



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

CORE-GP 1020 - 002

Management and Leadership

Fall 2023

The Annotated Syllabus - You get a say in how this class runs.

Welcome to our Annotated Syllabus. This syllabus—like our course—is incomplete without you and your commentary. This Annotated Syllabus is the start of a conversation about our course, your learning, and shared accomplishment. We will annotate our syllabus by:

- Asking clarifying questions;
- sharing opinions about readings and assignments;
- noting confusions and uncertainties;
- responding to policies;
- providing advice;
- and reflecting on what works and what can change.

Keep in mind the rules of engagement for this class (which we will discuss on day 1). While your annotation may be critical, let us strive for commentary that is inquisitive and constructive. Your ongoing thoughts are welcome anytime so that this syllabus documents our learning together this semester.¹

¹ Credit for the [assignment idea and this language](#) goes to Dr. Remi Kalir (University of Colorado Denver).

Instructor Information

Jamie Levine Daniel, PhD (Dr. Levine Daniel or Dr. JLD)

- Email: jamie.levine.daniel@nyu.edu
- Office: Puck Building #3058²
- Office Hours: In-person on Tuesdays 1:30-3:30 pm; Virtual on Wednesdays from 10-11:30 AM (click [here](#) to schedule); by appointment (email to schedule)

Course Assistant Information

Ritwick Dutta

- Email: rd3203@nyu.edu
- Office hours: By appointment

Class Information

Section 002

Time: Tuesdays, 4:55 – 6:35pm

Location: 194 Mercer St, Room 306B (Washington Square campus)

Syllabus Links

Looking for specific information in this document? Use the links below.

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Course Description

Management and Leadership is designed to empower you with the skills you will need to make meaningful change in the world—whether you care about bike lanes, criminal justice, prenatal care, community development, urban planning, social investment, or something else. Whatever your passion, you can only have an impact by leading and managing organizational processes. In this course, you will enhance the technical, interpersonal, conceptual, and political skills needed to run effective and efficient organizations embedded in diverse communities, policy arenas, sectors, and industries. In class, we will engage in a collective analysis of specific problems that leaders and managers face—first, diagnosing them and then, identifying solutions—to explore how organizations can meet and exceed their performance objectives. As part of that process, you will encounter a variety of practical and essential topics and tools, including mission, strategy, goals, structure, teams, diversity and inclusion, motivation, and negotiation.

² I acknowledge with gratitude and humility that we are gathered on the sacred homelands of the Lenape people, who are the original stewards of this land. I also believe in the importance of raising awareness of the exclusion and erasure of Indigenous nations and am committed to continuing my learning on this important history. (Adapted from the Tisch and Department of History's statements and Prof. Pryor-Ramirez's syllabus.)

Course and Learning Objectives

The course combines conceptual and experiential approaches to management and leadership in three general areas:

- 1) Individual
- 2) People and Teams
- 3) Organizations

Readings will introduce key concepts and useful ways of thinking about common situations in complex organizations. Case studies, exercises, and in-class or virtual discussions provide opportunities to apply theories, concepts, and research findings to situations to hone your managerial and leadership skills. The written assignments require you to consolidate your insight and practice your analytical and communication skills.

There are three learning objectives that cut across each class:

- 1) Analytical thinking and its supporting skillsets are as follows:
 - a) Identify, analyze, and address underlying problems and opportunities.
 - b) Recognize, analyze, and manage complex relationships.
 - c) Reframe the way you approach people and situations.
- 2) Leveraging diversity and its supporting skillsets are as follows:
 - a) Identify, understand, and use different types of diversity.
 - b) Explore how to create, participate in, and coach diverse teams.
 - c) Develop skills to address the challenges and opportunities of diversity.
- 3) Communication and its supporting skillsets are as follows:
 - a) Recognize the importance of clear communication with stakeholders.
 - b) Prepare effective, clear, organized written reports and presentations.
 - c) Conduct effective meetings and facilitate group/team discussions

Course Material

- 1) [Brightspace Page](#)
Here you will find the course syllabus, assignments, links to assigned reading, and resources to help you succeed in class.
- 2) Readings/podcasts/materials to prep for class: In an attempt to keep class costs as low as possible, I will provide you with links to as many of the class materials as possible via the NYU library, open access resources, and my own files to the extent copyright law allows.
 - a) The one exception to this is the Wildfire Simulation - Purchase via [Harvard Business Publishing](#) (\$25) by 10/3.

Course Policies

Teaching Philosophy

I have worked in the field of education for over a decade and a half, with experience ranging from informal education such as youth leadership movements to hands-on classroom experience in university settings. I find most gratifying the opportunity to push students to connect to material, think on their own, and reexamine their assumptions. In addition, I love to use the material as a means to guide students in functioning beyond the classroom.

Expectations of you

This class is face-to-face, meaning we will meet every Tuesday evening from 4:55-6:35 PM. There will be a break in each session. Most class sessions will consist of a combination of discussion, small group work, and individual work. Some sessions will include case discussions. The assigned readings are intended to provide a basic level of knowledge for you and to introduce you to the week's topic. This knowledge will be further expanded during class by the instructor and by your fellow classmates. As such, you will be assumed to have familiarized yourself with each week's assigned readings prior to attending class or working on the assignments in Brightspace.

This class is intended to be interactive. As graduate students, I expect you to be professional and serve as a valuable resource to one another. You will be held accountable and responsible for the quality of class sessions. I will also push you to make connections between the course material and your own professional experiences. When contributing, be sure to be respectful of your instructor and your peers. This includes remaining focused, not monopolizing conversation, and observing proper classroom decorum.

A note on policy/current event discussions

This class will serve as a lens through which to understand some of the big management and leadership ideas. As part of our class discussion, we will take time to see what is happening in the world, so I expect you to follow current events. Suggested resources include but are not limited to newspapers and digital outlets (Washington Post, Wall Street Journal, and others) and multiple news viewpoints (CNN, Fox, MSNBC, NPR). In addition, websites like PolitiFact will give perspective on events like elections.

A note on sensitive course topics

In our engagement with the course material, including current events, you may find yourself exploring and confronting terminology and concepts that may make you uncomfortable. This discomfort may be necessary to critically and comprehensively understand a given topic, and to be able to engage and deconstruct the main themes at hand. Experiencing discomfort with material is acceptable and encouraged; experiencing personal distress is not. Please speak to me immediately if you experience acute distress about any discussion.

Class Engagement, Deadlines, and Communication

Listen, y'all, the world is a lot. Do your best.

In all seriousness, yes, this class relies on your engagement with me, each other, and the material. We have limited meeting times together, so do your best to attend our meetings and keep up with the assignments on Brightspace. That being said, if you need to miss class, do so. You do not owe me an explanation or detailed health information. You are welcome to talk with me – if I cannot help you, I probably can connect you to people/resources who can.

I set deadlines to help keep you on track with assignments and the overall course load. I also set them to allow your peers and me to give you feedback in a timely manner. Deadlines should not be a source of undue stress. If you need a deadline extension, ask. "Dr. JLD, I am not going to meet the deadline. May I have an extension? I will submit by X date" is a perfectly acceptable way to frame the request. Late work will be accepted until the next assignment is due (e.g.: the first reflection journal is due 9/19. The next major deliverable (the team launch) is due 10/3. So you have until 10/3 to submit the journal entry). Again, you do not need to tell me why, but you are welcome to do so. If possible, just notify me before the deadline, not after, in order to help ensure fairness and academic integrity.

For work that includes peer review or feedback exercises, the deadline itself will not be flexible, since

you will not be able to participate in the exercise if you do not bring in your own deliverables. In the event of these peer exercises, there will be flexibility around what you submit. We will discuss these in more detail before the first peer review exercise.

Religious Observances

[NYU's Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. I will do my best to avoid scheduling assignments and exams over religious holidays. However, if you see a conflict, please notify me in advance of religious holidays so we can determine mutually acceptable alternatives.

Communication

Email is the best way to reach me outside of class or scheduled office hours. I typically answer emails within one (1) business day. I do not check emails from Friday night through Saturday, and only rarely on Sundays.

Syllabus Adjustments

I reserve the right to adjust and alter this syllabus as needed in response to current events and the ongoing needs of the class.

Assignments

Individual

Engagement

Engagement can take several forms, including but not limited to: regular attendance, reading/reviewing assigned materials before class, contributing to discussions in class and/or on social media, participating in small-group exercises in class, emailing an author "You get out of this class what you put into it" is a cliché, but the cliché stands. Availing yourself of these opportunities will help you achieve your goals for the course.

Email an Author³

An engagement assignment you will undertake at least once this semester is to email an author/the authors of at least one assigned reading to recognize and show gratitude for their work. Choose a quote from the reading that resonated with you and/or made you think, and describe your reactions to/reflections on how this work informed your thinking or will shape work you do in the future.

- Copy me on the email.
- Make sure to let the authors know you have no expectations they will respond. This is simply to recognize their work.

Case Study Memo

Reading and reflecting on the case studies is an important part of the course work. Productive discussion depends on you reading and analyzing the materials beforehand and presenting your thoughts and analysis supported by evidence in the memos. Full details will be provided on Brightspace.

³ Thank you, Dr. Sarah Martin (Memorial University) for your inspiration regarding this assignment. Note to students: I have emailed Dr. Martin with this acknowledgement.

Process Journal⁴

You will have a private journal on Brightspace – only you and I will be able to see what you write. The entries in this journal provide an opportunity to consider how the course is going for you: what assignments have you done so far, what you have learned (about both the class and how to learn), where you are struggling, what success in class looks like to you, and an overall grade based on work and learning to date. The syllabus includes **three (3)** required journal entries.

Note: In addition to the required journal submissions, you may use the journal in an **ad-hoc** manner as often as you need/like to check in with me/share feedback about the class/material/group dynamics, etc. I will monitor the journals for ad-hoc entries and respond as needed.

Final Reflection

The goal of this assignment is to give you the opportunity to reflect on your overall experience with this class, as well as to inform my approach to future iterations of this class. You have the opportunity to think about the course overall and your learning and submit your final grade recommendation. You will complete this alongside your final exam.

Final Exam

This will be an open-book take home exam that will be released during finals week. We will discuss this in detail in class.

Team

Team Launch

You will be assigned to a team at the beginning of the semester. You will meet as a team to discuss your strengths and how you want to work together. Your team will submit a completed team launch document documenting your team agreement.

Beardstown Communication Plan

Your team will prepare communication plan and presentation for Class session #14 (12/5). Details will be provided in the Assignments tab on Brightspace.

Course Feedback (formerly known as Grading)

This class follows a conference style methodology, aka consultation style. Each assignment submission receives a grade of “complete” (missing submissions receive “incomplete”). Each assignment receives feedback from me, the course assistant, your peers, and, occasionally, other instructors.

I don't get it. What's wrong with points, percentages, and letters? Excellent question. Grading is a sorting mechanism that incentivizes “product over process”, prioritizes what the teacher thinks (not you, the student), and is ultimately subjective⁵, arbitrary, and inconsistent.⁶ Grades do not actually convey what you have learned.⁷

So how does this conference thing work? Another great question. On its surface, this class looks like any other with assignments and due dates. However, instead of assigning a score, I will give you feedback that highlights strengths and provides suggestions for improvement. In some cases, you will also receive feedback from your peers. The assignments are designed to be iterative so you can

⁴ Thank you, Dr. Jeanine Love (Roosevelt University), for this assignment description, and for suggestions and language on how to frame grading.

⁵ Jesse Stommel, “How to Ungrade”, *Ungrading: Why Rating students undermines learning (and what to do instead)* (Morgantown: West Virginia Press, 2020) 25-41.

⁶ Susan Blum, “Ungrading and its necessary accompaniments”, *Ungrading: Why Rating students undermines learning (and what to do instead)* (Morgantown: West Virginia Press, 2020) 25-41.63-73.

⁷ Aaron Blackwelder, “Going gradeless and doing the actual work”, *Ungrading: Why Rating students undermines learning (and what to do instead)* (Morgantown: West Virginia Press, 2020) 42-52..

incorporate feedback into subsequent assignments.

Ok, but I need a letter grade of some sort for my transcript. How does that get assigned? I get it, you want to know the mechanics. You will submit a recommendation for your final grade⁸, based on an honest assessment of your work that takes into account the feedback you receive from me and your classmates

The class comprises two types of assignments (as described above):

- Course (engagement, deliverables)
- Self assessment (process journals, final reflection)

Figuring out your grade

This whole process may feel intimidating. I provide a suggested breakdown of assignment weights below to help guide your reflections. In the event someone does not submit a final reflection, I will use this breakdown to calculate their final grade.

- Individual (80%)
 - Engagement 20%
 - Process Journal 15%
 - Assessments and Exercises 15%
 - Individual Case Memo 10%
 - Final Reflection 10%
 - Final Exam 15%
- Team (15%)
 - Team Launch 2%
 - Beardstown Communication Plan 13%

TI; dr – I grade assignment submissions based on completion. I (and in some cases, your peers) give feedback based on content. You ultimately recommend your final course grade.

Grading Scale

Please consider the university scale in your final assessment.

A+	97-100
A	93-96.9
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62
E	≤ 59.9

⁸ I reserve the right to make adjustments to this recommendation.

Course Schedule

At a Glance

Week	Date	Topic	Readings	Assignments
1	9/5	Introduction to Management & Leadership, Course Overview	Silver	Intro Survey, MBTI
2	9/12	Personal Ecology: Values, Purpose, Emotional Intelligence	Wilson; Living in Alignment	Clifton Strengths, EQ, DEIB
3	9/19	Management v. Leadership	Zaleznik; Ohu & Anifowose; Romero	Process Journal #1
4	9/26	Groups and Teams I - Intragroup Dynamics (diverse teams, consensus, collaboration)	D'Aunno and Gilmartin; Vigil et al	Motivation assessment
5	10/3	Groups and Teams II - Intergroup Dynamics and Stakeholder Engagement	Haas & Mortensen; Levine Daniel & Kim	Team Launch; Review Wildfire materials
6	10/10	Legislative Monday (Monday class schedule, no M&L tonight)		
7	10/17	Decision-making and Problem Solving	Poblano; Kidder; Perez	Process Journal #2
8	10/24	Communication, Conflict, and Negotiation	Beardstown; Cloke & Goldsmith; Tirona	Kilmann assessment
9	10/31	Power, Influence, and Politics	Nickels	Beardstown Case Memo (Indiv);
10	11/7	Org Strategy and Alignment	Congruence Model; Kibbe	
11	11/14	Org Design and Structure	NOBL; SHRM, Public Architecture	Process Journal #3
12	11/21	Reading Week (no in-person class)		
13	11/28	Org Culture	Schein; EIC	
14	12/5	Presentations		Written Plans and Presentations
15	12/12	Leading Change and Managing Resistance	Somers; Merchant; APA 2023 Trends	

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11	11/14	Org Design and Structure	NOBL; SHRM, Public Architecture	Process Journal #3
12	11/21	Reading Week (no in-person class)		
16	12/19	Finals Week	Exam and Final Reflection/Grade Recommendation	

Still with me? Stephen King has published novels under the name Richard Bachman. Stacey Abrams has published under the name Selena Montgomery. Joyce Carol Oates has published as Rosamond Smith. Dean Kootz has over 10 pen names. If you were to write under a pseudonym, what pen name would you use, and for what genre of book? Tell me in the week 1 Brightspace survey.

Course Schedule in Detail

Week 1: September 5 - Introduction to Management & Leadership, Course Overview

- Silver/Anatomy and Soul of a Place

Recommended

- Levine/Afterword, Leadership in Planning

To do:

- Intro Survey
- Myers Briggs Type Indicators Test
 - Take the [test here](#).
 - Enter your results on this Google Sheet.

Week 2: September 12 - Personal Ecology: Values, Purposes, Perceptions, Biases, Reactions

- Wilson/A Guide for the Idealist: Launching and Navigating Your Planning Career
 - Chp 1 Introduction (read pp.1-12, skim pp.13-15)
 - Chp. 2 Am I good enough
- Podcast: Life & Leadership - [Living in Alignment with our Personal Values](#) (45 min., rec?)

Recommended:

- Video - [The 10 Qualities of an Emotionally Intelligent Person](#)

To do:

- [High5 test](#)
- [EQ Assessment](#) (45 min)
- Harvard DEIB Assessment

Week 3: September 19 - Management v. Leadership

- Zaleznik, A. (2004). "Managers and Leaders: Are they Different?" Harvard Business Review
- Ohu, E., & Anifowose, P. (2019). Leading With a Moral Compass. In The Routledge Companion to Management and Workplace Spirituality (pp. 191-203). Routledge.
- Zaleznik, A. (1990). The leadership gap. The Executive, 4(1),7-22.
- Romero, L. (2016). [Why Everything You Were Told About Leadership Is Wrong](#). Forbes.

Recommended:

- Mintzberg, H. (1990).The Manager's Job: Folklore and Fact. Harvard Business Review
- Teal, T. (1996). [The human side of management](#). Harvard Business Review, 74(6), 35.
- Gooden, S., Evans, L., & Pang, Y. (2018). Making the invisible visible in nonprofit courses: A case study of African American-led nonprofits. Journal of Public Affairs Education, 24(4), 490-517.

Assignment:

- Reflection Journal #1

Week 4: September 26: Groups and Teams I - Intragroup Dynamics

- D'Aunno, T. & Gilmartin, M. (2012). Motivating People. In L. Burns, E. Bradley, & B. Weiner (Eds.), Shortell and Kaluzny's Healthcare Management: Organization Design and Behavior, pp.91-120. Via the [NYU library](#)
- Virgil, Brennan, & Wyatt. From Intention to Action: Building Diverse, Inclusive Teams in Education to Deepen Impact. Koya Leadership Partners. Focus on.pp.1-28. Via [Candid](#)
- O'Leary, R. (2010). Guerrilla employees: Should managers nurture, tolerate, or terminate them?. Public Administration Review, 70(1), 8-19.

To do:

- Complete the [self-motivation assessment and enter the results on the Google Sheet](#)

Week 5: October 3: Groups and Teams II - Intergroup Dynamics and Stakeholder Engagement

- Haas, M., & Mortensen, M. (2016). [The secrets of great teamwork](#). Harvard business review, 94(6), 70-

76.

- Levine Daniel, J. & Kim, M. (2020). [Creative placemaking: Creating change by building partnerships](#). Journal of Public and Nonprofit Affairs, 6(1), 96-110.

Recommended:

- Podcast: [Cadence - The Heartbeat of Your Team](#)
- [NOBL](#)

To do:

- Complete the Team Launch
- Review the wildfire simulation materials

Week 6: October 10: Legislative Monday (Monday class schedule, no M&L tonight)

Week 7: October 17: Decision-making and Problem Solving

- Poblano, L. (2014). [Mastering Team Decision Making: Part 2 in a 3-Part Series on Effective Teams](#).
- Kidder, R. M. (2009). Overview: The ethics of right versus right. How good people make tough choices: Resolving the dilemmas of ethical living, 12-29.
- Perez, C. C. (2019). Invisible women: Data bias in a world designed for men. Abrams.
 - Skim Introduction
 - Read either Chapter 1: Can Snow-Clearing be Sexist OR Chapter 2: Gender Neutral with Urinals

Recommended:

- Carucci, R. (2018). [Leaders, Stop Making Hard Decisions](#)
- [Podcast: Brave New Work - The great decision-making disconnect](#)

To do

- Reflection Journal #2

Week 8: October 24 - Communication, Conflict, and Negotiation

- Case: Beardstown
- Cloke, K. and Goldsmith, J. (2011). Resolving conflicts at work: Ten Strategies for Everyone on the Job- Introduction, Chapter 5. [Via the NYU Library](#)
- Tirona, M. (2014). [4 Ways to Deal with Team Conflict](#)

Recommended:

- Video - [Into the Fire: Transformation Through Conflict](#), Nonprofit Quarterly (1.5 hours)

To do:

- Thomas Kilmann Conflict Assessment on Google Sheet

Week 9: October 31: Power, Influence, and Politics

- Nickels, A.E., (2019). Power, Participation, and Protest in Flint, Michigan: Unpacking the Policy Paradox of Municipal Takeovers. Temple University Press. Via the NYU Library
 - Introduction: The politics of municipal takeovers
 - Chp. 5: The “Development Agenda” Implementing Municipal Takeover in Flint
 - SKIM Chp. 6: From Development Agenda To Development Regime

Recommended:

- Nickels:
 - Chapter 4: Contextualizing the Flint Case: Race, Class, and Contentious Politics
 - Chapter 7: Defending Democracy: Responding to the Municipal Takeover
 - Conclusion

To do:

- Beardstown Case Memo

Week 10: November 7 - Organizational Strategy and Alignment

- Congruence Model/Mercer Delta
- Kibbe, B. (2014). [Five Things Strategy Isn't](#). Stanford Social Innovation Review.

Recommended

- Tushman & O'Reilly/Managerial Problem Solving - Congruence Approach

Week 11: November 14 - Organization Design and Structure

- NOBL Explainer: [What is Organizational Design?](#)
- SHRM: [Understanding Organizational Structures](#)
- Case Study: Public Architecture (read for in-class discussion)

Recommended:

- [August: Continuous Participatory Reorganization](#)
- [Nonprofit Mastermind Podcast: How to Design an Organization That You're Proud of, From the Ground Up](#)

Week 12: November 21 - Reading Week

Week 13: November 28 - Organizational Culture

- Schein, Edgar. Organizational Culture and Leadership, Chps. 1&2
- EIC's Awake to Woke

Recommended:

- Gray, A. (2019). [The Bias of 'Professionalism' Standards](#). Stanford Social Innovation Review.

Week 14: December 5 - Presentations

To do: submit written plans and prepare presentation

Week 15: December 12 - Leading Change and Managing Resistance

- Somers, M. (2023). [5 enduring management ideas from Sloan's Edgar Schein](#). Ideas Made to Matter.
- Merchant, N. (2020). Don't demonize employees who raise problems. Harvard Business Review.
- APA 2023 Trend Report for Planners

Recommended

- HBR's 10 Must Reads on Change Management (including Featured Article “Leading Change,” by John P. Kotter). (2011). Harvard Business Review Press.

Finals Week

To do:

- Final Exam
- Final Reflection/Grade Recommendation

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. As a Wagner student enrolled in this class, you are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If you are unsure about what is expected of you and how to abide by the academic code, you should consult with me.

Ethical uses of ChatGPT, Bard, and other generative AI tools are permitted but [require acknowledgment](#). Failure to cite this usage will be considered a violation of the school's norms and you will be held to the guidance outlined in [Wagner's Academic Code](#). Please talk with me if you have questions about appropriate use of these tools.

Campus Resources

NYU Writing Center

NYU's general writing support center is a place where one-on-one teaching and learning occurs, and where the work always focuses on writing. Experienced consultants assist NYU students, faculty, and staff with their work at any stage in the writing process. They work with individuals on essays, lab reports, personal statements, poems, stories, and other written texts. Writers may schedule one appointment per week, up to two weeks ahead of time, using their online scheduling system. Appointments normally are 45 minutes in length. The Writing Center is located at 411 Lafayette, 3rd floor. For more information or to schedule an appointment, please go to [NYU Writing Center's website](#).

Library Resources

There are comprehensive resources to complete assignments on the NYU Libraries website. Visit the [public and nonprofit management research guide page](#). If you are unclear about how to properly attribute research or ideas you are using in your work, please consult the visit the [NYU Libraries Citation Style Guide](#) or [Ask a librarian](#). For this class, any citation style is acceptable as long as you are consistent. As an example, Harvard Business School has a comprehensive [guide to Chicago Style](#). Also commonly used in the public service field is the [APA style](#).

Henry and Lucy Moses Center for Students with Disabilities at NYU

I want everyone to do their best work in this course and reach their goals. If you need formal accommodations, please visit the [Moses Center for Students with Disabilities \(CSD\) website](#), call 212-998-4980, or email mosescsd@nyu.edu for information. If you do not need formal accommodations but have learning needs I should know about, please let me know.