UNIVERSITY OF ALBERTA

INT D 407 – Inspired to Lead: Time to Practice

COURSE SYLLABUS (Fall 2024)

Professor
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Office: 4-40E, Business Building

Course Content
This is an online course, with some asynchronous course content and a significant capstone project that will require your commitment to attend four synchronous seminars and scheduled time to meet with other students. All course content is delivered and available on Canvas.

Scheduled Engagement
In the first few weeks of the term, you will be asked to pick one of the following cohorts and commit to attending each of the scheduled online seminar dates/times. Project groups will be formed based on cohort rosters.
- Cohort A will be meeting from 5:00pm-6:20pm on Sept 18, Oct 9, Nov 6, Nov 27
- Cohort B will be meeting from 2:00pm-3:20pm on Sept 19, Oct 10, Nov 7, Nov 28
- Cohort C will be meeting from 10:00am-11:20am on Sept 20, Oct 11, Nov 8, Nov 29

The only other scheduled time that requires attendance is the 3rd and final lecture on Dec 5th from 5:00pm-6:20pm. The first two lectures will be online (and recorded) for students to join in real-time or view afterwards. The 3rd lecture will be conducted in a hybrid format, for students to attend in-person or join online at the scheduled time only.

Contact and Office Hours
Direct all course-related inquiries to **INTD407@ualberta.ca**. See Canvas for office hour availability from the instructional team.

Traditional Territorial Acknowledgement
The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

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Course Description

Students will engage with one another in project directed groups, putting to use the leadership skills, theory, and research they have enacted and participated in during their leadership education journey. Real world problems will be presented, analyzed, and addressed head-on, offering real-world experiences aimed to motivate students to continue their leadership journeys beyond their time at the University.

This course will serve as a capstone experience for students completing the Certificate in Interdisciplinary Leadership Studies.

Prerequisites

INT D 101, INT D 207 (or equivalent from list of CILS pre-approved courses), and INT D 307 (or equivalent from list of CILS pre-approved courses).

Learning Outcomes

At the end of this course, students should be able to:	How will this be measured?
● Gain experience with respect to your personal leadership development. ● Apply leadership knowledge, skills and tools to implement a leadership activity. ● Communicate effectively about your leadership journey and insights.	● Seminar Engagement ● Project Charter ● Performance Peer Reviews ● Presentation ● Paper

Required Text

No textbook required. A custom reading list will be developed by each student.

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Grading

Final grading in this course is done based on student achievement of the course learning outcomes. These outcomes are measured by the following assessments:

Assessment	Date of Evaluation	Weight
Seminar Engagement	After each seminar	20%
Project Charter	Sept 27	10%
Performance Peer Review 1	Oct 25	10%
Project Presentation - Group	Nov 27	20%
Project Paper - Individual	Dec 6	30%
Performance Peer Review 2	Dec 11	10%
Total		100%

Detailed Assessment Information

Seminar Engagement
This will be determined based on seminar attendance and contributions. Contributions range from preparing specific seminar deliverables, sharing thoughts relevant to the discussion, and participating in seminar activities. There are 4 seminars throughout the term. Engaging in each seminar is worth 5% towards your final grade.

Project Charter
A project charter will be required to outline your group's purpose, goals and how it will accomplish those goals. This is an important document to ensure everyone is on the same page, with agreed upon expectations of each other. The project charter will be due shortly after project topics have been selected and groups have formed. This is a group submission, and worth 10% towards your final grade.

Performance Peer Review
This will be assessed based on your ability to provide performance peer reviews that are motivational and constructive. This will occur at the midpoint of the term (after the 2nd seminar) as well as at the end of the term (after the project deliverables are submitted). The Performance Peer Review is NOT meant to reduce a student's mark for poor performance, it is purely an exercise in providing a performance review. If a student is not performing well (i.e., does not contribute to their group project), they may have their project marks reduced at the end of the term, at the discretion of the instructor.

Project
Students will explore a facet of leadership in a real-world setting. Students are expected to conduct the project in groups, with guidance and support from their professor and the instructional team. Project topics will be proposed by students and an opportunity to form teams will follow. Projects must be novel experiences for the students and generate new opportunities for leadership experiences and reflection to take place. In other words, projects can not be simply a current activity they are already engaged in. However, projects can be a new element that is introduced to an existing leadership activity.

Policies

Policy about course outlines can be found in the [Academic Regulations, Evaluation Procedures and Grading section](#) of the University Calendar.

University of Alberta Grading Policy
Grades reflect judgments of student achievement made by instructors and must correspond to the associated descriptor. These judgements are based on a combination of absolute achievement and relative performance in a class. Faculties may define acceptable grading practices in their disciplines. Such grading practices must align with the University of Alberta Assessment and Grading Policy and its procedures, which are available online at the [University of Alberta Policies and Procedures Online (UAPPOL)](#) website.

Course Grades Obtained by Undergraduate Students:

Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor	D+	1.3
	D	1.0
Failure	F or F4	0.0

Academic Integrity

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student *Academic Integrity Policy* and the *Student Conduct Policy* (on the University of Alberta Policies and Procedures Online (UAPPOL) website) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Statement of Expectations as it relates to the use of Artificial Intelligence (AI):
In this course, if you are using AI, you must clearly attribute and cite any AI-generated content in your work, including prompts and AI outputs as part of your academic record. Please refer to this resource for how to cite Generative AI.

IMPORTANT: Please note that AI use is strictly prohibited in assessments and assignments not approved by the instructor. Failure to abide by this guideline may be considered an act of cheating and a violation as outlined in the relevant sections of the University of Alberta Code of Student Behaviour.

Accommodations for Students

In accordance with the University of Alberta's Discrimination, Harassment, and Duty to Accommodate Policy, the University of Alberta provides reasonable accommodations to eligible students who encounter medical or non-medical restrictions to their ability to perform the daily activities necessary to pursue studies at a post-secondary level. Medical restrictions include physical and mental health conditions (i.e., physical and mental disability, or medical, protected grounds); and, non-medical restrictions include differential access or unfair treatment based on characteristics or perceived characteristics of an individual or group of individuals (i.e., non-medical protected grounds).

Any student who wishes to request accommodations needs to complete an application, and provide supporting documentation that explains and verifies the basis of the application. Accommodation is a shared responsibility between the University and the individual in need of accommodation, and is assessed on the unique circumstances of each individual.

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Class Schedule

Week	Date	Topic	Details
1	Sept 3-6	Module 1 (Project Launch)	1st Lecture (recorded) Sept 5 (2-3pm) followed by Office Hours (3-4pm)
2	Sept 9-13		Video Pitches due Sept 11 Project Preferences due Sept 13
3	Sept 16-20	Module 2 (What's the Impact?)	Groups Formed by Sep 16 1st Seminar Cohort A – Sep 18 from 5:00-6:20pm Cohort B – Sep 19 from 2:00-3:20pm Cohort C – Sep 20 from 10:00-11:20am
4	Sept 23-27		Project Charters due Sept 27
5	Sept 31-Oct 4		
6	Oct 7-11	Module 3 (Telling the Story)	2nd Seminar Cohort A – Oct 9 from 5:00-6:20pm Cohort B – Oct 10 from 2:00-3:20pm Cohort C – Oct 11 from 10:00-11:20am
7	Oct 15-18		2nd Lecture (recorded) Oct 17 (2-3pm)
8	Oct 21-25		Performance Peer Review 1 due Oct 25
9	Oct 28-Nov 1		
10	Nov 4-8		3rd Seminar Cohort A – Nov 6 from 5:00-6:20pm Cohort B – Nov 7 from 2:00-3:20pm Cohort C – Nov 8 from 10:00-11:20am
	Nov 12-15	Reading Week	

11	Nov 18-22		
12	Nov 25-29		4th Seminar Cohort A – Nov 27 from 5:00-6:20pm Cohort B – Nov 28 from 2:00-3:20pm Cohort C – Nov 29 from 10:00-11:20am Project presentation due Nov 26
13	Dec 2-6		3rd Lecture (hybrid) Dec 5 (5-6:20pm) Project paper due Dec 6 Performance Peer Review 2 due Dec 11