

# LEADERSHIP, PERSONALITY, AND THE HUNGER GAMES

CRN 6507  
FYS 20 – Fall, 2020

## INSTRUCTOR

Dr. Cristina Wildermuth  
Tel (mobile) 419 236 0378

[cris.wildermuth@drake.edu](mailto:cris.wildermuth@drake.edu)

## CLASS DAYS AND LOCATION

- This is a hybrid class, involving “Zoom” sessions on Thursdays, 12:30 pm - 1:45 pm (U.S. Central Time) and online materials.
- The class runs between August 25 and December 11.
- All class materials will be available on Blackboard.

## OFFICE HOURS AND MEETINGS

- I am working from home this semester. I will be happy to make an appointment with you for a time that works for both of us. We can have our meeting via Zoom.
- When you wish to make an appointment, please send me an email at [cris.wildermuth@drake.edu](mailto:cris.wildermuth@drake.edu).
- I am normally available for meetings on Tuesdays and Thursdays between 10:00 am and 12:00 pm. Other times are possible too, just let me know what your schedule looks like and send me a couple of options.

I am normally not available for meetings on Tuesday afternoons and on the weekends. I have faculty meetings most Tuesday afternoons and I teach most Saturdays. I try to take Sundays off to spend time with my family.

## COMMUNICATIONS

- All communications are sent through your Drake email address (through Blackboard).
- The best way to reach me is through my Drake email. Please write me from *your own* Drake email; this avoids your message getting inadvertently sent to a junk mail folder.

Since I am working from home in the fall of 2020, I am sharing my mobile phone with you. Please do not contact me before 9 am or after 6 pm Central Time (U.S.) or on weekends unless you have a serious emergency. Sending me an email at any time is fine. I will respond as soon as possible but no later than 48 hours after receiving your email. If your question is urgent, please add the word URGENT to the subject line.

## COURSE OVERVIEW

This multidisciplinary course helps students understand the impact of personality on leadership styles. We will use characters from young adult literature – especially, the Hunger Games series – to explore different personality traits and leadership approaches. Students will assess their own personality traits as per the Five Factor Model, identify their leadership strengths, trace a development plan, and use Hunger Games characters as metaphors for lessons learned.

## COURSE OBJECTIVES

### GENERAL OBJECTIVES OF FIRST YEAR SEMINARS

The following are common objectives for all First-Year Seminars at Drake University:

- “Helps integrate first-year students into academic culture.
- Sharpens students' writing, critical thinking, verbal communication and information literacy.
- Encourages active participation by students in class.
- Focuses on ways of knowing as well as content.”

Following the spirit of the First-Year Seminar, this course will help students:

- *Build a community:* We will engage in various team building activities to help you get to know one another. The purpose of these activities is to provide you with a support system and help integrate you to Drake’s academic and social culture.
- *Gain academic success skills and tools:* Academic success skills include planning group projects effectively, writing a good essay, citing your work, reading college-level textbooks, and presenting your thoughts in a professional and engaging way. To support your journey, you will learn useful technology such as grammar checkers, project management tools, and citation tools.

In addition to these general objectives, students in this course will:

- Describe the five major personality traits, assess their own traits, and connect personality to leadership styles and practices.
- Describe Kouzes and Posner’s five exemplary leadership practices.
- Connect Suzanne Collins’ *Hunger Games* characters with the five personality traits and the five exemplary leadership practices.

## ASSIGNED MATERIALS

### BOOKS

- Nettle, D. (2007). Personality: What makes you the way you are. Oxford.  
Available at the [Amazon](#) or at the University Bookstore.
- Kouzes, J. M., & Posner, B. Z. (2012). The leadership challenge: How to make extraordinary things happen in organizations (5th ed.). Jossey-Bass.

I do not recommend that you purchase this book, as we will read only one or two chapters and the electronic version is available at the Drake Library [HERE](#).

### MOVIES

- Ross, G. (Director). (2012). The hunger games [Film]. Lionsgate.
- Lawrence, F. (Director). (2013). Catching fire [Film]. Lionsgate
- Lawrence, F. (Director). (2014). The hunger games: Mockingjay - Part I [Film]. Lionsgate.
- Lawrence, F. (Director). (2015). The hunger games: Mockingjay - Part II [Film]. Lionsgate.

You may rent these movies at Amazon Prime, see [HERE](#).

### PERSONALITY ASSESSMENT

- The IPIP NEO Short Form. Available [HERE](#).

### NOTES:

- The reading schedule will be posted on Blackboard.
- Additional readings may be added if needed, to clarify points or offer connections to leadership or personality topics.

### APA – STYLE INFORMATION

In this course, we will follow the American Psychological Association (APA) style, 7th edition. You will learn the basics of the APA style in class. Additional Information is available on [THIS WEBSITE](#) (The Owl at Purdue)

- The Owl at Purdue Formatting and Style Guide. Retrieved from [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## SOFTWARE AND ONLINE TOOLS

I will share various tools with you, as needed, during the semester. Two tools will be particularly useful to you:

- Zotero (Automatic Citation Tool and Bibliographic Manager). Retrieved from <https://www.zotero.org/>
- ProWritingAid (Grammar and Style Checker). Retrieved from <https://prowritingaid.com/>

### NOTE:

You will not need the “premium” version of ProWritingAid. The free version works fine!

## WRITING ASSIGNMENTS

### CLASS BLOGS AND JOURNALS

*Due: Due dates vary, you may expect at least one of these small assignments a week. Check the “Week by Week” portion of Blackboard for additional information.*

Throughout the course, you will work on a series of mini journals and blogs.

The key difference between a “blog” and a “journal” is its level of privacy. A “blog” is shared with your classmates and encourages interaction and discussion. Only I (the instructor) read your journals.

### ADDITIONAL INFORMATION ON BLOGS AND JOURNALS

- You will receive prompts/reflection questions to help you plan your blogs and journals.
- Each time a “blog” is assigned, you will be expected to post your blog and respond thoughtfully to two blogs posted by classmates.
- The content and length of each blog and journal will vary. Content and length tips will be included in the blog instructions.
- Some blogs and journals will be revised and resubmitted with the help of a Drake Writing Tutor and software such as ProWritingAid.
- The total number of blogs and journals may vary during the semester. In general, you should expect to have a couple of those small writing assignments a week.
- Each blog and journal is generally worth 5 points.

### QUIZZES AND ONLINE MODULES

*Due: Due dates vary, you may expect at least one of these small assignments a week. Check the “Week by Week” portion of Blackboard for additional information.*

Since we will meet via Zoom once a week, material that would normally be covered in class through lecturattes or other activities will be shared in short online modules embedded in Blackboard. These modules involve short quizzes to test your understanding.

Some readings may also be followed by short quizzes, games, or other quick exercises. These quizzes are “open-book” as my purpose is to help you think, not to test memorization. The exact number of points per quiz or module may vary depending on the length. Most of these short assignments will be worth 5 points. In general, you should expect to see one quiz or online module (or both) a week.

### PAPER 1: PERSONALITY AND THE HUNGER GAMES

*Due: September 7*

*Length: About one or two paragraphs per question, as needed.*

- The purpose of this preliminary assignment is to give me a glimpse of your writing style as the course starts. Let's call it a "baseline."
- Clearly answer each of the questions below as a separate paragraph.
  1. What do you think personality means? Just use what you know here - I do not expect external research or citations for this paper.
  2. Briefly describe either the Hunger Games series (if you have watched it all) or the first book or movie (if that is all you have seen). Important Tip: If you have watched at least one Hunger Games movie, you should be able to briefly describe what the series is all about. However, it's ok to look for sources for the summary I request. If you pick your description from somewhere, remember to cite it! If the words come straight from a webpage or article, use quotation marks and the page or the paragraph number. If you paraphrased the words, include the author's name and year (or the webpage name, if there is no author) between parentheses.
  3. Pick one Hunger Games character and describe his or her personality considering what you learned in the first personality eLearning module. Tip: Pick a character whose personality traits and leadership style either match your own or teach you something critical about leadership.
  4. Describe this character as a leader. What kind of leader are they?
  5. What does this character teach you about leadership? Tip: Even poor leaders can teach you something about leadership!
- Submit your answers on Blackboard.

## PAPER 2A: LEADERSHIP, PERSONALITY, AND THE HUNGER GAMES – TAKE 1

Due: October 8

Length: About four pages

In this second paper, you will:

- Explain the meaning of personality and describe the five personality traits we studied throughout the semester.
- Describe the five exemplary practices of leadership by Kouzes and Posner.
- Summarize the *main storyline* of the Hunger Games series.
- Pick a character from one of the Hunger Games movies.
- Describe the character.
- Estimate the character's personality traits.
- Explain how your character exhibits (or does not exhibit) one or more of the *five exemplary practices*.
- Explain what the character teaches you about leadership.

### NOTES:

- Use examples. Choose specific scenes of the movies to exemplify the personality traits and the leadership practices you select for your character. Briefly describe those scenes.
- Plan your paper using an outline or mind map (we will do that together in class).
- Make sure to cite *at least* your two textbooks!
- You should also cite *at least one more credible source* on personality or leadership.
- Include a Reference List and use the APA citation style.
- Share your paper with one or more of your group members for preliminary feedback.
- Schedule a meeting with a Writing Tutor from the Drake Writing Workshop – receive feedback and make improvements.

You can make an appointment with a tutor at <https://library.drake.edu/writing-workshop/>

- After making as many improvements as you can, your paper will be read by a group of professionals who are either graduate students in the Master of Science in Leadership Development at Drake University (MSLD) or who graduated already. These people volunteered to help you and give you feedback.

## PAPER 2B: LEADERSHIP, PERSONALITY, AND THE HUNGER GAMES – TAKE 2

*Due: November 9*

*Length: About four pages*

After receiving feedback from your classmates, the Writing Tutor, me, and the MSLD volunteers, you will work on recommended improvements and resubmit your paper.

### NOTE:

- Your grade for this paper will be the best grade received between the first and the second versions.

## GROUP PECHAKUCHA (SHORT GROUP PRESENTATION)

A PechaKucha is a short presentation following a specific format: 20 slides, 20 seconds per slide. The slides include mostly images. Instead of a final exam, each small group of students will work on how they *applied* what they learned during the course throughout the semester. Examples of topics include:

- Helping family members interpret their own IPIP-NEO reports
- Applying concepts learned in class in their own interactions with others
- A collective leadership vision and plan based on class lessons
- Applications of lessons learned to another series of books or movies

I will work with each group to minimize repetition, when possible. Additional information and instructions on PechaKuchas will be shared during the semester.

Half the groups will present on November 19, the other half on December 3. We will discuss early in the semester which groups prefer to present early.

## PARTICIPATION

Even though we are learning “at a distance” this class still depends on everyone’s participation and professionalism. We will have only one Zoom live class a week so these sessions are extremely important.

Zoom sessions can be dull affairs if no one engages with the material. Group projects are impossible if only some group members do the work. Your participation grade will be based on:

- Attendance (please see exceptions, below)
- Participation in meetings with the professor, when appropriate and requested
- Engagement in class discussions
- Completion of required projects and assignments on time
- Participation in group projects
- Feedback to your classmates and responses to class blogs

- General courtesy and professionalism

Students' personality differences are, of course, respected in a class involving personality! A person who "speaks more" does not necessarily have a "better participation." You will have the opportunity to participate within your small groups and partner discussions. Please challenge yourself, however, to share your gifts and insights with your classmates.

#### *EXCEPTIONS*

Time zone differences may make it impossible for some students to participate in the live Zoom sessions. Students who cannot participate in these sessions will have the opportunity to complete the course asynchronously, receiving additional materials and assignments to support their learning.

If you cannot attend the live sessions due to time zone differences or other serious reasons, please contact me in the first week of classes.

Of course, even students who plan to attend classes normally may experience problems or emergencies. I would not expect you to come to class if you are ill. If you face a serious problem that prevents you from coming to class, please let me know so that I may help you.

Participation points will be allocated twice in the semester – around the midterms and after the final class discussion.

#### *NOTE*

Materials and assignments created for students who cannot attend the weekly Zoom session will be labeled DL (distance learning). If you are attending class normally every week, you may safely ignore any assignment labeled DL.

## GRADES AND GRADING CRITERIA

### POINTS PER ASSIGNMENT

Assignment	Due Date	Points
Journals and Blogs	Each Tuesday and Thursday, see Blackboard	120
Quizzes and Online Modules	Each Tuesday and Thursday, see Blackboard	120
Paper 1	September 7	50
Paper 2	October 8 / November 9	100
PechaKucha	November 19 / December 3	60
Participation	Midterms and final weeks	50
<b>Total</b>		<b>500</b>

**NOTE:** Your final grade will be assigned according to your *percentage of the total points assigned*, as per the grading scale on the following page. If any assignments are added during the semester, the total number of points above may change.

### GRADING SCALE

Percent of Total Points	Grade
100-97%	A+
96.9-93%	A
92.9-90%	A-
89.9-87%	B+
86.9-83%	B
82.9-80%	B-
79.9-77%	C+
76.9-73%	C
72.9-70%	C-
60.9-67%	D+
66.9-63%	D
62.9-60%	D-
59.9% or less	F

## GRADING CRITERIA

As I grade projects, I consider the following criteria:

*Thoroughness* means conscientious and careful completion of the assignment. A thorough assignment includes and “does justice to” all required project components. Keep in mind that A level papers often demonstrate “above and beyond” effort and thoroughness.

*Critical Thinking* means your ability to reflect on a problem, collect credible information, and present your arguments logically. Drake University students are expected to “rigorously identify assumptions and preconceptions, including their own, that influence analysis of that problem” (Drake University, *The Drake Curriculum*, 2018).

*Writing* includes a review of your writing style and the correct application of grammatical rules. Your papers should be well-structured and easy to read. This course will include multiple opportunities for you to receive feedback and improve your written communications skills.

In addition to the items above, I will consider the following criteria for PechaKucha project:

*Oral Presentation* means your ability to present professionally, without clearly reading the notes.

*Professionalism* means the general look and feel of your project, including the quality of your slides.

**A NOTE ON BLOGS AND JOURNALS:** Blogs and journals may be more informally written, and I am normally more lenient grading them. If you complete a blog or journal with reasonable conscientiousness and care, you are likely to earn full points. Clearly incomplete blogs or journals, however, may receive point deductions.

## ADDITIONAL INFORMATION AND CLASS POLICIES

### GROUP PROJECT GRADES

You may receive a different grade than other group members if I see sufficient evidence of lack of participation and engagement in a group or partner project.

## SUBMISSION OF ASSIGNMENTS

Late assignments may lose 5 percent point value in the first day of lateness and 5 percent additional points per day thereafter up to a maximum of 50% grade deduction. After 5 days I reserve the right to not accept the project. Assignments are still due by time and date indicated in this syllabus even if you are absent from class or if you are completing the class as a Distance Learner.

## ACADEMIC STANDARDS / PLAGIARISM

All class members should observe the highest standards of academic and personal integrity. Plagiarism and dishonesty will not be accepted. Incidents of academic misconduct will be handled as per the policies and procedures established by Drake University. *Penalties for academic misconduct may range from receiving a zero in the assignment to failing the course depending on the severity of the case.*

Follow the “rule of 3”: Three or more words exactly from the source must be cited and inserted between quotation marks. The page numbers must then be included. Even non-exact quotations must be cited appropriately (consult APA rules).

## STUDENTS WITH DISABILITIES

If you have a documented disability and need special accommodation (for instance, special seating arrangements, note-taking, or other assistance), please contact me as soon as possible. You should also contact the Student Disability Services at 515-271-1835.

## TITLE IX

The University has resources available for students who have experienced sexual or interpersonal misconduct, which can include sexual harassment, sexual assault, dating violence, and stalking, for example. Some resources are legally confidential, which means personal information will not be shared with anyone else. Other non-confidential (yet still private) resources can explain how to locate support resources, file a complaint within the university, or file criminal charges – these non-confidential resources need to share incidents of sexual and interpersonal misconduct with the Title IX Coordinator.

As an instructor, I am non-confidential; however, please know that sharing with the university does not mean the individual must participate in a formal university or criminal process; an individual could request confidentiality through the University, for example. Other services the university can provide include safety planning, counseling, disability or immigration services and assistance in academic and housing accommodations as needed.

## TITLE IX UNIVERSITY CONTACTS

- Resources and reporting options can be found on the Title IX webpage at [www.drake.edu/titleix](http://www.drake.edu/titleix).
- Violence Intervention Partner (V.I.P.) provides peer-based 24/7 confidential support and advocacy services. To access a V.I.P. advocate call or text 515-512-2972.
- Katie Overberg, Title IX Coordinator: 271-2982 or [titleix@drake.edu](mailto:titleix@drake.edu)

## EXCEPTIONS AND CHANGES TO THE SYLLABUS

I may need to change portions of this syllabus throughout the semester due to unforeseen circumstances or needs. Any necessary changes will be sent *in writing* to your Drake University email address.

Serious emergencies or problems not covered by the policies explained above will be handled on a case-by-case basis. If you have an emergency or serious problem, please contact me as soon as possible and schedule an appointment.

## TENTATIVE CLASS SCHEDULE

This schedule may be changed, depending on class needs. For assigned book chapters, movies, journals, and quizzes, please consult the folder for the appropriate week on Blackboard.

Week	Days	Topic
1	08-25 to 08-31	Introduction to the course What is personality? Discussion with Drake students <i>Watch Hunger Games Movie 1 this week</i> <i>Class on August 25</i>
2	09-01 to 09-07	Continue personality discussions Tools and success tips – Writing tools “Getting to know you” Community building game Discussions on the Hunger Games start this week <i>Watch Hunger Games Movie 2 this week</i> <i>Paper 1 due on September 7</i> <i>Class on September 3</i>
3	09-08 to 09-14	Continue personality discussions <i>Watch Hunger Games Movie 3 this week</i> <i>Class on September 10</i>
4	09-15 to 09-21	Personality and the Hunger Games discussions <i>Watch Hunger Games Movie 4 this week</i> <i>Class on September 17</i>
5	09-22 to 09-28	Five Practices of Exemplary Leadership Leadership and the Hunger Games discussions <i>Class on September 24</i>
6	09-29 to 10-05	Tools and success tips – Research tools <i>Class on October 1</i>
7	10-06 to 10-12	Five practices – continue <i>Paper 2A due on October 8</i> <i>Class on October 8</i>
8	10-13 to 10-19	Five practices and personality - continue Tools and success tips – Presentation tools <i>Class on October 15</i>
9	10-20 to 10-26	Coaching with the Big Five <i>Class on October 22</i>
10	10-27 to 11-02	Relationship and the Big Five <i>Class on October 29</i>
11	11-03 to 11-09	Continue discussing Hunger Games, Personality, and Leadership <b>IMPORTANT: CLASS ON TUESDAY THIS WEEK (NOVEMBER 3), DR. WILDERMUTH AT A CONFERENCE ON 11-09</b> <i>Paper 2B due on November 9</i>

12	11-10 to 11-16	Presentation discussions and rehearsals <i>Class on November 12</i>
13	11-17 to 11/22	First set of presentations <i>Class on November 19</i>
14	11/23 to 11/29	THANKSGIVING WEEK AND FALL BREAK
15	11/30 to 12/03	Second set of presentations <i>Class on December 3</i>
16		Finals week (we will not have a final in the FYS)