

University of Calgary
Department of Communication, Media and Film

CMCL 507 (L01) Collaborative Learning and Peer Mentoring

Winter 2020: January 15 to April 15 (excluding February 16-22)

~~Lecture: Wednesdays 17:00 to 19:45~~

Classes delivered through online delivery from March 17 to end of class.

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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 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.

Additional Information

This course includes a 40-hour practicum as a Peer Mentor in your host class. Coordination of your practicum should take place in consultation with your host instructor.

Objectives of the Course

- (1) *Practicum* – Apply theories of learning and tools for teaching during the mentorship of peers in 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 CMCL 507

Textbooks and Readings

All readings will be provided on D2L.

Internet and electronic communication device information

Please be respectful of your classmates if you decide to use computers or other mobile devices during class time.

Assignments and Evaluation

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, Philosophy, and Portfolio* – Apply theories of group management, engagement, team building, and conflict resolution during facilitation within CMCL507. 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.

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 and produce a mentoring philosophy and professional portfolio.

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

1. *Practicum Specifications:*

- 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 arriving 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 and last class) (Jan 15-April-15)** a ~300-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 they demonstrate 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.
 - **10 out of a possible 11** 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 less than 400 words will not be given credit.

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 at 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.

** For Students to receive an “A”, for this Learning Bundle they must ALSO:

- On the **last day of the semester**, 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 the **last day of the semester**, 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.

** 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* 11 out of 11 Reading Summaries to an acceptable standard (rather than 10/11) will earn a B+ letter grade. To earn an A+ students must exceed expectations for all Learning Bundles.
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** Students who do not successfully complete **1 (and only 1)** of the specifications **within a single Learning Bundle**, will earn the “-” letter designation. This excludes the Practicum Bundle, which must be completed for successful completion of the course. 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** 9 out of 11 Reading Summaries to an acceptable standard (rather than 10/11) 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.**

Registrar-scheduled Final Examination: No

Submission of Assignments

Please include your name and ID number on all assignments and submit your essays online directly into the corresponding D2L dropbox.

Note: It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission).

Be prepared to provide photo ID to pick up assignments in SS 320. Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the ***Freedom of Information and Protection of Privacy (FOIP) Act***. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the instructor not accepting the assignment.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>. Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

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. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Grading & Department of Communication, Media and Film Grade Scale

The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, *final grades are reported as letter grades. All other grades are pass or fail*

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations*
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%
2.70	Approaching good performance	B-	70 - 74.99%	72.5%
2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	0 - 49.99%	0%

* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

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. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

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. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at https://owl.purdue.edu/owl/research_and_citation/resources.html

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To book an appointment, go to https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect

Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Academic Misconduct

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

Research Ethics

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see <https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

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/current/academic-regs.html>

Student Support Services and Resources

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at itsupport@ucalgary.ca or by calling 403-220.5555.

CMCL 507/SCIE 511 W20
Schedule of Lecture Topics and Readings

Week	Theme	Activities	Readings	Assessment
Jan 15	Introduction to the course Reflective Writing DEAL Model (Lisa) Goal Setting (Erin)	Check-In Course Outline Review Ethics overview Reflective Writing Specifications for Critical Reflection	Course Outline Ash and Clayton Blooms Taxonomy	
Jan 22	The Nature of Learning	Check-In Review the Nature of Learning Construct a learning activity that incorporates the elements from the Nature of Learning.	The Nature of Learning	Semester Plan Reading Summary 1
Jan 29	Active Learning	Check-in Active Learning: What is it? Why do we do it? What's the alternative? Who holds the responsibility for learning, teacher or student?	Classroom Activities for Active Learning	Reading Summary 2 Critical Reflection 1
Feb 5	Collaborative Learning	What is collaborative learning and how do we do it effectively?	Bruffee, The Art of Collaborative Learning D2L	Reading Summary 3
Feb 12	Metacognition	Check-In The Growth and Goals Module (Erin)	Kim Tanner, Promoting Student Cognition, CBE Life Sciences Education, Vol. 11, 113-120, Summer 2012	Reading Summary 4 Critical Reflection 2
Feb 19	No Class: Reading Break			

Feb 26	Scaffolded Learning	Check-In Vygotsky (Lisa)	In and Out of the Zone of Proximal Development. Vygotsky on Education. D2L	Reading Summary 5 Critical Reflection 3
March 4	Teaching and Freedom	Check-in 509 Student Facilitated Learning	Freire, Pedagogy of the Oppressed, Chapter 2 D2L	Reading Summary 6
March 11	Transformative Learning	Check-In 507/511 Student Facilitated Learning	Mezirow, Transformative Learning: From Theory to Practice, D2L	Reading Summary 7 Critical Reflection 4
March 18	Holistic and Lifelong Learning	Check-In 507/511 Student Facilitated Class	Jarvis, Towards a philosophy of human learning; An holistic approach, D2L	Reading Summary 8
March 25	Vulnerability, gender and the classroom	Check-In 507/511 Student Facilitated Class	hooks, Teaching to Transgress, D2L	Reading Summary 9 Critical Reflection 5
April 1	Teaching with Heart	Check-In 507/511 Student Facilitated Class	Palmer, Teaching with Heart and Soul : Reflections on Spirituality in Teacher Education, D2L	Reading Summary 10
April 8	Teaching Soul	Check-In 507/511 Student Facilitated Class	Dirkx, Nurturing Soul, D2L	Reading Summary 11 Critical Reflection 6
April 15	Wrap Up	Concept Mapping CMCL 509 presentations		Final Portfolio with Mentoring Philosophy