AEC3413 – Working with People: Interpersonal Leadership Skills  
Spring 2020

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 leadership styles through the context of our future endeavors.

Instructor Information:
Ms. Megan Stein  
Lecturer, Agricultural Leadership Development  
Department of Agricultural Education and Communication  
Bryant 113A  
mstein17@ufl.edu  
(352)294-1999
Office Hours: By appointment

Course Time and Location
Tuesday – Period 4 (10:40AM – 11:30AM) & Thursday – Period 4 & 5 (10:40AM – 12:35PM)  
Leigh Hall - 242

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
Topic Selection:
Before you engage in your personal growth project, you must select a project topic. Over the semester, you will learn a new skill or topic. You will engage in this skill at a minimum of three times over the semester. 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 assignment and download the submission template under the assignments tab in e-Learning.

Project Video:
Challenging yourself to learn a new skill over the course of 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 include your videos in a presentation. Your video should be between 5 - 10 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 one random check-in via discussion post worth 10 of your 150 points.

Project Showcase: In-Class
This is your opportunity to show us what you have learned! You will prepare a 3-minute presentation demonstrating your skill and sharing one connection on what learning this skill has taught you about leadership and the course content. Samples/materials/examples of your project are required.

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.

Personal Leadership Vision:
A good leader has a vision for their life based on their values. For this assignment, you will describe your vision as it applies to different aspects of your life and produces goals to achieve your vision. This will clarify your values and align your actions and behaviors with these. See assignment on e-Learning for more information.

Leadership Portfolio:
For this assignment, you will compile your personal assessment results from throughout the course into a leadership portfolio. You will also include leadership and followership learning statements that describe how you act in a position of leadership and as a follower. See assignment on e-Learning for more information.

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, readings, and textbook.

Engagement – Throughout the semester
The nature of the course is built on one’s ability to interact with others. Due to this, you must be engaging with the course discussions, activities, and with your classmates.
## Tentative Course Calendar

<table>
<thead>
<tr>
<th>Week - Dates</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – January 6 - 12</td>
<td>Welcome!</td>
<td>True Colors</td>
<td>Personal Growth Project Topic Selection – 1/19</td>
</tr>
<tr>
<td>2 – January 13 - 19</td>
<td>Mindset</td>
<td>Listening &amp; Storytelling</td>
<td>Reflection 1 - 1/19</td>
</tr>
<tr>
<td>3 – January 21 - 26</td>
<td>Goals</td>
<td>Values</td>
<td>Reflection 2 – 2/23</td>
</tr>
<tr>
<td>February 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 – February 3 - 9</td>
<td>Personality Types</td>
<td>Personality Types</td>
<td>Quiz 1 – 2/9</td>
</tr>
<tr>
<td>6 – February 10 - 16</td>
<td>Strengths</td>
<td>Strengths</td>
<td></td>
</tr>
<tr>
<td>7 – February 17 - 23</td>
<td>Mentoring</td>
<td>Service</td>
<td></td>
</tr>
<tr>
<td>8 – February 24 - 28</td>
<td>Balance</td>
<td>Mindfulness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPRING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 – March 9 - 15</td>
<td>Resilience</td>
<td>Emotional Intelligence</td>
<td>Reflection 3 – 3/15</td>
</tr>
<tr>
<td>10 – March 16 - 22</td>
<td>Feedback</td>
<td>Leadership vs. Followership</td>
<td>Quiz 2 – 3/22</td>
</tr>
<tr>
<td>11 – March 23 - 29</td>
<td>Followership</td>
<td>Personal Growth</td>
<td>Leadership Portfolio – 3/29</td>
</tr>
<tr>
<td>12 – March 30 – April</td>
<td>Generations</td>
<td>Generations</td>
<td>Reflection 4 – 4/5</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 – April 6 – April</td>
<td>Leading Dynamic Populations</td>
<td>Leading Dynamic Populations</td>
<td>Leading Dynamic Populations – 4/9</td>
</tr>
<tr>
<td>12</td>
<td>Personal Growth Project Showcase</td>
<td>Personal Growth Project Showcase</td>
<td></td>
</tr>
<tr>
<td>14 – April 13 – April</td>
<td>19</td>
<td></td>
<td>PGP Showcase – 4/14, 4/16, 4/21</td>
</tr>
<tr>
<td></td>
<td>Personal Growth Project Showcase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 – April 20 - 22</td>
<td>Personal Growth Project Showcase</td>
<td></td>
<td>PGP Video – 4/19 Quiz 3 – 4/22</td>
</tr>
</tbody>
</table>

### Point Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Growth Project Topic</td>
<td>1/19</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Reflection 1</td>
<td>1/26</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Personal Leadership Vision</td>
<td>2/2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Quiz 1</td>
<td>2/9</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Reflection 2</td>
<td>2/23</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Reflection 3</td>
<td>3/15</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Quiz 2</td>
<td>3/22</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Leadership Portfolio</td>
<td>3/29</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>Reflection 4</td>
<td>4/5</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Dynamic Populations – In-Class Project</td>
<td>4/9</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Quiz 3</td>
<td>4/22</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Personal Growth Project Video</td>
<td>4/19</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Personal Growth Project Showcase</td>
<td>4/14, 4/16, 4/21</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td>Throughout</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

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. 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 and notepad 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. Exams, presentations, and pieces of the group project are NOT eligible for the late assignment waiver. 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.

Attendance: Students are expected to attend each class period and engage actively with the material. Attendance will be recorded. Each student must come prepared and be engaged to get the most out of the course experience. Half of the points will be generated by unannounced activity days. There are 27 days that count toward your attendance granting you 2 days without attendance.

Assignment Specifications: All assignments are expected to be typed in Times New Roman, 12 point font, double spaced unless otherwise noted on the assignment.

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 on a regular basis. 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.

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.

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.
**Attendance and Make-Up Work:** Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

**Online Course Evaluation Process:** Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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/.

**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: http://www.dso.ufl.edu/sccr/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.

**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, https://disability.ufl.edu/

**Campus Helping Resources:** Students experiencing crises or personal problems that interfere with their general wellbeing 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 Counseling Services Groups and Workshops Outreach and Consultation
- Self-Help Library Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/ • Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/

**Student Complaints:**
- Online Course: http://www.distance.ufl.edu/student-complaint-process