

University of Florida // Agricultural Education and Communication
AEC 6419 Communication and Competencies for Global Leadership (3 credits)
Spring 2018
Tuesday, 12:55pm-3:55pm EST

Professor:

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******Office Hours: By appointment only******

Overview

The purpose of this course is to increase knowledge of the *global* social, political, anthropological, psychological and linguistic perspectives of intercultural communication and relationships and to enhance cultural competence in communication through practical application of intercultural communication principles and concepts. Furthermore, this course will assist learners in developing the personal and professional competencies required for effective leadership in an increasingly global society. It offers an integrated, practical, and dynamic framework for students in learning how leaders must think, act, and mobilize people to develop global literacy and 21st century leadership. The course will also explore issues of power, oppression, privilege and the responsibilities of leadership and communication.

Course Objectives

Upon completion of the course learners should be able to:

1. Have a sound conceptual and theoretical understanding of effective leadership for today's world
2. Define global leadership knowledge, skills, practices, and values
3. Know and critically engage with real world global agricultural and leadership issues in society
4. Develop effective global leadership techniques
5. Apply leadership skills in the global workplace and multicultural contexts
6. Understand and analyze the dimensions of global work
7. Recognize, analyze, discuss, and evaluate the competencies of recognized successful leaders from the private, public, and social sections
8. Enhance their intercultural communication proficiency
9. Analyze and evaluate their own cultural patterns and preferred communication style in relation to other cultures, domestic and international

Requirements:

1. **Attendance:** Attendance to all class lectures is required. I cannot emphasize the importance of this requirement. Students will be expected to be active participants in class discussions.
2. **Class engagement:** Students should take ownership of their own learning. It is expected that you are both physically present and mentally engaged during every class session. This means that you should come to class with questions and ideas you want to offer, absorb and challenge ideas

offered by others, and always come willing and anxious to learn. Accordingly, participation is about more than a one-to-one dialogue with instructor and student; it is also about talking to and sharing ideas with your peers. Please be advised that as part of this engagement grade, students are expected to complete all reading assignments according to schedule.

3. **Assignments:** All assignments must be typed and double-spaced; include page numbers and 1-inch margins; font should be "Times" or "Times New Roman" with a font size of 12, in APA Formatting. All assignments will be submitted electronically by the day that they are due at the time stated in Canvas (unless otherwise instructed by Dr. Suarez). If you have questions about how to cite utilizing APA formatting, please utilize the following website:
<https://owl.english.purdue.edu/owl/section/2/10/>

****To insure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class are asked to inform the instructor as soon as possible.**

Services for Students with Disabilities:

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation
0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Late Paper Policy:

Adherence to deadlines is extremely important. Barring a serious emergency (for which you must have an official documented excuse), there are no acceptable excuses for late papers. Therefore, **SIGNIFICANT POINTS WILL BE DEDUCTED FROM LATE PAPERS.** To that end, papers will be graded one point lower for the first day that they are late and two points lower for each day thereafter.

****PLAGIARISM****

Plagiarism includes turning in writing that is not your own, copying sections of someone else's work into your own, cutting and pasting material from websites, and failing to cite your sources. It is YOUR responsibility to understand the full definition of what constitutes plagiarism and ensure that you do not turn in any work that even remotely suggests such a practice. Evidence of plagiarism on any assignment may result in a zero for that assignment, a failing grade for the course, and the possibility of disciplinary action by the university. If you have questions about citing sources or what constitutes plagiarism, consult the following website: http://owl.english.purdue.edu/handouts/research/r_apa.html.

Academic Honesty:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*" You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*"

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that

facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <https://www.dso.ufl.edu/%20sccr/process/student-conduct-honor-code>.

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.

Campus Helping Resources:

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- • *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*

Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library
Wellness Coaching

- • U Matter We Care, www.umatter.ufl.edu/
- • *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

Student Complaints:

- • Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- • Online Course: <http://www.distance.ufl.edu/student-complaint-process>

Required Texts and Readings:

There is no required text for this course. However, significant course content can be found within the following texts:

- Required readings will be posted on Canvas

Assignments

Papers, presentations, projects, will be assigned throughout the semester. All assignments will be turned in through the course Canvas website. Should you have questions regarding assignments, it is **your responsibility** to contact Dr. Suarez for clarification. **Please ensure that you check the grading rubrics on Canvas for each of the assignments to ensure that you are completing them in a way to receive maximum credit/points.**

Critical Reading & Analysis

Each week, you will be assigned intentional readings that will be illustrative of the assigned topic. It is expected that you have read the material, digested it, and have thought critically about the material before coming to class. To that end, you will be expected to submit a post focused on critical analysis of weekly readings. While you do

not need to bring a printed copy of your post to class, you should ensure that you can recall your answers/inquiries for class discussion. Each post is due **each Tuesday by 10:00am**.

Each post that you make should include the following information/answer the following questions:

- 1 – What is its purpose related to the week’s topic?
- 2 – What are two things you learned about the topic from the readings?
- 3 – Is the information presented relevant and applicable to global leadership today? Explain.
- 4 – What critical questions do you have after reading the material?

Your posts should be reflective of all of the readings for the entire week.

Constructive Article Synthesis

The purpose of this assignment is to help you fine tune the skill of reading *and* synthesizing articles and literature. We all know that weekly reading seems daunting at times and it is often hard to remember the main points of each reading. In this assignment, you will conduct a structured article synthesis for one self-selected articles that is focused on Global Leadership and can be related to your specific field of specialization/expertise. Examples will be provided on Canvas. Each article synthesis will also be briefly presented to your peers to increase awareness of literature and gauge effectiveness of your synthesis.

http://twp.duke.edu/uploads/media_items/scientificarticlereview.original.pdf

Papers

Personal Self Reflection Essay

The purpose of this autobiographical essay is to increase self-awareness of the cultures and beliefs you represent and that shape your life experiences as a global leader and community member.

This paper will be **3-5 pages in length** and does not require citation of sources.

Communication Analysis – 2 Part Assignment

Part I: The purpose of this assignment is to analyze “real-world”, mass consumer media, and identify, critique, and problematize the ways in which individuals, communities, cultures, etc., are portrayed. In this assignment, you will identify and submit *any* form/type of mass media to be analyzed during class time by the entire class. Examples could include a segment of a talk show, comedy stand up, newscast, commercial, blog, newspaper article etc. A reflection paper, between **3-5 pages** will be submitted *after* the in-class analysis. Guiding questions will be posted on Canvas.

Part II: Prepare and present Part I to the class. Presentation must include:

- Visual Aid (PPT, Prezi, etc.)
- Focus of analysis
- Importance of analysis for leadership/global leadership/media
- Presenter lead Q&A

Film Analysis

Dr. Suarez will choose and announce the name of the specific film as the assignment deadline approaches.

Your analysis should be at approximately **5-8 pages in length** and incorporate your thoughts on the following questions:

- a. Identify and explain at least 2 intercultural communication issues within the film, as well as discuss the cultures involved in the issues selected.

- b. What are your own beliefs with regards to this issue?
- c. Utilizing what you have learned in this class, how do you suggest society solves these issues?
- d. Why are understanding these issues important to increasing global and intercultural communication?

Final Reflection Project

Your final assignment for the class will be decided by you. You can decide what type of final project you want to write, so that it has the best impact on your overall graduate career for the semester/year. Through meeting with Dr. Suarez via a 1:1 meeting, you can petition to submit a final project that may be in the format of a literature review, qualitative interview analysis, in depth annotated bibliography, etc. Final projects should relate to the overall course topic. The final reflection will be due on is the final exam date for the course.

****The grading criteria/rubrics for assignments are available on Canvas.****

Grading

<u>Assignment</u>	<u>Points</u>
Critical Reading Posts	100
Article Synthesis:	75
Personal Self Reflection Essay:	70
Communication Analysis:	75
Communication Analysis Presentation:	55
Film Analysis:	75
Final Project:	150
600 - Total	

Grading Scale

A: 94-100	C: 74-76
A-: 90-93	C-: 70-73
B+: 87-89	D+: 67-69
B: 84-86	D: 64-66
B-: 80-83	D-: 61-63
C+: 77-79	E/F: 0-60

Grading System and Course Content on Canvas

All assignments must be turned in by **the deadline on canvas** on the day the assignment is due or students will risk the possibility of partial or no credit for the assignment. Two points will be deducted from the final score for late work submitted less than 24 hours after the due date. Another point will be taken off for each day after until the assignment is submitted.

Canvas is utilized in this course for posting technical content (syllabus, handouts, power point presentations, etc.) and to keep track of your academic progress in the class. Assignments will be turned in on Canvas unless otherwise specified. Please refer to Canvas first before emailing with questions about the course.

A Note on Spelling and Grammar

Professionals throughout the world state that one of the more important skills that they need to be successful is the ability to write well. Sentence structure, spelling, and grammar WILL BE examined when determining a grade for any written project.

Content subject to change

TENTATIVE COURSE SCHEDULE:

Readings will be posted for each week in the MODULE SECTION that corresponds with the week/dates. All Readings should be completed prior to arriving to class for the day in which they are assigned.

Class	Date	Topics	Assignment(s)
Reminder – Critical Reading Analysis Posts are Due Each Tuesday on Canvas by 10:00am, beginning January 16, 2018.			
1	Tues, Jan 9	Introduction to Course/ Preparing for the semester	
2	Tues, Jan 16	Identity and identity development What is Culture?	Critical Reading Analysis Posts
3	Tues, Jan 23	Global Leadership Perceptions/Realities of Global Society <i>In class analysis of Communication Item</i>	Personal Self Reflection Essay Critical Reading Analysis Posts
4	Tues, Jan 30	Stereotypes/prejudice/ privilege Film: A Class Divided	Communication Analysis Reflection
5	Tues, Feb 6	TBD	Film Reflection Critical Reading Analysis Posts
6	Tues, Feb 13	Communication <i>Cultural Differences in Understanding, goals, etc.</i> *Tentative Guest Lecturer*	Critical Reading Analysis Posts
7	Tues, Feb 20	Equity vs. Equal	Critical Reading Analysis Posts
8	Tues, Feb 27	<i>Series: What does intercultural have to do with leadership? Agriculture?</i> Gender & Sexuality *Group Article Synthesis*	Critical Reading Analysis Posts
9	Tues, Mar 6	Spring Break	

10	Tues, Mar 13	<i>Series: What does intercultural have to do with leadership? Agriculture?</i> Socioeconomic Status & Family Film: "Waste Land" <i>*No Physical Class*</i>	Critical Reading Analysis Posts
11	Tues, Mar 20	<i>Series: What does intercultural have to do with leadership? Agriculture?</i> Race & Ethnicity Film: Harvest of Loneliness	Film Analysis Individual Article Synthesis
12	Tues, Mar 27	<i>Series: What does intercultural have to do with leadership? Agriculture?</i> Politics & Religion	Critical Reading Analysis Posts
13	Tues, Apr 3	Adding on to What We've Learned	*Submit topics by Monday, March 27th Critical Reading Analysis Posts
14	Tues, Apr 10	Reviewing What We've Learned	Critical Reading Analysis Posts
15	Tues, Apr 17		
16	Tues, Apr 24	Last Day of Class	
17	Thurs, May 3	Scheduled Final Exam Time – Online Submission	Final Project due @ 5pm

Write if you will: but write about the world as it is and as you think it ought to be and must be—if there is to be a world. Write about all the things that men [& all genders] have written about since the beginning of writing and talking—but write to a point. Work hard at it, care about it. Write about our people: tell their story. You have something glorious to draw on begging our attention. Don't pass it up. Use it. Good luck to you. This Nation needs your gifts. Perfect them! (Hansberry, 1960, 263)