

COURSE: EDP 369K (#10420), Spring 2015
CLASS TIME: Tuesdays & Thursdays, 3:30 – 5:00 p.m.
CLASS LOCATION: PHR 2.108

LOCATION AND OFFICE HOURS

New Student Services; Student Services Building, Suite 3.410

Instructor/Supervisor office hours are best made by appointment. NSS is open from 8 a.m. – 5 p.m. M-F

INSTRUCTORS

Soncia Reagins-Lilly, Ed.D. (soncia.r.lilly@austin.utexas.edu) *Faculty of Record*

Kyle S. Clark (kyle@austin.utexas.edu) *Associate Director of New Student Services*

Lauren Marriott (laurenmarriott@utexas.edu) *Graduate Assistant*

COURSE DESCRIPTION

EDP 369K Peer Helping: Concept and Process is designed to educate students to be resource agents, mentors on campus for, academic preadvicing, social justice and campus safety as well as developing the appropriate skills necessary to help acclimate new first-year and transfer students to the university. Course topics will include but are not limited to: university core values, importance of mindset, interpersonal communication skills, campus and academic resources, academic preadvicing training, facilitation skills, social identities and other subjects of importance to new students and family members.

COURSE OBJECTIVES

In order to successfully complete the course, students will become proficient in the following objectives:

1. Develop understanding of student development and identity development theories as they relate to peer leadership.
2. Have a clear understanding of the roles and responsibilities as a peer leader and university ambassador.
3. Knowledge of the University of Texas at Austin Mission, Core Values and Student Honor Code.
4. Become proficient in the knowledge of various campus resources that are available that will help new students become acclimated to the university;
5. Demonstrate effective communication skills, including active listening, giving and receiving feedback, speaking with articulation and purpose, responding with understanding and clarity, and establishing and maintaining rapport with a diversity of individuals;
6. Learn how to facilitate small group discussions around issues related to campus safety and campus diversity
7. Demonstrate an appreciation toward the unique contribution of all community members across all social identities that include but are not limited to ability, age, ethnicity, gender, gender identity, national origin, race, religion, sexual orientation, socioeconomic class, and veteran status;

ACCOMMODATIONS

As early as possible in the semester, students with disabilities who need special accommodations should present a letter to the instructors prepared by the Services for Students with Disabilities (SSD) area in the Division of Diversity and Community Engagement. To ensure that the most appropriate accommodations can be provided, students should contact SSD at 512-471-6259 or VP: 866-329-3986 or via e-mail at ssd@uts.cc.utexas.edu.

RELIGIOUS AND CULTURAL OBSERVANCES

Persons who have religious or cultural observations that conflict with class meetings or assignments due should let instructors know by the 12th class day, so that you will not be penalized for missing class/assignments. We strongly encourage you to honor your cultural and religious holidays. Let Kyle Clark know via email by **February 5, 2015**.

SEXUAL HARASSMENT

It is the policy of The University of Texas at Austin to maintain an educational environment free from sexual harassment and intimidation. Sexual harassment is expressly prohibited and offenders are subject to disciplinary action. In other words, all students at the university are entitled to study and to work free from the threat of sexual intimidation and discrimination from faculty and other university employees. A representative from the Office of the Dean of Students, a department chair, or other university administrators can assist if you need to file a complaint.

POLICY ON SCHOLASTIC DISHONESTY

Students who violate university rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the university, as well as your student leader program. Since such dishonesty harms the individual, all students, and the integrity of the university, policies on scholastic dishonesty will be strictly

enforced. All work must be done on an individual basis unless explicitly stated by the instructor and in the assignment description. Any unauthorized or collaborative work will be considered academic dishonesty and will be referred to Student Judicial Services (SJS). Visit <http://deanofstudents.utexas.edu/sjs> for more information.

USE OF E-MAIL

It is the right and responsibility of every student to keep the university informed of changes in her/his/hir official e-mail address. We ask that you use an official university e-mail account (e.g. @utexas.edu accounts) for the OA listserv and other official business with New Student Services. If you choose to forward your official university e-mail to another e-mail account, make sure that NSS related e-mails do not get sent to your junk/bulk mailbox, as you will still be responsible for material we e-mail to you. You are expected to check this account frequently to keep up with updates, announcements, and other official NSS information.

CELL PHONES, LAPTOPS AND SOCIAL MEDIA POLICY

Unless you have received prior permission from the instructor, cell phones, laptops and other electronic devices should be put away during class. Disruptions during class will result in disciplinary action. Cell phone and laptop use is not allowed during class, unless prompted by the instructors. If you need to take an important call/text, step outside of class and return as soon as possible.

In order to maintain our classroom environment, sustain integrity of our program and represent the university to the very best we can, New Student Services asks everyone involved with our program to maintain high ethical leadership and use better judgment with regard to social media such as Facebook, Twitter, text messaging, etc.

CLASS ASSIGNMENTS

Assignments need to be submitted no later than the beginning of the class period of the due date. Instructions on how to submit various assignments are outlined in the course timeline. Late assignments will be penalized at the discretion of the instructor.

CLASS ANNOUNCEMENTS

Students must sign up to make announcements prior to beginning of class. If time permits, announcements will be made during class. Announcements must pertain to and be directly related to class or events that pertain to the majority of the students in the class. No announcements regarding personal messages, fundraisers or political campaigns are allowed.

REQUIRED READING

1. Text: **Mindset: The New Psychology of Success** Available at Amazon.com, Kindle and iBook
ISBN: 978-0-345-47232-8
2. **Peer Helping Content & Process Course Packet.** Available at Speedway Copy in Dobie Mall.
Students can anticipate that the readings, handouts and information in the text and course packet, as well as any lecture notes, will be used to develop the exams as part of this course. You will be responsible for all information that is in the course packet.
3. Additional Readings may be assigned at the instructor's discretion and will be posted on Canvas.

CLASS GRADING

Class will be graded/scored with the following percentages in mind. Attendance is extremely important to the information covered in class.

Attendance and Participation	25%
Academic Training	20%
Quizzes	5%
Topic Journals	3%
Poster Presentation	2%
Campus Resources Assignment	10%
Campus Tour Write-up and Presentation	10%
Exam I	10%
Facilitation Practice and Presentation	5%
Exam II	10%
TOTAL FOR THE COURSE	100%

Attendance and Participation (25%):

Attendance and participation is critical to your success in the course. If you anticipate missing a class, please contact your instructor prior to the class. If you miss a class due to unforeseen circumstances, contact the instructor the following day or as soon as possible to discuss how to make up for missed work.

Academic & Co-curricular Training (20%): Students will be assigned to one of the following cohorts to work on aspects of the class supplemental training: Business, Communication, Education, Engineering, Fine Arts, Geosciences, Health Professions, Liberal Arts/Liberal Arts Honors, Natural Sciences, Plan II, Undergraduate Studies or Camp Texas. Beginning in February, students will begin meeting with their cohorts. Academic and Co-curricular Training will **occur each Tuesday between February 3rd through March 10th as well as Thursday, April 30th and Tuesday, May 5th**. During Academic & Co-curricular Training, you will meet with designated staff at a separate location, **not in our classroom**. The cohort leaders will submit a grade evaluation for each student assigned to her/his/hir cohort

All academic and co-curricular training sessions are MANDATORY and should be treated the same as class attendance.

▪ **LOCATIONS:**

Business	CBA 2.400	Liberal Arts/Honors	CLA 1.102
Communication	BMC 2.508	Health Professions	WEL 4.132B
Education	SZB 284	Natural Sciences	WEL 4.132B
Engineering	GAR 2.112	Plan II	CLA 2.102
Fine Arts	DFA 1.104	Undergrad. Studies	JES 309
Geosciences	JGB 2.102A	Camp Texas	Alumni Center (<i>or designated location</i>)

Topic Journals (3%): You will be asked to complete three (3) Topic Journals throughout the semester over a specific topic or question. Each journal should be completed in a Word Document, two pages in length, using one-inch margins on all four sides, 12-point font and double-spaced. We are not grading you on the content/opinion of your journal. We will grade based on grammar/syntax, how well you give an analysis of the topic, whether you followed instructions correctly and if you completed the assignment. **Submit journals via Canvas on the day they are due no later than 3:00 p.m.**

Campus Resources Assignments (10%): As a peer leader, incoming students will look to you to be knowledgeable about campus, therefore you need to be knowledgeable about various campus resources the university offers as well as have a working understanding of the campus environment. This project is intended to serve two purposes: enhance your communication skills and disseminate information from your interviews with some of The University of Texas at Austin's offices, programs, and services to your peers. **The Campus Resources PowerPoint Presentations are due by NOON on Thursday February 26th. The remainder of the assignments are due periodically throughout the semester (see schedule for specific dates).**

Poster Presentations (2%): Students will be assigned in teams to research a topic and present a poster presentation on the impact of a university wide orientation program on student transition and success. Teams will be assigned on **February 5th** in class and the posters are due and will be presented on **March 5th**.

Campus Tour Write-up (5%): You will be required to complete your own Campus Tour applying information shared in class. You should have your tour type-written in paragraph form when you submit it in class. Further instructions will be given in class regarding the assignment. **The Campus Tour Write-up is due Thursday, March 12th.**

Campus Tour Presentation (5%): Students in the course will give a campus tour and will be evaluated on the following criteria: genuine interest in the topic; accurate information; presentation style; tour flow; inclusion of pertinent buildings and campus information; ability to answer audience's questions; ability to work with partner; and overall quality of the tour. **Campus Tour Presentation will be Thursday, March 31st with a rain date of Tuesday, April 23rd.**

Facilitation Practice and Presentation (5%): Each student will be required to practice her/his/hir facilitation skills in class. Students will be evaluated on projection, body language, eye contact, volume, flow, professionalism, poise, evidence of planning/preparation, clarity, content, engaging the audience, interaction with partner and overall facilitation. **The assignment will be presented in pairs provided by the course instructor on either Thursday, April 16th or Tuesday, April 21st.**

Exam I & II (10% each): Students will be accountable for the information learned in this course. Two exams will be given, one mid-semester and one at the end of the semester. The exam will test your in-class knowledge, understanding of the reading assignments as well as preadvising information. **Exam I will be in class on March 26th and Exam II will be in class on April 23rd.**

CLASS SCHEDULE, ASSIGNMENTS, ETC.

	SUBJECT MATTER	CORE COMPETENCIES ACHIEVED	ASSIGNMENTS DUE
Tuesday 1/20	Class Introduction Roles and Responsibilities	Personal & Professional and Academic Success Competencies – <i>introduction to the course, expectations for learning</i>	Purchase Reading Materials for the course
Thursday 1/22	Student Development Theory in Higher Education	Intrapersonal & Interpersonal Development – <i>discussion of personal identity in the context of student leadership</i>	No Assignments Due
Tuesday 1/27	Student Development and Peer Leadership	Intrapersonal & Interpersonal Development, Learning, Application and Integration Competencies – <i>applying student development theory to peer leadership</i>	Journal Topic #1 Due via Canvas
Thursday 1/29	Responsibilities of Peer Leadership	Intrapersonal & Interpersonal Development, Humanitarian & Civic Engagement – <i>discussion on responsibilities, ethical standards and accountability of peer leaders</i>	Read Section 1: Student Development Theory & Peer Leadership
Tuesday 2/3	Academic Training	Learning, Application & Integration – <i>learning about college-specific degree plans and academic requirements for first-year students</i>	Campus Resources – Academics Due via Canvas
Thursday 2/5	Core Values, Representing the University as a Leader	Critical Thinking and Problem Solving - <i>presentation on the University Core Values, Student Honor Code, Academic Integrity</i>	Read <i>Mindset</i> text Chapter 1 (pp. 3-14) and Chapter 2 (pp. 15-54)
Tuesday 2/10	Academic Training	Learning, Application & Integration – <i>learning about college-specific degree plans and academic requirements for first-year students</i>	No Assignments Due
Thursday 2/12	Supporting Academic Success Communities	Critical Thinking & Problem Solving and Intrapersonal/Interpersonal Development - <i>Provost to present on how peer leaders can best academically support and serve new students</i>	Read Section 2: 1 st Year Students and Transition
Tuesday 2/17	Academic Training	Learning, Application & Integration – <i>learning about college-specific degree plans and academic requirements for first-year students</i>	Campus Resources – History & Traditions Due via Canvas
Thursday 2/19	Campus Tour Training	Learning about Campus tours and landmarks / Roundtable discussion on a particular topic	Read Section 3: UT History & Tradition
Tuesday 2/24	Academic Training	Learning, Application & Integration – <i>learning about college-specific degree plans and academic requirements for first-year students</i>	Read <i>Mindset</i> text Chapter 3 (pp. 55-81)
Thursday 2/26	Campus Resources Presentations	Personal & Professional Competence - <i>Students will present on their Campus Resource Offices that they were assigned</i>	Campus Resources PowerPoints Due via Canvas
Tuesday 3/3	Academic Training	Learning, Application & Integration – <i>learning about college-specific degree plans and academic requirements for first-year students</i>	No Assignments Due
Thursday 3/5	University Wide Orientation Program Poster Presentation	Critical Thinking & Problem Solving – <i>Students will present poster presentations on the impact of a university wide orientation program on student transition and success.</i>	Poster Presentations Due
Tuesday 3/10	Academic Training	Learning, Application & Integration – <i>learning about college-specific degree plans and academic requirements for first-year students</i>	Campus Resources – Student Services Due
Thursday 3/12	Study Guide For Exam I	Overview and discussion of course readings that will be covered on Exam I	Campus Tour Write-up Due
3/16-20	SPRING BREAK	<i>No Assignments</i>	No Assignments Due
Tuesday 3/24	University Traditions	Learning Application & Integration – <i>Presentation on about university traditions</i>	Journal Topic #2 Due via Canvas
Thursday 3/26	Exam I	Students will take Exam I	Exam I
Tuesday 3/31	Campus Tour Presentations	In class, students will present their campus tour in groups.	Read Section 4: Overcoming

Thursday 4/2	Exploring Social Identities and Self as a Leader	Humanitarian & Civic Engagement – <i>Students will further develop our understanding of how social justice education should be in the fabric of what we do.</i>	Campus Resources – Campus Services Due
Tuesday 4/7	Family Orientation & Transfer Student Success	Humanitarian & Civic Engagement – <i>Students will discuss these two populations as well as dynamics of parents and families supporting their students</i>	Read <i>Mindset</i> text Chapter 8 (pp. 213-246)
Thursday 4/9	Facilitation Skills	Learning, Application and Integration – <i>in pairs, students will role play as group facilitators of an assigned activity</i>	Read Section 5: Cultural Competence and Diversity
Tuesday 4/14	Title IX / Campus Safety	Critical Thinking & Problem Solving – <i>Students will engage in learning around Title XI law, university policy and procedures to support campus safety.</i>	Journal Topic #3 Due via Canvas
Thursday 4/16	Facilitation Presentations	Learning, Application and Integration – <i>in pairs, students will role play as group facilitators of an assigned activity</i>	Facilitation Presentations due
Tuesday 4/21	Facilitation Presentations	Learning, Application and Integration – <i>in pairs, students will role play as group facilitators of an assigned activity</i>	Facilitation Presentations due
Thursday 4/23	Exam II	Students will take Exam II (<i>Campus Tour Rain Date</i>)	Read Section 6: Peer Advising and Facilitation Skills
Tuesday 4/28	Diverse Student Populations Panel	Humanitarian & Civic Engagement – Students from diverse areas will discuss their experiences on campus (e.g. veteran, PACE, ULN, transfer, OTA, student of color, first gen)	All extra credit opportunities are due
Thursday 4/30	Academic Training	Learning, Application & Integration – <i>learning about college-specific degree plans and academic requirements for first-year students</i>	No Assignments Due
Tuesday 5/5	Academic Training	Learning, Application & Integration – <i>learning about college-specific degree plans and academic requirements for first-year students</i>	No Assignments Due
Thursday 5/7	Last Class Day	Reflection of Core Competencies – <i>Discussion on importance of student leader position, expectations.</i>	Complete Course Instructor Survey in class

Extra Credit Opportunity (Instructor's Discretion): There will be an opportunities to receive extra credit for the course throughout the semester. The instructors will determine what opportunities will be considered extra credit and students will need to provide a one-page summary of the event/lecture/program/etc. in order to receive extra credit. **Any extra credit will be due on April 28th.**