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UNIVERSITY OF ALBERTA Leading with Purpose.

INT D 101 - Section 800 - Spring 2026 - Inspired to Dream: Becoming a Leader

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For course enquiries check the FAQ page on Canvas.

The only way for us to contact you is via your @ualberta.ca email. Make sure to read your University email every day.

Important Dates

First Day of Class	May 4, 2026
Add/Drop Date	May 7, 2026
50% Tuition Withdrawal Date	May 19, 2026
Withdrawal Date*	June 8, 2026
Last Day of Class	June 10, 2026

*Withdrawal from the course with "W" does not affect your GPA for the term and for your degree. An "F" in a course results in a zero weight for that course in your GPA.

Course Details

To keep up with the deliverables in this course you need a solid schedule and plan. Due to the size of the class there is very little flexibility to help students out with late or missing work. It is your responsibility to keep up with the work. Spring courses are more than double the pace of a regular semester as there is no reading week and the exam period is two days.

Technology for Remote Learning

This online course requires the student to have a reliable webcam, speakers, and microphone, all of which are found in most current laptop computers. Students will also need a reliable internet connection. **Successful completion of this course requires students attending three online synchronous seminars and having their camera on and microphone working and available** using their name as shown in their official University of Alberta registration on BearTracks so that Seminar Teaching Assistants can accurately credit their earned seminar attendance. If students feel this requires clarification, the student should email the instructor/facilitator. Seminar Zoom links will be available on Canvas. For the large number of students in this course we will offer each seminar on multiple dates and times. This means that for each seminar there will be several opportunities to take that seminar. Students only have to attend Seminar 1, for example, once. We encourage students to choose a seminar time that they can regularly attend. Our objective is to create a sense of community and engagement with the students who pick that time and that they see each other over the course of the term.

Course Modality

This is an online bichronous course. That means the course is primarily available online asynchronously, with course content delivered through and available on Canvas. Course modules open on Canvas

according to the course schedule. They are meant to be studied in that order. There are three online synchronous seminars in this course that students are required to attend. Modules and their associated assignments must be completed and submitted by their due dates. Please familiarize yourself with course requirements and due dates by closely following the course calendar provided in this syllabus. This is not a "work at your own pace" style of course.

Calendar Description

Students will engage with impactful leaders, from many backgrounds, who have made a positive contribution to the world. By the end of the course, students will be able to visualize their potential for leadership growth and be inspired to continue their journey to take action. Open to all students.

General description

Students will have the unique opportunity to actively interact with influential leaders from diverse backgrounds. This immersive experience aims to empower students to foster a deep understanding of their own leadership potential. By the course's conclusion, participants will not only be equipped with the ability to envision their personal paths of leadership development, but will also possess the skills to articulate and solidify their perspectives on the essential qualities that define effective leadership. Moreover, the course emphasizes the practical application of leadership concepts, encouraging students to translate their newfound insights into tangible actions. This integration of theoretical knowledge with real-world scenarios ensures that students can seamlessly implement leadership strategies not only in their day-to-day lives but also within formal leadership settings. Through this comprehensive approach, the course aims to create a lasting and transformative impact on students, equipping them with the tools and mindset necessary for effective leadership in various contexts.

Student Perspectives on Teaching Survey (SPOT)

Please complete your online course evaluation when the link is released to you. Your time to provide evaluation and comments are appreciated and important in designing and revising the course.

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.

Learning outcomes

By the conclusion of this course, students will have developed the following course specific skills and knowledge:

- An introduction to leadership as an academic discipline
- The ability to identify different leadership styles and understand how they are exemplified in real world settings
- A deeper understanding of the role of an effective leader, and their impact on those they lead
- Capacity to use self-reflection as a tool for personal development and growth.

Required text

There is no required text for this course. All course material is available through Canvas or the UofA Library.

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Assessment and Schedule

Grading

Grade points reflect judgments of student achievement performance in a class. The instructors mark in terms of raw scores, rank the papers in order of merit, and assign an appropriate grade to each paper.

In this course there are no absolute levels of percentage marks that will result in a particular letter grade.

See: Grading System Explained | Office of the Registrar

Letter grades obtained by undergraduate students correspond to the following grade point values at the University of Alberta.

Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4.0
	A	
	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	0.0

Course content and assignments

Assessment	Value	Instances	Total
Quizzes	7% each	5	35%
Seminar Attendance Active participation, including camera on, and contributing to dialog/discussion.	2% each	3	6%
Seminar Assignments	8% each	3	24%
Self-Reflections / Peer Review Using Kritik - Three Phases: Creation, Evaluation, and Feedback.	6% each	4	24%

Graded Participation	1% each	11	11%
			Total 100%

INT D 101 Schedule May/June 2026

Monday	Tuesday	Wednesday	Thursday	Friday
May 4 Module 1: Introduction. Work through Module 1 on Canvas. Take Notes. **First Day of Classes!**	May 5 Module 1: Introduction	May 6 Module 2: Inspiring Change	May 7 Module 2: Inspiring Change **Add/Drop 11:59 p.m.**	May 8 Seminar Attendance **Seminar #1: Introduction and Leadership Visioning** Attend one seminar from the three dates and times offered. All Seminars are offered from 11:00 a.m. to 12:30 p.m. and 6:00 p.m. to 7:30 p.m. **Graded Participation Due (1.1, 1.2, 1.3, 2.1, 2.2)**
May 11 **Seminar #1** **Self Reflection Due (Mod 2 - Creation)** **Quiz Due (#1)**	May 12 **Seminar #1**	May 13 Module 3: Establishing a Community **Self Reflection / Peer Review Due (Mod 2 - Evaluation Due)**	May 14 Module 3: Establishing a Community **Graded Participation Due (3.1)**	May 15 Module 4: Stand for Something **Self Reflection / Peer Review Due (Mod 2 - Feedback Due)** **Seminar Assignment Due (#1)**
May 18 Victoria Day Holiday University of Alberta is closed	May 19 Module 4: Stand for Something **50% Tuition Withdrawal Date** **Graded Participation Due**	May 20 Module 5: Demystifying Leadership Part #1 **Quiz Due (#2)**	May 21 Module 5: Demystifying Leadership Part #1 **Self Reflection Due (Mod 5 - Creation)**	May 22 **Seminar #2: Organization's Mission and Vision**

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INT D 101 Schedule May/June 2026				
Monday	Tuesday	Wednesday	Thursday	Friday
	(4.1)			
May 25 **Seminar #2** **Self Reflection / Peer Review Due (Mod 5 - Evaluation Due)**	May 26 **Seminar #2**	May 27 Module 6: Demystifying Leadership Part #2 **Self Reflection / Peer Review Due (Mod 5 - Feedback Due)**	May 28 Module 6: Demystifying Leadership Part #2 **Self Reflection Due (Mod 6 - Creation)**	May 29 Module 7: Diversity and Leadership **Seminar Assignment Due (#2)** **Quiz Due (#3)**
June 1 Module 7: Diversity and Leadership **Self Reflection / Peer Review (Mod 6 - Evaluation Due)** **Graded Participation (7.1, 7.2)**	June 2 **Seminar #3: Leadership Structure**	June 3 **Seminar #3** **Self Reflection / Peer Review (Mod 6 - Feedback Due)**	June 4 **Seminar #3**	June 5 Module 8: Inclusive Leadership/Module 9: Learning from Failure
June 8 Module 8: Inclusive Leadership/Module 9: Learning from Failure Withdraw from course with "W" date **Quiz Due (#4)** **Graded Participation Due (8.1, 9.1)** **Seminar Assignment Due (#3)**	June 9 Module 10: Measuring Impact	June 10 Module 10: Measuring Impact **Self Reflection Due (Mod 10 - Creation)** **Last Day of Classes**	June 11 **Self Reflection Due (Mod 10 - Evaluation Due)**	June 12 **Self Reflection Due (Mod 10 - Feedback Due)** **Quiz Due (#5)**

Notes: All due date times are 11:59 p.m. Edmonton time. Aim for a few minutes earlier as clocks might be off a bit or you might have trouble with your wifi. Required assignments are also listed at the end of

each module page on Canvas. Complete all assignments prior to the required due date and time as failure to do so will harm your course performance.

Assessment

Assignment grading is conducted by Teaching Assistants (TAs). Grade disputes and regrade requests must be made to intd101@ualberta.ca within 1 week of the grade being released for that element. Managed by the Course Instructor, regrades may be higher, lower, or stay the same as the original grade given by the TA.

Assignments: All assignments are mandatory and will contribute to final course grades.

1. **Quizzes** – 5 quizzes worth 7% each – totaling 35% of the student's final grade.

All quizzes are multiple-choice, open book, with 10 questions. Choose the best answer from those provided. Quizzes have a maximum of 60 minutes to complete. Quizzes will take place after every second module and will test your knowledge of the previous two modules. Quiz content is not cumulative – for example the student will not be explicitly tested on Module 2 content in Quiz 5.

A maximum of one attempt is allowed for each quiz. Once the quiz has been opened on Canvas, do not close the tab or exit out of the quiz before you have finished completing it. Doing so will be considered your final quiz submission. Be sure to complete the quiz with enough time before the deadline, in an area with a stable Wi-Fi connection, and on a reliable device. Quiz question answers will not be provided in order to protect the integrity of questions in subsequent offerings of the course.

Missed Quiz - At the end of the term, students may request an opportunity to complete missed quizzes at a reduced weighting of 20% per quiz. (i.e. The first missed quiz will be graded with 80% weighting, 60% for second missed, 40% for the third, etc.). Requests must be made within one week before the last day of class and be accompanied with a reason for missing the original quiz(es). Making a request does not guarantee you will be granted this opportunity.

2. **Seminar Attendance** – 3 seminars with attendance worth 2% each – totaling 6% of the student's final grade. All seminars are offered from 11:00 a.m. to 12:30 p.m. and 6:00 p.m. to 7:30 p.m.

There are three live, synchronous, online seminar sessions conducted via Zoom. Attendance is worth 2% of your overall course grade per seminar and is required to unlock the associated written seminar assignment. A student who does not attend a seminar session will not then have access to the associated seminar assignment worth 8%. The Course Instructors (when attending a Seminar), Teaching Assistants, and Students are required to have their cameras on and microphones available. Seminar attendance is compulsory and the 2% attendance grade cannot be made up if missed.

Missed Seminar Attendance - Missed seminar attendance CANNOT be made up.

3. **Seminar assignments** – 3 assignments worth 8% each – totaling 24% of the student's final grade.

Following each seminar a written assignment will be made available on Canvas. Seminar assignments will typically require you to apply the knowledge and skills developed through the seminar session to a real-world example. Specific details of each seminar assignment will be available on Canvas and can be

found under the "Seminar Assignments" Block on Canvas. See further information below in this syllabus about a missed Seminar assignment.

Missed Seminar Assignment - At the End of term, ONE missed seminar assignment may be made up with an Alternate Seminar Assignment. This assignment and it will be weighted at 80% of the normal seminar assignment. Requests must be made within one week before the last day of class and be accompanied with a reason for missing the original assignment. Making a request does not guarantee you will be granted this opportunity. Additional missed Seminars Assignments cannot be made up.

4. **Reflections / Peer Review** – 4 Kritik Assignments worth 6% each – totaling 24% of the student's final grade.

Kritik assignments will be completed using the Kritik platform (https://www.kritik.io/). Students will be invited to register for the Kritik platform via their UAlberta emails. You must register for the Kritik platform prior to the first Kritik assignment opening. These Self-Reflections are collaborative in nature and involve students giving and receiving anonymous feedback to and from peers. Each Kritik assignment has the three components of Creation, Evaluation, and Feedback as shown below. The Kritik platform has an integrated "AI generated content" checker. Submissions flagged by this checker will be reviewed. See the "Academic Integrity" section of this syllabus for further details. During the "Creation" phase worth 3%, students will address the assignment prompt by writing 360 to 440 words, which includes the title. For the "Evaluation" phase worth 2.4%, students will assess the creations of 3 or 4 peers according to the rubric available in Kritik. Students will grade peers on content, depth, writing clarity and mechanics, and word count. Finally, in the "Feedback" phase worth .6%, students will express how the evaluations received from peers helped them to understand the grade received from those peers. Because Self-Reflections are completed on the external Kritik platform, due dates must be strictly adhered to. There are no makeup opportunities available for missing Self-Reflection assignments.

Missed Reflections/Peer Review Assignment - At the end of the term, students may request an opportunity to complete the "Creation" portion of any missed Reflections at a reduced weighting (i.e. The first missed Reflection will be graded with 80% weighting, 60% for second missed, 40% for the third, etc). However, due to the nature of Peer Review assignments, the Evaluation and Feedback portion of the assignment cannot be made up. Requests must be made within one week before the last day of class and be accompanied with a reason for missing the original assignment(s). Making a request does not guarantee you will be granted this opportunity.

5. **Graded Participation** – Complete 11 Graded Participation Assignments worth 1% each – totaling 11% of the student's final grade.

Several modules will ask students to reflect on what they learned or realized through studying the course content by providing a short written response to the assignment prompt. Graded Participation is intended to help students develop their ability to use self-reflection as a tool for personal and professional growth. Graded Participation is graded as complete/non-complete and must be submitted before the due date. There are no makeups allowed for Graded Participation.

Missed Graded Participation - At the end of the term, students may request an opportunity to complete missed Participation assignment as a reduced weight (i.e. The first missed PI will be graded with 80% weighting, 60% for second missed, 40% for the third, etc.) Requests must be made within one week

before the last day of class and be accompanied with a reason for missing the original assignment(s). Making a request does not guarantee you will be granted this opportunity.

Note: All due date times are 11:59 p.m. Edmonton time, unless otherwise indicated. Aim for a few minutes earlier as clocks might be off a bit or you might have trouble with your wifi access. Required assignments are also listed at the end of each module page on Canvas. Complete all assignments prior to the required due date and time as failure to do so will harm your course performance.

Other important information

Policies

Policies regarding course outlines can be found in the Academic Regulations, Evaluation Procedures and Grading section of the University of Alberta Calendar.

Academic Integrity | University of Alberta

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to make themselves familiar with these standards to uphold the policies of the University in this respect. Students must be familiar with, and abide by, the Code of Student Behaviour (available under 'Policies, Standards and Codes of Behaviour' on the University of Alberta Website). See: Code of Student Behaviour | University Governance. This includes avoiding any behaviour which could result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offense. Academic dishonesty is a serious offense and can result in suspension or expulsion from the university.

The University of Alberta has created a Student Academic Integrity Policy (see below). The sentiment of this policy is that academic integrity issues are opportunities for education and support, with discipline as a secondary alternative. The purpose of writing assignments in INT D 101 is to provide opportunities for thought and writing about leadership. To benefit, students need to do this for themselves. It is the process that is important. If a student were to short-circuit the process then they are losing their educational opportunity and paying for something that they are not receiving.

The Student Academic Integrity Policy that took effect in Fall 2024 follows. "The value and integrity of University of Alberta academic credentials, as well as research and other scholarly and professional activities, rests on academic integrity and the fundamental values of honesty, trust, fairness, respect, responsibility and courage in every aspect of academic and scholarly activities. The university is defined by tradition as a community of people dedicated to the advancement of knowledge, and as a place where there is freedom to teach, engage in research, create, learn, study, speak, associate, write and publish. In addition to these freedoms, the enduring value of university life, the degrees and other credentials the university confers, and the university's reputation for academic and scholarly excellence depend upon trusted teaching and research relationships and, therefore, upon the honesty and integrity of those engaged in academic and scholarly activities. People with diverse interests and cultures from all over the world and from all walks of life are part of the University of Alberta community and learning environment. The university is a shared space for diverse scholarship, research, and learning communities. The university's faculty, staff, and students live, work, explore, teach, and learn alongside each other; those differences are part of the backbone of the institution that gives it strength and supports its central mission. What each individual does affects the other members of our community and everyone must be accountable for their actions. This policy describes academic supports that enable

students to achieve academic success in alignment with the principles of academic integrity. In addition, this policy provides alternatives to a disciplinary response where students take responsibility for their academic misconduct and hold themselves accountable to the community by participating in non-disciplinary accountability options. Where non-disciplinary accountability options are not appropriate, this policy provides a disciplinary complaint process."

University Policy on Recording

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Generative AI

In this course, our primary focus is to cultivate an equitable, inclusive, and accessible learning community that emphasizes individual critical thinking and problem-solving skills. To ensure a fair and consistent learning experience for all students, the use of advanced AI tools is strictly prohibited for all academic (written/coding/creative/etc.) work, assignments, and assessments in this course except when specifically mandated by the Course Instructors.

While genAI tools are not appropriate to be used to write assignments or complete assignments, students may use genAI as a resource in these specific instances:

- to provide a summary of an article or course material which you then use as input for your own thinking, but not to use as a quote or to paraphrase

- to provide feedback on your own reflection from a class module or seminar

While genAI may be used to assist in these instances, it should not be a substitute for critical thinking, analysis, and writing. Any information or ideas obtained from genAI must be properly cited in accordance with citation and referencing guidelines. GenAI should not be used to plagiarize or cheat on assignments or tests. The use of genAI in any instances other than those listed above will be considered a violation of academic integrity in this course. If you are unsure whether or not genAI is permitted during specific instances or assignments of the course, please discuss with the Course Instructor.

Any inappropriate use of AI tools in your academic work may result in academic penalties and be considered an act of cheating and a violation as outlined in the relevant sections of University of Alberta (September 2024) Student Academic Integrity Policy.

Course Syllabus

This course syllabus is the primary document for the INT D 101 course and takes precedence over any other documents provided on the UofA Learning Management System, in handouts, or emails. This syllabus will be finalized at the start of the first class.