

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

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

Winter 2020

January 15-April 15 (excluding February 19)

W 17:00-19:45

Instructor:	Dr. Lisa Stowe
Office:	TI 240A
Office Phone:	(403)-220-4840
Email:	Email @ucalgary.ca
Web Page:	D2L available through MyUofC portal
Office Hours:	Wednesdays at 4pm Students can access the instructor by email

Course delivery for remainder of term

CMCL 509 is structured like an independent directed study with each student working closely with the instructor on a research project involving peer mentoring. Instead of the weekly in-person meetings, weekly meetings will now take place over email or with Zoom, whichever the student prefers. In these meetings the student will update the instructor on the progress of work to date. Students can also email the instructor with questions as they come up related to the research project.

The practicum component of this class has been cancelled for the rest of the semester because of two main reasons; firstly, there will no longer be an opportunity for students to mentor with mentees in person, and secondly, we do not want to add to the work load of host instructors who are working a lot more than anticipated moving to alternate forms of course delivery. CMCL 509 peer mentors are experienced peer mentors and have fulfilled the learning objectives of mentoring.

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

The weekly schedule of topics and readings can be found at the end of this outline or on D2L. Registration is by application only. This course includes a 40-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

By the end of this course students will have:

- Mentored in a significantly different mentoring role than in the previous term.
- Understood new concepts and philosophies of higher education learning, leadership communication and innovation by completing a research project which contributed to the expansion and strength of peer mentoring programs and courses.
- Conducted secondary source research to answer a conceptual research question or learned how to conduct primary research to answer a research question.
- Understood how different methodologies are used to conduct peer mentoring research.
- Critically read, assessed and revised education and learning theory.

Textbooks and Readings

All readings are posted on D2L

Policy on the use of Electronic Communication Devices

Laptops, tablets, and mobile phones may be used in class and tutorials only for course-related purposes and only if their use is not distracting others or negatively impacting the learning environment. No audio or video recording is allowed in any class without the instructor's permission.

Assignments and Evaluation

Weight	Course components	Due
30%	6 reflection essays worth 5% each Length 500-750 words 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.	Jan 29, Feb 12, Feb. 26, March 11, March 25 April 8, April 8, April 15
20%	Research Proposal and Literature Review Length 5 pages (single spaced) 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.	Feb. 26

20%	<p>Presentation and Facilitation 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>	March 4
30%	<p>Final Research Report or Essay 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> <p>This research paper will be due April 22 and the weight originally assigned to the presentation (10%) will be moved to the final research essay now worth 30% up from 20%.</p> <p>The original parameters for the research essay will stay the same but the description will change from an emphasis on primary research to a synthesis of secondary sources.</p> <p>Students will submit a final research essay conceptualizing a major question in peer mentoring. Emphasis will be on secondary research with no expectation that primary research will be conducted</p>	<p>April 15</p> <p>April 22</p>
10%	<p>Research Presentation 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> <p>No presentation</p>	April 15

Registrar-scheduled Final Examination: No

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

If you miss a required course component, please contact your instructor as soon as possible.

Submission of Assignments

Please include your name and ID number on all assignments and hand in your essays directly to the designated dropbox on D2L

Note: It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission).

Be prepared to provide photo ID to pick up assignments in SS 320. Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the **Freedom of Information and Protection of Privacy (FOIP) Act**. Please note that instructors may use audio or video

recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter 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); 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/. 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

The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, *letter grades will be used for all assignments.*

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations*
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%

2.70	Approaching good performance	B-	70 - 74.99%	72.5%
2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	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

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd 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

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) 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>

This course allows students to conduct and participate in research involving surveys, interviews, or observations and has course-based ethics approval from the Faculty of Arts Research Ethics Committee.

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 or by calling 403-220.5555.

Schedule of Lecture Topics and Readings

Date	Class Agenda	Assignments/Readings Due
Wednesday, Jan. 15	Check in with the 507s Introduction to 509	
Wednesday, Jan. 22	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. 29	Check in with the 507s Philosophical Assumptions and Theoretical Frameworks Designing a Qualitative Study	Creswell, J.W. (2013) Qualitative Inquiry and Research Design, 15-40 Creswell, J.W. (2013) Qualitative Inquiry and Research Design, 42-67 First Reflection Due
Wednesday, Feb. 5	Check in with the 507s Writing a literature review	507 Presentation
Wednesday, Feb. 12	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. Second Reflection Due
Wednesday, Feb. 19	Reading Week: No class	
Wednesday, Feb. 26	Check in with the 507s No formal 509 class	Research Proposal and Literature Review Due Third Reflection Due
Wednesday, March 4	Check in with the 507s Research Update	Facilitated Presentation to the 507s/511s
Wednesday, March 11	Check in with the 507s Research Update	Fourth Reflection Due
Wednesday, March 18	Check in with the 507s Research Update	
Wednesday, March 25	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. Fifth Reflection Due
Wednesday, April 1	Check in with the 507s Research Update	
Wednesday, April 8	Check in with the 507s Research Update	Sixth Reflection Due
Wednesday April 15	Peer Mentoring Symposium	Final Research Report/Presentation Due