University of Calgary
Department of Communication, Media and Film

Communication and Culture CMCL 507/509 S01
Collaborative Learning and Peer Mentoring

Fall 2017

Sept 13 – Dec 6 2017
W 17:00-19:45

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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.

Responsibilities and Expectations
Our philosophy of teaching is that it is our responsibility to 'set the stage' for learning to occur. It is our job to ensure that the classroom environment, support materials, and assessment tools used all support the conditions that allow students to learn. Feedback from students is very important in this so that we know whether such conditions exist, how well the course is going and where problems are arising. We encourage you to feel free to tell us about these things at any point in the semester. It is also our goal that, as much as possible, students will spend class time actively working with course material and applying what has been learned from the readings and lectures. This means coming to class prepared and willing to participate!
 Our expectations of you:
• treat others in class with respect. This means:
- Be considerate, open, and encouraging of the contributions of other students in the class
- Listen actively to others
- Assume positive intent when receiving feedback from others
- Be supportive of the efforts and initiatives of others
- Restrict your use of laptops and other electronic devices to only those activities directly related to class
- Be on time & come prepared; participate actively in class

What you can expect from us:
- Treat all students with respect
- Start and end classes on time
- Available outside of class time to discuss course content or any other course concerns
- Post materials for lecture and labs on D2L in a timely manner
- Reply to emails within 24 h (except weekends)

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* Learning Bundle-- Apply theories of learning and tools for teaching during the mentorship of peers in your host class
(2) *Foundational Concepts* Learning Bundle – explain and describe different theories of learning, tools for teaching and approaches of mentorship
(3) *Reflection* Learning Bundle -- Write critical reflections on experiences linking foundational concepts of learning/mentoring and the practice of teaching/mentorship
(4) *Facilitation* Learning Bundle – Apply theories of group management, engagement, team building, and conflict resolution during facilitation within CMCL507

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:
- 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 <u>one</u> 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 <u>*Practicum* Rubric on D2L</u>. 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 first class (Sept 13)** a ~300-word typed *Semester Plan* outlining your goals you wish to work towards throughout the semester. Credit for this component 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) (Sept 20 - Dec 6)** 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.
  - o The Reading Summary should highlight the main points of the reading(s), make links to your personal experience, and provide insights for your mentorship.
  - o Reading Summaries shorter than 200 words will not be given credit.
  - o **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** (Sept 20, Oct 4, Oct 18, Nov 1, Nov 15, Nov 29) 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 shorter than 400 words will not be given credit.

** For Students to receive an "A", for this Learning Bundle they must *ALSO*:
  o 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.
  o 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.

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.

** 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. **

** 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

Note:
You do not need to complete all assignments and exams in order to receive a passing grade in the course.

Submission of Assignments: Please hand in your assignments directly to the instructor during class time. If it is not possible to do so, please email your assignment to your instructor **PRIOR** to the start of class to avoid a late designation.

Please include your name and ID number on all assignments. Personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. For more information, see http://www.ucalgary.ca/legalservices/foip/foip-hia

Note: It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted (particularly in courses requiring electronic submission). Including a version date in your file name may be useful.

Policy for Late Assignments
Assignments submitted after the deadline will not be graded unless you choose to use a 'free pass' for forgiveness of the lateness.

Student Accommodations:
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework 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) should contact their instructors. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.

- For information on Deferrals of Final Exams and Term Work, see sections G.6 and G.7 of the *University Calendar* at http://www.ucalgary.ca/pubs/calendar/current/g-6.html and http://www.ucalgary.ca/pubs/calendar/current/g-7.html

Writing Skills Statement
Department policy directs that all written assignments (including, to a lesser extent, written exam responses) will 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. Sources used in 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 & Grade Scale of the Department of Communication, Media and Film
Final grades are reported as letter grades as outlined in the section on Assignments and Evaluation.

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

For information on citation and documentation styles (including APA, Chicago, IEEE, MLA, and others), visit the links provided at https://ucalgary.ca/ssc/resources/writing-support/436 . If you have questions about how to document sources, please consult your instructor or the Writing Centre (3rd Floor TFDL, http://www.ucalgary.ca/ssc/writing-support).

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 (e.g., surveys, interviews, or observations) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, see http://arts.ucalgary.ca/research/resources/ethics

Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (ASC)	SS 102 403-220-3580 artsads@ucalgary.ca
CAMPUS SECURITY • **Calgary Police Service** • **Emergency Text Messaging** • Emergency Evacuation & Assembly • **Safewalk Program**	http://www.ucalgary.ca/security/ **403-220-5333** **403-266-1234 Emergency: call 911** http://www.ucalgary.ca/emergencyplan/textmessage http://www.ucalgary.ca/emergencyplan/assemblypoints If you feel uncomfortable walking alone at any time, call Campus Security for an escort (**220-5333)**. For more information, see http://www.ucalgary.ca/security/
DESIRE2LEARN (D2L) Support • **IT help line**	http://elearn.ucalgary.ca/desire2learn/home/students 403-220-5555 or itsupport@ucalgary.ca
STUDENT SUCCESS CENTRE • **Writing Support Services** • **Student Services Mobile App**	http://ucalgary.ca/ssc http://www.ucalgary.ca/ssc/writing-support http://ucalgary.ca/currentstudents

STUDENTS' UNION CONTACTS	
• **Faculty of Arts Reps**	https://www.su.ucalgary.ca/about/who-we-are/elected-officials/
• **Student Ombudsman**	http://www.ucalgary.ca/provost/students/ombuds
SU WELLNESS CENTRE	**403-210-9355** (MSC 370), M-F, 9:00–4:30 pm
• **Counselling Services**	http://ucalgary.ca/wellnesscentre/counselling
• **Health Services**	http://ucalgary.ca/wellnesscentre/health
• **Distress centre 24/7 CRISIS LINE**	403-266-HELP (4357)
• **Online resources and tips**	http://ucalgary.ca/wellnesscentre/healthycampus
	If you're concerned about a friend or your own well-being, it is important to seek help early. Call or visit the SU Wellness Centre or the 24-hour crisis line.

Tentative Schedule of Lecture Topics and Readings

Week	Theme	Activities	Readings	Assessment
1 (Sep 13)	*Welcome to the Curricular Peer Mentoring program!*	Orientation and Introduction Ethics paperwork, Course Outline Reflective Writing Specifications for Critical Reflections	1. Course Outline (D2L) 2. Ethics Guidelines (in class) 3. Question Formulation Technique (in class) 4. Critical Reflection Specifications (in class) 5. "Reflection in Higher Education Learning" (D2L) 6. "Reflective Writing Guidance Notes for Students" (D2L)	DUE: <u>Semester Plan</u>
2 (Sep 20)	*The Nature of Learning*	Facilitated Check-in (45 minutes) De-brief The Nature of Learning Constructing an activity/lesson plan incorporating The Nature of Learning	1. "The Nature of Learning: Using Research to Inspire Practice – the Practitioner's Guide" (D2L)	DUE: <u>Reading Summary</u> #1 DUE: <u>Critical Reflection</u> #1
3 (Sep 27)	*Active Learning*	Facilitated Check-in (45 minutes) Active learning. What is it? Why do we do it? What's the alternative? Who holds the responsibility for learning, teacher or student? Class Discussion: Sage on the Stage vs. Guide on the Side Small group discussions: Cadaver dog questions Incorporate an Active Learning Technique into a mentoring plan	1. "Classroom activities for Active Learning" (D2L) 2. "What my Cadaver Dog Taught me about Teaching and Learning" (D2L)	DUE: <u>Reading Summary</u> #2
4 (Oct 4)	*Collaborative Learning*	Facilitated Check-in (45 minutes) De-brief "My pedagogical creed" Designing and learning institution	1. "My Pedagogical Creed" (D2L) 2. "The Art of Collaborative Learning" (D2L)	DUE: <u>Reading Summary</u> #3 DUE: <u>Critical Reflection</u> #2
5 (Oct 11)	*Metacognition & Exam prep.*	Facilitated Check-in (45 minutes) De-brief "Promoting Student Metacognition" Jigsaw activity on studying techniques that help students learn	1. "Promoting Student Metacognition" (D2L) 2. "Improving Students' Learning with effective learning techniques" (handouts in class)	DUE: <u>Reading Summary</u> #4
Empowering Learners				
6* (Oct 18)	*Power & Zone of Proximal development*	Check-in (45 minutes) Student Facilitated Class	1. "In and Out of the Zone of Proximal Development. Vygotsky on Education" (D2L) 2. "Collaboration across the power line" (D2L)	DUE: <u>Reading Summary</u> #5 DUE: <u>Critical Reflection</u> #3
7* (Oct 25)	*Is intelligence fixed? The will to learn*	Check-in (45 minutes) Student Facilitated Class	1. "Mindsets that promote resiliency: when students believe that personal characteristics can be developed" (D2L)	DUE: <u>Reading Summary</u> #6
8* (Nov 1)	*Teaching and Freedom*	Check-in (45 minutes) Student Facilitated Class	1. "Pedagogy of the oppressed" Chapter 2 (D2L)	DUE: <u>Reading Summary</u> #7 DUE: <u>Critical Reflection</u> #4
9 (Nov 8)		Reading Days -- NO CLASS		
10* (Nov 15)	*Gender and the classroom*	Check-in (45 minutes) Student Facilitated Class	1. "Teaching to Transgress" (D2L)	DUE: <u>Reading Summary</u> #8 DUE: <u>Critical Reflection</u> #5
11* (Nov 22)	*Transformative Learning*	Check-in (45 minutes) Student Facilitated Class	1. "Transformative Learning: From Theory to Practice" (D2L)	DUE: <u>Reading Summary</u> #9
12* (Nov 29)	*Holistic Learning*	Check-in (45 minutes) Student Facilitated Class	1. "Towards a philosophy of human learning. Human learning: An holistic approach" (D2L)	DUE: <u>Reading Summary</u> #10 DUE: <u>Critical Reflection</u> #6
13* (Dec 6)	*Teaching with Heart and Soul*	Check-in (45 minutes) Student Facilitated Class	1. "Teaching with Heart and Soul: Reflections on Spirituality in Teacher Education" (D2L)	DUE: <u>Reading Summary #11</u> DUE: <u>Final Portfolio</u> with <u>Mentoring Philosophy</u>

*indicates student facilitated classes