

**University of Calgary
Department of Communication, Media and Film**

**Communication and Culture (CMCL) 509 Lecture 1
Research in Peer Mentoring and Higher Education**

Winter 2016

Wednesday, January 13 to Wednesday, April 13 (excluding Wednesday, February 17)

W 17:00-19:45

Instructor: Lisa Stowe
Office: SS206
Office Phone: 403 220 4840
E-Mail: lstowe@ucalgary.ca
Web Page: D2L
Office Hours: TU/TH 11-12

Course Description

CMCL 509 is an advanced course in peer mentoring focusing on researching peer mentoring programs at higher education institutes. This course also involves students in supporting peers with their learning processes using a facilitative, collaborative approach. Advanced peer mentors will have fewer hours of class time and approximately 50 hours per term allotted to service so that in addition to mentoring students in a host course, advanced mentors can assist new mentors to grow into their roles. Students will conduct their own textual and field research and present findings in a final class symposium at the end of the semester. The term project involves a small self-directed research project.

Additional Information

Registration is by application only. This course includes a 50-hour practicum as a peer mentor. Some class activities are performed outside of class hours in lieu of class time. Most of these activities are scheduled by students according to their availability.

Objectives of the Course

To either add a new part-time peer mentoring role as a mentor to new mentors in the program, or to take on a significantly different mentoring role than in the previous term.

To learn new concepts and philosophies of higher education learning, leadership communication and innovation by completing a research project which contributes to the expansion and strength of peer mentoring programs and courses.

To learn how to conduct secondary source research to answer a conceptual research question or to learn how to conduct primary research to answer a research question. To learn how different methodologies are used to conduct peer mentoring research.

To learn how to critically read, assess and revise education or disability policy.

Textbooks and Readings

All readings for this course are posted on D2L.

Internet and electronic communication device information

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

Assignments and Evaluation

Reflections

Weight: 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.

CMCL 507 presentation and facilitation

Weight: 20%

Due: Ongoing

Length 30 minutes

Description:

Students will present to the CMCL 507 class on a scheduled 507 reading. Presentations will be meant to model what is a good presentation style for the CMCL 507 students. Student will develop a synopsis of the reading, connect the major themes to peer mentoring and offer guided questions that facilitate in-class discussion.

Research/Policy Critique Proposal and Annotated Bibliography

Weight: 20%

Due Date: Wednesday, February 24

Length: 5-7 pages

Description:

Students will have a choice as to whether to complete a major research project or complete a critical evaluation of a current education or disability government policy. Students will submit a 5-7 page proposal detailing their proposed research project or

outlining a critical assessment of the policy they wish to revise. The proposal must include an annotated bibliography of at least 10 scholarly sources, a list of possible survey or interview questions (if they are conducting primary research), a contextualization and historical overview of the policy they wish to critique (if they chose to do the policy critique) and a brief schedule of how they will proceed with their research/critique project.

Final Research Report or Policy Position paper

Weight 30%

Due Date: Wednesday, April 13

Length: 15-20 pages

Description

Students will **either**

- submit a 15 page final report outlining their research findings. This report will be a synthesis of secondary research and primary data; or
- present a critical assessment and position paper on an education or disability policy of their choice.

Registrar-scheduled Final Examination: No

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

Submission of Assignments: 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.

Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at final exams in SS 320 after classes have ended. 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/secretariat/privacy>

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.

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_0.pdf.

Please note:

1. Students seeking accommodations for transient illnesses (e.g., the flu) should contact their instructors directly. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.
2. When accommodations are granted, they may take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test.
3. 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. 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 & Grade Scale of the Department of Communication, Media and Film

Final grades are reported as letter grades. However, assignments, exams, and other work in this course will be graded using

- X letter grades
- percentage grades
- X raw scores (e.g., a score out of 15 for an assignment worth 15 /100 of the final grade)
- GPA values (using any value on the 0 to 4.0 scale, including, e.g., 3.2 or 2.8)
- a combination of the above

The following grade scale percentage equivalents are used in the Department. If letter grades are used for an assignment or other course component, the percentage equivalent in the final column will be used for calculating the final grade:

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 <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 (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/resources/ethics>

Ethics

Students in CMCL 509 have to potential to conduct primary research involving human participants. 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, Media and Film Research Ethics site: <http://www.comcul.ucalgary.ca/ethics> or the University of Calgary Research Ethics site: <http://www.ucalgary.ca/research/ethics/cfreb>

Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
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ARTS PROGRAM ADVISING (ASC)	SS 102 403-220-3580 artsads@ucalgary.ca
CAMPUS SECURITY <ul style="list-style-type: none"> <input type="checkbox"/> Calgary Police Service <input type="checkbox"/> Emergency Text Messaging <input type="checkbox"/> Emergency Evacuation & Assembly <input type="checkbox"/> 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"> <input type="checkbox"/> 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"> <input type="checkbox"/> Writing Support Services <input type="checkbox"/> 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"> <input type="checkbox"/> Faculty of Arts Reps <input type="checkbox"/> Student Ombudsman 	https://www.su.ucalgary.ca/about/who-we-are/elected-officials/ http://www.ucalgary.ca/provost/students/ombuds
SU WELLNESS CENTRE <ul style="list-style-type: none"> <input type="checkbox"/> Counselling Services <input type="checkbox"/> Health Services <input type="checkbox"/> Distress centre 24/7 CRISIS LINE <input type="checkbox"/> 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

A detailed schedule of topics and readings will be posted on D2L before classes start.