

University of Calgary
Department of Communication, Media and Film

Communication and Culture CMCL 507 S01
Collaborative Learning and Peer Mentoring

Winter 2018

Jan 10 – April 11 (Excluding Wednesday, Feb, 21)

W 17:00-19:45

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Office Hours: Mon 10-11 and Tues 10-11

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.

Additional Information

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*.

Objectives of the Course

- (1) *Practicum* -- Apply theories of learning and tools for teaching during the mentorship of peers in host class
- (2) *Foundational Concepts* – explain and describe different theories of learning, tools for teaching and approaches of mentorship
- (3) *Reflection* -- Write critical reflections on experiences linking foundational concepts of learning/mentoring and the practice of teaching/mentorship
- (4) *Facilitation* – Apply theories of group management, engagement, team building, and conflict resolution during facilitation within CMCL 507

Textbooks and Readings

All readings will be provided on D2L

Internet and electronic communication device information

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* -- Apply theories of learning and tools for teaching during the mentorship of peers in your host class
- (2) *Foundational Concepts* – explain and describe different theories of learning, tools for teaching and approaches of mentorship
- (3) *Reflection* -- Write critical reflections on experiences linking foundational concepts of learning/mentoring and the practice of teaching/mentorship
- (4) *Facilitation, Philosophy, and Portfolio* – Apply theories of group management, engagement, team building, and conflict resolution during facilitation within CMCL507. 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.

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 & 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 and produce a mentoring philosophy and professional portfolio.

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 arriving 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/CMCL507 class activities and discussions with no more than 1 unexcused late/absence during the semester.
- Submit at the **start of the second class (Jan 17)** 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 and last class) (Jan 10-April 11)** a ~300-word typed *Reading Summary* outlining the most important points of the reading(s) for the week. Credit for the Reading Summaries will be awarded if they demonstrate sound academic effort, as measured by completeness, synthesis of ideas in your own words and professional writing.
 - The Reading Summary should highlight the main points of the reading(s), make links to your personal experience, and provide insights for your mentorship.
 - Reading Summaries less than 200 words will not be given credit.
 - **10 out of a possible 11** Reading Summaries must be submitted to these specifications to successfully complete this aspect of this Learning bundle.

3. Reflection Specifications:

- Submit at the **start of class every two weeks** (Jan 24, Feb 7, Feb 28, March 14, March 28, April 11) 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.

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-minute class on a topic provided at 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.

** 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*.

** Students will be given **three (3) 'free-passes'** you can use to get "forgiveness" for lateness/absence or to re-submit any material once per pass as a re-attempt to get the work to an "acceptable" standard. **

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

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 submit all your assignments to the appropriate D2L dropbox. The Instructor will not accept any hard copies of assignments.

Please include your name and ID number on all assignments, and be prepared to provide picture ID to pick up assignments or look at marked final exams in SS 320. 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 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.pdf>.

- Students seeking accommodation for transient illnesses (e.g., the flu) should contact their instructors. Whenever possible, students should advise their instructors in advance if they will be missing quizzes, presentations, in-class assignments, or group meetings.
- 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.
- 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>

Grading & Department of Communication, Media and Film Grade Scale

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. 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* *
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 (3rd 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 provided at <https://ucalgary.ca/ssc/resources/writing-support/436>. Research and citation resources are also available on the website of the Purdue Online Writing Lab (OWL) at <https://owl.english.purdue.edu/owl/section/2/> If you have questions about how to document sources, please consult your instructor or visit the writing support services in the Student Success Centre (3rd 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>

Important information, services, and contacts for students

For information about . . .	Visit or contact . . .
ARTS PROGRAM ADVISING (ASC)	SS 102 403-220-3580 artsads@ucalgary.ca
CAMPUS SECURITY • Calgary Police Service	http://www.ucalgary.ca/security/ 403-220-5333 403-266-1234 Emergency: call 911

<ul style="list-style-type: none"> • Emergency Text Messaging • Emergency Evacuation & Assembly • Safewalk Program 	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"> • 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"> • Writing Support Services • 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"> • Faculty of Arts Reps • 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"> • Counselling Services • Health Services • Distress centre 24/7 CRISIS LINE • 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 Lecture Topics and Readings

Week	Theme	Activities	Readings	Assessment
Jan 10	Introduction to the course	Course Outline Review Ethics overview Reflective Writing Specifications for Critical Reflection	Course Outline	
Jan 17	The Nature of Learning	Review the Nature of Learning Construct a learning activity	“The Nature of Learning: Using Research to Inspire Practice” on D2L	Due: Semester Plan Reading Summary 1

		that incorporates the elements from the Nature of Learning. Check-In		
Jan 24	Active Learning	Active Learning: What is it? Why do we do it? What's the alternative? Who holds the responsibility for learning, teacher or student? Check-In	Classroom activities for Active Learning D2L	Reading Summary 2 Critical Reflection 1
Jan 31	Collaborative Learning	509 Student Facilitated Learning Check-In	My Pedagogic Creed D2L The Art of Collaborative Learning D2L Ken Robinson, Changing Education Paradigms https://www.youtube.com/watch?v=zDZFcDGpL4U	Reading Summary 3
Feb 7	Scaffolded Learning	507 Student Facilitated Learning Check-In	In and Out of the Zone of Proximal Development. Vygotsky on Education. D2L	Reading Summary 4 Critical Reflection 2
Feb 14	Fixed Intelligence and the Will to Learn	507 Student Facilitated Learning Check-In	Why do beliefs about intelligence influence learning success? D2L Barnett, A Will to Learn D2L	Reading Summary 5
Feb 21	No Class: Reading Break			
Feb 28	Teaching and Freedom	507 Student Facilitated Learning Check-In	Freire, Pedagogy of the Oppressed, Chapter 2 D2L	Reading Summary 6 Critical Reflection 3

March 7	Transformative Learning	507 Student Facilitated Class Check-In	Mezirow, Transformative Learning: From Theory to Practice, D2L	Reading Summary 7
March 14	Holistic and Lifelong Learning	507 Student Facilitated Class Check-In	Jarvis, Towards a philosophy of human learning; An holistic approach, D2L	Reading Summary 8 Critical Reflection 4
March 21	Vulnerability, gender and the classroom	507 Student Facilitated Class Check-In	hooks, Teaching to Transgress, D2L	Reading Summary 9
March 28	Teaching Soul	507 Student Facilitated Class Check-In	Dirkx, Nurturing Soul, D2L	Reading Summary 10 Critical Reflection 5
April 4	Teaching with Heart and Soul	507 Student Facilitated Class Check-In	Palmer, Teaching with Heart and Soul: Reflections on Spirituality in Teacher Education, D2L	Reading Summary 11
April 11	Research and Practice	509 Research Presentations Check-In		Final Portfolio with Mentoring Philosophy and Critical Reflection 6 due