

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

**Communication and Culture CMCL 509 S01**  
**Research in Peer Mentoring and Higher Learning**

**Winter 2019**

**January 16-April 10 (excluding February 20)**

**W 17:00-19:45**

**Instructor:** Dr. Lisa Stowe  
**Office:** SS206  
**Office Phone:** 403-220-4840  
**E-Mail:** lstowe@ucalgary.ca  
**Web Page:** D2L available through MyUofC portal  
**Office Hours:** M: 10-11/T 10-11

**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 add a new part-time peer mentoring role as a mentor to new mentors in the program, and 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

Weight	Course components	Due
30%	<p><b>6 reflection essays worth 5% each</b> Length 500-750 words</p> <p>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.</p>	Jan 30, Feb 13, March 6, March 20 April 3, April 10
20%	<p><b>Presentation and Facilitation</b> 20-30 minutes</p> <p>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.</p>	Feb. 6
20%	<p><b>Research Proposal and Literature Review</b> Length 5 pages (single spaced)</p> <p>Students will complete a major research project that researches a component of the peer mentoring program. The project can be a conceptual or empirical research project. 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 a brief schedule of how they will proceed with their research/critique project.</p>	Feb. 27
20%	<p><b>Final Research Report or Essay</b> Length: 12-15 pages</p> <p>Students will submit a final report or essay outlining their research findings. This report will be a synthesis of secondary research and primary data.</p>	April 10
10%	<p><b>Research Presentation</b> Length: 20-30 minutes</p> <p>Students will present their findings in a peer mentoring symposium held during the last class for 507/509.</p>	April 10

**Registrar-scheduled Final Examination:** No

Note: If your class is held in the evening, the Registrar's Office will attempt to schedule the final exam during the evening; however, there is NO guarantee that the exam will NOT be scheduled during the day.

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 submit your assignments to the dropbox located on D2L. The instructor will not accept any hard copies of assignments.

Please include your name and ID number on all assignments.

Please 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 may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

### **Student Accommodations and Deferrals:**

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/](http://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) or for 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, please see the following:

- Section N.1 of the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>
- FAQs for Students at <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

Note that 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 that of another assignment or test.

For information on deferrals, see the following sections in the *University Calendar*:

- Section G.7 Deferral of Term Work at <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>
- Section G.6 Deferral of Final Exam at <http://www.ucalgary.ca/pubs/calendar/current/g-6.html>

## Grading & Department of Communication, Media and Film Grade Scale

Final grades are reported as letter grades. Reflection essays and the presentations will be marked as letter grades. The proposal and the final report will be marked as numerical grades.

The following chart outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. In calculating final grades in this course, letter grades will be converted to the midpoint of the percentage range, as shown in the final column of the table below.

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%

\* If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades.

\*\* These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

## 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 support services in the Student Success Centre (3<sup>rd</sup> floor, Taylor Family Digital Library). Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

## 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 at <https://ucalgary.ca/ssc/resources/writing-support/436>. Research and citation resources are also available on the Purdue Online Writing Lab (OWL) website at <https://owl.english.purdue.edu/owl/section/2/> If you have questions about citing sources, please consult your instructor or visit the writing support services in the Student Success Centre (3<sup>rd</sup> floor, Taylor Family Digital Library, at <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, including 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>

This course has ethics approval from the Faculty of Arts Research Ethics Board and invites students to conduct primary data collection involving surveys, interviews, focus groups, and structured methods. More information about the ethics consent form and the collection of primary data will be discussed in class

## Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
<b>ARTS PROGRAM ADVISING (ASC)</b>	SS 102 403-220-3580 <a href="https://arts.ucalgary.ca/advising">https://arts.ucalgary.ca/advising</a>
<b>CAMPUS SECURITY &amp; Safewalk Program</b> <ul style="list-style-type: none"><li>• <b>Calgary Police Service</b></li><li>• <b>Emergency Text Messaging</b></li></ul>	<a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a> <b>403-220-5333</b> 403-266-1234 <b>Emergency: call 911</b> <a href="http://www.ucalgary.ca/emergencyplan/textmessage">http://www.ucalgary.ca/emergencyplan/textmessage</a>

<ul style="list-style-type: none"> <li>• <b>Emergency Evacuation &amp; Assembly</b></li> </ul>	<a href="http://www.ucalgary.ca/emergencyplan/assemblypoints">http://www.ucalgary.ca/emergencyplan/assemblypoints</a>
<b>DESIRE2LEARN (D2L) Support</b> <ul style="list-style-type: none"> <li>• <b>IT help line</b></li> </ul>	<a href="http://elearn.ucalgary.ca/desire2learn/home/students">http://elearn.ucalgary.ca/desire2learn/home/students</a> 403-220-5555 or <a href="mailto:itsupport@ucalgary.ca">itsupport@ucalgary.ca</a>
<b>STUDENT SUCCESS CENTRE</b> <ul style="list-style-type: none"> <li>• <b>Writing Support Services</b></li> <li>• <b>Events &amp; Info for Students</b></li> </ul>	<a href="http://ucalgary.ca/ssc">http://ucalgary.ca/ssc</a> <a href="http://www.ucalgary.ca/ssc/writing-support">http://www.ucalgary.ca/ssc/writing-support</a> <a href="http://ucalgary.ca/currentstudents">http://ucalgary.ca/currentstudents</a>
<b>STUDENTS' UNION CONTACTS</b> <ul style="list-style-type: none"> <li>• <b>Faculty of Arts Reps</b></li> <li>• <b>Student Ombuds</b></li> </ul>	<a href="https://www.su.ucalgary.ca/about/who-we-are/elected-officials/">https://www.su.ucalgary.ca/about/who-we-are/elected-officials/</a> <a href="http://www.ucalgary.ca/provost/students/ombuds">http://www.ucalgary.ca/provost/students/ombuds</a>
<b>SU WELLNESS CENTRE</b> <ul style="list-style-type: none"> <li>• <b>Health Services</b></li> <li>• <b>Mental Health Services</b></li> <li>• <b>Distress entre 24/7 CRISIS LINE</b></li> <li>• <b>Online resources and tips</b></li> </ul>	<b>403-210-9355</b> (MSC 370), M-F, 9:00–4:30 pm <a href="http://ucalgary.ca/wellnesscentre/health">http://ucalgary.ca/wellnesscentre/health</a> <a href="http://ucalgary.ca/wellnesscentre/counselling">http://ucalgary.ca/wellnesscentre/counselling</a> <b>403-266-HELP (4357)</b> <a href="http://ucalgary.ca/wellnesscentre/healthycampus">http://ucalgary.ca/wellnesscentre/healthycampus</a> 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 Lecture Topics and Readings

Date	Class Agenda	Assignments/Readings Due
Wednesday, Jan. 16	Check in with the 507s Introduction to 509	
Wednesday, Jan. 23	Check in with the 507s Researching Peer Mentoring in Higher Education	Jacobi, M. (1991). Mentoring and undergraduate academic success: A literature review. <i>Review of educational research</i> , 61(4), 505-532.
Wednesday, Jan. 30	Check in with the 507s Philosophical Assumptions and Theoretical Frameworks Designing a Qualitative Study	Creswell, J.W. (2013) <i>Qualitative Inquiry and Research Design</i> , 15-40 Creswell, J.W. (2013) <i>Qualitative Inquiry and Research Design</i> , 42-67 <b>First Reflection Due</b>
Wednesday, Feb. 6	Check in with the 507s Writing a literature review	507 Presentation

Wednesday, Feb. 13	Check in with the 507s Methods for collecting data	Branley, D. (2012). Doing a literature review. In Seale, C. (Ed.), Researching society and culture (pp 78-89). London, UK: Sage. <b>Second Reflection Due</b>
Wednesday, Feb. 20	<b>Reading Week: No class</b>	
Wednesday, Feb. 27	Check in with the 507s No formal 509 class	<b>Research Proposal and Literature Review Due</b>
Wednesday, March 6	Check in with the 507s Research Update	<b>Third Reflection Due</b>
Wednesday, March 13	Check in with the 507s Research Update	
Wednesday, March 20	Check in with the 507s Research Update	<b>Fourth Reflection Due</b>
Wednesday, March 27	Check in with the 507s Research Update Coding qualitative data	Rivas, C. (2012) Coding and analyzing qualitative data. In Seale, C. (Ed.), Researching society and culture (pp 366-392). London, UK: Sage.
Wednesday, April 3	Check in with the 507s Research Update	<b>Fifth Reflection Due</b>
Wednesday, April 10	Peer Mentoring Symposium	<b>Final Research Report/Sixth Reflection/Presentation Due</b>