TEDU 205-01

Exploring Leadership: Building Peer Facilitation Skills

Fall 2017: Express I Hybrid

Course Information:

- Hybrid
- Online and...
  - Wednesday, August 23, 2017, 3:30-4:50 pm, ECTR 216
  - Wednesday, September 27, 2017, 3:30-4:50 pm, ECTR 216
  - Wednesday, October 4, 2017, 3:30-4:50 pm, ECTR 216

Contact Information:

Page Keller, M.Ed., Director, Center for Excellence in Peer Education
Office: ECTR 106D
Email: kellerp@cofc.edu
Phone: 843-953-3702
Office Hours: Email for appointments.

“The student’s peer group is the single most potent source of influence on growth and development during the undergraduate years.”

- Alexander Astin
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 and Materials:

StrengthsQuest Access Code

Required Software: internet browser, Adobe Reader, Quicktime Player, Java, Google Apps

Required Hardware: computer with high speed internet access, sound card, webcam, microphone, and external speakers

Instructional Objectives and Student Learning Outcomes:

- SLO1: The student will discuss the roles, responsibilities, and para-professional ethics of peer educators in higher education.

- SLO2: The student will describe higher educational issues of student persistence, student success, new student transitions, demographics, and challenges.

- SLO3: The student will demonstrate effective communication skills for interacting with undergraduate students in a variety of peer educator settings.

- SLO4: The student will demonstrate the ability to serve as a connecting link to College of Charleston campus resources and make effective referrals, when appropriate.
Community and Communication Expectations:

Building a Community: A respectful tone is expected during all class interactions (student to instructor, instructor to student, & student to student). Positive interactions will lead to a more supportive and meaningful community and course experience.

- Think before you reply or post.
- Do not reply in all caps.
- Actively engage in discussions and conversations.
- Respect the views of others.

Communication: Communication is essential to our collective success in this course.

- I will reply to posts to the discussion board within 48 hours.
- I will reply to emails within 24 hours.
- You are expected to meet deadlines and reply to communication from me within a reasonable amount of time.
- To schedule a face-to-face appointment with me, email kellerp@cofc.edu.

Success in an Online Course:

ATTENDANCE POLICY: Log in 3X per Week: You must log in and participate at least 3 times per week. If you do not participate for 5 days in a row, you will receive a grade of WA. You are also required to attend the 3 face-to-face class meetings.

Participation and Deadlines: You are responsible for your participation in and contributions to the class both online and in person. You must submit assignments on time (prior to the due date and time).

Small Group and Partner Activities: During this course you will be assigned projects to work with in small groups and with partners. With your group or partner, you must define expectations and check in with each other regularly.

Technology Tools: You will be required to use several online tools, like VoiceThread, PowToons, and Google Hangout. Instructions will be provided prior to use.

Technology Use: If you have technical questions, please post them to the Technical Questions about the Course discussion board.
**Course Structure:**

The majority of the course will be accessed through OAKS. There are 6 modules required for completion of this Express course. Each time you log in, you should check the following:

- News
- Course Calendar
- Checklists
- Modules
- Discussion Boards

**Course Components:**

- Attendance/Participation - 20%
- Syllabus Quiz - 5%
- Reflection Paper - 15%
- Newspaper Article - 15%
- Developing and Delivering Lesson Plans - 15%
- One-on-One Meeting - 15%
- Campus Resource Quiz - 15%

**Grading Scale:**

<table>
<thead>
<tr>
<th></th>
<th>Final Grade %</th>
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<th>Final Grade %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>C</td>
<td>79-81</td>
</tr>
<tr>
<td>A-</td>
<td>91-92</td>
<td>C-</td>
<td>77-78</td>
</tr>
<tr>
<td>B+</td>
<td>89-90</td>
<td>D+</td>
<td>75-76</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>D</td>
<td>72-74</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
<td>D-</td>
<td>70-71</td>
</tr>
<tr>
<td>C+</td>
<td>82-83</td>
<td>F</td>
<td>0-69</td>
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**Evaluation:**

Failure to comply with the grading requirements will result in a withdrawal of your contract offer for your peer education position.

**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 TEDU 205.

- 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)

**Accommodations for Students with Disabilities:**

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.
**Academic Integrity Statement:**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, 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 be 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 status indicator 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.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. 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](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)
Weekly Schedule

- The course is composed of 6 week-long modules and will meet 3 times face-to-face.
- Modules will open at 12:01 AM on Wednesdays and will close at 11:59 PM on Tuesdays. You must have completed all module requirements before the module closes.
- Additional, detailed information can be found on our OAKS Page.

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Student Learning Outcome</th>
<th>Topics Covered</th>
<th>Due</th>
<th>Location</th>
</tr>
</thead>
</table>
| 08/23/2017       | SLO1: The student will discuss the roles and responsibilities and para-professional ethics of peer educators in higher education. | ● Welcome and Introductions 
● History of Peer Education 
● Peer Educators on the CofC Campus |                                                   | ECTR 216 |
| MODULE 1: 08/23/2017 to 08/29/2017 | SLO1: The student will discuss the roles and responsibilities and para-professional ethics of peer educators in higher education. | ● Roles and Responsibilities 
● Ethics and Professionalism 
● StrengthsQuest | ● OAKS: Read, Watch, Discuss, Do Reflection Paper | OAKS     |
| MODULE 2: 08/30/2017 to 09/05/2017 | SLO2: The student will describe higher educational issues of student persistence, student success, new student transitions, demographics, and challenges. | ● Student Transitions 
● CofC Demographics and Student Populations |                                                   | OAKS     |
| MODULE 3: 09/06/2017 to 09/12/2017 | SLO2: The student will describe higher educational issues of student persistence, student success, new student transitions, demographics, and challenges. | ● Academic Standards, Code of Conduct, Retention and FERPA 
● Respecting Individual Differences | ● OAKS: Read, Watch, Discuss, Do Newspaper Article | OAKS     |
| MODULE 4: 09/13/2017 to 09/19/2017 | SLO4: The student will demonstrate the ability to serve as a connecting link to campus and community resources | ● Campus and Community Resources and Referral Skills | ● OAKS: Read, Watch, Discuss, Do Campus Resource Quiz | OAKS     |
and make effective referrals, when appropriate.

<table>
<thead>
<tr>
<th>Module</th>
<th>Date Range</th>
<th>SLO3</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 5:</td>
<td>09/20/2017 to 09/26/2017</td>
<td>The student will demonstrate effective communication skills for interacting with undergraduate students in a variety of peer educator settings.</td>
<td>The Mentoring Relationship, One-on-One Meeting Skills, OAKS: Read, Watch, Discuss, Do One-on-One Meeting</td>
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<td>Module 6:</td>
<td>09/27/2017 to 10/03/2017</td>
<td>The student will demonstrate effective communication skills for interacting with undergraduate students in a variety of peer educator settings.</td>
<td>Group Facilitation Skills, OAKS: Read, Watch, Discuss, Do Lesson Plan, Complete Course Evaluation</td>
</tr>
<tr>
<td>09/27/2017</td>
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<td>The student will demonstrate effective communication skills for interacting with undergraduate students in a variety of peer educator settings.</td>
<td>Lesson Plan Presentations, Lesson Plan Presentation</td>
</tr>
<tr>
<td>10/04/2017</td>
<td></td>
<td>The student will demonstrate effective communication skills for interacting with undergraduate students in a variety of peer educator settings.</td>
<td>Lesson Plan Presentations, Peer Educator Panel and Class Wrap-Up, Lesson Plan Presentation</td>
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