

## University of Calgary

### Department of Communication, Media and Film

#### Communication and Media Studies COMS 507 B01 EXPERIENTIAL LEARNING IN COMMUNICATIONS AND MEDIA

WINTER 2019

Thurs., January 10 – Fri. April 12 (Excluding February 18-22)

#### Online course

Instructor:	Dr. Tania S. Smith
Office:	SS 302
Office Phone:	403-220-7774 – Voice mail only
E-Mail:	<a href="mailto:smit@ucalgary.ca">smit@ucalgary.ca</a> Please put “363” in the subject line.
Web Page:	D2L (Brightspace) through MyUofC portal
Office Hours:	Tues. 15:30-16:30, Thurs. 15:30-16:30, and by appointment. To schedule an appointment, use this calendar <a href="#">LINK</a>

### Course Description

Supervised individual study through guided experiential learning. Provides students with the opportunity to combine interests in communications research and theory with experiential learning opportunities in an organization or university unit. Involves a communication-related placement or project that engages students in critical reflection on community experience in the context of their formal education. This course may not be repeated for credit. H (0-4)

### Additional Information

This section of the course is offered to students serving as Peer Mentors in Dr. Smith's COMS 363 W19 online course. By taking the course, students agree to abide by the Peer Mentoring Ethics Guidelines that will be posted by the instructor on D2L.

Being an undergraduate peer mentor involves enhancing “student engagement” and active learning within a course. The experience and reflection required of peer mentors develops practical communication skills useful in future professional roles such as event planning, project management, social media management, employee engagement, leadership, and training.

The 4 course hours per week are roughly distributed as 1-2 hours / week of meetings with the instructor and/or other peer mentors and 2-3 hours engaging one's role as a peer mentor online or face to face. Readings, planning, and writing occur as usual outside of these class hours.

The old Peer Mentoring website from 2012 is still active here:

<https://peermentoring.ucalgary.ca/> ; other active Arts Peer Mentoring pages are at <https://arts.ucalgary.ca/undergraduate/experiential-opportunities/peer-mentoring> and <https://arts.ucalgary.ca/peermentor>

## **Objectives of the Course**

By the end of this course, students should understand and be able to do the following:

### ***Understand and use communication concepts***

- Understand how the roles and communication strategies of a peer mentor are uniquely constructed by academic, social, and technological contexts
- Understand educational theories and communication theories that support the role of the peer mentor
- Understand the technical and professional communication concepts and skills that this section of COMS 363 teaches to its students.

### ***Develop leadership and mentoring communication skills***

- Design peer mentoring activities and roles to suit one's own qualifications and interests, the 363 course, and the needs and desires of 363-peers.
- Effectively use oral and written persuasion skills to advertise, invite, and encourage 363-students' participation in planned mentoring activities and events
- Engage actively with groups of 363-peers within in other 363 course participation areas such as D2L online discussion areas, and engagement in individual communication with 363-students only as needed and available to do so
- Adhere to professional and academic ethics, such as not doing students' work for them, setting boundaries on time and support offered to peers, etc.
- Collaborate with, encourage, and learn from other peer mentors in this course.

### ***Develop technological skills***

- Navigate and use various online applications used in 363 and 507 (D2L discussion boards, project management apps, Google Drive).
- Use advanced features of Microsoft Office (Word, Excel) to design figures, tables, and the overall layout and formatting of your professional documents (your own proposal and reports).

### ***Develop professional writing and critical reflection skills***

- Write effectively and ethically within the conventions of professional genres you use during this course, such as the proposal, report, email, online discussion message, minutes, event advertisement, etc.

- Critically reflect on experiential learning processes and outcomes using clear and complete analytical arguments and ethical use & citation of sources.
- Communicate in a manner that shows respect for privacy, confidentiality and the professional and academic limitations and responsibilities of your role

## Textbooks and Readings

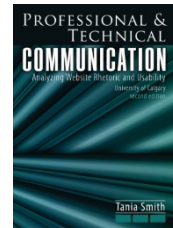
### ***Peer Mentoring Handbook*** (to be borrowed or purchased from Dr. Smith's office)

Smith, T. S., Rabbitte, C., & Robinson, S. (2009). *Curricular Peer Mentoring: A Handbook for Undergraduate Peer Mentors Serving and Learning in Courses*. Bloomington, IN: Trafford.

### ***Purchase this textbook assigned to COMS 363***

Smith, T. (2019). *Professional and Technical Communication: Analyzing Website Rhetoric and Usability* (2<sup>nd</sup> ed.). Dubuque, IA: Kendall Hunt.

- NOTE: Available from the U of C bookstore and online at the Kendall Hunt website. Do NOT purchase the old edition. Content is new. The correct edition has a GREEN cover.



### ***Access the additional Free online materials assigned to COMS 363***

## Internet and electronic communication device information

Students must have reliable ongoing access to the Internet and email. A high-speed Internet connection is highly recommended. COMS 507 peer mentors and instructor will use an online collaboration application to facilitate brainstorming, planning and communication between classes. You will be added to the COMS 363 D2L area to access online course content, discussion & communication tools, but no access to COMS 363 student grades.

### ***Supported technologies***

Students are responsible for obtaining access to computer systems that are compatible with course technologies. A laptop or desktop computer is necessary for access to all tools within online applications. On-campus computers are also provided in libraries and labs.

### ***Email management***

Students must ensure they are receiving all course-related email messages and D2L notifications. Prevent course emails from being tagged as spam or junk. By default, Desire2Learn will use the email address associated with your U of C ID. Configure your notifications in D2L and subscribe to important forums and threads.

### ***Microsoft Office software***

Microsoft Office (Microsoft Word, Microsoft Excel) version 2015 or later is required because learning its advanced features is part of COMS 363.

- MS Office is available to U of C Students at a reduced cost here: <http://www.ucalgary.ca/it/services/software>

- MS Office is necessary for professional formatting of tables, graphs, tables of contents, page numbering, headers, captions, etc. Instructions for assignments assume that students are using this program.

## Assignments and Evaluation

%	Course component	Due
15%	<b>In-Class participation.</b> Attendance and engagement in all scheduled 507 meetings and attending at least 2 peer mentors' meetings per phase. Punctuality, preparedness (having done the assigned readings), and quality of oral discussion and listening in the meetings held with the instructor.	Phase 1 ends March 02  Phase 2 ends April 12
15%	<b>Online COMS 507 participation.</b> Engage in at least 1 brief "report & reflect" shared journal message per week (selected items from your personal mentoring journal), keep your task list up to date, take turns compiling & posting 507 class/meeting minutes, share documents/images of mentoring materials, and respond well to 2 other peer mentors' report-reflections. Criteria include regularity, quantity and quality (professionalism, relevance, thoughtfulness)	Weekly.  Phase 1 and 2 dates are the same as above.
20%	<b>Proposal.</b> 1000 words plus tables, figures and appendices as necessary. Describe your relevant qualifications, background and learning goals; describe your role as you wish to customize it this term, describe activities and engagements you plan for your role, and provide a schedule of planning & activity in the context of both COMS 363 and COMS 507 schedules.	January 21
20%	<b>Midterm reflective report &amp; portfolio.</b> 1000w plus appendices. Report and reflect on experiences up to Feb 25. Demonstrate your peer mentoring efforts, activities, skills, conceptual understanding, and critical reflection. Cite relevant education and communication concepts and use them to critically analyze your experiences. Appendices include a table of hours spent on various activities to date as well as documentary evidence that is not already in our online 507 forums.	March 4
30%	<b>Final reflective report &amp; portfolio.</b> This assignment is almost the same as the Midterm reflective report & portfolio, but now covers activities after Feb. 25, is a little longer (>1500 w) and cites some additional educational or communication concepts learned in 507 since the previous portfolio.	April 12

### Registrar-scheduled Final Examination: NO

Both reports must be submitted in order to receive a passing grade in the course.

## Submission of Assignments

**NO email submission:** Submit each assignment to its designated area in D2L / Brightspace.

**Privacy:** Include your name and ID number on the first page of all assignments EXCEPT assignments that are viewable by peers. 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>

**Assignment Length:** If a word length range is specified (1200-1500), keep within the range in your official word count. If a target length is specified (i.e. 800 words), length may go above or below by 10%. Penalties up to 10% may apply to assignments below or above length, depending on how far it falls short or goes beyond.

- **Length includes** your original sentences in the body of an assignment from the opening of the introductory paragraph to the end of the conclusion.
- **Length excludes** title pages, memo headers, references, tables, figures, captions, page headers and footers, and quotations longer than 40 words.
- If many in-text citations are the only reason for being over length, it will be forgiven (for example, "Brown, 2018, p. 3" counts as 4 words).

To easily calculate word count, select only the document's body text in MS Word, click the "Review" menu and then select "Word count." Then subtract any block quotes longer than 40 words and other items that do not count.

**File format:** Submit documents only in .DOC or .DOCX format, or in an alternative format specified in the assignment instructions. The marking team uses Microsoft Office to comment and grade. If the formatting is distorted by conversion, you may submit a 2nd file as a PDF and note this within your main file in a footnote on the title page or header.

**File Names:** Always use the official 507 file name format to submit documents for grading. It creates a positive first impression and helps us to identify and organize all students' files after downloading them. Use hyphens instead of spaces because programs sometimes replace spaces with symbols. "507-AssignmentName-Surname,Firstname.docx."

**File submission comments:** Please do NOT use the comment area within the D2L dropbox when submitting a file for grading. These notes are not emailed and may not be viewed during grading. Instead, email the instructor with your note, and include the comment within your file itself, in a footnote on the title page or memo header at the top.

**Verify your submission:** D2L's emailed submission receipts cannot verify that your file's content is not corrupted and that it contains what you want to submit. You are responsible for verifying your file's content immediately after upload by re-opening it from D2L. Empty, missing, or corrupted files may receive a grade of 0/F. Failing to verify your submission is not a valid excuse for a grade appeal or a deadline extension.

**Alternative submission to meet the deadline:** If you experience technical difficulty, you can meet the deadline by using an alternative submission method below. You must later submit the file normally to D2L because it must be submitted under your login to be graded.

- **Print submission.** Submit the printed file in person to the Communication, Media and Film department, Social Sciences 320, where you can sign in your assignment during office hours. For after-hours submission, use the drop box in the wall by the office door. Assignments in the drop box will be date stamped as being received on the previous day. Email the instructor to let her know you have done this.
- **Backup to a file sharing service.** If you have technical difficulty but can still access the Internet through any computer, save your file to a third-party file sharing service such as Google Drive or Dropbox that gives your file a date and time stamp. Email the instructor with a file sharing link so she can confirm its date of submission and verify that its contents are the same as the file you submit later to D2L.

Emailing the file as an attachment is NOT proof of timely submission.

**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. Consider using automatic backup to an online file storage service.

## Policy for Late Assignments

**All assignments** submitted online are due at 11:59 pm on their deadline day.

**The proposal and two reports** each have a 24-hour grace period for late submission. This is not a deadline extension. It is “grace” for late submission due to unexpected short-term illness, personal responsibilities, or scheduling challenges. Do not email an excuse, since your marker or instructor will verify the time of submission. If the assignment is submitted more than 24 hours late, the late penalties count from the original deadline.

Writing assignments submitted after the deadline may be penalized with the loss of one letter 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

During the term, assignment grades will be recorded as follows:

- **Proposals and reports** will be given letter grades and their percentage equivalent. Letter grades will be converted to the midpoint of the percentage range (B+ = 82.5), as shown in the final column of the table below. Borderline letter grades may also be given for assignments, i.e. a B/B+ borderline grade will be recorded as 80.
- **Participation:** Raw percentage grades (i.e. 32.5%, 61.5%) will be maintained, and will not be converted to a letter grade and its percentage. Therefore, a score of 32.5% will not convert to F/0 but will remain 32.5 in calculations.

When calculating final grades in this course, each component's percentage score will be weighted and added to the total. The total percentage will then be converted to a letter grade according to the ranges in the table below.

Final grades are reported as letter grades.

The following chart outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film.

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%

\* 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>.

NOTE: This course requires APA style. The instructor will provide APA handbooks on D2L.

## 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 received course-based ethics approval from the Faculty Research Ethics Committee. All website survey research in this course must involve only Coms 363 students from this course section as research participants. Students must abide by the course's research ethics guidelines posted on D2L.

## 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>	<a href="http://www.ucalgary.ca/security/">http://www.ucalgary.ca/security/</a> <b>403-220-5333</b> 403-266-1234      Emergency: call 911
<ul style="list-style-type: none"><li>• <b>Calgary Police Service</b></li><li>• <b>Emergency Text Messaging</b></li><li>• <b>Emergency Evacuation &amp; Assembly</b></li></ul>	<a href="http://www.ucalgary.ca/emergencyplan/textmessage">http://www.ucalgary.ca/emergencyplan/textmessage</a> <a href="http://www.ucalgary.ca/emergencyplan/assemblypoints">http://www.ucalgary.ca/emergencyplan/assemblypoints</a>
<b>DESIRE2LEARN (D2L) Support</b>	<a href="http://elearn.ucalgary.ca/desire2learn/home/students">http://elearn.ucalgary.ca/desire2learn/home/students</a>
<ul style="list-style-type: none"><li>• <b>IT help line</b></li></ul>	403-220-5555 or <a href="mailto:itsupport@ucalgary.ca">itsupport@ucalgary.ca</a>

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**STUDENT SUCCESS CENTRE**<http://ucalgary.ca/ssc>

- **Writing Support Services**
- **Events & Info for Students**

<http://www.ucalgary.ca/ssc/writing-support><http://ucalgary.ca/currentstudents>

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**STUDENTS' UNION CONTACTS**

- **Faculty of Arts Reps**
- **Student Ombuds**

<https://www.su.ucalgary.ca/about/who-we-are/elected-officials/><http://www.ucalgary.ca/provost/students/ombuds>

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**SU WELLNESS CENTRE****403-210-9355** (MSC 370), M-F, 9:00–4:30 pm

- **Health Services**
- **Mental Health Services**
- **Distress entre 24/7 CRISIS LINE**
- **Online resources and tips**

<http://ucalgary.ca/wellnesscentre/health><http://ucalgary.ca/wellnesscentre/counselling>

403-266-HELP (4357)

<http://ucalgary.ca/wellnesscentre/healthy-campus>

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.

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## Schedule of Lecture Topics and Readings

This is the preliminary schedule. The official schedule is online at this link:

Date	Class Meetings	DUE	Readings & discussion topics
2019-01-14	Class with Dr. Smith.		Peer mentor education through "service learning," "Student engagement" movement / theory. 363 Course readings
2019-01-21	Class with Dr. Smith	507 PROPOSAL due	"Reflective Writing in Education" (Monash University, 2018)
2019-01-28	Meet with each other		363 Course readings & current tasks – how might students be challenged in their learning?
2019-02-04	Class with Dr. Smith		Vygotsky & Bloom and peer mentoring.
2019-02-11	Meet with each other (optional)		363 Course readings – keeping up with them; keeping in touch with how students are doing
2019-02-18	Reading Week		
2019-02-25	Class with Dr. Smith	03-02 Phase 1 participation ends	Tinto and Wenger on Learning Communities

2019-03-04	Meet with each other	507 Mid-term reflective report & portfolio	363 Course readings
2019-03-11	Class with Dr. Smith		Bruffee on Collaborative learning
2019-03-18	Meet with each other (optional)		363 Course readings
2019-03-25	Class with Dr. Smith		Lave & Wenger's Communities of Practice (overview)
2019-04-01	Meet with each other		Strategizing how to support students in their final 2 weeks as they prepare to submit reports
2019-04-08	FINAL Class with Dr. Smith	507 Final reflective report; 04/12 Phase 2 participation ends	