

**Course Instructor:**

Dr. Laura Greenhaw (she/her)  
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352-294-6766

**TA:**

Mr. Chris Houston

**Office Hours:** Tuesdays 2 - 4 PM or by appointment.

Weekly office hours will be conducted via Zoom, accessible each week at the following link:

Meeting URL: <https://ufl.zoom.us/j/93876150070>  
Meeting ID: 938 7615 0070  
Passcode: greenhaw

**Class Meeting Time and Location:**

This class is a combination of asynchronous instruction AND a 50-minute synchronous discussion component once a week. Each Wednesday, we will meet in real time via Zoom at the following link:

W 10:40 am – 11:30 am (Period 4)

Meeting URL: <https://ufl.zoom.us/j/94604269468>  
Meeting ID: 946 0426 9468  
Passcode: 3322

**Prerequisites:**

Junior standing or higher

**Catalog Course Description:**

Explores ethical and moral foundations for organizational and personal practice within the context of agriculture, natural resources, and beyond; gain a greater understanding for the intersection between morality and ethics, effective decision-making, and applied organizational ethics.

**Course Objectives:**

Given participation in this course, the student will have the opportunity to engage in mastery of the following competencies and capacities for application within agricultural, natural resource, and related contexts:

1. Describe the intersection between morality and ethics.
2. Explain applications of ethical theories.
3. Synthesize course material in developing an ethical philosophy statement.
4. Identify ways to integrate ethical leadership in personal and professional contexts.

**Course Expectations:**

The best way to get the most out of class is to show up and engage. This course is designed to be interactive, participatory, fun, and pragmatic. So, the time you invest here should be enjoyable and useful in your future career and interactions with others. It might even help you in other classes as you navigate working with peers!

Students are expected to attend the weekly class meeting indicated in real time, via Zoom, unless otherwise noted on the syllabus or announced by the instructor. Students are expected to engage as much as possible, either through reactions, chat, or audio and visual communication. I understand that each student has unique technology and connectivity situations, and we will be sensitive to those. However, we expect students to make every effort to engage in the course to the best of their ability. Students experiencing technical issues should contact the helpdesk via their website (<https://helpdesk.ufl.edu/>) or by calling 352-392-HELP (4357).

In addition to weekly Zoom class sessions, most of this course is designed to be delivered asynchronously through modules in Canvas. Therefore, all students are expected to check Canvas (<http://elearning.ufl.edu>) on a regular basis. I strongly recommend making this a daily routine, if possible. Modules are not designed to be completed in a single sitting, but rather in brief, but frequent completion of assigned reading and learning activities. All course announcements and reminders will be sent through Canvas. Additionally, all emails regarding class matters should be sent via Canvas. This will help me and your TA keep track of which course and section you are enrolled in when communicating with you. Handouts, readings and supplemental material will be housed on Canvas, as well as your grades. Please ensure that you have access to this service.

### **Required Textbooks:**

McManus, Robert M., Stanley J. Ward, and Alexandra K. Perry, eds. *Ethical Leadership: A Primer*. Edward Elgar Publishing, 2018.

Each module will have additional reading/viewing materials that will add breadth and depth to the lesson.

### **eLearning and Canvas:**

This is an online course, therefore the entire course (instruction, readings, and assignments) will be facilitated through E-Learning Canvas (<http://elearning.ufl.edu>). If you have difficulty accessing the site contact the Help Desk at 352-392-HELP (4357) or [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

### **Attendance and Make-Up Work:**

Attendance at synchronous class sessions is expected and recorded. These sessions will provide an opportunity to engage in and facilitate real-time discussion and application of the concepts we are learning and practicing. The remainder of the course content and learning activities will be delivered asynchronously. Prompt participation in and completion of assignments and learning activities is expected. Opportunities to make up missed work or submit late work will be considered on a case-by-case basis. Please communicate promptly with me about any conflicts or issues that arise.

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/ugrad/current/regulations/info/attendance.aspx>.

### **Services for Students with Disabilities:**

Students with disabilities who experience learning barriers and would like to request academic accommodations must connect with the Disability Resource Center. The DRC manages the process for students to receive accommodations including registering disabilities. Recommending accommodations, accessing special adaptive equipment, providing interpretation services, and mediating faculty-student disability related issues. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their needs as early as possible in the semester. I strive to make my course accessible, so please, communicate your needs to me as quickly as possible so I can help provide everything you need to be successful!

### **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/>.

### **Expectations for Writing:**

Courses in the Department of Agricultural Education and Communication's Communication and Leadership Development (CLD) specialization maintain high **writing** standards. The following guidance should be adhered to, unless otherwise specified for specific assignments. Failing to adhere to these standards may result in substantially lower grades on written assignments.

- Proper grammar and punctuation are mandatory.
- Proper sentence structure is required.
  - Do not using "tweet-talk" in your assignments.
  - Sentences should have a subject, verb, and (when needed) an object.
  - Sentences should be complete, with no sentence fragments.
- Avoid contractions.
- Critical thought and appropriate content should appear throughout each writing assignment.
- American Psychological Association (APA) style should be used for all assignments requiring citations and references.

Students are encouraged to utilize the University Writing Program's Writing Studio for assistance with improving their writing. You can schedule an appointment via their website, <https://writing.ufl.edu/writing-studio/>.

### **Academic Honesty:**

As a student at the University of Florida, you have committed 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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

### **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](http://www.counseling.ufl.edu/cwc)*
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Training Programs
  - Community Provider Database
- *U Matter We Care, [www.umatter.ufl.edu](http://www.umatter.ufl.edu)*
- *Career Connections Center, First Floor Suite 1300 JWRU, 392-1601, <https://career.ufl.edu/>*

### **Course Recordings and Personal Privacy:**

Our synchronous class sessions may be audio visually recorded for students in the class to refer back to and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**Grade Breakdown:**

Please note grades are based on points not percentages. For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

| Grade Breakdown on Points |                   |                   |                   |                   |                   |
|---------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| A: 465 - 500 pts          | B+: 435 - 449 pts | B-: 400 - 414 pts | C: 365 - 384 pts  | D+: 335 - 349 pts | D-: 300 - 314 pts |
| A-: 450 - 464 pts         | B: 415 - 434 pts  | C+: 385 - 399 pts | C-: 350 - 364 pts | D: 315 - 334 pts  | E: 299 and Below  |

**Assignment Summary:**

| Assignment Title                     | Date   | Points Available | Points Earned |
|--------------------------------------|--|------------------|---------------|
| Course Preflection                   | 1/15   | 25               |               |
| Discussion summaries (10 * 15pts ea) | Weekly on Friday, 1/22 – 4/21<br>(no discussion 3/3),<br>12 weeks, complete 10 | 150 (15/ea)      |               |
| Case study draft                     | 2/26   | 25               |               |
| Case study peer review               | 3/12   | 25               |               |
| Case study final draft               | 3/26   | 50               |               |
| Theory matrix                        | 4/2  | 100              |               |
| Ethical Leadership philosophy        | 4/16   | 25               |               |
| Exams (2 * 50 pts ea)                | 3/5, 4/29  | 100 (50/ea)      |               |
| Total                                |  | 500              |               |

**Assignment Descriptions:**

**ALL ASSIGNMENTS DUE ONLINE BY 11:59PM**

**Course Preflection (25 points)**

Students will write a preflection on their understanding of and thoughts related to morals, ethics, and leadership.

**Discussion summaries (10 \* 15 points each, 150 points total)**

Students engage in learning through discussion in a variety of ways. For example, extroverts often gain clearer understanding as they verbalize their thoughts out loud and engage in conversation on a topic. Conversely, introverts tend to process internally, thinking and considering inwardly and even writing things down before they prefer to speak. ALL students are encouraged and expected to engage in the weekly

discussions. However, knowing that each individual's engagement may be different, rather than assigning grades for discussion 'contribution', students will write thoughtful discussion summaries to demonstrate and articulate their learning as they reflect on the class discussion. **Please note:** Only students present for the discussion are eligible to complete and submit the discussion summary for a grade.

**Case study development** (100 points, total, comprised of the components below)

Students will develop a case study with a partner (similar to those provided in the text). Cases must be contextualized in the agriculture, food, and/or natural resources industry and must draw from quality resources and include accurate facts and data. The case should present a real ethical dilemma for consideration by the reader and include appropriate discussion questions. This assignment is broken up in to 3 separate components.

**Case study draft** (25 points)

A draft of the case will be submitted for peer review.

**Case study peer review** (25 points)

Each student will be assigned a blind review of two case studies. Students will be given a rubric with which to provide feedback to their peers anonymously.

**Case study final draft** (50 points)

Student teams will use feedback from their peer reviews to edit and refine their case study, then submit a final draft.

**Theory matrix** (100 points)

Students will develop a theory matrix over the course of the semester. The matrix will highlight each theory learned in class, along with an example of appropriate application.

**Ethical leadership philosophy** (25 points)

Over the course of the semester, students will consider their own moral development, their personal values, how they uphold their morals as leaders, and a wide variety of ethical perspectives. At the conclusion of the semester, students should possess a robust analysis of their understanding and personal philosophy of ethical leadership.

**Exams** (2 \* 50 points each, 100 points total)

Two exams will allow students to demonstrate mastery of content.

Course Schedule\*:

*\*This is a tentative schedule; changes to topics, assignment due dates, etc. may be made via in-class announcement or email.*

| Wk | Date           | Topic   | Assignments   |
|----|----------------|---|---|
| 1  | Jan 11 – 15    | Setting the stage:<br>1. Course introduction & expectations<br>2. Defining concepts | Preflection due 1/15  |
| 2  | Jan 18 – 22    | WHO am I, WHAT do I stand for, and WHY does that matter?                            | Determining Your Top Core Personal Values (for discussion 1/20) |
| 3  | Jan 25 – 29    | What’s it got to do with Leadership?  |   |
| 4  | Feb 1 – 5      | Approaches to Studying Ethics   | Case Study topic proposal                                       |
| 5  | Feb 8 – 12     | Deontology: Kantianism  |   |
| 6  | Feb 15 – 19    | Consequentialism: Utilitarianism, Hedonism, Ethical Egosim                          |   |
| 7  | Feb 22 – 26    | Virtue Ethics   | Case study draft due 2/26                                       |
| 8  | Mar 1 – 5      | Mid-Term Exam and Buffer Week   |   |
| 9  | Mar 8 – 12     | Universal Ethics<br>Cultural Relativism   | Case study peer review due 3/12                                 |
| 10 | Mar 15 - 19    | Social Contract Theory<br>Justice as Fairness                                       |   |
| 11 | Mar 22 - 26    | The Common Good<br>Divine Command Theory  | Case study final draft due 3/26                                 |
| 12 | Mar 29 – Apr 2 | Applying Ethics: Community, Common Ground, Ethical Decision making                  | Theory Matrix due 4/2   |
| 13 | Apr 5 - 9      | Applying Ethics: Morality and Values in an Organizational Setting                   |   |
| 14 | Apr 12 - 16    | Applying Ethics: Solving Ethical Problems/Dilemmas                                  | Ethical Leadership Philosophy due 4/16                          |
| 15 | Apr 19 - 21    | Course Wrap-Up  |   |
| 16 | Apr 29 (Thurs) | Final Exam (12:30 – 2:30 pm)  |   |

**\*Weekly discussion summaries are due each Friday, 1/22- 4/21. There will be NO discussion or summary during the week of March 1-5.**