

Syllabus
Engineering Leadership
EGS 6039

Section (Class No.): GEN1 (26192)

Class Periods: Mondays, Periods 3-4, 9:35 – 11:30 a.m.

Location: WERT 370

Section (Class No.): GEN2 (26193)

Class Periods: Mondays, Periods 6-7, 12:50 – 2:45 p.m.

Location: WERT 370

Academic Term: Spring 2025

1. Instructor:

Bill McElroy, P.E., Associate Director and Instructional Professor, Gene Fraser Teaching Professor, Engineering Leadership Institute, University of Florida (UF) Herbert Wertheim College of Engineering (HWCoe)

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<https://ufl.zoom.us/j/6112768635> or office: 9:00 to 10:00 a.m. Tuesdays and Thursdays. Other one-on-one meetings or Zoom/phone conversations are available by appointment (use email to set up).
- e. Web site: [e-Learning @ UF](#)
- f. Grader: Hailee Belcher haileebelcher@ufl.edu
- g. Course communications: The preferred first step is to email the instructor, using the Canvas course management email tool, for general questions about aspects of the course.

- 2. Course Description:** *Engineering Leadership* introduces engineering students to the concepts, theory and practice of engineering leadership; effective written and oral communications and presentations; engineering leadership characteristics, individual differences and self-awareness; developing and building teams; managing change, conflicts, and crises; and understanding real-world ethics and core values. 3 credit hours.

3. Credit Hours: 3

Graduate students will not receive graduate credit for taking the undergraduate version of the class. They may enroll in the undergraduate section, but the credits will then not count toward the degree.

4. Course Pre-Requisites/Co-Requisites: none

- 5. Course Objectives:** The main goals for the course are summarized below. Students completing the course will be able to:

- enter *engineer-leader* roles in their professional careers, whether in the private, academic, public, or non-profit sectors
- identify, interpret and apply the foundations of leadership to their individual leadership framework, with linkages to vision, high ethical standards and professionalism
- develop their effective communications and presentation skills
- apply concepts to better manage collaborative team dynamics, drive change, and manage conflicts

Course completion is one of the prerequisites to obtain the Engineering Leadership Certificate offered by the HWCOE and issued by the UF graduate school.

<https://www.eng.ufl.edu/leadership/curriculum/certificates/>

6. Material and Supply Fees: none

7. Professional Component (ABET): Not applicable as course is not specific to a major under ABET purview.

8. Relation to Program Outcomes (ABET): Not applicable as course is not specific to a major under ABET purview.

9. Required Textbooks and Software: Please note that this course is participating in the UF All Access program. Login at <https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED> and Opt-In to gain access to your required course materials. UF All Access will provide you with your required materials digitally at a reduced price and the charges will post directly to your student account, allowing any available Financial Aid funds to cover the cost of your materials. This option will be available starting 1 week prior to the first day of classes and ending 3 weeks after the first day of class. For ISBN: UFALLACCESS

Alternatively, the text can be obtained through <https://www.wiley.com/en-us/Learning+Leadership%3A+The+Five+Fundamentals+of+Becoming+an+Exemplary+Leader+-p-9781119144281>:

- Title: Learning Leadership
- Authors: J.M. Kouzes and B.Z. Posner
- Publication Date and Edition: 2016
- ISBN numbers:
978-1-119-14428-1 (hardcover)
978-1-119-14429-8 (ePDF)
978-1-119-14430-4 (ePub)

All students are required to obtain the PitchVantage presentation training software. The instructor will provide instructions in this regard at the outset of class. The price for the software license will be \$35.

Graduate students will be required to purchase a case study online simulation package *Change Management Simulation: Power and Influence V3*, by Judge and Hill (7/25/18), available through Harvard Business School Publishing. The costs will be on the order of

\$16.25 per student. The instructor will provide more information about obtaining the package at an appropriate time during the semester. This will form the basis of a special graduate student assignment for the course towards the latter part of the semester.

In addition, there will be additional assigned readings and information related to each module. Reading materials are articles that are either available for free to UF students electronically through the University e-library system, or postings on the Canvas course website. The instructor will outline the additional assigned materials during the first class session.

10. Recommended Materials: Individual modules will also have additional recommended reading assignments and materials. These will also either be free articles available electronically through the University e-library system, or postings on the Canvas course website. The instructor will outline the additional materials during the first class session.

11. Course Schedule: The 3 credit-hour course will be delivered in a hybrid format with synchronous 2-hour periods held each week either on Monday mornings or Monday afternoons (depending on the class section). The format of the class sessions will consist of lecture overviews by the instructor, discussions or workshops facilitated by the instructor and supported by guest presenters, plus other class activities. Students will also work asynchronously to complete specific weekly actions to meet course content requirements through instructions provided the Canvas course management system.

Per UF guidelines, the course equates to 2.5 hours of equivalent weekly “contact periods” (50 minutes per period). The UF definition assumes that students may spend a minimum of 6 additional hours (2 hours per credit hour) outside of the weekly equivalent contact time in completing the course requirements.

The outline of main topics expected to be covered in each module, student learning objectives for each module, and key activities corresponding to each module are summarized below. The actual availability and due dates for assignments, activities, and quizzes are set in the Canvas course management system (see Syllabus page of Canvas course site). The weekly instructions in the Canvas course website track the summary table and provide additional details:

Units	Weeks (Dates) ¹ (Mon-Sun)	Expected Coverage and Discussion Topics (Module)	Student Learning Objectives for Unit	Key Activities ²
1 Foundations of Modern-Day Leadership (Modules 1-4)	1	course overview and initial leadership concepts (1)	- Identify and describe the course content and objectives - Describe and appraise the components of engineering leadership - Interpret and compare key common elements of effective leadership	Submittals (upcoming Sunday pm): - none Weekly class points activity (Monday) Review syllabus and complete syllabus quiz Obtain text Other: - review ILDP framework and identify experience - initiate ongoing weekly Assignment 1 (A1)
	2 no class session this week – Mon 1/20 is a holiday	trust; followership; leadership fundamentals and frameworks; leadership competencies (2)	- Describe and appraise the components of building trust and followership - Appraise and critique common leadership fundamentals frameworks, and competencies	Submittals (upcoming Sunday pm): - weekly A1 reading insights - PitchVantage Assignment 1 (PV1) Weekly class points activity (Monday class) Complete other assigned materials (see instructions) Other: - continue preparation of initial ILDP submittal - initiate Assignment 2 (A2) (individual)
	3	leadership theories (3)	- Identify and compare common leadership theories that have evolved over time - Compare and assess common leadership theory applications	Submittals (upcoming Sunday pm): - weekly A1 reading insights - Assignment 2 Weekly class points activity (Monday class) Complete other assigned materials (see instructions) Prepare for and complete Quiz 1 (available upcoming Sun-Mon) Other: - continue preparation of initial ILDP submittal

Units	Weeks (Dates) ¹ (Mon-Sun)	Expected Coverage and Discussion Topics (Module)	Student Learning Objectives for Unit	Key Activities ²
	4	more leadership concepts (4)	- Compare and assess key differences between management and leadership in organizations - Identify and compare key components of leadership and power - Define and evaluate common aspects of ethical leadership and ethical organizational cultures	Complete Quiz 1 (due Mon pm) Submittals (upcoming Sunday pm): - weekly A1 reading insights - initial ILDP - PV2 assignment Weekly class points activity (Monday class) Complete other assigned materials (see instructions) Other - continue work on ILDP
	5	persuasion and influence (5)	- Compare and assess the roles of and key differences between persuasion and influence in leadership - Evaluate and compare the key principles of persuasion	Submittals (upcoming Sunday pm): - weekly A1 reading insights Weekly class points activity (Monday class) Complete other assigned materials (see instructions) Other: - continue work on ILDP - initiate team A3
2 Individual Leadership Development (Modules 5-8)	6	persuasive communications (6)	- Understand and analyze concepts and principles used to develop persuasive written documents and presentations - Apply and create persuasive written documents and presentations	Submittals (upcoming Sunday pm): - weekly A1 reading insights - A3 Weekly class points activity (Monday class) Prepare for and complete Quiz 2 (available upcoming Sun-Mon) Complete other assigned materials (see instructions) Other: - continue work on ILDP
	7	conflict resolution; difficult conversations (7)	Understand and interpret individual tendencies in conflict situations	Complete Quiz 2 (due Mon pm)

Units	Weeks (Dates) ¹ (Mon-Sun)	Expected Coverage and Discussion Topics (Module)	Student Learning Objectives for Unit	Key Activities ²
			- Compare and apply key concepts about conflict management approaches to improve individual and team communications and interactions - Summarize the concept of credibility and identify its foundations - Summarize and apply the concept of the standard of care in engineering	Submittals (upcoming Sunday pm): - weekly A1 reading insights - PV3 Weekly class points activity (Monday class) Complete other assigned materials (see instructions) Other: - continue work on ILDP
	8	emotional intelligence, personality, and communications (8)	- Understand and assess the concept and role of emotional intelligence (EQ) in modern-day leadership - Identify and evaluate key attributes of EQ for individual growth and development - Understand and interpret individual preferences through evaluation of personality traits - Compare and apply key principles about personality traits for more effective communications	Submittals (upcoming Sunday pm): - weekly A1 reading insights Weekly class points activity (Monday class) Complete other assigned materials (see instructions) Other: - initiate A4 (team) - continue work on ILDP
3 Leadership and 21 st Century Organizations (Modules 9-15)	9	motivational theories and applications (9)	Compare and assess the fundamental aspects of key motivational concepts and theories	Submittals (upcoming Sunday pm): - weekly A1 reading insights - A4 Weekly class points activity (Monday class) Complete other assigned materials (see instructions) Prepare for and complete Quiz 3 (available Mon-Tues after Spring Break) Other - continue work on ILDP
	10	Spring Break		
	11	teams, team dynamics and team development (10)	Compare and describe the terms commitment and engagement, and assess factors that impact them in teams and organizations	Complete Quiz 3 (available Mon am -Tues pm)

Units	Weeks (Dates) ¹ (Mon-Sun)	Expected Coverage and Discussion Topics (Module)	Student Learning Objectives for Unit	Key Activities ²
			- Identify key overarching factors impacting team development and effectiveness - Describe and interpret the common dynamics in teams and assess key factors in development of high-performance teams - Compare and describe key generational differences that can impact team dynamics, and practices to manage and lead different generations in the work force - Evaluate and apply best practices to hold difficult conversations with individuals	Submittals (upcoming Sunday pm): - weekly A1 reading insights - PV4 Weekly class points activity (Monday class) Complete other assigned materials (see instructions) Other: - continue work on ILDP
	12	leading and managing change (11)	Evaluate and apply best practices with respect to leading and managing change in projects and organizations	Submittals (upcoming Sunday pm): - weekly A1 reading insights Weekly class points activity (Monday class) Complete other assigned materials (see instructions) Other: - initiate team A5
	13	corporate culture; some leadership realities in modern day organizations (12)	- Identify and assess key elements and factors that form strong cultures in modern-day organizations - Evaluate and apply best practices when leading without authority and/or leading virtual teams	Submittals (upcoming Sunday pm): - weekly A1 reading insights - A5 Weekly class points activity (Monday class) Complete other assigned materials (see instructions) Prepare for and complete Quiz 4 (available upcoming Sun-Mon) Other: - initiate preparation of final ILDP - initiate preparation of Assignment 6

Units	Weeks (Dates) ¹ (Mon-Sun)	Expected Coverage and Discussion Topics (Module)	Student Learning Objectives for Unit	Key Activities ²
	14	leadership and creativity; diversity and inclusion (13)	- Identify and assess key elements and factors that improve creative leadership and ethical innovations - Evaluate and apply best practices with respect to diversity and inclusion in groups and organizations	Complete Quiz 4 (closes Mon pm) Submittals (upcoming Sunday pm): - weekly A1 reading insights - final ILDP - A6 - A7 Weekly class points activity (Monday class) Complete other assigned materials (see instructions) Complete course evaluations Other: - initiate A7 and complete
	15 classes end Apr 23rd	safety in engineering; sustainability in engineering; (14) professional credibility (15) course summary and close-out	- Examine the leadership mindset involved with integrating safety and sustainability into organizational cultures - Identify and assess the key aspects of professional credibility and professionalism	Submittals (upcoming Sunday pm): - weekly A1 reading insights Weekly class points activity (Monday class) Complete other assigned materials (see instructions) Complete course evaluations Prepare for and complete Quiz 5 (available 4/23 – 4/29)
NOTES: ¹ Dates reflect Monday-Sunday week for scheduling purposes ² Specific Canvas assignments will be made that will govern actual dates of availability and submittals. Other class activities may be involved; refer to follow Canvas course site.				

12. Policies and Class Expectations:

General

The learning environment for *Engineering Leadership* is intended to be professional, courteous and respectful. The course is designed around what are believed to be current and relevant topics and best practices to help create and/or develop Gator Engineers who are prepared to accept roles, and/or advance, as an engineer-leader in their career. The instructor is fully invested in this course instructional effort. The instructor is more than willing to provide students with the corresponding subject matter expertise, professional experience, and judgment to accomplish course objectives and maximize

student learning outcomes. The instructor is also open to suggestions and constructive criticisms to continually improve the online course. Students are expected to fully engage in completion of the course materials in a sequential and timely manner, in accordance with the schedule for the class.

To promote a more complete understanding and application of this course content, students will be required to complete an Individual Leadership Development Plan (ILDLP). The ILDP is intended to assist students in understanding and applying key competencies that are related to the course content and based on their individual strengths, and needed for effectiveness in their careers as engineering leaders. The ILDP is a requirement and a key deliverable for completion of the course. More about the ILDP can be found in the ILDP Framework document available on the Canvas course website.

Students will earn points at each class session, as part of the participation score component for the course. A syllabus quiz will be part of the preparation and participation points for the first week of class. Students are expected to come to class sessions prepared to actively participate in class discussions and activities. Students should expect to be able to answer general questions about the assigned materials as part of each weekly class session which may include use of the iClicker system. For weeks when classes cannot be held, participation points will be obtained by completing specific assignments regarding the content for that week.

Students are expected to arrive to class sessions on time and to remain in sessions through completion. Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations>) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Turning in information that may be requested by the instructor, signing an attendance sheet, or otherwise assisting a non-attending student in obtaining weekly class points may be considered for honor code violation.

The course instructor has no ability to address or resolve technology issues related to the Canvas course management system. If a student believes that an issue of this nature was responsible for an event, such as a late individual or team submittal or some malfunction during a quiz, then it is that student's responsibility to discuss the issue with the UF HELP Desk (352-392-4357), obtain documentation from them about the issue, and follow-up with the instructor upon the supported conclusion that a Canvas issue was in fact involved with the event. The instructor will make time extensions for students having these or other legitimate reasons (for example, a documented health issue) for a late submittal, quiz accessibility issues, etc.

Other Specific Policies and Expectations:

Use of A.I.: If you choose to use A.I. (e.g., ChatGPT or BingAI) in completing any of your work in this class, please note the following guidelines must be followed:

- Be aware of the limits of the A.I. tools. The results you get are very dependent on the prompts you use and how well you define those prompts. The numbers and facts

you may get could be completely wrong so unless you can independently confirm the results through another source, do not trust that they are correct. You will be responsible for any incorrect numbers or facts you get from using the tool.

- A.I. is a tool and, as such, you must acknowledge that you used it in completing any work for the class. You must include a paragraph at the end of any assignment in which you used AI explaining how you used it and what prompts you used to get the results. Failure to do so may be considered a violation of academic honesty policy.

Teams: Many of the main assignments are team-based. Students are allowed to form their own team across sections (consisting of 4 students per team, with possibly a few teams having 3 members, depending on total course enrollment) and self-assign themselves to one of the teams designated by the instructor in the Canvas course site. This must occur within the first few weeks of the course (as prescribed by the instructor). Once this prescribed period ends, the instructor will use the Canvas system to randomly assign the remaining students (who opted to NOT self-assign) into teams. Once set, the team structure will be final for the duration of the course.

Note that Canvas recognizes only the teams created by the instructor for team-based assignment grading purposes, so students must be assigned to one of the designated teams. Students may also form a student or project group in Canvas if they choose; however, this is incidental to and not a substitute for being assigned to one of the designated teams.

Engineering is a team-based “sport” in most organizations. As such, it’s important to learn to work effectively in student teams, including working through differences and issues that will likely occur, in order to create a quality submittal within a scheduled delivery date. To this end, the expectations for the assignment teams in this course are summarized below:

- A different team member must take on the role of task manager (TM) on each team-based assignment. So, the role will shift to a different team member for each assignment. Note that in some situations (e.g., when teams consist of 3 members or based on the number of team assignments), a team member may have to serve in the TM role more than once during the semester or may not serve as the TM.
- The TM has the primary responsibility to coordinate with the other team members in terms of their specific contributions to the assignment, and the schedule to develop and complete the assignment. The TM also has the responsibilities for: the completeness and quality of the submittal (which may be delegated to another team member); resolving conflicts with participation levels of other team member(s); ensuring completion of a team assessment (see below); and for making the final assignment Canvas submittal.
- Participating team members must be listed in the header file of the assignment document. (The TM for the assignment should also be identified in the header entry.) Everyone listed will receive the same grade for the assignment, subject to the team assessment described below; those not listed will receive a grade of “0” for the assignment. It is up **TO THE TEAM** to assess and decide if an individual’s contributions and activity levels were sufficient to be considered as a participating team member as discussed more fully below.

- Team Assessments

Team members are expected to actively and fully participate in the development of each assignment. There is **ONE** submittal per team made by the TM for each assignment, which is graded, and the grade applies to all team members, subject to the following team assessment process:

It would be unfair to team members, and unacceptable to the instructor, for an individual to not meet their team obligations and yet receive the same grade as the other teammates on an assignment. If an individual has valid extenuating circumstances impacting their participation, they have the obligation to communicate this to their team members in a timely manner. Note that communicating issues of this nature at the “last minute” is unacceptable except in specific and documentable instances. Such documentation will be required, in case the instructor needs to get involved.

To this end, in order to receive an assignment grade, the team is required to complete a team performance assessment matrix. The assignment template (Canvas “Files” function=>Assignment Resources folder) contains such a matrix, and it is each TM’s responsibility to make sure that all members complete their portion of the matrix. Every member of the team must complete the assessment in order to have their names listed in the assignment header as a participating member. This means filling out the line of the matrix that has his/her name in the first column (in “matrix language”, E_{IJ} is member I’s evaluation of member J), according to the following qualitative rating system:

- 100 – Team member participated in all respects during development of the assignment; and all contributions were made in a timely manner
- 90 – Team member participated in most respects during development of the assignment; and all contributions were made in a timely manner
- 80 – Team member participated to some degree during development of the assignment; or some contributions were not made in a timely manner
- 70 – Team member participated only to a limited degree during development of the assignment; or some or all contributions were not made in a timely manner
- 0 – Team member did not participate

The TM must also calculate and record the **average** rating for each individual in the designated space in the matrix, and ensure that the team convenes to agree with the content in the assignment, including the content of the assessment matrix, prior to submittal.

Each team member will have their average percentage assessment score applied to the team grade on each assignment. For example, if a team member receives an average assessment score of 80% on an assignment, and the team grade on that assignment is 90, then that team member’s grade on the assignment will be recorded as 72 (90×0.80).

Quizzes: Quizzes will be an open-book, open-note format and UF Honor Code provisions apply. Quizzes will use the Honorlock electronic proctoring system. (Refer to related announcements from the instructor in this regard.) Students will complete the quizzes electronically through the Canvas course website within prescribed periods in the course schedule that the quiz is available. Students are encouraged to stay on top of the Canvas course calendar, which contains all quiz dates and times. The instructor may also issue reminders about quiz dates.

No make-up quizzes will be available, subject to UF attendance policies. See [UF attendance policy](#) in the UF catalog.

Assignments: There will be up to seven larger Canvas assignments throughout the semester, of which one is the individual Weekly Reading Insights (more information below). Most of the assignments are team-based. Each assignment includes instructions for preparation, including the release and due dates. Microsoft (MS) Word templates are provided for student reuse in preparing these submittals (except for the weekly reading insights submittals where text-box entry format is acceptable). Students should expect a minimum 10% grade penalty for failure to follow all instructions indicated on the templates and the specific assignments (as applicable). Quality expectations for all written assignments exist; refer to the [Expectations for Quality of Work](#) section below for more information.

Graduate students will complete a special assignment as part of the graduate course requirements. This is related to the case study online simulation package mentioned in Section 6 of the syllabus. The instructor will provide more information about this assignment at an appropriate time during the semester.

As previously explained, participating team members must be listed in the header file of the assignment document. (The TM for the assignment should also be identified in the header entry.) Everyone listed will receive the same team grade for the assignment; individual assignment grades will be subject to the team assessment process previously described. Those not listed will receive a grade of "0" for the assignment. **No late assignments will be accepted, subject to [UF attendance policy](#).**

Requests (to the instructor or graders who may assist the instructor) for acceptance of late submittals (due to travel schedules, power outages, similar due dates for multiple class assignments, technology malfunctions, or similar issues) will not be considered. If a student responsible for making a team submittal believes that a Canvas related issue was the cause of the late submission, then it is that student's responsibility to discuss the issue with the UF HELP Desk and follow-up with the instructor upon their resolution that a Canvas issue was in fact involved. The instructor will make time extensions for students having other legitimate reasons (for example, a documented health issue) for a late submittal.

The course assignments can be turned in at any point during the open period and early submittals are encouraged, as feasible. Ample time is provided to complete these assignments and the choice of submittal time is up to the teams.

- **Weekly Reading Insights (individual):** Each week, all students are required to submit their Weekly Reading Insights, with reflections on a leadership-related article posted by the instructor. Student responses to the standard assignment questions will be entered in the text box of each weekly assignment. These weekly assignments (on-going Assignment 1) will cumulatively count as one main

assignment grade, with the final grade for this assignment corresponding to the ratio of the number of assignments actually submitted to the number of weekly assignments required.

- **PitchVantage Assignments (individual):** There will be up to 5 individual assignments associated with use of the PitchVantage (PV) presentation training software. The software system helps students practice and improve their verbal presentation skills and provides instant feedback to help students improve. Presentations are made in front of a simulated audience that reacts based on how well each student presents. After each practice session, the PV system scores the presentation delivery and provides tips. PV also has 30 video tutorials covering every presentation skill that students can review any time.

The Canvas PV assignments build on each other, with the primary objective being to improve student verbal communications skills. These assignments will be evaluated on a complete/incomplete basis, and students will need to meet target objectives for each assignment in order to be considered complete. Students will provide information requested using the text box in each assignment.

- All other assignments:
 - will be evaluated against rubrics that will be available and each assignment page in Canvas
 - must be prepared using the MS Word assignment templates provided; these assignments must be submitted in pdf format
 - team assignment submittals must include the completed team assessment matrix as previously discussed
 - only one assignment submission per team is required (TM responsibility)
- **Expectations for Quality of Work:** Effective written communications are an important part of being an engineer, engineering leader and professional. While students are not expected to be able to write like English majors or accomplished authors, all students are expected to take sufficient care to produce assignment submittals that reflect a collegiate or working professional level of effort in terms of compositional structure and correct grammar usage. To this end, the instructor's expectations for all assignment submittals are outlined below:
 - ✓ Students will take ownership of producing high-quality assignment "deliverables" that they would submit to their employer.
 - ✓ Submittals will reflect good, common practice in developing paragraphs and sentences (such as one topic per paragraph, use of complete sentences and not fragments, one thought per sentence that supports the paragraph topic, consistent fonts and structure, etc.). Good, common practice for this course does **not** include responses that involve long blocks of text containing multiple topics.
 - ✓ Students will use standard resources available through MS Word (or other acceptable sources) to search for and correct grammatical issues prior to assignment submittal. Submittals that contain noticeable misspelled words,

incomplete sentences and similar careless issues will be considered a non-professional submittal and subject to a minimum 10% grade penalty. (This may be in addition to the grade penalty assigned for not following assignment instructions.) The quality of team-based submittals is a shared responsibility among the team members.

- ✓ Team-based submittals mean that the document reflects a team compilation of contributions, endorsed by all participating team members. In finalizing the submittal, remember that there is no “I in team” and submittals should reflect this concept by removing words (such as “I” or “me”) that reflect only individual perspectives, unless they question asks for individual team member responses.
- ✓ Source and reference listings may be required for some assignment submittals. Assignments that fail to include references, as may be requested, will be considered incomplete and subject to a minimum 10% grade penalty. (This may be in addition to grade penalties assigned instructional or quality-based reasons.)
- ✓ To ensure that assignments are well-structured and carefully written, students are encouraged to avail themselves of the [University of Florida's writing studio](#) that offers free on-campus and online writing assistance on writing projects and is available to students of all levels. The instructor clearly understands that English may not be the first language of many students at the University of Florida. However, this fact is not an excuse for poorly structured and carelessly written assignment submittals. Appointments with the studio staff are strongly encouraged. Call (352) 846-1138 for more information.

13. Evaluation of Grades: Weightings of each course component for determination of final course grades are indicated below:

Components	Points	Weighting Percentage of Final Grade
class preparation and participation	weekly points (variable) related to synchronous weekly class sessions that will be held	20%
Individual Leadership Development Plan	20 points (maximum) for initial submittal 80 points (maximum) for final submittal	20%
quizzes (up to 6)	maximum points will vary by quiz	25%
main assignments (up to 7) (including the special graduate assignment) may include presentations (up to 2)	100 points (maximum) each Combined Weekly Reading Insights score will count as 1 assignment	25%

PitchVantage presentations (up to 5)	• complete/incomplete (10 points each)	10%
Total:		100%

14. Grading Policy:

The final course grade (as a total percentage rounded to the nearest tenths of a digit) will be compared against the following grade scale:

A = 93 or above	C = 73.0 – 76.9
A- = 90.0 – 92.9	C- = 70.0 – 72.9
B+ = 87.0 – 89.9	D+ = 67.0 – 69.9
B = 83.0 – 86.9	D = 63.0 – 66.9
B- = 80.0 – 82.9	D- = 60.0 – 62.9
C+ = 77.0 – 79.9	E = 59.9 or below

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)
[Grades and Grading Policies](#)

15. Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. 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.

16. Course Evaluation

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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

17. In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class

lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

18. University Honesty Policy

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 honor 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 Honor Code (<https://sccr.dso.ufl.edu/process/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.

19. Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University’s core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:

- Your academic advisor or Graduate Program Coordinator
- HWCOE Human Resources, 352-392-0904, student-support-hr@eng.ufl.edu
- Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, taylor@eng.ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

20. 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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

21. Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<https://registrar.ufl.edu/ferpa.html>

22. Campus Resources:

Health and Wellness

U Matter, We Care:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Wellness Center: <https://counseling.ufl.edu>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Discrimination, Harassment, Assault, or Violence

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling; <https://career.ufl.edu>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>; <https://care.dso.ufl.edu>.

On-Line Students Complaints: <https://distance.ufl.edu/getting-help/>;
<https://distance.ufl.edu/state-authorization-status/#student-complaint>.