AEC 4930

Communication and Leadership Capstone Experience

Spring 2020
This class will be delivered entirely online.

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Office Hours
By appointment, in person and via Zoom. Please feel free to reach out at any time and we can set up a time to talk.

Course Description:
This class integrates concepts and skills that communication and leadership development students have learned in their prior courses with a focus on preparation for future careers and professional experiences. Emphasis is placed on critical thinking, application of theory, awareness of agricultural and natural resource issues, understanding people, and ethics.

Course Objectives:
- Develop plan, creative elements and communications materials for a targeted public information campaign for a specific audience and purpose.
- Integrate concepts of teamwork, conflict resolution, leadership, and project management.
- Integrate communication materials into a comprehensive educational package.
- Think critically about issues facing the agricultural industry.
- Utilize creative and critical thinking skills to develop a professional portfolio of work including statements of philosophy grounded assessment inventories of who you are as a person/professional.

Why should you be excited about this course?
You are all about to embark on exciting personal and professional adventures. Some of you will start your own businesses. Some of you will be government or organizational leaders. Some of you will lead families seeking to be healthy and appreciate natural resources. Some of you will represent nonprofits, commodities or companies facing great challenges. As you go, I want you to be confident in your ability to communicate and lead with excellence. This class is a place for you to apply your communication and leadership skills. It's a place to practice working with others. Hopefully your experience in this class will serve you well as you head out to change the world for the better.

Required Materials
Acuff, Jon. (2015). *Do Over: Make Today the First Day of Your New Career.* Penguin Group.

https://www.amazon.com/Do-Over-Today-First-Career-ebook/dp/B00LFYXE5I/ref=sr_1_3?keywords=do+over&qid=1564609880&s=gateway&sr=8-3

Other readings and materials will be posted via Canvas

Evaluation of grades

Assignment	Percent of Grade
Portfolio	20
Weekly Work	50
Final Project	30

Unless otherwise noted, every component will be evaluated on 100 points. Your final grade for the course will be calculated on the previous percentages, which will then lead to your final letter grade as based on the following scale:

Grading Scale:

A = 93 – 100%	B- = 80 – 82.99%	D+ = 66 – 69.99%
A- = 90 – 92.99%	C+ = 76 – 79.99%	D = 63 – 65.99%
B+ = 86 – 89.99%	C = 73 – 75.99%	D- = 60 – 62.99%
B = 83 – 85.99%	C- = 70 – 72.99%	E = below 60%

Note: For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

ASSIGNMENTS:

Portfolio
This assignment is your opportunity to take stock of your personal online presence as you approach graduation. You will refine the online portfolio of your work that you've developed in other classes to share with potential employers. Portfolios will include your resume, leadership statement, written work samples, video/photography work samples, design work samples, and social media work samples. Portfolios will be evaluated on professional/creative design, navigability, writing and the quality of the work included.

Weekly Work
Students will be asked at various times throughout the semester to engage in discussion with classmates about readings and other course materials. These opportunities are intended to help you learn from each other. You will have assignments each week that correspond to what we're covering that week. Instructions will be given for each assignment in Canvas. All assignments will be graded for content and writing quality.

   One of the ways we can learn about effective campaigns is by analyzing campaigns. You will be assigned several communications campaigns to analyze. These reports will take different forms throughout the semester. Some will be written. Some will be oral presentations. Some will involve visual presentations, using the technology you've learned about in other classes. You will be responsible for summarizing the important aspects of the campaign and incorporating visual examples to help your classmates learn about the campaign.

Final Project
In groups, students will put together a public information campaign (includes proposal, project management plan and elements (totals 30%). Student teams will develop a public information campaign for an agricultural or natural resource issue of their choosing. The campaign will include a special event of some type as well as at least FOUR of the following elements, focused around a campaign theme designed to provide information/raise awareness.

Campaign elements can be as follows:
- Press release (on letterhead with masthead and campaign theme/logo)
- News feature story
- Brochure
- Audio news release or podcast interview
- Video news release or social media video
- Web site
- Pitch letter for media or direct mail letter

Grades will be based on the following:
- Four campaign elements
- Event plan
- Campaign plan (is it appropriate for reaching its intended audience?)
- Project management plan
- Visual design of campaign elements (logo, colors, consistency of design)
- Writing quality

POLICIES & GUIDELINES FOR SUCCESS IN THIS CLASS

Grade Discrepancies
If you have a question about a grade you receive on any of the course components, you must contact me within one week of getting the assignment back. After that, grades will not be discussed or modified.

Accommodations
If you know of any type of disability or barrier to your success in this class, please let me know as soon as possible. I want you to be successful and I am happy to work with you. Please note, 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.

Professionalism
The reality of this field is that people judge you by how you present yourself. Your use of language, the clarity of your speaking and your general appearance (even online) and professional bearing will shape the opinions of those who are listening to you. If you deliver a poor, unprofessional presentation, your grade will suffer. I will also grade you on the basis of the facts you assemble, the astuteness of your analysis of the problem, and the soundness of your recommendations.

Group Work
A portion of your grade this semester will be based on group work. This brings both advantages and disadvantages. The advantage is that you are part of a team working together to solve a problem. On occasion some groups experience difficulties with a person who does not pull his/her weight on a project. If that happens in your group, you must:
Try to work it out as a group. Document the problem, how you tried to work it out and the outcome of that effort. Give this to me in a written statement.
1) If the outcome of your internal meetings and efforts is less than satisfactory, you should schedule a time to meet with me as a group to discuss and resolve the problem.
2) If this meeting still does not resolve the problem, then the group may ask permission from me to remove the individual who is not contributing to the group work.
If you are removed from your group, you will be required to complete the class assignments on your own. Your grade will also reflect your inability to work with your classmates and contribute to the group assignment.

Writing
To be successful in today's world, it is critical that you write well. As such, your grade for each aspect of this course will be based on the quality of your thinking and writing. All assignments should be free of inaccuracies, weak thinking, typos, spelling errors and grammatical problems. Never turn in a first draft.

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. This means...
  - 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 first person (I, me, my, mine, our) unless denoted within the assignment rubric.
- 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.
- For assignments that are more reporter-style articles (news stories, news releases, public relations writing), you are expected to follow Associated Press Style, as discussed in AEC 4031.

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

- Use the proper photographic settings for the assignment (300 ppi for printed photos; 72 ppi for Web). Pixilated photos will result in lower grades.
- Students should not use copyrighted materials for design assignments. For example you may not "borrow" a graphic or design. Commercial artwork that is purchased may be used for assignments. Similarly, you may use *ideas* for a graphic/design assignment, but the use of the *actual* graphic/design is not acceptable.
- The following minimal design skills are expected to be demonstrated on all design assignments. The ability to resize an image, create documents in multiple columns, insert a graphic on a page, insert text with a graphic, alter the color of text and/or graphics. Additionally, the student should have moderate ability with the following software in order to complete design assignments:
  - Microsoft PowerPoint
  - Microsoft Word
  - Adobe Photoshop (photographs)
  - Adobe InDesign (print layout)

Deadlines
Deadlines will be given for all work; these deadlines will not be extended. Meeting deadlines is essential to be successful in this course and in our field. Your work must be completed and handed in by the specified date and time. Incomplete work turned in by the deadline will receive

partial credit. If you miss a deadline without having a valid excuse, you will receive zero points on the late work.

Online Course Evaluation Process
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/.

UF students are bound by The Honor Pledge:
"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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."

The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

In particular, THERE IS ZERO TOLERANCE IN THIS CLASS FOR:
- Giving, accepting or taking unauthorized aid;
- Plagiarizing websites, others' or your own or
- Doubling up on assignments.

ASSIGNMENTS ARE REGULARLY SCANNED FOR PLAGIARISM. ANY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENTS.

Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575

University Police Department: 352-392-1111 or 9-1-1 for emergencies

Final Thought
I want you to be successful in this class, and I will do my best to help you succeed. I am happy to help you address any challenges you face this semester; please reach out to me at any time to discuss any concerns or challenges.

WRITING ESSENTIALS

Writing skills are essential and writing is a skill to be developed in all CLD courses. I will evaluate student writing with consideration for these fundamental writing concepts.

WORD CHOICE	The following words are often confused or misused in writing. Make sure you understand the difference: • accept, except • a lot • all right • affect, effect • among, between • anxious, eager • because, since • due to, because of • farther, further • fewer, less • its, it's • media (plural), medium (singular) • principal, principle • stationary, stationery	
ACTIVE/ PASSIVE VOICE	English sentences have three basic elements: a subject, a verb, and an object. In active voice sentences, the verb is the action element of the sentence, the subject is the "doer" of the action, and the object is the recipient of the action. In passive voice sentences, the subject is not "doer" of the action; the object becomes the "doer" of the action. These sentences flip-flop the subject and the object. In general, active voice sentences are preferred because they focus the reader's attention on the "doer of the action." Active voice is also more concise because it usually involves fewer words. Although there are situations where passive voice is proper, reliance on passive voice produces a cumbersome text.	**Active:** The executive committee <u>approved</u> the new policy. **Passive:** The new policy <u>was approved</u> by the executive committee.
ANTECEDENT/ PRONOUN AGREEMENT	A pronoun usually refers to something earlier in the text (its <u>antecedent</u>) and must agree in number — singular/plural — with that to which it refers. A pronoun's antecedent may be either a noun or another pronoun, but it *must* be clear what the antecedent is in either case. A pronoun should have only one possible antecedent. If there is more than one possible antecedent for a personal pronoun in a sentence, make sure that the pronoun refers only to one of them:	**Incorrect:** If a student loses their books, they should go to lost and found. **Correct:** If students lose their books, they should go to lost and found. **Incorrect:** Jerry called Steve 12 times while he

	Also, please note that countries and organizations are NOT people. In a sentence in which a country or organization is the subject, the second reference is to "it" (singular) and "its" (singular possessive).	was in Reno. *Rationale:* The pronoun "he" could refer either to "Jerry" or to "Steve." **Incorrect:** McDonald's cancelled all of their advertising, and they later regretted doing so. **Correct:** McDonald's cancelled all of its advertising, and it later regretted doing so.
PARALLEL CONSTRUCTION	An article or a preposition applying to all the members of a series must be used either before the first term or be repeated before each term. Correlative expressions (both, and; not, but; not only, but also; either, or; first, second, third; and the like) should be followed by the same grammatical construction. When making comparisons, the things you compare should be couched in parallel structures whenever that is possible and appropriate.	**Incorrect:** The French, the Italians, Spanish and Portuguese **Correct:** The French, the Italians, the Spanish and the Portuguese **Incorrect:** It was both a long ceremony and very tedious. **Correct:** The ceremony was both long and tedious. **Incorrect:** My income is smaller than my wife. **Correct:** My income is smaller than my wife's.
ATTRIBUTION/ CITING	Presenting ideas and phrases from another writer as your own is plagiarism and is unacceptable. In journalistic writing, attribution is indicating your source for a piece of information. You must attribute any judgment or opinion statements. You should not attribute known facts.	
PUNCTUATION OF QUOTES	Commas and periods always go inside quotation marks. Semi-colons and colons do	"I like to go swimming," she said,

	not go inside quotation marks. If a statement ends in a quoted <u>question</u>, allow the question mark within the quotation marks to end the sentence. On the other hand, if a question ends with a quoted statement that is <u>not</u> a question, the question mark will go outside the closing quotation mark.	"but I am afraid of getting sunburned." May asked her daughter, "Who are you going out with tonight?" Who said, "Fame means when your computer modem is broken, the repair guy comes out to your house a little faster"?
SUBJECT/VERB AGREEMENT	Singular subjects need singular verbs; plural subjects need plural verbs. Collective nouns (herd, team, board, faculty, etc.) take singular verbs.	My brother <u>is</u> a nutritionist. My sisters <u>are</u> mathematicians.
PREPOSITIONS	A preposition describes a relationship between other words in a sentence. Examples are: after, at, beside, between, during, into, on, with, etc. In everyday speech we often use prepositions where they are not necessary. Eliminate unnecessary prepositions, particularly those at the end of sentences.	The book fell off of the desk. Where did they go to? Where is your college at?

For more help with writing style, the following Web sites and books are recommended:

The Guide to Grammar and Writing - http://grammar.ccc.commnet.edu/grammar/

The Online Writing Lab (OWL) at Purdue University - http://owl.english.purdue.edu/owl/

Latest edition of Strunk, W., White, E. & Angell, R. The Elements of Style, Longman.

Latest edition of The Associated Press Stylebook and Briefing on Media Law

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	Topic:	Key Dates: *Other weekly assignments and information posted in Canvas.*
Week of January 6	Introduction to course	Introduce yourself assignment
Relationships		
Week of January 13	Building a professional network	Establishing groups for final project LinkedIn Assignment
Week of January 20	Conflict management	Reflection
Week of January 27	Intercultural competence	Portfolios Due
Skills		
Week of February 3	Knowledge/Awareness of ANR Issues	Turn in campaign issue for group
Week of February 10	Research	Write issue guide for campaign
Week of February 17	Writing	Draft of news release or feature for campaign
Week of February 24	Visual Communication	Draft of visual element for campaign
Week of March 2	*Spring Break*	
Character		
Week of March 9	Leadership	Reflection
Week of March 16	Character	Reflection
Week of March 23	Adaptability to Change	Reflection
Hustle		
Week of March 30	Project Management	Reflection
Week of April 6	Time Management	Work on Final Project
Week of April 13	Budgeting	Work on Final Project
Course Wrap-up		
Week of April 20	Course Wrap-up	**Final Projects Due April 20**