect **everyone** to be prepared for each class. This includes reading assigned material, being prepared to answer instructor questions, and participating in class discussions. Since a portion of your grade (10%) is based upon attendance and classroom participation, it's in your best interest to be prepared. All materials are available FREE of charge through Wings, and I will upload required materials to the class Teams page. This class does not require the purchasing of commercial articles or books.
7. Attendance Policy: ATTENDANCE COUNTS. Roll will be taken. All cadets must be a full-time student every semester except the semester you are commissioning/graduating. Unexcused absences or tardiness will result in points deducted from the attendance/participation portion of your grade. Excused absence is determined as a family emergency or illness which must be diagnosed by a doctor. To request your absence be excused, I require a memorandum requesting excusal with justification for your absence within three calendar days of the absence. Your

memorandum must also include your plan to make up any missed coursework. AFROTC requires you to attend a minimum of 80% of all classes to be eligible for a passing grade, so **if you miss more than 20% (6) of the classes you automatically fail the course. The Class Leader will ensure everyone in attendance signs in on the roster and ensures that the attendance roster is turned in to me at the end of each class day.**

You are responsible for all material presented in the classes you miss. Cross-town schools may have different academic calendars than Georgia Tech. Do not assume your school has the same academic calendar as Georgia Tech's. You must coordinate with me on potential absences due to your institution's academic calendar before class starts.

8. Course Evaluation:

<u>Item</u>	<u>Points</u>	<u>GRADE SCALE (%)</u>
Attendance/Participation	100	A = 90 - 100
Reflection Paper	100	B = 80 - 89
Vision Briefing	100	C* = 70 - 79
Weekly Journal	200	D = 60 - 69
Staff Summary Sheet	100	F < 60
Peer Feedback	100	
<u>Final Exam</u>	<u>300</u>	
Total	1000	

\*Note for AFROTC Cadets: AFROTC Academic Retention Standards (ref AFROTCI 36-2011) require that AFROTC Cadets must earn a "C" or better in all AS classes and LLAB. Failure to achieve a grade of "C" or better in this course will result in administrative action, to include disenrollment (contracted cadets) from the AFROTC program.

9. Assignments: All assignments must be submitted on the same day that they are due. Items turned in late will be assessed with a one letter grade penalty or 10% deduction (e.g. a "B" paper would get "C" if late). If an assignment exceeds three days past due, it will result in an automatic zero.

- a. **Participation:** I will award these points based on my evaluation of your performance in class and attendance. This will include any quizzes or other assignments that I elect to assign, your participation in class, military professionalism, bearing, attendance and punctuality. Additionally, you will be given the opportunity to perform impromptu briefings throughout the duration of the semester.
- b. **Field Training Reflection Paper:** Write a 2-page background paper reflecting on leadership lessons learned and goals achieved at field training. Reference Tongue and Quill for examples.
- c. **Vision Briefing:** Students will deliver a verbal 3-5- minute prepared briefing on their personal vision statement employing the information provided in the Inspiring Action lesson. You should reflect on what kind of officer and leader you desire to become. Alternatively, you can create/present a vision for leading the Cadet Wing. A vision statement focuses on aspirational goals for the future and are separate from a mission statement.

- d. **Peer Feedback:** Students will complete a peer feedback worksheet for each member of your class. Students should consider the Foundational Competencies “Developing Self” provided in the student reader (SR) as a guide for identifying feedback opportunities. Each student will provide three positive statements and three constructive comments for each of their peers. The feedback will be delivered in person during class. Students will split into pairs and provide feedback in a one-on-one format rotating every 5 minutes.
- e. **Staff Summary Sheet:** Students will research a minimum of three career fields in *The Air Force Officer Classification Directory* (AFOCD) and complete an AF Form 1768, Staff Summary Sheet in accordance with DAFH 33-337, *The Tongue and Quill*. They will identify their top career field choice with supporting content.
- f. **Weekly Journal Entries:** Students will submit journal entries effectively expressing their experiences, thoughts, and feelings related to AFROTC training.
- g. **Final Exam:** A final comprehensive exam will be administered covering lessons discussed during this semester.

#### 11. Academic Integrity, Academic Freedom, USAF Core Values and Honor Codes:

Plagiarism, cheating and other misconduct will not be tolerated and may lead to dismissal from AFROTC. ChatGPT, LLMs, and other AI models are allowed to be used to organize ideas, enhance writing, clarify content, or research information; however, if the instructor has any reason to believe that the student is submitting AI-generated content as their own work, it will be subject to review and possible rejection.

#### **ACADEMIC INTEGRITY**

Uncompromising adherence to a code of ethics, morality, conduct, scholarship, and other values related to academic activity. All students and permanent-party personnel must adhere to the highest standards of academic integrity. They are prohibited from engaging in plagiarism, cheating, misrepresentation, unprofessional relationships, or any other act constituting a lack of academic integrity. Failure on the part of any individual to practice academic integrity reflects discredit both on the Air Force and on the individual and is not condoned by Air University/Holm Center/AFROTC. All individuals who violate this instruction are subject to adverse administrative action including disenrollment and expulsion from school, disciplinary action, and discharge from the service. AFROTC cadets are held to the same academic integrity standards as other Air University students; however, they are not subject to punishment under the Uniform Code of Military Justice (UCMJ). If I determine that a violation of academic integrity standards took place, I will take appropriate action under AFROTC policy guidance, up to and including elimination of non-contract cadets, initiation of disenrollment investigations for contract cadets (Reference AUI 36-2602).

#### **ACADEMIC FREEDOM POLICY**

The free exchange of opinions and ideas is essential to the educational process and, to the greatest extent possible, faculty and students are encouraged to speak and write freely. Even in this academic setting, however, the importance of Air University/Holm Center/AFROTC’s military mission requires limits on some types of expression. The following restrictions apply

IAW Articles 88 and 89 of the UCMJ (for those to whom the UCMJ applies) and local restrictions/requests for those who are not subject to the UCMJ: Commissioned officers, officer trainees, and cadets may not use disrespectful words toward the President, Vice President, Congress, the Secretary of the Air Force, and others. In addition, military members may not make disrespectful remarks about superior commissioned officers. Faculty, students, and staff members should make every effort to indicate clearly that the opinions they express are personal to the member, and do not represent official views of Georgia Tech University, the U.S. government, and all units in between (Reference AUI 36-2602).

### **GEORGIA TECH HONOR CHALLENGE**

I commit to uphold the ideals of honor and integrity by refusing to betray the trust bestowed upon me as a member of the Georgia Tech community

### **CADET HONOR CODE**

"We will not lie, steal or cheat, nor tolerate among us anyone who does."

### **AIR FORCE CORE VALUES**

Air Force Core Values: *Integrity First, Service Before Self and Excellence In All We Do.*

12. Classroom Conduct: A class leader will be appointed on the first day of class. Each class, a different pair of cadets will open and close the class following the opening and closing procedures. Cadets are required to wear the uniform of the day (UOD) according to the Operation Order. Be in your seat and ready to learn by the time class is scheduled to start. The class leader will take attendance before the start of each class.

**Opening Procedures:** Cadets will determine how to standardize their belongings. The class will open and close with students' belongings in the determined standardized configuration as determined by the class leader or their designated standardization officer. Opening Cadet will stand by the door and call the room to attention upon instructor breaking the plane of the door. Opening cadet will stand at the front-center of the class, facing the students. Instructor will then approach the opening cadet to get accountability. Opening cadet will render a salute and state:

**“Rank and name of instructor (or Sir/Ma’am), class is ready for instruction.”**

Followed by:

**“# of cadets present (or accounted for)”**

**and**

**# cadets not accounted for**

Instructor will return salute and tell class to take their seats. Cadets will sit at ATTENTION until placed AT EASE .

**Closing Procedures:** Instructor will notify closing cadet to prepare the class for dismissal (Cadets will not start standardizing until instructed to do so by closing cadet.) Closing cadet will march to the front-center of the class, face the students at ATTENTION, and state **“Class prepare for dismissal.”** The class will then standardize their belongings and stand at PARADE REST once

ready. Closing cadet will call the room to attention, face the Instructor, render a salute and state: **“Sir/Ma’am, the class is ready for dismissal.”** Instructor will return salute, exit the room, and typically state to carry-on (if not, carry on once Instructor has left the room).

If you are tardy, join the class and see me after to discuss. I expect you to learn and display proper, professional conduct. We practice the Air Force Training Manual’s mutual respect model in our classrooms. We will not tolerate racial, sexual, or ethnic slurs or any unprofessional behavior. Eating and drinking are allowed during class provided it is not a distraction and you clean up after yourself. Look before you leave! Pick up any trash and straighten the desks before leaving. The opening/closing cadets will be responsible for ensuring the trash is taken out and the room is clean and orderly, as well as other duties specified by me.

a. Customs & Courtesies: Customs and courtesies are integral to every successful officer and leader. Professional conduct should already be your habit. Correct and provide constructive feedback to your peers when customs and courtesies are deficient.

b. Dress & Appearance: Cadets are required to wear UOD and abide by cadet and military dress and appearance standards as outlined in DAFI 36-2903.

c. Timeliness: Be settled and ready to start class no later than (NLT) the scheduled start time. This applies to PT, LLAB, and any other AFROTC scheduled activity or event. For class, tardiness will result in deduction of points from the Participation portion of your grade.

d. Use of Mobile Devices, Laptops, etc. During Class: As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone’s learning experience if your cell phone, pager, laptop, etc. makes noise or is visually distracting during class. That said, many students find it useful to have a mobile device on hand to access course materials.

With this in mind, I allow you to take notes on your laptop, but request that you turn the sound off so that you do not disrupt other students' learning. In addition, if you are doing anything other than taking notes or looking at course materials on your laptop, you will be asked to close your device for the remainder of the class period.

13. Withdrawals: If you decide to withdraw from this class past the first week’s drop date, **YOU MUST COMPLETE THE WITHDRAWAL FORM** from the Georgia Tech registrar, even if you are a crosstown cadet and your school has their own drop form. Like all classes, failure to drop the course means we must assign you a final grade based upon the criteria established. In addition, I will not sign your withdrawal slip until you turn in your uniforms. The GA Tech withdrawal date deadline is 25 October 2025.

14. Make-Up Policy: Students may complete work missed and receive partial credit if assignments are turned in within (3) days of the assignment due date. Items turned in late will be assessed a one letter grade penalty or 10% deduction (e.g. a “B” paper would get “C” if late). If briefings or papers require a redo, the highest grade possible is a “B.” If a deadline is missed due to an emergency or hardship I will determine if a penalty is levied.

15. Course Schedule and Outline: An abbreviated class schedule is attached (see attachment 1). There may be room in the schedule for “no class days.” Therefore, the schedule is tentative and subject to change. The class leader will inform the class of any changes.

16. Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

17. Miscellaneous: I want this class to be interactive and engaging in order to foster a successful learning environment. I expect you to share ideas freely and ask questions. This is an opportunity for continued growth and development as a future leader. I look forward to increasing your knowledge of the Air Force/Space Force and watching you succeed. Finally, I do reserve the right to change the schedule based on competing priorities or the ability to cover the material.

DONNELL A. BROWN, Capt, USAF  
Assistant Professor of Aerospace Studies  
Instructor

Attachments:

1. Course Schedule – Fall 2025
2. Reflection Paper
3. Vision Briefing
4. Peer Feedback Ranking
5. Staff Summary Sheet Activity
6. Weekly Journal

### ATTACHMENT 1: COURSE SCHEDULE – Fall 2025

DATE	Lesson #	TITLE	Notes
19 Aug	0	Welcome/Syllabus	
21 Aug	1	Foundational Competencies Reflection	
26 Aug	2	Course Overview	
28 Aug	3	OPSEC	
2 Sep	6	DAF Writing	<b>Assigned: Reflection paper</b>
4 Sep	4	DAF Social Media	
9 Sep	5	Public Affairs & the Media	
11 Sep	7	Information Briefing Requirements	<b>Due: Reflection paper</b>
16 Sep	8	Motivation	<b>Assigned: Staff Summary Sheet (SSS) Activity</b>
18 Sep	9	Creative Thinking	
23 Sep	9	Creative Thinking	
25 Sep	10	Inspiring Action	<b>Assigned: Vision Briefing//Due: SSS</b>
30 Sep	12	Establishing Expectations	
2 Oct	11	<b>Vision Briefings</b>	
7 Oct		<b>Fall Break- No class</b>	
9 Oct	11	<b>Vision Briefings</b>	
14 Oct	11	<b>Vision Briefings</b>	
16 Oct	13	Feedback	<b>Assigned: Peer Feedback/Ranking</b>
21 Oct	14	Peer Feedback (Speed Feedback Rotation- 4 mins)	<b>Due: Peer Feedback/Ranking</b>
23 Oct	14	Peer Feedback (Speed Feedback Rotation- 4 mins)	<b>Due: Peer Feedback/Ranking</b>
28 Oct	15	DAF Evaluation System	
30 Oct	16	DAF Counseling	
4 Nov	16	DAF Counseling	
6 Nov	17	Performance Statement	
11 Nov	18	Performance Statement Practicum	
13 Nov	19	DAF Heritage Series	
18 Nov		<b>Complete term counseling</b>	
20 Nov		Instructor Discretion	
25 Nov		Instructor Discretion	
27 Nov		<b>Thanksgiving Holiday-No Class</b>	
2 Dec		Final Review	<b>Exam virtual open from 2 Dec-11 Dec</b>

## ATTACHMENT 2

Communication Studies Activity: AS300 Field Training Reflection Paper  
Communication Studies Activity Type: Writing—Air and Space Forces Paper or Memorandum  
Time Required: Assign as Homework  
Paper Length: 2 Pages  
Prerequisite Lessons: Writing Overview  
Interrelated Lessons: None  
Visual Aids: None

Activity Statement: Write a 2-page background paper reflecting on leadership lessons learned and goals achieved at field training. Reference *Tongue and Quill* for examples.

### CADET ACTIVITY

Suggestions for paper include:

- What were your expectations of field training? What differed from your expectations?
- How did you develop as a leader while attending field training?
- Did you accomplish your field training goals? If so, how? If not, why?
- What did you learn about leadership in general while attending field training?
- What did you learn about yourself while attending field training?

### IF YOU DID NOT ATTEND FIELD TRAINING

Suggestions for paper include AS200 year or other formal training events should be the basis for your paper:

- What were your expectations of training? What differed from your expectations?
- How did you develop as a leader while attending training?
- Did you accomplish your training goals? If so, how? If not, why?
- What did you learn about leadership in general while attending training?
- What did you learn about yourself while attending training?

### GRADING CRITERIA

This assignment is worth 100 points. Below is a breakdown:

Followed AFH 33-337, <i>Tongue and Quill</i> formatting	20
Grammar	10
Content	60
Flow	10
<b>Total</b>	<b>100</b>

### ATTACHMENT 3

Communication Studies Activity: AS300 Vision Briefing  
Communication Studies Activity Type: Oral – Prepared Briefing  
Time Required: 3-5 Minutes  
Prerequisite Classes: Speaking Overview; Inspiring Action Lesson  
Interrelated Information: None  
Visual Aids: Optional

Activity Statement: Students will deliver a verbal 3-5- minute prepared briefing on their personal vision statement employing the information provided in the Inspiring Action lesson. You should reflect on what kind of officer and leader you desire to become. Alternatively, you can create/present a vision for leading the Cadet Wing. A vision statement focuses on aspirational goals for the future and are separate from a mission statement.

### CADET ACTIVITY

Student briefings may focus on the following:

- Why do you think it is important to develop a personal vision statement?
- What is your personal vision statement?
- How did you develop it? Why did you choose this one – why does it matter to you?
- How will you achieve this vision?

### GRADING CRITERIA

This assignment is worth 100 points. Below is a breakdown:

Created vision statement & brief was on topic	20
Met timeline objectives (3-5 min)	10
Content	50
Holm Center Form 6 requirements	20
<b>Total</b>	<b>100</b>

## ATTACHMENT 4

Communication Studies Activity: AS300 Peer Feedback

Communication Studies Activity Type: Oral – Writing – Peer Feedback Worksheet

Time Required: Assign as Homework

Paper Length: 1 Peer Feedback Worksheet per peer

Prerequisite Lessons: Feedback

Interrelated Lessons: None

Visual Aids: None

Activity Statement: Students will complete a peer feedback worksheet for each member of your class.

### CADET ACTIVITY

Students should consider the Foundational Competencies “Developing Self” provided in the student reader (SR) as a guide for identifying feedback opportunities. Each student will provide three positive statements and three constructive comments for each of their peers. The feedback will be delivered in person during class. Students will split into pairs and provide feedback in a one-on-one format rotating every 5 minutes.

### GRADING CRITERIA

This assignment is worth 100 points. Below is a breakdown:

Completed feedback eval before class	20
Included 6 comments (3 positive/3 constructive criticism)	30
Delivered feedback in a professional manner	30
Received feedback in a professional manner	20
<b>Total</b>	<b>100</b>

## ATTACHMENT 5

Communication Studies Activity: AS300 Staff Summary Sheet Activity  
Communication Studies Activity Type: Writing – Staff Summary Sheet (SSS)  
Time Required: Assign as Homework  
Prerequisite Lessons: None  
Interrelated Lessons: Career Field Briefings  
Visual Aids: None

Activity Statement: Students will research a minimum of three career fields in *The Air Force Officer Classification Directory* (AFOCD) and complete an AF Form 1768, Staff Summary Sheet in accordance with DAFH 33-337, *The Tongue and Quill*. They will identify their top career field choice with supporting content.

### CADET ACTIVITY

Students will organize this portion as follows:

PURPOSE: State the purpose of the assignment

BACKGROUND: Identify the top career field choice with a brief overview of the career field

DISCUSSION: Discuss why this is the top career field choice

VIEWS OF OTHERS: Identify at least two other desirable career fields

RECOMMENDATION: Identify why they feel they are a good match for top career field

Students should also include their signature block as formatted in the template. A sample completed SSS is in *The Tongue and Quill* for reference if needed.

### GRADING CRITERIA

This assignment is worth 100 points. Below is a breakdown:

Followed AFH 33-337, <i>Tongue and Quill</i> formatting/organization listed above	25
Grammar	10
Researched three career fields	15
Selected top career field with supporting content	50
<b>Total</b>	100

## ATTACHMENT 6

Communication Studies Activity: AS300 Leadership Journaling

Communication Studies Activity Type: Writing – Notes

Time Required: Assign as Homework

Paper Length: 250 words (x10)

Prerequisite Lessons: None

Interrelated Lessons: None

Visual Aids: Optional

Activity Statement: Write at least 10 weekly journal entries throughout the semester about experiences in AFROTC.

### CADET ACTIVITY

Students will write a minimum 250-word journal entry documenting 10 class weeks which should clarify and effectively express their experiences, thoughts, and feelings related to AFROTC training. Some common topics to write about are as follows:

Challenges in training	Areas for improvement
Frustrations	Positive/negative reactions to certain experiences
Lessons learned at a personal/team level	Personal/team successes
Academic/fitness/leadership goals	Positive/negative instructor feedback
Highlights/shoutouts to other cadets	

### GRADING CRITERIA

This assignment is worth 100 points. Below is a breakdown:

Each entry over 250 words	10 (x10)
<b>Total</b>	100