

**Communication and Culture (CMCL) 507 S01
Collaborative Learning and Peer Mentoring
Winter 2014
Thursdays 17:00-19:45**

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Office Hours:	F 11:00-12:00

Course Description

A practical course in supporting peers with their learning processes using a facilitative, collaborative approach. The course will provide background useful in both the classroom and in the professional workplace, and will also enhance students' learning of their own field of study through their interaction with other students. Students will become familiar with learning theories and learning processes through readings and assignments, and will receive practical experience by helping learners in a Faculty of Arts course under the supervision of that course's instructor. Activities may include facilitating discussion in classrooms or online, discussing topics for term papers, organizing and assisting study groups, or coaching peers in their oral presentation or writing skills.

Additional Information

By application only. This course includes a 40-hour practicum as a peer mentor. Pre-term planning meetings and events are occasionally scheduled at other days and times, in lieu of class time. This course uses Blackboard to post ongoing announcements, grades, and course information.

Objectives of the Course

1. to build skills in mentoring, discussion facilitation, collaborative learning
2. to understand and apply theory related to collaborative learning and mentoring
3. to better understand the social contexts and challenges of university undergraduate teaching and learning

4. to enrich one's understanding of the subject area of the course in which one is mentoring

Internet and electronic communication device information

Laptops are permitted in class for class use only and not for social networking.

Textbooks and Readings:

Dewey, John. (1997). Experience and Education. New York. Touchstone.

Smith, Tania; Rabbitte, Caleigh & Robinson, Stephen. (2009) L. Cheal, T. Smith and T. Spark, (eds). "Curricular Peer Mentoring: A Handbook for Undergraduate Peer Mentors Serving in Courses". Victoria, B.C. Trafford Publishing. **(The Curricular Peer Mentoring Network has copies of this text available to students for purchase at a discounted price)**

Other course materials will be available on Blackboard throughout the semester.

Assignments and Evaluation

Semester plan: 5%

Due: Thursday, January 16

Length: 1 page or less

Description: Students will submit a semester plan that outlines the peer mentoring goals they wish to work towards throughout the semester.

Reflections 30% (6 at 5% each):

Due: throughout the semester approximately every two weeks

Length: 3-4 pages

Description: Reflection assignments will help students process and learn from their experience of mentoring. Each assignment should be one to two pages of thoughtful commentary on mentoring experience with students, faculty members, staff meetings in relation to the course material.

Mid-term portfolio/Self Analysis:

Weight: 15%

Due: Thursday, February 27

Length: Approximately 15-20 pages

Description: This assignment provides students with an opportunity to gather all the peer mentoring material they have produced so far this semester and to reflect upon it in a constructive and meaningful way in a self analysis section located in the portfolio. The portfolio assesses your work for progress, strengths and weaknesses which will tell the story of your mentoring growth. It also helps keep both peer mentor and instructor accountable to the educational process by keeping a record of the students progress as

they move through the mentoring process and recording the program's impact on the student and on the students they mentor. The Self Analysis section of the mid-term portfolio is a 2-3 page, double spaced self assessment of how the peer mentor is doing to date with the mentoring process. More details about this section will be discussed in class.

Mentoring Philosophy

Weight: 20%

Due: Draft due Thursday March 27, final version due April 11

Length: 3-4 pages

Description: The mentoring philosophy explains the students' reasons for mentoring, provides a brief description of how they mentor and justifies their beliefs about mentoring. It is approximately 3-4 pages in length.

Final portfolio

Weight: 10%

Due: Friday, April 11

Length: 30-50 pages approximately

Description: Students submit a 30-50 page final portfolio containing all material produced during the semester including all submitted reflection pieces and the mentoring philosophy as well as any other documents received since the mid-term portfolio. (Please note: If a student is planning on enrolling and completing CMCL 509 a copy of the CMCL 507 portfolio is required for that course.)

Presentation

Weight: 20%

Due: Presentation dates TBD in class

Length: 20 minute in-class presentation plus submission of notes

Description: Students will present and facilitate on one of course readings. Student will develop a synopsis of the reading, connect the major themes to peer mentoring and offer guided questions that facilitate in-class discussion.

Complete explanation of the assignments will be on Blackboard.

All assignments must be completed or a grade of F may be assigned at the discretion of the instructor.

It is the student's responsibility to keep a copy of each submitted assignment.

Note: Please hand in your essays directly to your tutor or instructor if possible. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will

be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

Registrar-scheduled Final Examination: No

Please note: If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening; however, there is NO guarantee that the exam will NOT be scheduled during the day.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, **students should identify themselves on all written work by placing their name on the front page and their ID number. Also you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam from SS320 after classes have ended.**

For more information see also <http://www.ucalgary.ca/secretariat/privacy>.

Writing Skills Statement

Department policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. For details see <http://comcul.ucalgary.ca/needtoknow>. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Research papers must be properly documented.

If you need help with your writing, you may use the Writing Centre. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

Grading System

The following grading system is used in the Department of Communication and Culture:

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99

B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

Where a grade on a particular assignment is expressed as a letter grade, it will normally be converted to a number using the midpoint of the scale. That is, A- would be converted to 87.5 for calculation purposes. F will be converted to zero.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor or the Writing Centre (3rd Floor Taylor Family Digital Library, <http://www.ucalgary.ca/ssc/writing-support>) if you have any questions regarding how to document sources.

Academic Misconduct

For information on academic misconduct and the consequences thereof please see the current University of Calgary Calendar at the following link; <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students with Disabilities

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Student Accessibility Services (220-8237, <http://www.ucalgary.ca/access/>) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course.

Students' Union

For details about the current Students' Union contacts for the Faculty of Arts see <http://www.su.ucalgary.ca/governance/elections/home.html>

Student Ombudsman

For details on the Student Ombudsman's Office see <http://www.ucalgary.ca/provost/students/ombuds>

Emergency Evacuation and Assembly points

For information on the emergency evacuation procedures and the assembly points see <http://www.ucalgary.ca/emergencyplan/assemblypoints>

"SAFEWALK" Program -- 220-5333

Campus Security will escort individuals day or night -- call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

Ethics

Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see

The Department of Communication and Culture Research Ethics site: <http://www.comcul.ucalgary.ca/ethics>

or the University of Calgary Research Ethics site: <http://www.ucalgary.ca/research/ethics/cfreb>

Schedule of Lectures and Readings

Date	Class Agenda	Assignments/Readings Due
Thursday, January 9	Orientation to Peer Mentoring SS217 Ethics/Intro to Course	Intro to Traditional vs Progressive Education

Date	Class Agenda	Assignments/Readings Due
Thursday, January 16	<p>Intro to peer mentoring and higher learning theory.</p> <p>Setting goals and the semester plan.</p> <p>Writing Reflectively</p> <p>Signing up for presentations</p>	<p>Garvey, B, P. Stokes and D. Megginson (2009) The Meaning of Coaching and Mentoring. Ch. 1 (Fair Use Copy)</p> <p>Jenny Moon, Writing Reflectively. On Blackboard.</p> <p>The Psychedelic Guide: Handout</p>
Thursday, January 23	<p>Defining Collaborative Learning, Active Learning and Learning Communities</p> <p>Power and the Teaching Team</p>	<p>Chapter 1: Introduction to Peer Mentoring, Peer Mentoring Handbook</p> <p>Kilpatrick, S, M. Barrett and T. Jones. Defining Learning Communities. (Fair Use Copy)</p> <p>Bruffee, K. (1987). The Art of Collaborative Learning. (Fair Use Copy)</p> <p>Romer, K and Whipple, Collaboration Across the Power Line. (Link on Blackboard)</p> <p>Semester Plan due</p>
Thursday, January 30	<p>Dewey: Presentation 1 Ch. 1 Traditional and Progressive Education Ch. 2 The Need of a Theory of Education</p> <p>Dewey: Presentation 2 Ch. 3 Criteria of Experience Ch. 4 Social Control</p>	<p>Presentations: Dewey Chs 1 & 2/3 & 4</p> <p>Video: Ken Livingstone</p> <p>First reflection due</p>
Thursday, February 6	<p>Dewey: Presentation 1 Ch. 5 Nature of Freedom Ch. 6 Meaning Of Purpose</p> <p>Dewey: Presentation 2 Ch. 7 Progressive Organization of Subject Matter Ch. 8 Experience: The Means and Goal of Education</p> <p>The value of a portfolio</p>	<p>Presentations: Dewey Chs 5 & 6/7 & 8</p> <p>Chapter 2: The Peer Mentoring Handbook</p>

Date	Class Agenda	Assignments/Readings Due
Thursday, February 13	<p>Learning Styles and Learning Spaces</p> <p>Kolb: Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education</p>	<p>A. Kolb and Kolb, D. (2005). 'Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education. Academy of Management Learning & Education 4:2 pg 193-212 (Fair Use Copy)</p> <p>Chapter 3: The Peer Mentoring Handbook</p> <p>Second Reflection Due/ Midterm Portfolio Due</p>
Thursday, February 20	No Class -- Midterm break	
Thursday, February 27	Vygotsky and the Zone of Proximal Development	<p>Lake, R. (2012). "In and Out of the Zone of Proximal Development" (Fair Use Copy)</p> <p>Chapter 4: The Peer Mentoring Handbook</p>
Thursday, March 6	<p>Friere and Critical Pedagogy</p> <p>How to write a mentoring philosophy</p>	<p>Friere: Pedagogy of the Oppressed Chapter 2 (Fair Use Copy)</p> <p>Teaching Philosophy links on Blackboard</p> <p>Third Reflection Due</p>
Thursday, March 13	Transformative Education and Mezirow	Mezirow, Jack (1997) 'Transformative Learning: From Theory to Practice.' New Directions for Adult and Continuing Education 74, Summer Jossey-Bass Publishers. (PDF on Bb)
Thursday, March 20	<p>Spirituality and Learning</p> <p>bell hooks</p> <p>John Rassis video</p>	<p>hooks, bell. (1994) Teaching to Transgress. Routledge: New York. (Ch 1 'Engaged Pedagogy) (Fair Use Copy)</p> <p>Fourth Reflection Due</p>

Date	Class Agenda	Assignments/Readings Due
Thursday, March 27	Teaching and the Soul Parker Palmer	Palmer, P. (2003) 'Teaching with Heart and Soul: Reflections on Spirituality in Teacher Education.' Journal of Teacher Education 54: pps 376-385. First Draft of Mentoring Philosophy due
Thursday, April 3		Fifth Reflection Due
Thursday, April 10	Wrap Up Potluck	Sixth Reflection Due/ Mentoring Philosophy Due/ Final Portfolio Due