

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

**CMCL 507 (S01): Collaborative Learning and Peer Mentoring**

**Fall 2019: Sept 11 – Dec 4 2019 (excluding Nov. 11-15)**

**Lecture: Wednesday 17:00-19:45**

<b>Instructor:</b>	Kyla Flanagan
<b>Office:</b>	BI 266
<b>Office Phone:</b>	(403)- 220-7644
<b>Email:</b>	kmflanag@ucalgary.ca
<b>Web Page:</b>	D2L available through MyUofC portal
<b>Office Hours:</b>	Mondays 9-10am; Wednesday 3-4pm, or by appointment

### **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.

### **Responsibilities and Expectations**

My philosophy of teaching is that it is my responsibility to 'set the stage' for learning to occur. It is my 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 I know whether such conditions exist, how well the course is going and where problems are arising. I encourage you to feel free to tell me about these things at any point in the semester. It is also my 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!

#### My 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 me:

- Treat all students with respect
- Start and end classes on time

- Available outside of class time to discuss course content, practicum or any other course concerns
- Post materials on D2L in a timely manner
- Return graded materials within a week

Reply to emails within 24 h (except weekends)

### **Additional Information**

The weekly schedule of topics and readings can be found at the end of this outline or on D2L.

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*.

Students are responsible for reading and following all course and university policies discussed in this outline.

### **Textbooks and Readings**

All readings will be provided on D2L

### **Policy on the use of Electronic Communication Devices**

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 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 SCIE 511

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 & Reading Summary 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 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 class activities and discussions with no more than **1 unexcused late/absence during the semester**.
- Submit at the **start of the first class (Sept 11)** 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 class) (Sept 18 - Dec 4)** a ~300-word typed *Reading Summary* outlining the most important points of the reading(s) for the week.
- **10 out of a possible 11** Reading Summaries must be to an “acceptable” standard as defined by the *Reading Summary Rubric provided on D2L*.

### 3. Reflection Specifications:

- Submit at the **start of class every two weeks** (Sept 18, Oct 2, Oct 16, Oct 30, Nov 20, Dec 4) 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.

\*\* 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](#).

#### 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 40-60 minute class on a topic provided to 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’** that can be used to re-submit any written assignment (Reflection or Reading Summary) to get the work to an “acceptable” standard. The free pass and re-submitted assignment must be submitted **within one week (7 days) of the graded assignment being returned or mark being posted**. There is only one re-submission per free pass and the free pass must be completed and attached to the re-submitted assignment. Re-submitted material must also be accompanied by the original graded assignment and a brief summary (approximately one paragraph) describing how the student has revised their assignment in response to that feedback. Free passes can also be used to hand in an assignment **up to 1 week late**. Free passes are **not** transferable and will **not** be replaced if lost. \*\*

\*\* 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. 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. This excludes the Practicum Bundle, which must be completed for successful completion of the course. \*\*

**Registrar-scheduled Final Examination:** No

**Note:** You do not have to complete all the assignments and exams in order to receive a passing grade in this 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 (up to one week after the due date).

### 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/](http://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

- Final grades are reported as letter grades as outlined in the section on Assignments and Evaluation.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations*
<b>4.00</b>	Outstanding performance	<b>A+</b>	96 - 100%	98.0%
<b>4.00</b>	Excellent performance	<b>A</b>	90 - 95.99%	93.0%
<b>3.70</b>	Approaching excellent performance	<b>A -</b>	85 - 89.99%	87.5%
<b>3.30</b>	Exceeding good performance	<b>B+</b>	80 - 84.99%	82.5%
<b>3.00</b>	Good performance	<b>B</b>	75 - 79.99%	77.5%
<b>2.70</b>	Approaching good performance	<b>B-</b>	70 - 74.99%	72.5%
<b>2.30</b>	Exceeding satisfactory performance	<b>C+</b>	65 - 69.99%	67.5%
<b>2.00</b>	Satisfactory performance	<b>C</b>	60 - 64.99%	62.5%

<b>1.70</b>	Approaching satisfactory performance	<b>C-</b>	55 - 59.99%	57.5%
<b>1.30</b>	Marginal pass. Insufficient preparation for subsequent courses in the same subject	<b>D+</b>	53 - 54.99%	54.0%
<b>1.00</b>	Minimal pass. Insufficient preparation for subsequent courses in the same subject	<b>D</b>	50 - 52.99%	51.5%
<b>0.00</b>	Failure. Did not meet course requirements.	<b>F</b>	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](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, 3<sup>rd</sup> 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](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](http://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](mailto:itsupport@ucalgary.ca) or by calling 403-220.5555.

## Tentative Schedule of Lecture Topics and Readings

Week	Theme	Activities	Readings	Assessment
1 (Sep 11)	<b>Welcome to the Curricular Peer Mentoring program!</b>	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 18)	<b>The Nature of Learning</b>	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 #1</u> DUE: <u>Critical Reflection #1</u>
3 (Sep 25)	<b>Active Learning</b>	Facilitated Check-in (45 minutes) Class Discussion: Active Learning -- 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 #2</u>
4 (Oct 2)	<b>Collaborative Learning</b>	Facilitated Check-in (45 minutes) De-brief "My pedagogical creed" Gallery walk activity	1. "My Pedagogical Creed" (D2L) 2. "The Art of Collaborative Learning" (D2L)	DUE: <u>Reading Summary #3</u> DUE: <u>Critical Reflection #2</u>
5 (Oct 9)	<b>Metacognition &amp; Exam prep.</b>	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 #4</u>
<b>Empowering Learners</b>				
6* (Oct 16)	<b>The Zone of Proximal Development</b>	Check-in (45 minutes) Student Facilitated Class	1. "In and Out of the Zone of Proximal Development. Vygotsky on Education" (D2L) 2. "Sharpening a tool for teaching: the zone of proximal development" (D2L)	DUE: <u>Reading Summary #5</u> DUE: <u>Critical Reflection #3</u>
7* (Oct 23)	<b>Intelligence, resiliency and mindsets</b>	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 #6</u>
8* (Oct 30)	<b>Universal Design for Learning</b>	Check-in (45 minutes) Student Facilitated Class	1. "Universal Instructional Design in Higher Education: An Approach for Inclusion" (D2L) 2. "Universal Design for Learning in Higher Education" (D2L)	DUE: <u>Reading Summary #7</u> DUE: <u>Critical Reflection #4</u>
9* (Nov 6)	<b>Power and Learning</b>	Check-in (45 minutes) Student Facilitated Class	1. "Collaboration across the Power Line" (D2L)	DUE: <u>Reading Summary #8</u>
10 (Nov 13)	<b>Reading Days -- NO CLASS</b>			
11* (Nov 20)	<b>Gender and Learning</b>	Check-in (45 minutes) Student Facilitated Class	1. "Coming Out in Class: Challenges and Benefits of Active Learning in a Biology Classroom for LGBTQIA Students" (D2L)	DUE: <u>Reading Summary #9</u> DUE: <u>Critical Reflection #5</u>
12* (Nov 27)	<b>Teaching and Freedom</b>	Check-in (45 minutes) Student Facilitated Class	1. "Pedagogy of the oppressed" Chapter 2 (D2L)	DUE: <u>Reading Summary #10</u>
13* (Dec 4)	<b>Teaching with Heart and Soul</b>	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>Critical Reflection #6</u> DUE: <u>Final Portfolio with Mentoring Philosophy</u>

\*indicates student facilitated classes