

University of Florida // Agricultural Education and Communication
AEC 6419 Communication and Competencies for Global Leadership (3 credits)
Spring 2021
Tuesday, 11:45am-2:45pm EST
Online

Professor:

Dr. Cecilia E. Suarez
121F Bryant Hall
352-273-2574
suarez@ufl.edu



Office Hours:

Monday, 1pm-3pm via Zoom

*Additional times available upon request

Overview

The purpose of this course is to increase knowledge of the social, political, anthropological, and psychological perspectives of global communities and to enhance cultural competence around leadership development. 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 global community engagement.

Statement on Equity, Inclusion and Antiracism

We begin this semester with the acknowledgement that individuals are experiencing multiple layers of harm, threats, stress, uncertainty, and overall emotion. In the midst of a pandemic that has caused the entire world to pause and restructure daily life while also disproportionately impacting People of Color, we must also name the senseless and systematic murders of Black women, men and trans* people, most recently: Ahmaud Arbery, George Floyd, Breonna Taylor, and Casey Goodson. We hold onto the hope that classrooms are sites of social transformation. Our course content requires a ***“willingness to cross the border from what we know to what we need to know...and to open ourselves to the limitations of our own perspectives and the need for those of others”*** (Ginsberg & Raymond Wlodkowski, 2009, p. 330).

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official school records, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.
- It is critical that each class member show respect for all worldviews expressed in class, however, hate will **not** be tolerated.
- Please be respectful of others' emotions and be mindful of your own.

- Please let me know if something said or done in the classroom, by anyone in the class community, is harmful. While our intention may not be to offend or harm, the impact of what happens throughout the course is not to be ignored and is something that we consider to be very important and deserving of attention.

Virtual Class Platform

Our class sessions may be audio visually recorded for students in the class to refer back 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.

* Should you need assistance resolving a technical issues visit the [helpdesk website](#) or call 352-392-4357

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 culturally relevant and effective global leadership techniques
5. Apply leadership skills in the global workplace and multicultural contexts
6. Understand and analyze the dimensions of global society's past, present, and future
7. Interrogate the role of power within global leadership and engagement
8. Enhance intercultural communication proficiency
9. Analyze and evaluate personal 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. Should you plan to be absent, please inform instructor in advance and create plan for making up any and all coursework missed.
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 professor). 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 ensure 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.

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/>.

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 ten points 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: <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.

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/>.”

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.

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,

Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

Student Complaints

- Residential Course: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- *On-Line Students Complaints:* [View the Distance Learning Student Complaint Process](#)

Required Texts and Readings

- Oluo, Ijeoma (2019). *So you want to talk about race*. Seal Press. ISBN: 978-1580058827
- Other readings posted through Canvas and Course Reserves.

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 three critical questions/starting points of conversation you would like to address in class that week, via Canvas. The questions should be reflective of all of the weekly readings and should

be critical in that they show that you are engaging with the literature. Each post is due **each Tuesday by the start of class**.

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 **4-5 pages in length** and does not require citation of sources but does require the following in APA format: Cover page, page number, running head.

Emotional Intelligence in Daily Media & Communication

Applying the practice of emotional intelligence (EI) is often seen as a separate unique skill that must be called into action when encountering challenging situations. While EI is a strong tool to assist in navigating critical spaces, it is also an everyday tool that is often overlooked when engaging with daily practices of media and communication. Each week, selected students will identify a current media post and present it in class using EI as analysis tool. Presentation is meant to create starting conversation for class period and should last no more than 20 minutes. *All students will be scheduled throughout the semester. Schedule will be posted after first week of class.*

Constructive Program Review & Critique

The purpose of this assignment is to identify a program, training, or workshop that you have experienced/created and critically analyze it using the lens of culturally relevant pedagogy. In this review, you will also provide recommendations for restructuring and revising said program to increase cultural relevancy for audiences. You will submit your review via a **4-5 page paper**. Papers will be workshopped in class prior to final submission. A rubric will be posted via Canvas.

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 synthesis paper, between **3-4 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 & Peer Review

Dr. Suarez will choose and announce the name of the specific film as the assignment deadline approaches. Your analysis should be approximately **5 pages in length** and incorporate your thoughts on the following questions:

- a. Identify and explain at least 2 societal 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 work to solve these issues?
- d. Why are understanding these issues important to increasing inclusive and global leadership practices?

NOTE: The film analysis will also be peer reviewed. You will be assigned a partner and complete a detailed

peer review on the paper of your partner. You will have the opportunity to provide a grade for your peer's paper that will be combined with the overall grade from Dr. Suarez.

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, conference proposal, journal article submission, 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 (10 @ 10pts each)	100
Constructive Program Review & Critique:	100
Personal Self Reflection Essay:	75
Communication Analysis:	75
Communication Analysis Presentation:	50
EI in Daily Media & Communication:	50
Film Analysis: (75 - paper, 25 - peer review)	100
Final Project:	150

700 - 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. Ten points will be deducted from the final score for late work submitted less than 24 hours after the due date. Two additional 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.

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

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.

TENTATIVE COURSE SCHEDULE:

Content subject to change

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

Class	Date	Topics	Assignment(s)
Reminder – Critical Reading Analysis Posts are Due Each Tuesday on Canvas by 11:45am, beginning January 19, 2020.			
1	Tues, Jan 12	Preparing for the semester/ Connecting, Communicating, & Relationship Building	
2	Tues, Jan 19	Identity, Socialization, & Values	Critical Reading Questions
3	Tues, Jan 26	Global Leadership Perceptions/Realities of Global Society	Critical Reading Questions Personal Self Reflection Essay
4	Tues, Feb 2	Stereotypes/prejudice/ privilege Film: <i>A Class Divided</i>	Critical Reading Questions
5	Tues, Feb 9	Communication & Cultural Needs/Differences	Critical Reading Questions
6	Tues, Feb 16	In-Class Communication Analysis Presentations	*Communication Analysis Presentations
7	Tues, Feb 23	In-Class Communication Analysis Presentations	*Communication Analysis Presentations
8	Tues, Mar 2	Equality, Equity, & Liberation	Critical Reading Questions Communication Analysis Paper
9	Tues, Mar 9	Mid-Semester Review	
10	Tues, Mar 16	Series: <i>What does intercultural have to do with leadership? Agriculture?</i> Socioeconomic Status & Family Film: <i>A Place at the Table</i>	
11	Tues, Mar 23	Series: <i>What does intercultural have to do with</i>	Critical Reading Questions

Class	Date	Topics	Assignment(s)
		<i>leadership & agriculture?</i> Race & Ethnicity	
12	Tues, Mar 30	<i>Series: What does intercultural have to do with leadership & agriculture?</i> Politics & Religion	Critical Reading Questions Constructive Program Review & Critique
13	Tues, April 6	<i>Series: What does intercultural have to do with leadership? Agriculture?</i> Gender & Sexuality	Critical Reading Questions
14	Tues, Apr 13	In-Class Documentary <i>Film TBD</i>	
15	Tues, Apr 20	Last Day of Class	Critical Reading Questions Film Analysis Paper Due – <i>Wasteland Documentary</i>
16	Wed, Apr 28	Final – Online Submission	Final Project due @5pm

*I'm convinced of this: Good done anywhere is good done everywhere.
For a change, start by speaking to people rather than walking by them like they're stones that don't matter.
As long as you're breathing, it's never too late to do some good.
-Maya Angelou-*