



AEC3413 – Working with People: Interpersonal Leadership Skills Fall 2023

Course Overview

Interpersonal leadership is charted by self-discovery. AEC3413 is designed to assist students in the development of an understanding of oneself and one's personal leadership through self-reflection and assessments. Throughout the semester, we will cover topics including personal values, strengths, resilience, and leadership preferences which are intrinsically woven with the life experience we each bring to the online classroom. We will test our ability to face challenges, navigate potential leadership solutions, and explore our personal leadership philosophies through the context of our future endeavors.

Instructor Information:

Mrs. Megan Cantrell

Lecturer, Agricultural Leadership Development

Department of Agricultural Education and Communication

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Office Hours: Virtually, Tuesday, 10:00-11:00AM or by appointment

Teaching Assistant:

Mr. Matthew Gold

matthewgold@ufl.edu - Office Hours: Virtually or by appointment

Course Time and Location

Web Course via Canvas/e-Learning – Modules are released weekly

Required Course Materials

Access to a computer, video camera/smartphone, headphones, and basic video-editing software

Course Objectives

The general objectives of the course are:

- Become aware of, apply, and reflect upon personal leadership capacities through self-assessments and experiential learning
- Synthesize course material in developing a personal leadership learning statement
- Identify and develop your personal powers through a personal growth project
- Create a personal leadership vision, which reflects personal values
- Identify ways to integrate personal leadership in interpersonal relationships

Course Expectations

This course is designed to assist you in unlocking new perspectives to your leadership style and abilities. As you work through the course, look for ways to draw connections to your life experiences, your future endeavors, and other courses you have taken. For each assignment, produce work that is an accurate representation of the quality of your education and work ethic. This course should be enjoyable and offer guidance on your leadership journey.

AEC-CLD Statement of Purpose

We are an engaged community of diverse students and faculty.

We learn to think critically and dialogue about agricultural and natural resources issues facing Florida and our world.

We explore the varied perspectives, theories and science underlying these issues.

We build our communication and leadership skills to address evolving agricultural and natural resources issues in a multicultural society.

Assignment Descriptions

Personal Growth Project

Project Video:

Challenging yourself to learn a new skill over the semester will be our capstone project. Through the process of skill development, you will have the opportunity to engage with and experience the topics we will discuss over the semester. While you are practicing for your project you will record brief video logs documenting what you are doing and how your project is going. You will be required to identify a mentor who has experience in the topic to give you feedback throughout your experience. After you have attempted your new skill a minimum of two times, you will combine your video clips into a final video. Beyond your video clips in the final video, you will explain how your project has related to the topics we have discussed in the semester. This video should be a minimum of five minutes to a maximum of ten minutes. You will be graded off of your content rather than your video-editing skills. To ensure that you are working on your project throughout the semester, there will be a random check-in via discussion post.

Topic Selection:

Before you engage in your personal growth project, you must select a project topic. For this assignment, you must explain the new skill or topic you are learning, why you chose it, and who you have identified to give you feedback on your growth. Once your topic is approved by the instructor, you are welcome to begin trying to learn your new skill. Before you get started, read more information on the Personal Growth Project topic selection and download the submission template under the assignments tab in e-Learning.

Reflections: Due throughout the semester

You will complete exercises and activities for this course. Reflections allow you to engage with the material individually. Each reflection will be different and challenge you to make connections from the material to your past, future, and current contexts. If the reflection requires an assessment or exercise to be completed, the points associated with those questions will be forfeited if proof of the assessment or exercise is not provided.

Dialogue Posts: Due throughout the semester

Using the discussion board feature on e-Learning, you will share your thoughts, results, or projects in a dialogue post. As this is a dialogue, asking questions, writing thought-provoking comments, and answering the responses on your own post is required and differs on a post by post basis.

Personal Leadership Vision:

A good leader has a vision for their life based on their values. For this assignment, you will describe your personal vision as it applies to different aspects of your life and produce goals to achieve your vision. This will clarify your values and align your actions and behaviors with these.

Leadership Portfolio:

For this assignment, you will create a short leadership learning statement that summarizes how you lead. You will also produce a leadership concept map of how you visualize the connectivity between leadership concepts from this course. Additionally, you will compile your personal assessment results from throughout the course into a leadership portfolio.

Quizzes: Due throughout the semester

Quizzes will cover the content in the course since the previous quiz. They are not cumulative; however, as the course content builds on itself, you may need prior information to do well. Quizzes can include any information from the lectures, leadership assessments, videos, activities, and readings.

Dynamic Populations Project:

As a leader, you will interact with various populations. For this assignment, you will be asked to synthesize best leadership practices to aid in leading a specific population (agriculture and natural resources, healthcare, children, etc.) you may interact with in your future endeavors.

Course Calendar

Week - Dates	Topics	Due Dates
1 – August 23 - 28	Introduction to AEC3413 Leadership & Land-Grant Institutions	Syllabus Quiz – August 30
2 – August 29 – September 4	Storytelling Listening	Dialogue Post 1 – September 5 Personal Growth Project Topic – September 5
3 – September 5 –11	Values & Self-Awareness	Reflection 1 – September 10
4 – September 12 - 18	Vision	Leadership Vision – September 17
5 – September 19 - 25	Resilience & Mindset	Quiz 1 – September 24
6 – September 26 – October 2	Personality Types	Dialogue Post 2 – October 1
7 – October 3 - 9	Strengths	Reflection 2 – October 8
8 – October 10 - 16	Mindfulness	Dialogue Post 3 – October 15
9 – October 17 - 23	Emotional Intelligence	Leadership Portfolio – October 22
10 – October 24 - 30	Feedback	Quiz 2 – October 29
11 – October 31 – November 6	Mentoring	Reflection 3 – November 5
12 – November 7 - 13	Dynamic Populations	Dynamic Populations Project – November 12
13 – November 14 - 20	Generations	Dialogue Post 4 – November 19
14 – November 21 - 27	Followership	Personal Growth Project Video – November 29
15 – November 28 – December 6	Course Connections	Quiz 3 – December 6 Personal Growth Project Video Peer Reviews Due – December 6

Point Breakdown

Assignment	Due Date	Possible Points	Points Earned
Syllabus Quiz	8/30	10	
Dialogue Post 1	9/5	35	
Personal Growth Project Topic	9/5	25	
Reflection 1	9/10	50	
Leadership Vision	9/17	100	
Quiz 1	9/24	75	
Dialogue Post 2	10/1	35	
Reflection 2	10/8	50	
Dialogue Post 3	10/15	35	
Leadership Portfolio	10/22	100	
Quiz 2	10/29	75	
Reflection 3	11/5	50	
Dynamic Populations Project	11/12	100	
Dialogue Post 4	11/19	35	
Personal Growth Project Video	11/29	100	
Quiz 3	12/6	75	
Personal Growth Project – Peer Reviews	12/6	50	

Total = _____/1000

*Extra credit may be given out through the semester at the instructor's discretion.

This syllabus is subject to change at the discretion of the instructor.

Grade Breakdown

Please note this class will be calculated based on points rather than percentages. Learn more about the university grading policy here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> Course grades will fall in accordance to the following standards:

1000 - 930 = A 859 – 830 = B 759 – 730 = C 659 – 630 = D
929 - 900 = A- 829 – 800 = B- 729 – 700 = C- 629 - 600 = D-
899 – 860 = B+ 799 – 760 = C+ 699 – 660 = D+ 599 or below = E

Course Policies

Assignment Submission: The majority of your assignments should be submitted via the e-Learning assignments tool in Word (.doc or .docx) or .pdf format and are due on the dates listed in the syllabus. Pages files will not be accepted. Assignments will only be accepted via email with prior approval by the instructor. You may submit **ONE** late assignment within seven days of its due date without penalty. Otherwise, **late assignments will receive a zero** unless *prior* accommodations have been approved by the instructor or you have a valid, University-approved excuse. Students are expected to complete all assignments within the course during the time frame specified. **It is your responsibility to make sure your assignments have been received by the instructor;** if you suspect you are having computer issues, you will need to submit a copy of a UF Help Desk ticket as proof of your technical issues. Otherwise, your assignment will be considered late. No late work will be accepted within a week of the last day of classes.

E-Learning: All students are expected to check e-Learning regularly. Please ensure that you will have reliable access to this over the semester. This is where you will find additional course materials, assignments, grades, and supplemental materials.

Email: All students are expected to check email regularly. Please ensure that you will have reliable access to this over the semester. Some information corresponded via email may be time-sensitive. Correspondence is expected to be professional and follow AEC Expectations for Writing. Emails that are not professional may not receive a response from the instructor team. Please expect responses from the instructor team to emails and inquiries within 24 business hours (8AM – 5PM, Monday through Fridays, excluding holidays). PLEASE CONTACT THE INSTRUCTOR THROUGH UF EMAIL at mstein17@ufl.edu. Mrs. Cantrell is unable to access Canvas messages remotely.

Academic Integrity: The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral to Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty's policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage through any medium.

Course Recording Policy: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or

medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Collaboration: No student may work or collaborate with another person on any academic activity in this course. Should group work be assigned or this class policy change, I will provide that in writing on the individual assignment instructions.

Feedback: The instructor team will provide students with feedback within two weeks of the submission deadline. This excludes any UF holidays, natural disasters, or holiday breaks.

Software Use: All faculty, staff, and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

AEC Expectations for Writing: In all courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization, the following writing standards are expected to be followed, unless otherwise specified for a particular writing assignment. Not following these writing standards will result in substantially lower grades on writing assignments.

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required.
 - Not using "tweet-talk" in your assignments.
 - Making sure that your sentences have a subject, verb, and (when needed) an object.
 - Not having sentence fragments.
 - And anything else that would pertain to "proper sentence structure."
- NO use of contractions.
- Good thoughts/content throughout the writing assignment.
- For assignments that require citations, use American Psychological Association style. Proper APA citation and reference document is expected.

Campus Helpful Resources: Students experiencing crises or personal problems that interfere with general well-being are encouraged to utilize one of the following resources or inform their faculty member of how we can support your success.

- Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>
- Academic Resources E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- UF Help Desk – helpdesk.ufl.edu, 352-392-4357

Students with Accommodations: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Student Complaints:

- Online Course: <http://www.distance.ufl.edu/student-complaint-process>