IDS2935

Course Syllabus

📞 Contact Information

Instructor	Dr. Anita Anantharam (Dr. A)
Email	**aanita@ufl.edu (mailto:aanita@ufl.edu)**
Office Hours	Wednesdays 10-11 am or by appointment (set up via email)
Teaching Assistants	Macodou Fall: **macodou.fall@ufl.edu (mailto:macodou.fall@ufl.edu)** Yekatit Tsehayu: **yg.tsehayu@ufl.edu (mailto:yg.tsehayu@ufl.edu)** Rajani Maharjan: **maharjanrajani@ufl.edu (mailto:maharjanrajani@ufl.edu)**

For questions about course content, your grade, or other personal issues, use the Canvas mail tool. Expect a response within 24-48 hours, <u>excluding weekends and holidays</u>.

📇 Course Information

This is a fully online Quest 2 course in Social & Behavioral Sciences with asynchronous lectures and synchronous discussion sections.

Credit Hours: 3

Writing Requirement (WR): 2000 words

This course accomplishes the **Quest** (https://catalog.ufl.edu/UGRD/academic-programs/general-education/#ufquesttext) and **General Education** (https://catalog.ufl.edu/UGRD/academic-programs/general-education/#objectivesandoutcomestext) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

To see how assessments align with learning objectives for this course, please see the **Student Course Map** (https://ufl.instructure.com/courses/526381/files/93368242?wrap=1) ↓ (https://ufl.instructure.com/courses/526381/files/93368242/download?download_frd=1) .

🍎 Course Description

Pressing question(s): Is it possible to lead without compromising your values? Is an authentic leadership style that emphasizes cardinal virtues (prudence, temperance, justice, fortitude, etc.) profitable for business, or is it better suited for social justice movements and non-profit contexts? How can we discern which leadership style has worked best for what contexts – and why is authentic leadership important now? This course asks these questions in both theoretical and practical terms. It asks how different people in different historical and social contexts have led organizations and movements and explores the influence of religion and spirituality on their leadership strategies, styles, and effectiveness in achieving their goals.

📘 Course Requirements

Required Textbook

All required readings will be available on our course Canvas site or online.

I recommend the **Chicago Manual of Style (https://www.chicagomanualofstyle.org/home.html)** as a guide for writing format and style. However, you may use a different style guide as long as you **check with your TA first** to confirm your style and maintain your chosen style on all your assignments.

Prerequisites

There are no prerequisites for this course.

Minimum Technology Requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to their degree program. Most computers are capable of meeting the following general requirements. Your computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the internet and related equipment (cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations that you should review before starting their program.

Minimum Technical Skills

To complete your tasks in this course, you will need a basic understanding of:

- Operating a computer and using word processing software
- Using the learning management system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Using web conferencing tools and software

Minimum Digital Literacy Skills

Furthermore, you should be able to:

- Use online libraries and databases to locate and gather appropriate information. The UF library's catalog, **UF Library Primo** ⬀ **(https://ufl-flvc.primo.exlibrisgroup.com/discovery/search?vid=01FALSC_UFL:UFL)**, can be used to locate items.
- Use computer networks to locate and store files or data
- Use online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters
- Analyze digital information for credibility, currency, and bias (e.g., disinformation, misinformation)
- Properly cite information sources

Materials/Supply Fees

There is no supply fee for this course.

Zoom

Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at the **University of Florida's Zoom** ↪ **(https://ufl.zoom.us/)** website.

🤝 Course Policies

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found on **UF's Attendance Policies** ↪ **(http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)** website.

As this is an online class, you are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.

📇 Grading Policy

I will make every effort to have each assignment graded and posted within one week of the due date.

Detailed rubrics are provided for all graded work except annotated readings in Perusall. Please refer to the rubrics and any comments from the instructor team for your grading feedback.

Annotated readings in Perusall are graded through Perusall's algorithm, which assigns scores based on annotation quality. For more information about Perusall, please see the **Perusall Student Instructions (https://ufl.instructure.com/courses/526381/modules/items/11598122)** page.

Description of Graded Work

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Assignment	Description	Requirements	Final Grade
Reflection Essay #1 *Leadership Audit Essay*	Self-reflection essay: personal audit. Fill out the **SMART** Goals worksheet. **S**pecific (simple, sensible, significant). **M**easurable (meaningful, motivating). **A**chievable (agreed, attainable). **R**elevant (reasonable, realistic and resourced, results-based). **T**ime bound (time-based, time limited, time/cost limited, timely, time-sensitive). Use the SMART goals worksheet as a guide to answers these questions. How well do you know yourself? What is your mission statement for your own life? What are areas of personal or professional growth: Spiritual? Financial? Educational? Family? Etc. **Please Note: 2% of the 10% grade will be based on completing the SMART Goals Worksheet.**	500-750 words (WR)	10%
Analytical Essay #2 *Leadership Style Analysis Essay*	Analysis of one of the leadership styles discussed in the first 6 modules and how that leadership style helps advance your mission/vision that you wrote about in reflection essay #1. You must pay attention to the resources, impact, practices, and ideology in your leadership analysis and how they connect to your self-audit.	1000 words (WR)	20%
Annotated Readings in Perusall	There will be 5 annotated readings spread across the modules but only 4 will count towards your grade. I will provide some guiding questions to test your reading comprehension and to help you annotate the reading via Perusall.		20%

Professional Development Activity	This is an assignment that provides an experiential learning opportunity. **You can fulfill it in one of two ways – either option (a) or option (b) below:** a) Interview someone who you consider to be a leader and someone who you believe embodies one of the leadership qualities you align most with. You must transcribe the essay and submit it. (There are a number of free transcription programs and apps, including Google Keyboard and Transcribe.) **OR** b) Attend a public event (lecture, meeting, etc.) where someone who is in a leadership role is talking about their mission/vision. Regardless of which option you choose, you must write a (1000 word) summary report paper on how what you learned, how this experience relates to your chosen leadership style, and how you plan to incorporate their advice into your own professional development.	1000 words (WR)	20%
Canvas Discussions	Answer 4 discussion prompts relating to course readings and your own leadership experience. Each discussion prompt is approximately 250-300 words. Questions will be drawn from pressing issues we face today but will ask you to situate your response with context from the readings (e.g., What is the role of empathic leadership in AI/Machine Learning environments? Why would mindfulness matter in writing a corporate press release during adversarial times?)	1250-1500 words (WR)	20%
Final Reflection Essay	Return to the SMART Goals worksheet that you filled out at the beginning of the class and come back to it at the end of the class. What did you learn? Has anything shifted? Reflect on your	500-750 words (WR)	10%

SMART Goals growth and knowledge acquired about yourself
Reflection and your leadership style.
Essay

Grading Scale

Percent	Grade	Grade Points
100-94%	A	4.00
93-90%	A-	3.67
89-87%	B+	3.33
86-84%	B	3.00
83-80%	B-	2.67
79-77%	C+	2.33
76-74%	C	2.00
73-70%	C-	1.67
69-67%	D+	1.33
66-64%	D	1.00
63-60%	D-	0.67
<60%	E	0.00

See the **current UF grading policies** ⬀
(https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx) for more information.

Writing Assessment Rubric and Statements

Note: There are specific rubrics provided for all writing assignments that are tailored to the requirements for that assignment. This is a generalized rubric.

	Satisfactory	Unsatisfactory

Content	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
Organization and Coherence	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
Argument and Support	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
Style	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
Mechanics	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling,	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's

punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	credibility.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of your written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, you must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

◎ Course Objectives

At the end of this course, you will be expected to have achieved the **Quest** ⤷ **(https://catalog.ufl.edu/UGRD/academic-programs/general-education/#ufquesttext)** and **General Education** ⤷ **(http://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/slos-and-performance-indicators/student-learning-outcomes/)** learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s)*.

- Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes. **(Quest 2, S)**
- Identify and analyze core themes, questions, theoretical frameworks, and methods used in the social scientific study of leadership. (**Quest 2, S**). **Assessments**: short essays, discussion posts.
- Analyze the interactions between leadership and social/political/religious values, including different theories about the ways leadership styles reflect these vales and vice-versa (**Quest 2, S**). **Assessments**: short essays, annotated readings, discussion posts.
- Identify, describe, and explain the ways that spiritual/mindful/nonviolent leadership styles have emerged in response to various social problems, utilizing a variety of methodologies

and theoretical frameworks from business/ social sciences (**Quest 2, S**). **Assessments**: short essays, annotated readings, discussion posts, final reflection paper using SMART goals.

- Identify various leadership styles and how religion and spirituality have informed these strategies. **Assessments**: short essays, discussion posts.

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions. **(Quest2, S)**
- Expose students to the variety of quantitative and qualitative methods used to analyze leadership styles and religion's role in them (**Quest 2, S**). **Assessments**: short essays, discussion posts, annotated readings.
- Analyze critically the ways that leadership values emerge, their strategies and outcomes, and the relations between individuals and social collectives (**Quest 2, S**). **Assessments**: short essays, discussion posts, annotated readings.
- Analyze and evaluate both primary and secondary texts about religion and leadership theory, using established methods and practices appropriate to the Social and Behavioral Sciences (**Quest 2, S**). **Assessments**: short essays, Professional Development Activity, final reflection paper using SMART goals.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- Communicate knowledge, thoughts, and reasoning clearly and effectively. **(Quest2, S)**
- Develop and present in writing the analysis of qualitative and quantitative materials to draw reasonable conclusions based on their analysis on a specific problems (**Quest 2, S**). **Assessments**: short essays, Professional Development Activity, discussion posts.
- Present their analyses to the instructor and fellow students using appropriate text, data, and images (**Quest 2, S**). **Assessments**: Professional Development Activity, final reflection paper using SMART goals.

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- Reflect on the ways that knowledge of leadership theory and organizational behavior helps

students understand their own role as citizens and future workforce participants and the links between their work at UF and the larger public sphere (**Quest 2**). **Assessments**: reflection short essay 1, Professional Development Activity, final reflection paper using SMART goals.

🧭 Quest Learning Experiences

1. Details of Experiential Learning Component

The course will include several experiential learning components:

Required for Professional Development Activity:

- An off-campus experience that can be **either an interview with a leader, OR attendance at an event a leader has organized and is presenting.** This event/interview will ideally be local and visited/interviewed in-person, if health safeguards permit, but if that is not possible, interviews can be on Zoom or phone, and events can be attended virtually.

Recommended Experiences for Final Reflection Paper and/or Short Analytical Essay:

- A class visit (or audio/video recording) from a leader who embodies "authentic" leadership values (You can use this guest lecture to reflect on your own growth and/or use ideas presented to write your analytical paper)
- Attendance at off-campus events organized by local groups (i.e. Chamber of Commerce, or Innovation Hub, or Engineering Leadership Institute) focused on building leadership, empowerment, and creating community, as health safeguards permit (You can use this event to reflect on your own growth and/or use ideas presented to write your analytical paper)

2. Details of Self-Reflection Component

You will write a final reflection statement in which you analyze your experiences researching leadership values, working with others, and participating in experiential learning through your attendance at events and/or interviews with business/organizational leaders. You will also be reflecting on your own professional growth as you engage with course readings and activities. **(WR component)**

⚖️ UF Policies

University Policy on Accommodating Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the **Disability Resource Center** ⤷ **(https://disability.ufl.edu/)** (352-392-8565). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

University Policy on Academic Conduct

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code." On all work submitted for credit by students 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." The **Student Honor Code and Student Conduct Code** ⤷ **(https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)** specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Plagiarism

The **Student Honor Code and Student Conduct Code** ⤷ **(https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)** states that:

"A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- Submitting materials from any source without proper attribution.

- Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author."

💬 Netiquette and Communication Courtesy

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security	General Guidelines	Email	Discussion Boards	Zoom

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

When communicating online:

- Treat the instructor with respect, even via email or in any other online communication.
- Always use your professors' proper title: Dr. or Prof., or if you are unsure use Mr. or Ms.
- Unless specifically invited, don't refer to a professor by their first name.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 12 or 14 point font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) .
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be construed as being offensive.

- Be careful with personal information (both yours and others).
- Do not send confidential information via email.

When you send an email to your instructor, teaching assistant, or classmates:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "Reply All."
- Be sure that the message author intended for the information to be passed along before you click the "Forward" button.

When posting on the discussion board in your online class:

- Check to see if anyone already asked your question and received a reply before posting to the discussion board.
- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond, summarize all posts for the benefit of the class.
- When posting:
  - Make posts that are on-topic and within the scope of the course material.
  - Be sure to read all messages in a thread before replying.
  - Be as brief as possible while still making a thorough comment.
  - Don't repeat someone else's post without adding something of your own to it.
  - Take your posts seriously. Review and edit your posts before sending.
  - Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.

- If you refer to something that was said in an earlier post, quote a few key lines so readers do not have to go back and figure out which post you are referring to.
- Always give proper credit when referencing or quoting another source.
- If you reply to a classmate's question make sure your answer is correct, don't guess.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Do not write anything sarcastic or angry, it always backfires.
- Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

When attending a Zoom class or meeting:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings.
- Make sure the background is not distracting or something you would not want your classmates to see.
  - When in doubt use a virtual background. If you choose to use one, you should test the background out first to make sure your device can support it.
  - Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

💬 Getting Help

Technical Difficulties

For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at:

- **http://helpdesk.ufl.edu** ⬈ **(http://helpdesk.ufl.edu)**
- 352-392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Health and Wellness

- **U Matter, We Care**: If you or someone you know is in distress, please email umatter@ufl.edu, call 352-392-1575, or visit **U Matter We Care** ⬈ **(http://umatter.ufl.edu/)** to refer or report a concern, and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit the **UF Counseling & Wellness Center** ⬈ **(http://counseling.ufl.edu/)** website or call 352-392-1575 for information on crisis services and 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 **UF Student Health Care Center** ⬈ **(http://shcc.ufl.edu)** website.
- **University Police Department**: Visit the **UF Police Department** ⬈ **(http://police.ufl.edu/)** website or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111, or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the **UF Health Shands Emergency Room/Trauma Center** ⬈ **(http://ufhealth.org/emergency-room-trauma-center)** website.

🎧 Academic and Student Support

- **Career Connections Center:** For career assistance and counseling services, visit the **UF Career Connections Center** ⤷ **(http://career.ufl.edu/)** website or call 352-392-1601.
- **Library Support:** For various ways to receive assistance concerning using the libraries or finding resources, visit the **UF George A. Smathers Libraries Ask-A-Librarian** ⤷ **(https://uflib.ufl.edu/find/ask/)** website.
- **Teaching Center:** For general study skills and tutoring, visit the **UF Teaching Center** ⤷ **(http://teachingcenter.ufl.edu/)** website or call 352-392-2010.
- **Writing Studio:** The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at **the University Writing Program Writing Studio** ⤷ **(http://writing.ufl.edu/writing-studio/)** or at 2215 Turlington Hall for one-on-one consultations and workshops.

🖥 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 on the GatorEvals **Providing Constructive Feedback** ⤷ **(https://gatorevals.aa.ufl.edu/students/)** FAQ page. You will be notified when the evaluation period opens and can complete evaluations through the email you receive from GatorEvals, in your Canvas course menu under GatorEvals, or via the **GatorEvals** ⤷ **(https://ufl.bluera.com/ufl/)** website. Summaries of course evaluation results are available to students at the **GatorEvals Public Results** ⤷ **(https://gatorevals.aa.ufl.edu/public-results)** page. More information about UF's course evaluation system can be found at the **GatorEvals Faculty Evaluations** ⤷ **(https://gatorevals.aa.ufl.edu/)** website.

📑 Tips for Success

Taking a course online can be a lot of fun! Here are some tips that will help you get the most of this course while taking full advantage of the online format:

- Schedule "class times" for yourself. It is important to do the coursework on time each week. You will receive a reduction in points for work that is turned in late!

- Read ALL of the material contained on this site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.

- Print out the Course Summary located in the Course Syllabus and check things off as you go.

- Take full advantage of the online discussion boards. Ask for help or clarification of the material if you need it.

- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.

- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you'll need time to troubleshoot the problem.

- To be extra safe, back up your work to an external hard drive, thumb drive, or through a cloud service.

📑 Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

- Adobe
  - **Adobe Privacy Policy** ▷ **(https://www.adobe.com/privacy/policy.html)**
  - **Adobe Accessibility** ▷ **(https://www.adobe.com/accessibility.html)**
- Instructure (Canvas)
  - **Instructure Privacy Policy (https://www.instructure.com/policies/privacy)**
  - **Instructure Accessibility (https://www.instructure.com/canvas/accessibility)**
- Microsoft
  - **Microsoft Privacy Policy** ▷ **(https://privacy.microsoft.com/en-us/privacystatement)**
  - **Microsoft Accessibility** ▷ **(https://www.microsoft.com/en-us/accessibility/office?activetab=pivot_1%3aprimaryr2)**
- Perusall
  - **Perusall Privacy Policy** ▷ **(https://app.perusall.com/legal/privacy)**
  - **Perusall Accessibility** ▷ **(https://support.perusall.com/hc/en-us/articles/360033993894)**
- Sonic Foundry (Mediasite Streaming Video Player)
  - **Sonic Foundry Privacy Policy** ▷ **(https://sonicfoundry.com/privacy-policy/)**

Wed Jan 15, 2025	📅 **Dr. A's Spring 2025 Office hours** [(https://ufl.instructure.com/calendar?event_id=3440964&include_contexts=course_526381)](https://ufl.instructure.com/calendar?event_id=3440964&include_contexts=course_526381)	10am to 11am
Fri Jan 17, 2025	📝 **Making the most of learning with Perusall** [(https://ufl.instructure.com/courses/526381/assignments/6401361)](https://ufl.instructure.com/courses/526381/assignments/6401361)	due by 11:59pm
	🚀 **Course Orientation Quiz** [(https://ufl.instructure.com/courses/526381/assignments/6401350)](https://ufl.instructure.com/courses/526381/assignments/6401350)	due by 11:59pm
Sun Jan 19, 2025	📝 **SMART Goals Worksheet** [(https://ufl.instructure.com/courses/526381/assignments/6401366)](https://ufl.instructure.com/courses/526381/assignments/6401366)	due by 11:59pm
Wed Jan 22, 2025	📅 **Dr. A's Spring 2025 Office hours** [(https://ufl.instructure.com/calendar?event_id=3440965&include_contexts=course_526381)](https://ufl.instructure.com/calendar?event_id=3440965&include_contexts=course_526381)	10am to 11am
Sun Jan 26, 2025	📝 **Leadership Audit Draft** [(https://ufl.instructure.com/courses/526381/assignments/6401357)](https://ufl.instructure.com/courses/526381/assignments/6401357)	due by 11:59pm
Wed Jan 29, 2025	📅 **Dr. A's Spring 2025 Office hours** [(https://ufl.instructure.com/calendar?event_id=3440966&include_contexts=course_526381)](https://ufl.instructure.com/calendar?event_id=3440966&include_contexts=course_526381)	10am to 11am
Sun Feb 2, 2025	📝 **Leadership Audit Essay** [(https://ufl.instructure.com/courses/526381/assignments/6401358)](https://ufl.instructure.com/courses/526381/assignments/6401358)	due by 11:59pm
Wed Feb 5, 2025	📅 **Dr. A's Spring 2025 Office hours** [(https://ufl.instructure.com/calendar?event_id=3440967&include_contexts=course_526381)](https://ufl.instructure.com/calendar?event_id=3440967&include_contexts=course_526381)	10am to 11am

Thu Feb 6, 2025	🗨 **Discussion 1** [(https://ufl.instructure.com/courses/526381/assignments/6401355)](https://ufl.instructure.com/courses/526381/assignments/6401355)	due by 11:59pm
Wed Feb 12, 2025	📅 **Dr. A's Spring 2025 Office hours** [(https://ufl.instructure.com/calendar? event_id=3440968&include_contexts=course_526381)](https://ufl.instructure.com/calendar?event_id=3440968&include_contexts=course_526381)	10am to 11am
Sun Feb 16, 2025	📝 **The Gita of J. Robert Oppenheimer** [(https://ufl.instructure.com/courses/526381/assignments/6401367)](https://ufl.instructure.com/courses/526381/assignments/6401367)	due by 11:59pm
Wed Feb 19, 2025	📅 **Dr. A's Spring 2025 Office hours** [(https://ufl.instructure.com/calendar? event_id=3440969&include_contexts=course_526381)](https://ufl.instructure.com/calendar?event_id=3440969&include_contexts=course_526381)	10am to 11am
Thu Feb 20, 2025	🗨 **Discussion 2** [(https://ufl.instructure.com/courses/526381/assignments/6401354)](https://ufl.instructure.com/courses/526381/assignments/6401354)	due by 11:59pm
Wed Feb 26, 2025	📅 **Dr. A's Spring 2025 Office hours** [(https://ufl.instructure.com/calendar? event_id=3440970&include_contexts=course_526381)](https://ufl.instructure.com/calendar?event_id=3440970&include_contexts=course_526381)	10am to 11am
Sun Mar 2, 2025	📝 **Mahatma Gandhi: Nonviolent Power in Action** [(https://ufl.instructure.com/courses/526381/assignments/6401360)](https://ufl.instructure.com/courses/526381/assignments/6401360)	due by 11:59pm
Wed Mar 5, 2025	📅 **Dr. A's Spring 2025 Office hours** [(https://ufl.instructure.com/calendar? event_id=3440971&include_contexts=course_526381)](https://ufl.instructure.com/calendar?event_id=3440971&include_contexts=course_526381)	10am to 11am
Sun Mar 9, 2025	📝 **Leadership Style Analysis Essay** [(https://ufl.instructure.com/courses/526381/assignments/6401359)](https://ufl.instructure.com/courses/526381/assignments/6401359)	due by 11:59pm
	📅 **Dr. A's Spring 2025 Office hours**	10am to 11am

Wed Mar 12, 2025	[(https://ufl.instructure.com/calendar?event_id=3440972&include_contexts=course_526381)](https://ufl.instructure.com/calendar?event_id=3440972&include_contexts=course_526381)	
	🗨 **Discussion 3** [(https://ufl.instructure.com/courses/526381/assignments/6401353)](https://ufl.instructure.com/courses/526381/assignments/6401353)	due by 11:59pm
Sun Mar 23, 2025	✍ **Patriotism and Cosmopolitanism - Matha Nussbaum** [(https://ufl.instructure.com/courses/526381/assignments/6401362)](https://ufl.instructure.com/courses/526381/assignments/6401362)	due by 11:59pm
Wed Mar 26, 2025	🗓 **Dr. A's Spring 2025 Office hours** [(https://ufl.instructure.com/calendar?event_id=3440974&include_contexts=course_526381)](https://ufl.instructure.com/calendar?event_id=3440974&include_contexts=course_526381)	10am to 11am
Sun Mar 30, 2025	✍ **PepsiCo's Indra Nooyi, The Queen Of Pop, Shares Her Tips For Bringing Compassionate Leadership To Work** [(https://ufl.instructure.com/courses/526381/assignments/6401363)](https://ufl.instructure.com/courses/526381/assignments/6401363)	due by 11:59pm
Wed Apr 2, 2025	🗓 **Dr. A's Spring 2025 Office hours** [(https://ufl.instructure.com/calendar?event_id=3440975&include_contexts=course_526381)](https://ufl.instructure.com/calendar?event_id=3440975&include_contexts=course_526381)	10am to 11am
Thu Apr 3, 2025	🗨 **Discussion 4** [(https://ufl.instructure.com/courses/526381/assignments/6401352)](https://ufl.instructure.com/courses/526381/assignments/6401352)	due by 11:59pm
Wed Apr 9, 2025	🗓 **Dr. A's Spring 2025 Office hours** [(https://ufl.instructure.com/calendar?event_id=3440976&include_contexts=course_526381)](https://ufl.instructure.com/calendar?event_id=3440976&include_contexts=course_526381)	10am to 11am
Sun Apr 13, 2025	🚀 **Authentic Leadership OER Review & Survey (Optional)** [(https://ufl.instructure.com/courses/526381/assignments/6401349)](https://ufl.instructure.com/courses/526381/assignments/6401349)	due by 11:59pm
	✍ **Professional Development Activity**	due by 11:59pm

(https://ufl.instructure.com/courses/526381/assignments/6401364)

Wed Apr 16, 2025	🗓 **Dr. A's Spring 2025 Office hours (https://ufl.instructure.com/calendar? event_id=3440977&include_contexts=course_526381)**	10am to 11am
Sun Apr 20, 2025	📝 **Dare to Lead: Brave Work. Tough Conversations. Whole Hearts. (https://ufl.instructure.com/courses/526381/assignments/6401356)**	due by 11:59pm
Wed Apr 23, 2025	🗓 **Dr. A's Spring 2025 Office hours (https://ufl.instructure.com/calendar? event_id=3440978&include_contexts=course_526381)**	10am to 11am
Sun Apr 27, 2025	📝 **SMART Goals Reflection Essay (https://ufl.instructure.com/courses/526381/assignments/6401365)**	due by 11:59pm