

University of Calgary
Department of Communication, Media and Film

Communication and Culture CMCL 507 S01

Collaborative Learning and Peer Mentoring

Winter 2015

Wed., Jan. 14 – Wed., April 15 (excluding Feb. 18)

W 17:00-19:45

Instructor: Shane Halasz
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Web Page: D2L available through MyUofC portal
Office Hours: Tuesday and Thursday 11:00-12:00 or by appointment

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 D2L 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 to enrich one's understanding of the subject area of the course in which one is mentoring

Textbooks and Readings

Angus, Ian. (2009). Love the Questions: University Education and Enlightenment. Winnipeg. Arbeiter Ring.

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 D2L throughout the semester.

Internet and electronic communication device information

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

Assignments and Evaluation

Semester plan: 5%

Due: Wednesday, January 28

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; Wed., Feb. 4;

Wed., Feb. 25; Wed., Mar. 11; Wed., Mar. 25; Wed, Apr. 8; Fri., Apr. 17

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:

Total weight 15%: Portfolio: 5%, Self Analysis 10%

Due: Wednesday, March 11

Length: Approximately 15-20 pages, including the Self Analysis.

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 complete portfolio is worth 5% of the 15% total.

Included in the mid-term portfolio is a Self Analysis section. This section is worth 10% of the 15% total and is 3-5 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 Wednesday, April 1, final version due April 17

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. Secondary sources will be required to substantiate and justify the philosophy. It is approximately 3-4 pages in length.

Final portfolio: 10%

Due: Friday, April 17

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.)

Presentations: 20% (2 @ 10%)

Due: March 25, April 8

Length: 10-minute in-class presentation plus submission of notes

Description: Students will work collaboratively in teams to present a synthesis of course readings in response to questions to be provided.

Complete assignment guidelines will be available on D2L.

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

Note: Please submit all assignments electronically.

Registrar-scheduled Final Examination: No

Note: All assignments and exams must be completed or a course grade of F may be assigned at the discretion of the instructor.

Note: It is the student's responsibility to keep a copy of each submitted assignment. For courses in which assignments are submitted electronically, it is the student's responsibility to ensure that the correct copy of the assignment is submitted. (Including the version date or version number in your file name may help you avoid submitting the wrong version of your written assignments.)

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.

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 14 days after the start of the course.

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. 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. 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 System & Department of Communication, Media and Film Grade Scale

Work in this course will be graded using percentage grades. The following grade scale percentage equivalents are used in the Department of Communication, Media and Film:

Grade Point Value	Description	Grade	Department grade scale equivalents	Letter grade % equivalent for calculations
4.00	Outstanding	A+	96 - 100%	98.0%
4.00	Excellent—superior performance, showing comprehensive understanding of subject matter.	A	90 - 95.99%	93.0%
3.70		A -	85 - 89.99%	87.5%
3.30		B+	80 - 84.99%	82.5%
3.00	Good—clearly above average performance with knowledge of subject matter generally complete.	B	75 - 79.99%	77.5%
2.70		B-	70 - 74.99%	72.5%
2.30		C+	65 - 69.99%	67.5%

2.00	Satisfactory—basic understanding of the subject matter.	C	60 - 64.99%	62.5%
1.70		C-	55 - 59.99%	57.5%
1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00		D	50 - 52.99%	51.5%
0.00	Fail – unsatisfactory performance or failure to meet course requirements.	F	00 - 49.99%	0%

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 <http://www.ucalgary.ca/ssc/node/208> . 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 (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 <http://arts.ucalgary.ca/research/research/research-ethics>

Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (PIC)	SS 102 403-220-3580 picarts@ucalgary.ca
CAMPUS SECURITY <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • IT help line 	http://elearn.ucalgary.ca/desire2learn/home/students 403-220-5555 or itsupport@ucalgary.ca
STUDENT SUCCESS CENTRE <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Faculty of Arts Reps • Student Ombudsman 	http://www.su.ucalgary.ca/governance/elections/home.html http://www.ucalgary.ca/provost/students/ombuds
SU WELLNESS CENTRE <ul style="list-style-type: none"> • Counselling Services • Health Services • Distress centre 24/7 CRISIS LINE • Online resources and tips 	403-210-9355 (MSC 370), M-F, 9:00–4:30 pm http://ucalgary.ca/wellnesscentre/counselling http://ucalgary.ca/wellnesscentre/health 403-266-HELP (4357) 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.

Schedule of Lectures and Readings

TBA on D2L at the start of classes.