COURSE DESCRIPTION & OBJECTIVES. The AS300 Instructor Guide describes the course objectives as follow: “This course is designed to build on the leadership fundamentals taught in AS200. The cadets will have the opportunity to utilize their skills as they begin more of a leadership role in the detachment. The goal is for cadets to have 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, cadets will hone their writing and briefing skills. Many of the cadets will be uncomfortable with public speaking, and this semester is designed to get them used to briefing. The course continues into advanced skills and ethics training that will prepare them for becoming an officer and a supervisor.”

REQUIRED TEXTS AND RESOURCES:
- T-309, Leading People and Effective Communication (separated in sections)........Online
- AFH 33-337, The Tongue and Quill (19 Nov 2015)..................................................Online
- The Mission, The Men, and Me by Pete Blaber ......................................................... Issued
- Blackboard – Have an active account to access this syllabus, required texts and assignment grade sheets

ATTENDANCE POLICY:
1. All cadets must attend a minimum of 80% of class (six absences). I will consider class attendance as part of your professionalism grade to determine your final grade, but the point value will not exceed 10% of your final grade. However, if your attendance falls below 80%, attendance becomes the main determinant in your final grade and you receive a failing grade for the class. There is no 80% minimum requirement for academic-only students.
2. Cadets must advise me of your absences and tardies ASAP. In plain English: as soon as you find out, call or text me (you now have my number) and at least your class leader that you will either miss class or be late. If you are absent and cannot advise me beforehand, tell me ASAP afterward. It is at my discretion if your absence or tardy will be excused or not. Failure to notify me will result in an unexcused absence/tardy.
3. There will be no makeup allowed for unexcused tardies or absences.

CLASSROOM BEHAVIOR:
1. I will select a class leader. The class leader will take charge of assigning opening and closing procedures, accountability, and anything else I assign him or her.
2. Classroom opening and closing procedures will mirror active duty meeting procedures. Upon the instructor’s entrance, cadets will call the room to attention and take their seats once the instructor tells them to do so. Academic-only students may follow the same protocol as a professional courtesy. Each cadet will take charge at least once, as designated by the class leader. Follow all other applicable military customs and courtesies.
3. Food and drinks are allowed in class. Be clean and ensure you discard your garbage. Leave the room better than it was when you found it. I may revoke this privilege at any time if you abuse it.

4. Cadets will wear the uniform of the day until class ends on both days, plus until COB on Tuesday or Thursday, depending on the class leader’s decision. ABUs is the uniform of the day. Academic-only students will wear business casual attire. Cadets are not required to wear the uniform outside of class where situations dictate it as inappropriate or impractical to do so, and only during that time (for example, chemistry lab). **If you use the gym on campus, change out of your uniform at the gym locker rooms, not at your dorm or another location.**

5. The use of laptop computers and personal electronic devices (PEDs) for notetaking is authorized and encouraged, especially for tests and quizzes. However, any student caught using their PEDs for any purpose other than the subject at hand will lose this privilege permanently.

**ACADEMIC FREEDOM and NON-ATTRIBUTION:** Students are encouraged to write freely and to voice their concerns and opinions in the classroom; however, the military training environment requires limits on some types of expression. The UCMJ dictates that officer trainees and cadets may not use contemptuous words toward the President, Vice President, Congress, the Secretary of Defense, the Secretary of the Air Force, and others. The classroom is also a non-attribution environment—statements, disagreements, and other comments made by individuals or groups in an educational forum are safeguarded through non-attribution. A speaker’s identity may not be divulged for the purpose of attributing specific remarks or statements to that speaker, without first obtaining the speaker’s permission. If this is not clear in any way, ask your AS instructor to clarify.

**UNIVERSITY POLICY ON ACADEMIC HONESTY:** Angelo State University expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Additional information can be found the Student Handbook.

**ACCOMMODATION FOR STUDENTS WITH DISABILITIES:** The University is committed to the principle that in no aspect of its programs shall there be difference in the treatment of persons because of race, creed, national origin, age, sex, disability and the equal opportunity and access to facilities shall be available to all. Additional information can be found the Student Handbook.

**OBSERVANCE OF A RELIGIOUS HOLY DAY:** A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under this policy may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

**GRADING CRITERIA:** In order to receive a passing grade, cadets must:
1. Meet the 80% attendance policy outlined above (no more than six absences).
2. Achieve an overall grade of C (at least 280 points) or better to pass the course (D for academic-only students).
3. **I do not use Blackboard to update grades.** Cadets may come see me any time to get an update on their grades. Additionally, I will provide a grade update to each cadet during your midterm counseling.

4. You must have a midterm counseling session with me before you leave for Thanksgiving Break. You must provide an updated and signed academic plan at this meeting. Make sure to update it before our appointment. **Do not wait until the last minute to meet with your advisor.** Advisors are busy and cannot afford to meet with you at a moment’s notice. You must schedule an appointment with them early on. If I find out about anyone requesting ad hoc meetings or unreasonable time suspenses of your advisors I will immediately give you a form 16 counseling for failure to meet military standards.

See below for grading scale and course requirements:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>≥360</td>
</tr>
<tr>
<td>B</td>
<td>320-359</td>
</tr>
<tr>
<td>C</td>
<td>280-319</td>
</tr>
<tr>
<td>D</td>
<td>240-279</td>
</tr>
<tr>
<td>F</td>
<td>≤239</td>
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</tbody>
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**COURSE REQUIREMENTS**

Deadlines for all assignments are listed in the course calendar at the end of this syllabus.

**Lesson Grades x 9** ................................................................. 90 points

From each lecture, I grade you on a 10-point scale based on whether you A) read the material, and B) participated actively in class by answering questions, asking meaningful questions and/or adding meaningful contributions to any discussions. No later than the beginning of each class you will fill out an online form ([http://bit.ly/2B56QjJ](http://bit.ly/2B56QjJ)) with a simple “yes”, “no”, or “GOOJF” to report whether or not you completed all the assigned reading prior to class. If you answer “no” then I will deduct 5 points from your lesson grade for the day and will remove your name from the pool of people to whom I will ask questions. If you answer “yes” you will begin class with the full 10 points. How many of the points you keep after that point will depend on your participation. If you did not complete the reading, you may still earn up to 5 points based on your meaningful participation throughout class. **You may use one “free” day to come unprepared to class without losing any points. We will call this your “get out of jail free (GOOJF) card.”**

**Quizzes x 9** ................................................................. 90 points

On random days, you will take a 10 minute, short answer quiz covering materials from previous classes (10 points each). You will take some of the quizzes as teams, with fixed quiz partners. **You may not make up quizzes due to unexcused absences or tardies.**

**Bullet Background Paper (BBP)** ................................................................. 25 points

You will write a 2-page bullet background paper in accordance with (IAW) *The Tongue and Quill* reflecting on leadership lessons learned and goals achieved at field training. Academic-only students will reflect on their leadership lessons learned throughout life up to this point.
Make sure to reflect on lessons learned from field training and provide specific information regarding how you feel you accomplished the goals you established for field training. I encourage you to read your previous reflective papers prior to completing this assignment. This will promote critical thinking and honest reflection on your own development. The overall intent of this activity is for you to recognize the value and necessity of self-reflection, goal-setting, and individual accountability. Effective habits and practices you establish now will lay the foundation for you to be successful officers and leaders. Suggested topics include:

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

**Bullets**

Starting in week 5, you will write one bullet per week on an AF Form 707 and email it to me. I will give you feedback on them so that as you turn in the form 707 each week your bullets will morph and the number of your bullets will expand. At the end of the semester, you will turn in the final, completed Form 707 with all 10 bullets. The intent is for cadets to develop the habit of tracking individual accomplishments, become more comfortable with the bullet writing format, and to experience transferring bullets onto the AF Form 707 OPR form.

**Decoration Citation**

You will write an 11-12 line Air Force Achievement Medal (AFAM) citation using information and bullets from the Bullet Practicum: Writing lesson and Bullets assignment in accordance with AFI 36-2803. This activity allows you to see similarities and differences between bullet and narrative writing.

**Brief**

You will deliver a 4-5-minute prepared briefing on a current military event, relating your topic to any academic lesson we complete this semester. This activity is designed to provide an additional opportunity for you to refine your verbal communication skills. Some common resources where military-related news stories can be found include *The Air Force Times*, (and sister service focused media), *The Military Times*, various news outlets, Air Force base websites, Air Force social media pages, etc.

**Memorandum**

You will complete a 2-page memorandum reflecting on your own potential biases and identify strategies to mitigate the impact of these biases. This activity will challenge you to reflect on your own decisions and experiences, and identify at least one instance where you think your judgement was impacted by a cognitive bias identified in the bias lesson. You should also consider how you can mitigate this impact and other biases in your decision-making processes. Ultimately, this reflection should allow you to realize the impact of biases on a personal level and consider ways to make more effective and sound decisions in your professional lives.

**Midterm Exam**

The midterm may cover any and all samples of behavior up to that point in the semester.

**Final Exam**

The final may cover any and all samples of behavior throughout the entire semester.
Professionalism

The professionalism grade will be determined based on attendance, punctuality, dress & appearance, and customs & courtesies. For unexcused absence you lose 3 points; unexcused tardies, 2 points; dress & appearance and customs & courtesies lapses, 1-5 points.

Again, in cases where a cadet’s attendance falls below 80 percent, attendance becomes the main determinant in the student’s final grade and the cadet receives a failing grade for the class.

Total 400 points

Extra Credit

You will complete a BBP, memorandum, or brief. Out of the possible extra credit assignments you submit, your extra credit assignment will be whatever your lowest scored regular assignment was. For example, if your lowest scored assignment was your brief, then you may only deliver a brief for extra credit. My intent is to give you the most practice improving your weakest skill.

ACADEMIC POLICIES AND PROCEDURES:

Turn in all assignments by email. Format each assignment file name as follows: [Last Name] [Type of Assignment] [YYYYMMDD, date turned in]. For example: Barnum Memorandum 20181101.

COURSE CALENDAR:

See below for the course calendar. These items and dates are subject to change as necessary. I will be TDY on the dates that are highlighted gray and another cadre member will substitute for me.

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Item Due</th>
<th>Lesson</th>
</tr>
</thead>
</table>
| Tues 28 Aug/Week 1 | 1. Read Syllabus  
2. Lesson 1, Introduction to AS300  
3. Blaber Intro SoBs | |
| Thurs 30 Aug/Week 1 | 1. Quiz?  
2. Lesson 2, Critical Thinking  
3. BBP/Holm Center Form 9 Discussion | |
| Tues 04 Sep/Week 2 | BBPs  | 1. Quiz?  
2. Blaber ch. 1-2 SoBs  
3. Lesson 3, Air Force Leader Development |
| Thurs 06 Sep/Week 2 | | 1. Quiz?  
2. Lesson 4, Change Management |
| Tues 11 Sep/Week 3 | | 1. Quiz?  
2. Lesson 5, Air Force Writing Part I  
3. Blaber ch. 3 SoBs |
| Thurs 13 Sep/Week 3 | Capt Barnum Return BBPs | 1. Quiz?  
2. Lesson 5, Air Force Writing Part II |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Tues 18 Sep/Week 4 | 1. Quiz?  
2. Review Blaber ch. 4 SoBs  
3. Review Lesson 7, Effective Supervision |
| Thurs 20 Sep/Week 4 | BBP Corrections  
1. Quiz?  
2. Review Blaber ch. 5-6 SoBs  
3. Review Lesson 8, The Enlisted Force |
| Tues 25 Sep/Week 5 | 1. Quiz?  
2. Review Lesson 10, Bullet Statements |
| Thurs 27 Sep/Week 5 | 1. Quiz?  
2. Review Blaber ch. 7 SoBs  
3. Review Lesson 9, NCO Perspective |
| Tues 02 Oct/Week 6 | Bullet 1  
1. Quiz?  
2. Review Lesson 12, Bias Part I |
| Thurs 04 Oct/Week 6 | Midterm Counselings  
1. Quiz?  
2. Bullet Feedback  
3. Review Blaber ch. 8-10 SoBs  
4. Review Lesson 12, Bias Part II |
| Tues 09 Oct/Week 7 | Bullet 2  
1. Quiz?  
2. Review Lesson 13, Managing In A Diverse World Part I |
| Thurs 11 Oct/Week 7 | Memorandum  
1. Quiz?  
2. Bullet Feedback  
3. Review Blaber ch. 11-12 SoBs  
4. Review Lesson 13, Managing In A Diverse World Part II |
| Tues 16 Oct/Week 8 | Bullet 3  
1. Quiz?  
2. Midterm Exam Review |
| Thurs 18 Oct/Week 8 | Midterm Counselings  
1. **MIDTERM EXAM**  
2. Bullet feedback  
3. Review Blaber ch. 13-15 SoBs |
| Tues 23 Oct/Week 9 | Bullet 4; *Capt Barnum Return Memorandums*  
1. Memorandum Discussion  
2. Review Lesson 14, Cross-Cultural Competence Part I |
| Thurs 25 Oct/Week 9 | 1. Quiz?  
2. Bullet feedback  
3. Review Lesson 14, Cross-Cultural Competence Part II |
| Tues 30 Oct/Week 10 | Bullet 5; Memorandum Corrections  
1. Quiz?  
2. Review Lesson 15, Cultural VEST Part I |
| Thurs 01 Nov/Week 10 | 1. Quiz?  
2. Bullet feedback  
3. Review Blaber ch. 16 SoBs  
4. Review Lesson 15, Cultural VEST Part II |
| Tues 06 Nov/Week 11 | Bullet 6  
1. Quiz?  
2. Review Lesson 11, Bullet Writing Practicum Part I |
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Bullet</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Thurs  | 08 Nov/Week 11|         | 1. Quiz?  
2. Bullet feedback  
3. Review Blaber ch. 17 SoBs  
4. Review Lesson 11, Bullet Writing Practicum Part II |
| Tues   | 13 Nov/Week 12| Bullet 7| 1. Quiz?  
2. Review Lesson 16, Leadership Management Case Studies Part I |
| Thurs  | 15 Nov/Week 12|         | 1. Quiz?  
2. Bullet feedback  
3. Review Blaber ch. 18 SoBs  
4. Review Lesson 16, Leadership Management Case Studies Part II |
| Tues   | 20 Nov/Week 13| Bullet 8| 1. Quiz?  
2. Review Lesson 17, Managing Competing Priorities Part I |
| Thurs  | 22 Nov/Week 13|         | THANKSGIVING BREAK – EAT LOTS OF TURKEY |
| Tues   | 27 Nov/Week 14| Bullet 9| 1. Quiz?  
2. Review Blaber ch. 19 SoBs  
3. Review Lesson 17, Managing Competing Priorities Part II |
| Thurs  | 29 Nov/Week 14|         | 1. Quiz?  
2. Bullet feedback  
3. Review Lesson 6, Informative Briefing Requirements  
4. Holm Center Form 6 Overview |
| Tues   | 04 Dec/Week 15| Bullet 10; Brief Slides due **0800 Mon 03 Dec** | 1. Informative Briefings |
| Thurs  | 06 Dec/Week 15|         | 1. Quiz?  
2. Decoration Citation Lesson |
| Tues   | 11 Dec/Week 16| Decoration Citation; Extra Credit Assignments | 1. Final Exam Review  
2. Extra Credit Briefs |
| Thurs  | 13 Dec/Week 16|         | 1. **FINAL EXAM** |