Exploring Leadership: Building Peer Education Skills
TEDU 205-01(CRN#11791)

Course Term: Fall Express I 2016
Course Credit: 2 Semester Hours
Meeting Time and Place: MW 3:00-4:40 pm, Aug 23, 2016 - Oct 11, 2016, ECTR 212

Professor: Page Keller
Office Location, Center for Excellence in Peer Education, ECTR 106
Phone: 843-953-3850
Email: kellerp@cofc.edu
Office Hours: by appointment

Course Prerequisites:
Students enrolled in this course must have been nominated and selected to serve as Peer Facilitators for the upcoming academic year.

Course Description:
The purpose of this course is to provide a select group of students with the academic resources and social tools required to successfully facilitate first year Synthesis Seminars. Students will develop peer facilitation skills through reading, discussing, and collaborative learning. These activities will explore leadership, facilitation, and the historical background of peer facilitation in American higher education. Additionally, the students will learn about the factors that influence student development, such as personal values, gender, and culture.

Course Text:

Course Materials:
StrengthsQuest Access Code: http://www.strengthsquest.com/content/141212/Purchase.aspx

Access to OAKS and CofC Email

Course Goals:
1. Introduce students to the role of the Peer Facilitator and the various skills associated with this role.
2. Introduce students to the importance of peer relations inside and outside of the classroom environment as used to enhance academic and social success of first year students.
3. Introduce and/or familiarize Peer Facilitators with College of Charleston rules and regulations as well as the campus resources germane to student success both academically and socially.
4. Provide a learning environment in which interpersonal and intrapersonal skills are investigated, discussed, and developed within a cadre of students.
5. Prepare students to become Peer Facilitators for first year students in the First-Year Experience program.

Student Learning Outcomes:
At the conclusion of this course, students will be able to:

- Write and explain their personal leadership philosophy within the context of peer facilitation and student development;
- Create peer-to-peer relationships among student participants and within a student-centered learning environment;
- Write and explain their leadership action plan as it pertains to their first class meeting within their Synthesis Seminar;
- Write, explain, and implement the Synthesis Seminar syllabus, developed by the Peer Facilitators working individually and within groups;
- Work competently and appropriately as paraprofessionals individually, in a group environment, and as a peer facilitator;
- Write and explain the Peer Facilitator created Mission Statement as well as implement it within the student-centered learning environment of the Synthesis Seminar.
- Demonstrate effective oral and written communication.
- Demonstrate quality facilitation skills to be used in the Synthesis Seminars.
- Identify and describe College of Charleston academic and student support offices and recognize when to use them as referrals while mentoring first-year students.
- Discuss and describe the transitional issues faced by first-year students.

SOEHP Dispositions:
The following SOEHP Dispositions are expressed in this course in student attitudes demonstrated during class participation, in course projects and writing assignments, and performance on both formative and summative assessments. In parentheses following each disposition are ways they can be expressed in EDFS 560-085.

- belief that all students can learn (class discussion)
- value and respect for individual differences (appreciation for varied attitudes, beliefs of classmates, and mindset of entering first-year students)
- value of positive human interactions (class participation)
- exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas (in and out of class effort and attitude, completion of assignments on time, quality of work, preparation for and participation in class)
- dedication to inquiry, reflection, and self-assessment (threaded discussions)
- value of collaborative and cooperative work (participation and effort in group discussion; cooperation with peers and learning community faculty in and out of class)
- sensitivity toward community and cultural contexts (class discussion)
- engagement in responsible and ethical practice (honor code)
- development of professional mastery over time (effort in assignments)

Projects and Assignments:

**Work Submission:** The student, as a professional, is responsible for completion of all assigned readings and submission of all work on time. Late work is not accepted. Do not ask that exceptions be made for you.

Evaluation criteria for assignments and projects are discussed completely in class. *If you do not understand, it is your responsibility to ask questions well before the assignment is due, not when an assignment is submitted or after a grade has been earned.* All assignments, except threaded discussions, must be type-written using APA style guide. Obtain a copy from the Writing Lab in the Center for Student Learning.

**Participation in class** is an essential part of the course. Participation requires being completely prepared for every class and actively, meaningfully participating in discussions. Failure to consistently participate may result in a revocation of your Peer Facilitator contract.

Resource List:
Readings and other course resources will be disseminated in class or via email.

Attendance Policies:
Attendance in all classes is mandatory. Absences will be dealt with on a case-by-case basis.
Evaluation Scale:
This course is graded “Pass/Fail.” To attain a “Pass” grade, all students must:
- Attend all regularly scheduled class periods and associated events;
- Complete and submit all assignments as required;
- Complete all assigned readings prior to scheduled classes and actively participate during class discussions;
- Earn a grade of “C” or better in the course. The departmental grading scale is listed below:

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<thead>
<tr>
<th>Final Grade%</th>
<th>Final Grade%</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>91-92%</td>
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<tr>
<td>B+</td>
<td>89-90%</td>
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<tr>
<td>B</td>
<td>86-88%</td>
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<tr>
<td>B-</td>
<td>84-85%</td>
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<tr>
<td>C+</td>
<td>82-83%</td>
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Evaluation:
Failure to comply with the grading requirements will result in a withdrawal of your contract offer for the position of Peer Facilitator.

Special Agreements:
This College abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431 or me so that such accommodation may be arranged.

College of Charleston Honor Code and Academic Integrity:
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>Wednesday, August 24</td>
<td>Welcome and Introductions&lt;br&gt;History of Peer Education&lt;br&gt;The Role of the Peer Mentor&lt;br&gt;Ways of Mentoring</td>
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<tr>
<td>Monday, August 29</td>
<td>Ethics and Professionalism&lt;br&gt;Peer Mentoring Do’s and Don’ts&lt;br&gt;Mentoring Boundaries</td>
<td>Personal Leadership Philosophy&lt;br&gt;(Reflection Paper #1)</td>
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<td>Wednesday, August 31</td>
<td>Student Maturation and Transition&lt;br&gt;Establishing Rapport and Motivating Mentees</td>
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<td>Monday, September 5</td>
<td>Mission Statement</td>
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<td>Wednesday, September 7</td>
<td>Writing a Syllabus&lt;br&gt;Developing a Lesson Plan&lt;br&gt;Facilitation Skills&lt;br&gt;Classroom Management&lt;br&gt;Emergency Preparedness</td>
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<td>Monday, September 12</td>
<td>Academic Majors and Advising&lt;br&gt;Academic Standards and Grading</td>
<td>Leadership Action Plan (Reflection Paper #2)</td>
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<td>Wednesday, September 14</td>
<td>How to Successfully “Coach” Your Peers&lt;br&gt;Preparing to Study: Organization, Class Analysis, and Time Management</td>
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<td>Monday, September 19</td>
<td>One-on-One Mentoring&lt;br&gt;Communication Skills&lt;br&gt;(Questioning/Listening Skills, Conflict Resolution, Conferencing Skills, Constructive Criticism)&lt;br&gt;Campus and Community Resources&lt;br&gt;Making Effective Referrals</td>
<td>Reflection Paper #3</td>
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<td>Wednesday, September 21</td>
<td>Role Playing – One-on-One Meetings</td>
<td>Reflection Paper #4</td>
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<td>Monday, September 26</td>
<td>Group Presentations</td>
<td>Lesson Plan</td>
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<td>Wednesday, September 28</td>
<td>StrengthsQuest</td>
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<td>Monday, October 3</td>
<td>SafeZone</td>
<td>Ally Guide</td>
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<td>Wednesday, October 5</td>
<td>SafeZone</td>
<td>Ally Guide</td>
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<tr>
<td>Monday, October 10</td>
<td>Q&amp;A with Veteran Peer Educators&lt;br&gt;Class Wrap-Up</td>
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