
Instructor

Carl Igo, PhD

Office: RAS 110

Office Hours: M-W 2:00-4:00, T-R 11:00-12:00 or by appointment

Email: carl.igo@sulross.edu

Phone: 432-837-8260

Course Time and Location

T-Th, 9:30-10:45, Jan 18-May 7 2024

Credits: 3.0

RAS Room 135

Required Materials:

Textbook: Northouse, P G. (2021). *Introduction to leadership: Concepts and practice*. (5th ed.). Los Angeles: Sage.

Access to Blackboard and SRSU email.

Course Description: Process of developing and managing individuals by providing leadership and guidance at all organizational levels in agricultural settings. Grounded in recognized leadership theories, the course highlights self-concepts developed through situational leadership and management, principles of people management, goal setting, and belief systems. Collaborative learning and field experience utilized.

Course Objectives: The primary purpose of this course is to enhance knowledge of ways individuals function as leaders and to prepare participants to fulfill leader roles. Leadership abilities and human relations skills, like technical knowledge and skills, are essential to success in fulfilling career, social and civic responsibilities. Leaders must use a variety of core skills to activate, empower, and inspire other people.

Upon successful completion of this course, students will:

1. Recognize and utilize different leadership styles when working with individuals and groups;
2. Develop a personal leadership growth plan utilizing values, mission, vision and goals;
3. Effectively evaluate various leadership development activities being conducted by industry;
4. Effectively evaluate leadership activities of public officials, business managers, or administrators;
5. Effectively use the cognitive, oral, and written skills required of leaders;
6. Utilize appropriate oral and written responses to realistic situations;
7. Confidently make presentations and speak in front of groups;
8. Develop skills in team building.

Course Syllabus: Due to the organizational nature of the instructor, beyond this point, this syllabus is laid out in alphabetical order by topic. If, after reviewing the information presented here, you have questions about course access, assignments, policy etc. please do not hesitate to contact the instructor.

Academic Expectations: According to SRSU Undergraduate Academic Regulations, students must :

- A. be regular and punctual in attending classes;
- B. be well prepared for classes;
- C. submit required assignments in a timely manner;
- D. take exams when scheduled;
- E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
- F. make and keep appointments when necessary to meet with the instructor.

In addition to the above items, students are expected to meet the additional course and behavioral standards as defined in this syllabus.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or instructor;

turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Academic Writing: Unless specifically noted otherwise, all written work submitted must be in Microsoft WORD™, double-spaced, 12-point Times New Roman font, pages numbered, and have 1" margins on all sides. All work submitted should follow APA 7th edition guidelines for formatting and bibliographical citations. Peer review of written work is an excellent practice and highly encouraged prior to submission of written assignments. Feedback will focus on creative problem solving and conceptual development of ideas.

In this course, you may utilize AI language models, including ChatGPT, as a resource to support your writing assignments. AI language models are powerful tools developed to generate text based on the input provided. It can provide suggestions, offer alternative phrasing, and help brainstorm ideas for your written work. While the AI language models can help refine your writing, it is important to remember that it is an AI system and not a substitute for your critical thinking and creativity. If you choose to use this tool, apply it as a supplement to your writing process and do not rely solely on its suggestions. Ultimately, you are responsible for the content and quality of your written assignment. Therefore, you should critically evaluate ChatGPT outputs for accuracy, potential bias, and relevancy. When utilizing AI language models, it is essential to ensure that your writing remains original and properly attributed, including citing outputs or text generated by ChatGPT. Please see the [How to cite ChatGPT](#) in APA Style resource. I encourage you to use AI language models to enhance your writing skills, experiment with its capabilities, and learn from its suggestions. If you have any questions or concerns regarding using AI language models for writing assignments, please discuss them with me. By acknowledging and understanding the appropriate use of AI language models, you can effectively incorporate this tool into your writing process, harnessing its potential to improve your written work while maintaining academic integrity and originality.

Accommodations for Students: Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Mary Schwartz, LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartz@sulross.edu. The Accessibility Services office is located on the first floor of Ferguson Hall – room 112; mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Add /Drop Policy: This course will follow the University add/drop policy and timeline.

Assignment Policy: It is expected that assignments will be submitted on or before the specified due date. *Assignments may be submitted after the due date and will be assessed a percentage penalty; submitted within 7 days = 15%; submitted 8-14 days = 30%; submitted 15 days & beyond = 50%.* Incompletes will only be assigned under extreme circumstances.

Assistive/Service Animal Protocol: At Sul Ross State University policy, assistive animal and service animals are under differing rules. Assistance animals are not permitted in classroom/labs; service animals, as defined under the ADA, are permitted anywhere on campus. For additional clarification reference the [SRSU Assistance Animal/Service Animal policy](#).

Attendance: Class participants will be treated as mature individuals who have developed a sense of responsibility for their education. As such, class participants will be held accountable for all material covered in class, despite valid reasons for absence. Attendance will be recorded at each class session. In the case of emergency, students should contact the instructor as soon as possible after the emergency situation has been resolved. Documentation of a "university excused absence" will allow the student to make up missed work, but WILL NOT count towards earned attendance points.

Health-Related Absences: Please evaluate your own health status regularly and refrain from attending

class and other on-campus events if you are ill. Students who miss class due to illness will be given opportunities to access course materials online. In the event of contagious illness, please do not come to class or to campus to turn in work. Instead notify the instructor by email about your absence as soon as practical, so that accommodations can be made. Please note that documentation (a Doctor's note) for medical excuses is not required.

Classroom Climate and Respect: It is my intent, as course instructor, that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and beyond the course, and that the multiplicity students bring to this course be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of all students. Your suggestions about how to improve the value of this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

We support a learning environment where individual and cultural differences are appreciated, recognized, respected and understood. We shall hold each other accountable to demonstrate diligence in recognizing and respecting differing behaviors, perspectives and worldviews. In addition, in scheduling assignments, I have attempted to avoid conflicts with major religious/cultural holidays. If, however, I have inadvertently scheduled a major deadline that creates a conflict with your religious/cultural observances, please let me know as soon as possible so that we can make other arrangements.

Collaboration: University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

Copyright Notice for Course Materials: U.S. copyright laws protect this syllabus, course presentations, all Blackboard™ materials and any other course materials provided throughout this term. Students enrolled in the course may use materials for their own research and educational purposes within the Educational Fair Use policy of the U.S. Copyright Office. However, reproducing, selling or otherwise distributing these materials in any manner or medium without written permission of the copyright owner is expressly prohibited.

Electronic video and/or audio recording is not permitted during class/lab unless the student obtains written permission from the instructor. If permission is granted, any distribution of the recording is prohibited.

Course Communication: Communication is a two-way interaction. Students are encouraged to stop by my office during posted office hours to ask questions, check-in or simply say hello. I also encourage you to call (phone number listed on p. 1) or email (also listed on p. 1). During the work week, I will check email multiple times through the day and will commit to responding to your communication within 48 hours. I request the same commitment from you.



All course members will be participating in the *Connecting with Students for Success* initiative at SRSU with the purpose of engaging students for academic, individual and professional success. As a part of this initiative, each student will be required to meet with me at least once by no later than Friday, March 11. This meeting will be a portion of your grade for the Service Leadership Project. I will be reaching out to you during Week 3 to begin scheduling appointments.

Evaluation Components:

Attendance: **Attendance will be recorded for each class session. You must be present when the roll is taken in order to earn the points.** An attendance percentage will be used to determine points for less-than-perfect attendance.

Chapter Reading Quizzes: 12 Chapter quizzes will be administered through Blackboard. Quizzes will be based on reading assignments. **NO MAKE-UP WILL BE ALLOWED FOR MISSED QUIZZES.**

Leadership Definitions: Everyone thinks they understand leadership, but most have difficulty defining it; you are expected to submit five *published* definitions of leadership, appropriately cited, and you are to highlight the one with which you most agree. The template for the assignment is found in the Assignment folder on D2L. To be submitted through D2L. **Due Feb 1.**

Leadership Characteristics Paper: You are to compile a list of ten personal characteristics effective leaders should possess, based on the various assignments and activities completed during the course. **Each characteristic must be defined and cited by source.** Your paper should also contain a rating of yourself (use 10 as high and 1 as low) on each of the ten characteristics. Identify specific steps you will take to improve if you rate yourself a 4 or below. Should you rate yourself 5 or above explain why. Submit through Blackboard by Apr 16.

Leadership Presentation: Students will select a biography/autobiography based on a person they perceive as a leader. Book titles must be submitted (**Due 2/15, 25 pts**) After reading the book, students will prepare a 6-slide PowerPoint presentation and present a 5-7 minute extemporaneous speech highlighting the leadership characteristics of the individual upon whose life the book was based. **Due Apr 25.**

Service Leadership Project. Students are expected to complete a service leadership project assisting faculty members in charge of events for the SRSU Invitational CDE. A written plan for the project, including work to be done, individuals/groups to be served, and means of project evaluation is to be submitted for instructor approval prior to implementing the project. A final written evaluation and reflection of the project from each student should include the project plan, outcomes, evaluation and reasons for success or failure. Submit through Blackboard Plan due Feb 21; Reflection due Apr 30

Examinations: (midterm and final) Components of the examinations represent different types of test items including, but not limited to, defining, multiple choice, T/F, short answer, problem solving and essay. You will be given the opportunity to make some decisions on which test items to which you respond. Unless prior arrangements are made with the instructor, students will not be allowed to take exams at other than the specified date and time. (2 @ 125 points)

Evaluation Points		Evaluation Scale
Attendance	100 pts	1000-900 points = A (90.0%)
Chapter Reading Quizzes (12 @ 10 pts)	120 pts	899-800 points = B (80.0%)
Leadership Definitions	50 pts	799-700 points = C (70.0%)
Leader Characteristics Paper	100 pts	699-600 points = D (60.0%)
Leadership Presentation	150 pts	<600 points = F (<60.0%)
Service Leadership Project	200 pts	
Exams (2 @ 125 pts)	<u>125 pts</u>	
TOTAL	1000 pts	

Library Information: The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Marketable Skills: Students successfully completing the course will gain the following marketable skills, as defined in the SRSU Agriculture BS program:

3. Students demonstrate understanding of the implications of new information for both current and future problem-solving and decision-making;

4. Students use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions and approaches to problems;
5. Students identify complex problems and review related information to develop and evaluate options and implement solutions.

Plagiarism: Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

Shared Expectations:

I will expect you to:

- Complete all assignments thoroughly, in a timely manner.
- Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.
- Be honest and submit your own original work.
- Participate in class discussions and activities; this helps you as well as all of your classmates.
- Enjoy this class!

You can expect me to:

- Provide learning opportunities that advance your knowledge and development in agricultural education.
- Be available to answer questions and provide assistance related to the course.
- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
- Enjoy this class!

Student Demeanor: Sul Ross State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For additional information, reference the [SRSU Student Handbook](#).

Students are full partners in fostering a classroom environment conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, students are prohibited from engaging in any form of behavior that detracts from the learning experience of fellow students. Inappropriate behavior will result in a request for the offending student to leave class. Opposing perspectives are welcomed and encouraged. Nevertheless, class participants are expected to treat one another with the respect and dignity to which all community members are entitled. Nothing less than such democratic behavior will be acceptable. All SRSU community members will demonstrate diligence in understanding how peoples' perspectives, behaviors, and worldviews enhance us all as individuals and as a community.

Hands-on participation is essential for successful completion of this course; therefore, each class member must come prepared, both physically and mentally, to take part in each class activity. Other specific classroom rules will be discussed as appropriate.

General Rules for Classroom:

1. No food will be allowed in the classroom.
2. You may bring a drink with an appropriate lid to class. This privilege WILL be suspended if abused.
3. Professionalism, including professional dress when presenting, is expected.
4. Cell phones, tablets, laptops and other devices used for class involvement are encouraged.

Student Learning Outcomes (SACSCOC)

1. Students will demonstrate basic skills of analyzing and interpreting research-based information;
2. Students will apply critical thinking skills.
3. Students will demonstrate the ability to communicate through written, spoken and graphic media.

Student Records: All records related to this course are confidential and will not be shared with anyone, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the instructor. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release.

Student Wellness: SRSU strives to create a culture of support and recognizes that your mental health and wellness are equally as important as your physical health. We want you to know it is OK if you experience difficulty, and there are several resources on campus to help you succeed emotionally, personally, and academically. Please know that if you choose to confide in me, I am required by the university to report to the Title IX Coordinator, as SRSU and I want to ensure you are connected with all the support the university can offer. You are not required to respond to outreach from the university if you do not want to do so. You can also make a report yourself, including an anonymous report, through the [SRSU Title IX Report Form](#).

TEA AFNR Educator Standards applicable in this course:

Standard I: The AFNR teacher understands the scope of agriculture and the foundations of agricultural education and applies the process of scientific discovery to the various disciplines of agriculture;

Standard II: The AFNR teacher promotes student development through effective use of career pathways, supervised agricultural experiences, leadership development and student organizations;

Standard VII: The AFNR teacher has a basic understanding of emerging technologies and understands the use of information technologies in the AFNR industries;

Standard IX: The AFNR teacher knows how to organize and manage an effective agriculture, food and natural resources program and how to work with school, community and industry representatives to support the program.

AGED 2313 Planned Course Schedule

Wk	Date	Topic(s)
1	1/18	Organizational Leadership (Northouse Ch. 1)
2	1/23	Review Syllabus, Assignments, & Expectations
	1/25	Recognizing Your Traits (Northouse Ch. 2)
3	1/30	Choosing Values, Setting Goals, Developing a Mission
	2/1	Understanding Styles (Northouse Ch. 3) Leadership Definitions Assignment due
4	2/6	Planning for Service Leadership
	2/8	Tasks and Relationships (Northouse Ch. 4)
5	2/13	Personality, Temperament & Leadership
	2/15	Leadership Skills (Northouse Ch. 5) Book Title due
6	2/20	Putting Real Colors to work
	2/22	Engaging Strengths (Northouse Ch. 6) Service Leadership Plan Due
7	2/27	<i>Service Leadership Comp Time</i>
	2/29	Creating A Vision (Northouse Ch. 7)
8	3/5	Midterm Review
	3/7	Midterm Exam
	3/12	SRSU Spring Break
	3/14	
9	3/19	Establishing a Climate (Northouse Ch. 8)
	3/21	Leadership within Teams
10	3/26	Diversity & Inclusion (Northouse Ch. 9)
	3/28	Applying Diversity, Equity & Inclusion
11	4/2	Listening to Out-Groups (Northouse Ch. 10)
	4/4	SRSU Invitational CDE
12	4/9	Managing Conflict (Northouse Ch. 11)
	4/11	Real Leadership – Mitigating Conflict
13	4/16	Ethics in Leadership (Northouse Ch. 12) Leader Characteristics Paper due
	4/18	Real Leadership: How the Colors Lead Service Leadership Reflection
14	4/23	Overcoming Obstacles (Northouse Ch. 13)
	4/25	Media-enhanced extemporaneous speech presentations
15	4/30	Destructive Leadership (Northouse Ch 14) Service Leadership Reflection Due
	5/2	Final Exam Review
	5/?	Final Exam