REVISED COURSE OUTLINE FOR REMOTE LEARNING

To account for the necessary transition to remote learning from March 13 onward, adjustments have been made to assessment deadlines and requirements so that all coursework tasks are in line with the necessary and evolving health precautions for all involved (students and staff). If you are unable to meet the deadlines or requirements specified, please connect with your course instructor to work out alternative dates/assessments.

1. **Course:** SCIE 511, Peer Mentoring and Collaborative Learning in Science - Winter 2020
   
   Lecture 01: W 17:00 - 19:45 - Remote Learning (check with your instructor or coordinator for details)
   
   **Instructor** | **Email** | **Phone** | **Office** | **Hours**
   --- | --- | --- | --- | ---
   Dr. Erin Sullivan | ersulliv@ucalgary.ca | 403 220-6913 | SA 144D | please see D2L
   Dr. Lisa Stowe | lstowe@ucalgary.ca | 403 220-4840 | TI 240A | By appointment

   **Course Site:**
   
   D2L: SCIE 511 L01-(Winter 2020)-Peer Mentoring and Collaborative Learning in Science

   **Note:** Students must use their U of C account for all course correspondence.

   **Course Description**

   In this course, students (Peer Mentors) will gain both theoretical knowledge of mentoring and practical experience in supporting their peers through the learning process. Peer Mentors enrolled in this course will act as a bridge between the host instructor and students in a course in which the Peer Mentors have previously demonstrated excellence; they will encourage and motivate learning, convey enthusiasm for course material, and provide support for active learning in and out of the classroom. Specific mentorship duties will be dependent on the host instructor’s requirements and each Peer Mentor’s vision of mentorship. This course will support Peer Mentors in their role by providing instruction in science-based learning theories and in principles and practices of group facilitation.

2. **Requisites:**

   See section 3.5.C in the Faculty of Science section of the online Calendar.

   Prerequisite(s) Department Consent Required. : Consent of the Faculty.

   **Antirequisite(s):**
   Credit for Science 511 and either Science 507.18 or Communication and Culture 507 will not be allowed.

   **Note(s):**
   a. This course includes a 40-hour practicum as a Peer Mentor in your host class. Students should contact the USC Specialized Programs Office regarding consent to register.

   Permission of the instructor is required to enrol in this course.

3. **Grading:**

   The University policy on grading and related matters is described in F.1 and F.2 of the online University Calendar. This is a PASS/FAIL course. In determining the overall grade in the course the following weights will be used:

   The practicum component of this class has been cancelled for the rest of the semester because of two main reasons; firstly, there will no longer be an opportunity for students to mentor with mentees in person, and secondly, we do not want to add to the work load of host instructors who are working a lot more than anticipated moving to alternate forms of course delivery. We feel confident that the CMCL 507/SCIE 511 students have fulfilled the practicum learning objectives with mentoring already completed.

   Please see below the revisions to the bundles for specifications grading.

   **Foundational Concepts**

   Students will continue to submit online reading responses weekly. New schedule for submissions:

   March 25 (Holistic and Lifelong Learning)
April 1 (Vulnerability, Gender and the classroom)
April 8 (Teaching with Heart and Soul)
April 15 (Teaching Soul)

Reflection
Students will continue to submit online reflections on the due dates below. We will provide reflection prompts for each week and will post them the Wednesday before reflections are due. These reflections will now be more closely associated with student learning in class instead of learning in a peer mentoring context.

Prompt posted: March 18
Reflection Due: March 25
Prompt posted: April 8
Reflection Due: April 15

Facilitation
Check-ins: Students who have not facilitated a check-in will submit a short document outlining what their plan would have been for a check-in. These are due the week they have signed up for a check-in facilitation UNLESS it was this week in which case they can submit by next week.

Class Facilitation on a reading: For students who have not presented in class they will need to submit to the presentation plan dropbox a lesson plan for their facilitated class. Additionally, groups will have to post 2 discussion questions on the discussion forum on D2L. Discussion forums have been set up for each reading and group. Students not presenting in the class that week must make one original post in one of the question sites and must respond to another student’s post in another question site. These posts will become part of the facilitation specifications bundle and students must complete it to fulfill the bundle.

New Schedule for facilitated classes
Holistic and Lifelong Learning
Facilitation plan and discussion questions posted Wednesday, March 25 and discussion posts to be completed by Sunday, March 29
Vulnerability, Gender and the classroom
Facilitation plan and discussion questions posted Monday, March 30 and discussion posts to be completed by April 3.
Teaching with Heart and Soul
Facilitation plan and discussion questions posted Monday, April 6 and discussion posts to be completed by Friday, April 10.
Teaching Soul
Facilitation plan and discussion questions posted Monday, April 13 and discussion posts to be completed by Friday, April 17.

Mentoring Philosophy and Portfolio
To get an A in the class students must submit a portfolio and a mentoring philosophy by the new due date of Friday, April 24.

Course breakdown:
Students will earn grades based on the requirements they choose to complete. Students must complete all the requirements at **AND** below their chosen grade. For example, students who aim to earn an A, must complete all 4 of the Learning Bundles, students who choose to earn a B, must complete Learning Bundles 1-3. Failure to successfully complete Learning Bundle 1 will result in an F grade.

Learning Outcomes for each of the 4 Learning Bundles

1. Practicum -- Apply theories of learning and tools for teaching during the mentorship of peers in your host class
2. Foundational Concepts – explain and describe different theories of learning, tools for teaching and approaches of mentorship
3. Reflection -- Write critical reflections on experiences linking foundational concepts of learning/mentoring and the practice of teaching/mentorship
4. Facilitation – Apply theories of group management, engagement, team building, and conflict resolution during facilitation within SCIE 511

To receive a D, you must complete the Practicum learning bundle to an “acceptable” standard as defined by the Practicum Specifications & Rubric

To receive a C, you must complete the requirements of a D, as well as complete the Foundational Concepts
learning bundle to an “acceptable” standard as defined by the Foundational Concepts Specifications & Rubric

To receive a B, you must complete all the requirements of a C, as well as complete the Reflection learning bundle to an “acceptable” standard as defined by the Reflection Specifications & Rubric

To receive an A, you must complete all the requirements of a B, as well as complete the Facilitation learning bundle to an acceptable standard as defined by the Facilitation Specifications & Rubric.

Additionally, for an A, you must produce a Mentoring Philosophy and pull together materials produced during the course into a professional Portfolio to an “acceptable” standard as defined by the Mentoring Philosophy & Portfolio Specifications and Rubrics.

Specifications for each Learning Bundle - for each learning Bundle you must successfully complete all the points specified

1. Practicum Specifications (until March 13th):
   - Complete an average of 3 hours/week of practicum with the host class where you provide mentorship to your peers (some weeks may be more than 3 hours, some weeks less, but on average the expectation is 3 hours per week).
   - Conduct yourself professionally in interactions with your host instructor including attending and being on time for meetings (missing or arrive late to no more than one meeting in the semester without notice).
   - Conduct yourself professionally in interactions and communication with students in the host class.
   ** This Learning Bundle will be assessed by your host instructor mid-semester and at the end-of-semester using the Practicum Rubric on D2L. Only the end-of-semester evaluation will determine successful completion of this Learning Bundle.

2. Foundational Concepts Specifications:
   - Attend, be on time, and participate in our SCIE511/CMCL507 class activities and discussions with no more than 1 unexcused late/absence during the semester.
   - Submit at the start of the second class (Jan 22) a ~300-word typed Semester Plan outlining your goals you wish to work towards throughout the semester. Credit for this is awarded if the Semester Plan demonstrates sound academic effort, as measured by completeness and professional writing.
   - Submit at the start of each class (excluding the first class) (Jan 15-April 15) a ~400-word typed Reading Summary outlining the most important points of the reading(s) for the week. Credit for the Reading Summaries will be awarded if it demonstrates sound academic effort, as measured by: completeness, synthesis of ideas in your own words and professional writing.

   The Reading Summary should highlight the main points of the reading(s), make links to your personal experience, and provide insights for your mentorship.

   Reading Summaries less than 200 words will not be given credit.

   9 out of a possible 10 Reading Summaries must be submitted to these specifications to successfully complete this aspect of this Learning bundle.

3. Reflection Specifications:
   - Submit at the start of class every two weeks (Jan 29, Feb 12, Feb. 26, March 11, March 25, April 8) a ~800 word typed Critical Reflection.
   - 5 out of a possible 6 Critical Reflections must be to an “acceptable” standard, as defined by the Critical Reflection Rubric provided on D2L.
   - Critical Reflections of less than 400 words will not be given credit.

   ** For Students to receive an “A”, for this Learning Bundle they must ALSO:
   - On April 24th, submit a ~600 word typed Mentoring Philosophy explaining your reasoning for mentoring, providing a brief description of how you mentor and justifying your beliefs about mentoring. The Mentoring Philosophy must be completed to an acceptable standard as outlined in the Mentoring Philosophy Rubric on D2L.
On April 24th, submit a Portfolio containing all the material produced during the semester including all submitted Critical Reflections and the Mentoring Philosophy as well as any other documents as specified in the Portfolio Rubric. The Portfolio must be completed to an acceptable standard as outlined in the Portfolio Rubric on D2L.

4. Facilitation Specifications:

- Facilitate 1 group “check-in”. Guidelines for your role in facilitating the check-in will be provided during the first class.
- In a small group of 2-3 students, facilitate a 40-minute class on a topic provided to an “acceptable” standard as outlined in the Facilitation Rubric on D2L.
- At the start of your facilitated class, provide to the instructor a detailed, typed ‘lesson plan’ for the class, identifying learning outcomes, pedagogical tools and techniques used, and motivation for approaches/strategies/tools used.

** Students will be given three (3) ‘free-passes’ you can use to get “forgiveness” for lateness/absence or to re-submit any material once per pass as a re-attempt to get the work to an “acceptable” standard. **

** Students who exceed expectations FOR A GIVEN letter grade, will earn the “+” letter designation. For example, a student aiming to complete the “B” letter grade requirements who completes 6 out of 6 Critical Reflections to an acceptable standard (rather than 5/6) and 10 out of 10 Reading Summaries to an acceptable standard (rather than 9/10) will earn a B+ letter grade. To earn an A+ students must exceed expectations for all Learning Bundles. **

** Students who do not successfully complete 1 (and only 1) of the specifications within a single Learning Bundle, will earn the “-” letter designation. For example, a student aiming to complete the “B” letter grade requirements, who only completes 4 out of 6 Critical Reflections to an acceptable standard (rather than 5/6) or 8 out of 10 Reading Summaries to an acceptable standard (rather than 9/10) will earn a B-letter grade. Students not successfully completing more than one of the specifications within a single Learning Bundle will be assessed as not having met the requirements for that Learning Bundle and will drop to the Letter grade associated with the Learning Bundles they have successfully completed. This excludes the Practicum Bundle, which must be completed for successful completion of the course. **

4. Missed Components Of Term Work:

The University has suspended requirements for students to provide evidence for reasons for absences so please do not attend medical clinics for medical notes or Commissioners for Oaths for statutory declarations. Please let your instructor know immediately if you are ill and cannot meet the deadlines specified.

5. Scheduled Out-of-Class Activities:

There are no scheduled out-of-class activities for this course.

While there are no scheduled out-of-class activities, this course has a practicum component with an expectation of 3 hours of out of class time activities a week until March 13th, 2020. Students will make arrangements for their practicum in collaboration with their host instructor.

6. Course Materials:

All course Readings are provided on D2L.

7. Examination Policy:

There are no exams in this class.

Students should also read the Calendar, Section G, on Examinations.

8. Approved Mandatory And Optional Course Supplemental Fees:

There are no supplemental fees associated with this course.
9. **Writing Across The Curriculum Statement:**

For all components of the course, in any written work, the quality of the student's writing (language, spelling, grammar, presentation etc.) can be a factor in the evaluation of the work. See also Section E.2 of the University Calendar.

**Expectations for Writing**

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources.

10. **Human Studies Statement:**

Students will be expected to participate as subjects or participants in projects.

See also Section E.5 of the University Calendar.

11. **Reappraisal Of Grades:**

A student wishing a reappraisal, should first attempt to review the graded work with the Course coordinator/instructor or department offering the course. Students with sufficient academic grounds may request a reappraisal. **Non-academic grounds are not relevant for grade reappraisals.** Students should be aware that the grade being reappraised may be raised, lowered or remain the same. See Section I.3 of the University Calendar.

   a. **Term Work:** The student should present their rationale as effectively and as fully as possible to the Course coordinator/instructor within **ten business days** of either being notified about the mark, or of the item's return to the class. If the student is not satisfied with the outcome, the student shall submit the Reappraisal of Graded Term work form to the department in which the course is offered within 2 business days of receiving the decision from the instructor. The Department will arrange for a reappraisal of the work within the next ten business days. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected. See sections I.1 and I.2 of the University Calendar.

   b. **Final Exam:** The student shall submit the request to Enrolment Services. See Section I.3 of the University Calendar.

**Deferrals of Course Work and Requests for Reappraisal**

For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the University Calendar: https://www.ucalgary.ca/pubs/calendar/currentacademicregs.html.

12. **Other Important Information For Students:**

   a. **Mental Health** The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, Mental Health Services Website) and the Campus Mental Health Strategy website (Mental Health).

   b. **SU Wellness Center:** The Students Union Wellness Centre provides health and wellness support for students including information and counselling on physical health, mental health and nutrition. For more information, see www.ucalgary.ca/wellnesscentre or call 403-210-9355.

   c. **Sexual Violence:** The University of Calgary is committed to fostering a safe, productive learning environment. The Sexual Violence Policy (https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf) is a fundamental element in creating and sustaining a safer campus environment for all community members. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need. The Sexual Violence Support Advocate, Carla Bertsch, can provide confidential support and information regarding sexual violence to all members of the university community. Carla can be reached by email (svsa@ucalgary.ca) or phone at 403-220-2208.

   d. **Misconduct:** Academic misconduct (cheating, plagiarism, or any other form) is a very serious offence that will be dealt with rigorously in all cases. A single offence may lead to disciplinary probation or suspension or
expulsion. The Faculty of Science follows a zero tolerance policy regarding dishonesty. Please read the sections of the University Calendar under Section K, Student Misconduct to inform yourself of definitions, processes and penalties. Examples of academic misconduct may include: submitting or presenting work as if it were the student's own work when it is not; submitting or presenting work in one course which has also been submitted in another course without the instructor's permission; collaborating in whole or in part without prior agreement of the instructor; borrowing experimental values from others without the instructor's approval; falsification/fabrication of experimental values in a report. These are only examples.

e. **Assembly Points:** In case of emergency during class time, be sure to FAMILIARIZE YOURSELF with the information on assembly points.

f. **Academic Accommodation Policy:** Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services in accordance with the procedure for accommodations for students with disabilities available at procedure-for-accommodations-for-students-with-disabilities.pdf.

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Program Director of the Natural Sciences Program, Dr. Edwin Cey by email ntscdirector@ucalgary.ca or phone 403 220-8393. Religious accommodation requests relating to class, test or exam scheduling or absences must be submitted no later than 14 days prior to the date in question. See Section E.4 of the University Calendar.

g. **Safewalk:** Campus Security will escort individuals day or night (See the Campus Safewalk website). Call 403-220-5333 for assistance. Use any campus phone, emergency phone or the yellow phones located at most parking lot pay booths.

h. **Freedom of Information and Privacy:** This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIPP). Students should identify themselves on all written work by placing their name on the front page and their ID number on each subsequent page. For more information, see Legal Services website.

i. **Student Union Information:** VP Academic, Phone: 403-220-3911 Email: suvpaca@ucalgary.ca. SU Faculty Rep., Phone: 403-220-3913 Email: sciencerep@su.ucalgary.ca. Student Ombudsman, Email: ombuds@ucalgary.ca.

j. **Internet and Electronic Device Information:** Unless instructed otherwise, cell phones should be turned off during class. All communication with other individuals via laptop, tablet, smart phone or other device is prohibited during class unless specifically permitted by the instructor. Students that violate this policy may be asked to leave the classroom. Repeated violations may result in a charge of misconduct.

k. **Surveys:** At the University of Calgary, feedback through the Universal Student Ratings of Instruction (USRI) survey and the Faculty of Science Teaching Feedback form provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference - please participate in these surveys.

l. **Copyright of Course Materials:** All course materials (including those posted on the course D2L site, a course website, or used in any teaching activity such as (but not limited to) examinations, quizzes, assignments, laboratory manuals, lecture slides or lecture materials and other course notes) are protected by law. These materials are for the sole use of students registered in this course and must not be redistributed. Sharing these materials with anyone else would be a breach of the terms and conditions governing student access to D2L, as well as a violation of the copyright in these materials, and may be pursued as a case of student academic or non-academic misconduct, in addition to any other remedies available at law.

**COMS 507/SCIE 511 Tentative Schedule of Lecture Topics and Readings**

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<td>Review the Nature of Learning</td>
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<td>Construct a learning activity that incorporates the elements from the</td>
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<td>Active Learning: What is it? Why do we do it? What’s the alternative?</td>
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<td>Who holds the responsibility for learning, teacher or student?</td>
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<td>Collaborative Learning</td>
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<td>Bruffee, The Art of Collaborative Learning, D2L</td>
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<td>Metacognition</td>
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<td>The Growth and Goals Module (Erin)</td>
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<td>Kim Tanner, Promoting Student Cognition, CBE Life Sciences Education,</td>
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<td>Freire, Pedagogy of the Oppressed, Chapter 2 D2L</td>
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<td>March 11</td>
<td>Transformative Learning</td>
<td>Check-In 507/511 Student Facilitated Class</td>
<td>Mezirow, Transformative Learning: From Theory to Practice, D2L</td>
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<td>March 25</td>
<td>Holistic and Lifelong Learning</td>
<td>Check-In 507/511 Student Facilitated Class</td>
<td>Jarvis, Towards a philosophy of human learning: An holistic approach, D2L</td>
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<td>April 1</td>
<td>Vulnerability, gender and the classroom</td>
<td>Check-In 507/511 Student Facilitated Class</td>
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<td>April 8</td>
<td>Teaching with Heart</td>
<td>Check-In 507/511 Student Facilitated Class</td>
<td>Palmer, Teaching with Heart and Soul : Reflections on Spirituality in Teacher Education, D2L</td>
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<td>April 15</td>
<td>Teaching Soul</td>
<td>Concept Mapping</td>
<td>Dirks, Nurturing Soul, D2L</td>
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**Course Outcomes:**

- Apply theories of learning and instruction during their mentorship interactions with peers.
- Apply theories of group management, engagement, team building, and conflict resolution during their mentorship interactions with peers.
- Devise approaches to facilitate active learning and coach peers through their learning process.
- Justify the use of group-based activities and active learning strategies in the context of undergraduate university courses.
- Write critical reflections on experiences linking theories of learning and the practice of teaching

Electronically Approved - Mar 22 2020 15:56

Department Approval

Electronically Approved - Mar 22 2020 19:45

**Associate Dean's Approval for alternate final examination arrangements or remote learning**