



INT D 407 – Inspired to Lead: Time to Practice

COURSE SYLLABUS (Winter 2026)

Professor

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Office: 4-40E, Business Building

Course Content

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

Lecture Attendance

There are three synchronous lectures during the term. In the first week, an introductory video about the course will be posted. After that, the 1st and 2nd lectures will be hybrid while the 3rd lecture is in-person only. The dates are as follows (please be sure you are available to attend all lectures):

- 1st Lecture: Feb 4th 4:00-4:50pm online only
- 2nd Lecture: Mar 4th 4:00-4:50pm online only
- 3rd Lecture: Apr 8th 3:30-4:50pm in-person only

Seminar Engagement

There are four synchronous seminars during the term. They are all online. In the first two weeks of the term, you will be asked to pick one of the following 7 cohorts and commit to attending each of the scheduled online seminar dates/times. Project groups will be formed based on cohort rosters.

- Cohort A: Wednesdays from 3:30pm-4:50pm on Jan 21, Feb 11, Mar 11, Apr 1
- Cohorts B and C: Wednesdays from 5:00pm-6:20pm on Jan 21, Feb 11, Mar 11, Apr 1
- Cohort D and E: Thursdays from 6:00pm-7:20pm on Jan 22, Feb 12, Mar 12, Apr 2
- Cohort F: Fridays from 9:30am-10:50am on Jan 23, Feb 13, Mar 13, Apr 3
- Cohorts G: Fridays from 11:00am-12:20pm on Jan 23, Feb 13, Mar 13, Apr 3

Contact and Office Hours

Direct all course-related inquiries to leo.wong@ualberta.ca. See Canvas for office hour availability from the instructional team.



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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.

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 • Capstone Reflection Papers

Required Text

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



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 (5% each seminar)	After each seminar	20%
Lecture Attendance (2% each lecture)	Feb 4, Mar 4 and Apr 8	6%
Initial Capstone Reflection Paper – Individual	Jan 26	10%
Project Charter – Group	Jan 30	4%
Project Mid-Point Update – Group	Feb 25	5%
Performance Peer Review 1	Feb 27/Mar 1/3	5%
Project Presentation – Group	Apr 1	30%
Final Capstone Reflection Paper – Individual	Apr 10	15%
Performance Peer Review 2	Apr 13/15/17	5%
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.

Lecture Attendance

This will be determined based on attending the 1st, 2nd and 3rd lectures.

Capstone Reflection Papers

There are two papers you will be writing, an initial reflection of your leadership journey near the beginning of the term and a final capstone reflection paper near the end. Both papers are individual reflections of your overall leadership journey (up until that point), reflecting on your experiences as a leader.

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.



Project Mid-Point Update

The project mid-point update will require groups to submit an outline of their project, including the project topic, a reading list detailing research plans, and an initial plan for a leadership experience to be implemented. This is a group submission.

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.

The major deliverable is a video presentation. The presentation is a group deliverable, and is meant to describe in sufficient detail the topic explored, research insights gained, and learnings from the leadership experience/activity that was conducted.



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

Course Grading Policy - Late Submissions, Deadline Extensions and Deferrals, Grade Appeals

- Late submissions will be accepted, with the exception of Kritik360 submissions, with the following penalty applied:
 - Submissions within 24 hrs after a deadline will receive a 25% penalty (of the total possible grade).
 - No submissions will be accepted more than 24 hrs after a deadline.
- Deadline extensions will not be considered. It is important for students to plan ahead and complete work well before deadlines.
- Deferrals for missed assignments may be considered under **extenuating circumstances** only. Requests for deferrals must be made no later than 48 hrs after a deadline has passed.
- Grade appeals will only be considered in cases where a calculation error has occurred or where the grading team has significantly misinterpreted the intended meaning of an assignment. Appeals based on other factors, such as missed deadlines, failure to meet assignment requirements, or requests for leniency, will not be considered. Requests for grade appeals must be made no later than 1 week after a grade has been posted.

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



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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.



Class Schedule (subject to change)

Week	Date	Topic	Details
1	Jan 5-9	Module 1 (Project Launch)	Introductory video
2	Jan 12-16		Open Q&A sessions Video Pitches due Jan 14 Project/Cohort Preferences due Jan 16
3	Jan 19-23	Module 2 (What's the Impact?)	Groups Formed by Jan 19 1 st Seminar
4	Jan 26-30		Initial Capstone Reflection Paper due Jan 26 Project Charters due Jan 30
5	Feb 2-6		1 st Lecture Feb 4 (4:00-4:50pm, online only)
6	Feb 9-13	Module 3 (Telling the Story)	2 nd Seminar
7	Feb 16-20	Reading Week	
8	Feb 23-27		Project Mid-Point Update due Feb 25 Performance Peer Review 1 due Feb 27/Mar 1/3
9	Mar 2-6		2 nd Lecture Mar 4 (4:00-4:50pm, online only)
10	Mar 9-13		3 rd Seminar
11	Mar 16-20		
12	Mar 23-27		
13	Mar 30-Apr 3		Project Presentations due Apr 1 4 th Seminar
14	Apr 6-10		3 rd Lecture Apr 8 (3:30-4:50pm, in-person only) Final Capstone Reflection Paper due Apr 10 Performance Peer Review 2 due Apr 13/15/17