

Agricultural Leadership, Education & Communications 301
Topics in Agricultural Leadership & Education
Fall 2006

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*Office Hours: Tuesdays 2-3 p.m.
Thursdays 10:00-11:30 am
or by apt. (call 862-3001)*

Teaching Assistants:

Graduate:

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“While scholars may disagree on the origins of leadership, there’s a strong consensus that leaders must be interpersonally competent. You must be able to listen, take advice, lose arguments, and follow, and you must be able to develop the trust and respect of others; otherwise, you can’t lead.”

Kouzes, J. & Posner, B. 1995. The Leadership Challenge. p. 337

NATURE OF THE COURSE: This course is intended for students with interests in the broad fields of leadership and education in agriculture. Students will gain insights into their personal leadership strengths, personality, motivations, ethics, and values. Through self-assessment and reflection, students will be able to plan a course for development as a leader.

COURSE OBJECTIVES:

Students will:

1. Become more aware of, apply, and reflect upon personal leadership capacities through self-assessments and experiential learning activities.
2. Synthesize course material in developing a personal leadership philosophy.
3. Identify and develop their personal powers through a personal growth project.
4. Create a personal leadership vision that reflects their personal values.

REQUIRED COURSE MATERIALS:

- **Course Packet** from Notes-n-Quotes on University Avenue.
- **Now, Discover Your Strengths**; Buckingham, M. & Clifton, D. (only NEW versions)

BRING YOUR COURSE PACKET (notes, handouts, and class readings) **TO CLASS EVERY DAY!** Additional materials may be posted on WebCT at <http://elearning.tamu.edu>. Your NEO ID and PASSWORD are used to logon to WebCT.

COURSE EXPECTATIONS: This is an interactive class to help you gain a deeper understanding of personal leadership development. Our commitment to you is to make the time together meaningful by creating significant learning experiences. Our **expectation of you is to attend every class** and actively engage yourself in the course content, class discussions, and learning community activities. Attendance will be taken.

“Aggie Honor Code: An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information, please visit: www.tamu.edu/aggiehonor/.

GRADING POLICY

Your final letter grade for the course will be based on the number of points earned through a variety of learning experiences. You can find better descriptions of these assignments in your course packet.

- I. **EXAMS:** Two exams will be given to test students' knowledge about course material covered. Exams may be multiple choice, short answer and essay questions. Students are expected to complete their own work; dishonest participation will be handled according to university regulations. Students will need a full-sized blue Scantron for each exam.
- II. **StrengthsFinder:** You will need the book Now, Discover Your Strengths to take this assessment. You will need to print 2 copies of your results and bring to class on the due date.
- III. **Emotional Intelligence Literature Learning Log:** You will read a book and document your connection with the book from an emotional intelligence perspective. This will be 5 pages minimum, typed, 12 pt. font, Times New Roman, and double-spaced.
- IV. **Personal Growth Project:** You will participate in a self-discovery project this semester. This may include reading a new book, learning a new craft or hobby, or even participating in an exercise program for the first time. It will be something new that you have not tried before.
- V. **Personal Leadership Vision:** A good leader has a vision for their life based on their values. With this assignment, you will articulate your personal vision.
- VI. **Personal Leadership Philosophy:** As you go through this class, you should start to develop your own core beliefs about leadership. In this assignment, you will discuss these beliefs and how ALEC 301 has shaped these beliefs.
- VII. **Attendance:** Attendance may be taken in many forms. You must be in class on time and participate in class in order to get your points for attendance.

Learning Experiences	Possible Points
Exams - 2 @ 100 points each	200
Strengths Finder Assessment	50
Emotional Intelligence Literature Learning Log	100
Personal Growth Project	150
Personal Leadership Vision	100
Personal Leadership Philosophy	100
Attendance	200
Total Points	900

Assigned Grade	Point Range
A	810-900
B	720-809
C	630-719
D	540-629
F	<539

Explanation of assignments (written or verbal) will be made in class. Grammar, spelling, syntax, and readability will be considered in grading. Assignments are due at the BEGINNING of the class on the due date. If you turn an assignment in after the due date, it will be deducted 50% of the points before being graded.

The “make up” policy follows university regulations. Class assignments and exams may be made up only if the absence was “university excused.” See the *Student Policy and Procedures Manual* for descriptions of excused absences. <http://student-rules.tamu.edu/part1.htm>.

ALEC 301 COURSE CALENDAR & TOPICS

Day	Date	Course Topics	Assignment DUE Dates
Tues.	8/29	Introduction, course overview	
Thurs.	8/31	Assemble Learning Communities/Discuss Personal Growth Projects	
Tues.	9/5	Image of a Leader	Bring picture of a leader!
Thurs.	9/7	Emotional Intelligence	
Tues.	9/12	Power of EQ	
Thurs.	9/14	Personal Growth Project Feedback	Personal Growth Project Preparation Reflection Meet w/instructor by apt.
Tues.	9/19	Personality Types	
Thurs.	9/21	Personality Types (cont'd)	
Tues.	9/26	Strengths Philosophy	Strengths Finder! Read Chpt.1-2 in <i>Now Discover....</i>
Thurs.	9/28	Strengths Philosophy	Read Chpt. 4-5 in <i>Now Discover....</i>
Tues.	10/3	Strengths Philosophy	EQ Learning Log
Thurs.	10/5	Exam 1	Topics on Exam 1: Image, Emotional Intelligence, Personality Types, Strengths
Tues.	10/10	Values and Integrity: The Core of Leadership	
Thurs.	10/12	Values Collage	Bring your favorite magazines!
Tues.	10/17	Ethics: Building your ethical muscle	
Thurs.	10/19	Personal Vision	
Tues.	10/24	Leaders in the Spotlight-Giuliani	
Thurs.	10/26	Leaders in the Spotlight	Personal Vision
Tues.	10/31	Who Modeled the Way for you?	Questionnaire about leader
Thurs.	11/2	Creativity in Leaders	
Tues.	11/7	Creativity (cont'd)	
Thurs.	11/9	Share Personal Growth Projects	Personal Growth Project
Tues.	11/14	Conflict Management	
Thurs.	11/16	Spiritual Side of Leadership Discuss Personal Leadership Philosophy	
Tues.	11/21	No class!	
Thurs.	11/23	No class!	Thanksgiving Holiday!
Tues.	11/28	Achieving Balance as a Leader	
Thurs.	11/30	Turn in Personal Leadership Philosophy/Review for Exam 2	Personal Leadership Philosophy
Tues.	12/5	Exam 2	Topics on Exam 2: Values, Ethics, Personal Vision, Giuliani, Other Leaders, Creativity, Conflict Management, Spiritual Side of Leadership, Achieving Balance
		There is no Final Exam in ALEC 301!	

Provisions for Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 of Cain Hall. The phone number is 845-1637.

Extra Credit Opportunities- Completion of extra credit opportunities up to 45 points can be earned toward your semester grade in this course. All extra credit opportunities should be discussed with the instructor or teaching assistant prior to completing them in order to get full credit. Below are some examples of extra credit opportunities, but you are not limited to these:

1. Interview a leader about their leadership philosophy and about what ethical dilemmas they have faced as a leader (2-3 page summary) -10 pts.
2. Participate in a service-learning activity. This may be volunteering at the Brazos Food Bank, Twin City Missions, Habitat for Humanity, etc. Write a reflection paper describing this experience and the lessons about leadership and/or service you learned. (2-3 page reflective paper, at least 2 hours of volunteering is needed to get a perspective). -10 pts.
3. Find someone you would consider DIFFERENT than you. Define how this person is different than you, i.e. urban vs. rural childhood, generational differences, different religious background. Ask them about their views of leadership and what they think leaders need to be effective. (2-3 page summary paper)- 10 pts.
4. Read a biography of a leader. Write a paper explaining what you liked and didn't like about this leader's traits and actions. (2-3 page summary)- 10 pts.
5. Write your epitaph. -5 pts.