

**School of Education - College of Charleston**

**EDFS 560-085**

**“Exploring Leadership: Building Peer Facilitation Skills for Learning Communities”**

**Course Term:** Express II 2007

**Course Credit:** 2 Semester Hours

**Meeting Time and Place:** MW, 3:00 – 6:00 p.m.  
Jewish Studies, 3<sup>rd</sup> Floor Conference Suite

**Professors:** Bruce Fleming, Ed.D.  
Office Location: Lightsey 228  
Phone: 843-953-6310  
Email: flemingw@cofc.edu  
Office Hours: TR 2:00 – 5:00 and by appointment

Page Keller, M.Ed.  
Office Location, Lightsey Annex  
Phone: 843-953-1403  
Email: kellerp@cofc.edu  
Office Hours: MWF 9:00 – 12:00 and 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 affect student development, such as personal values, gender, and culture.

**Course Text and Materials:**

Required Text: Ender, S.C. and Newton, F.B. (2000). *Students helping students: A guide for peer educators on college campuses*. San Francisco: Jossey-Bass.

Other: Access to WebCT & Edisto email account

**Course Goals:**

1. Introduce students to the role of the Peer Facilitator and the various skills associated with this role in Learning Communities

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 Learning Communities 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 student 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.

### **Course Requirements:**

Students must successfully complete each of the assignments listed below. Descriptions of these assignments can be found in “Descriptions of Projects and Assignments.”

- Leadership Philosophy
- Campus Resources Assignment
- Leadership Action Plan
- Synthesis Seminar Syllabus Development
- Mission Statement
- Threaded Discussions

The following SOE 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.

- 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)

### **Description of 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. Copies of all work must be provided to peers and instructors. 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.

### **Required Assignments:**

*Leadership Philosophy:* Students will be asked to write a short leadership philosophy statement during the first portion of the semester. The Leadership Philosophy will ask students to incorporate their previous experiences that have elements of leadership creation and implementation. As the semester progresses, and through the inclusion of assigned readings and guest lectures, students will revise their Leadership Philosophy to demonstrate their personal growth throughout the semester. Student revisions at the end of the semester will include a reflection on their development and will address their experiences within the class setting.

*Campus Resources:* Students will collaborate to compile a Campus Resource guide for first-year students. The assignment will be given during the second day of class and will be due in Week 6.

*Leadership Action Plan:* Students will complete a “First Day” action plan that reflects how they will lead their Synthesis Seminar students during the first class period in Fall 2007. This will be in a lesson plan format (provided during a class period) and will be a culminating assignment,

developed from all aspects of the training class. Students should include specifics that they will address with the participants, creating a connection between their leadership philosophy, the Synthesis Seminar syllabus, and the Leadership Action Plan.

*Synthesis Seminar Schedule Development:* Students, along with the instructors’ support and experience, will work together to form the weekly schedule that will include lesson plans, learning objectives, and activities for the Synthesis Seminar. Students will work both as a large group and as individual learners to develop the Synthesis Seminar schedule. As a group, students, along with the instructors, will determine what should be included within the Synthesis Seminar schedule (i.e. learning outcomes, daily schedule, assignments, etc.); as an individual, each student will be responsible for a particular portion of schedule creation and will report back to the group, providing supportive arguments for what he/she chose to include that specific week. Peer Facilitators will present their schedules to the Learning Community Planning Committee and Learning Community Faculty during the last class period.

*Mission Statement:* Students will work as a team to create a Mission Statement for the Synthesis Seminar program. This Mission Statement should reflect the role of both the facilitators and the first year student participants; additionally, students should investigate the associated Learning Community Program (its goals, objectives, and learning outcomes) and incorporate specific information about it within the mission statement. The mission statement should reflect the nature of the Peer Facilitators (their personal and academic background, why they chose to apply for the position, the roles they will play as PFs, etc.) in an effort to personalize the mission statement to this specific group of peers in leadership roles.

*Threaded Discussions:* On WebCT, students will respond to several major issues involving leadership, facilitating groups, and first year student transitions. Responses will be due at regular intervals and it will be the responsibility of the student to electronically respond to their peers within the training class, thinking about some of the issues raised during the discussions. Additionally, classwork, readings from the text as well as other sources will form the basis for questions, case studies, issues, and ideas that will be raised during the threaded discussions.

**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:

	<b>Final Grade%</b>		<b>Final Grade%</b>
A	93-100%	C	79-81%
A-	91-92%	C-	77-78%
B+	89-90%	D+	75-76%
B	86-88%	D	72-74%
B-	84-85%	D-	70-71%
C+	82-83%	F	0-69%

**Evaluation:**

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

**Resource List:**

Readings and other course resources will be disseminated in class, on WebCT, or online.

**Attendance Policies:**

Attendance in all classes is mandatory. Absences will be dealt with on a case-by-case basis.

**Special Agreements:**

This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. 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, (843) 953-1431 or me so that such accommodation may be arranged.

**Honor System:**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, will be dealt with as prescribed by the Honor Code system. Students can find a complete version of the Honor Code and all related processes in the Student Handbook at [http://www.cofc.edu/studentaffairs/general\\_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html).

## Course Calendar

Subject to change at the discretion of the instructors.

<b>Date</b>	<b>Class Topics</b>	<b>Class Preparation</b>	<b>Due</b>
Wk 1 2/28	Course introduction, syllabus review, and student/instructor expectations		
Wk 2 3/12,14	Peer Leadership Programs <i>Guest: Dr. Kay Smith, Associate Vice Provost for the Academic Experience</i>	<b>READ:</b> <i>Peer Leadership Programs: A Rationale and Review of the Literature</i> (FYE Monograph 32) & <i>QEP, Introduction and Ch. 5.</i>	<b>DUE:</b> Leadership Philosophy Draft <i>Please note: We will meet in Berry 104 for class on Wednesday.</i>
Wk 3 3/19,21	Peer Educators on the College Campus: The Impact of Peers	<b>READ:</b> Ender/Newton: Ch. 1, 2	<b>DUE:</b> Respond to WebCT Discussion
Wk 4 3/26,28	Intercultural Competence and Interpersonal Communication Skills <i>Guest: Lauren Collier, Service Learning</i>	<b>READ:</b> E/N: Ch. 3, 4	<b>DUE:</b> Mission Statement <i>Please note: We will meet in the Service Learning Office in Lightsey 203 for Wednesday's class.</i>
Wk 5 4/2,4	Problem Solving, Group Dynamics, and Effective Leadership <i>Guest: Michael Duncan, Director of Leadership</i>	<b>READ:</b> E/N: Ch. 5, 6, 7 and <i>Leadership Education</i> (FYE Monograph 32)	<b>DUE:</b> Respond to WebCT Discussion <i>Please note: We will meet in the Student Leadership Center on Coming Street for Wednesday's class.</i>
Wk 6 4/9,11	Academic Success Strategies, Campus Resources, and Referral Techniques <i>Guest: Lindy Coleman, Study Skills Program Coordinator</i>	<b>READ:</b> E/N: Ch. 8, 9	<b>DUE:</b> Campus Resources Assignment <i>Please note: We will meet in the Center for Student Learning in the Addlestone Library for Wednesday's class.</i>
Wk 7 4/16,18	Ethics and Strategies for Good Practice	<b>READ:</b> E/N: Ch. 10	<b>DUE:</b> Respond to WebCT Discussion
Wk 8 4/23	Class Wrap-Up and Group Presentations		<b>DUE:</b> Shell Schedule for Fall 2007 Synthesis Seminars and Group Presentation; Final Reflection and Leadership Action Plan