Course Description
EDLP 520 is a unique class designed to provide a forum for the reflection and processing of the University 101 Peer Leader experience and to develop and practice important leadership skills that are transferrable to other settings. Discussion revolves around such topics as group facilitation skills, mentoring and helping skills, leadership styles, classroom management strategies, and other related issues. It might be useful to consider the approximately 40 contact hours in the University 101 class as a lab or practicum, with the meetings of EDLP 520 as a discussion/seminar class.

Teaching Team

Instructor
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Mike’s Digital Profile

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We are both happy to meet with you anytime we are available. We will do our best to arrive early and stay after class. Please call, text, or e-mail if you would like to meet outside of class.

If I am in my office, my door is always open to you! Please come see me.

Philosophy of Teaching

As an educator, in addition to helping you navigate this course, my role is to help you achieve success in your other academic and personal endeavors. With a fervent belief that the one doing the most talking is the one doing the most learning we will share an experience in which I invite you to discover and create knowledge and contribute to our mutual development (Howard, 2015). In our time together, you can expect to be respected and treated with fairness, but you should feel challenged to assess the justification of beliefs shaped in your formative years.

Palmer (1998) contends that good teaching comes from the identity and integrity of the teacher. In that vein, I will authentically share myself, my passion for education, and my belief in your ability to succeed each time we meet as a class and in our one-on-one interactions.

What’s in this syllabus?
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COURSE PURPOSE

You have been selected to participate in a leadership program that focuses on helping first-year students succeed. Your academic success, personal involvement, leadership, and commitment to university service make you a model of successful student behavior. Your willingness to work closely with a U101 instructor to encourage student success is reflective of the caring spirit that characterizes this institution. Our course will focus not only on helping you an important role in your U101 class, but also on developing leadership skills that will be useful in other settings.

LEARNING OUTCOMES

As a result of this course, students will:

- Apply knowledge of first-year students and engaging pedagogies to the development and delivery of an effective lesson plan for use in University 101.
- Develop and apply appropriate transferable skills, such as communication, helping, and leadership skills.
- Develop and share ideas for specific course activities/discussions.
- Identify strategies to deal with challenges associated with the Peer Leader role.
- Articulate the personal development resulting from the peer leader experience.

Required Text


Peer Leader Toolkit (provided)

Campus Resource Guide (available on Blackboard)

Selected Course Readings (available on Blackboard)

Other Readings: Available on Blackboard or shared in class

COURSE COMMUNICATION

Blackboard: You should check Blackboard regularly. Announcements about the class and opportunities available on campus will be posted regularly. Assignments will be submitted on Blackboard and grades will be posted to Blackboard as soon as they are available.

E-Mail: You will be contacted about this course via your University e-mail account. Please be sure to check it regularly.

GroupMe: You will be added to a class GroupMe which will be used to share information about events around campus, quick reminders from your instructors and a space to chew on ideas as a learning community. Please download the GroupMe app for your smartphone. GroupMe may also be accessed at groupme.com
Peer Leader Responsibilities and Expectations:

A) **Role in Univ 101 (30%)** - Peer Leaders are expected to attend every session of the UNIV 101 class they are assigned and assist the instructor on a regular and planned basis. This may include assisting with syllabus planning, arranging for guest lecturers or tours, facilitating class discussions, introducing materials, communicating with class members outside of class, providing feedback to your instructor, serving as an advocate for freshmen, etc.

B) **Attendance & Participation (20%)** - You are expected to attend all EDLP class meetings and events. As a seminar class, your participation and attendance is vital to both your success and class cohesiveness. Ten points may be deducted from your attendance grade for each unexcused absence. Participation will be evaluated based on your engagement in the class, substantial contributions to class discussions, and positive attitude. If you know you will need to miss class, you may be able to attend another section’s class. Check with us in advance for other class dates. Attendance and participation in EDLP 520 are worth 20% of your final grade.

C) **Homework & Class Assignments** - There will be several in-class and short out-of-class assignments, including journals and article responses. Journals will be emailed to instructors and article response format will vary. Guidelines will be provided for each assignment. Please submit all assignments in the format requested prior to the start of class on the due date. Late work will be subject to a penalty. These assignments will constitute a total of 30% of your final grade.

D) **Final Reflection** - You will be required to create a final reflection project for this class. We will provide you with more specific details for the assignment before the due date. This assignment will constitute 20% of your final grade.

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**WHY WRITE AND PRESENT IN EDLP 520?**

By necessitating “writing across the curriculum,” instructors ensure that students can “weigh evidence, integrate knowledge, and express ideas with clarity and precision” (Boyer, 1987, p. 79). Words are more than tools of expression; “they represent the shared knowledge of a culture without which the potential for social cohesion” is lost (Boyer, 1987, p. 81).

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**WHY PARTICIPATE?**

“When students are silent in class … they are limiting their own learning, limiting instructor effectiveness, and failing to facilitate the learning of classmate’s trough sharing their insights, observations, and experiences in a collaborative process of construction of knowledge and understanding (Howard, 2015, p. 147)

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**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>80-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>
The Fine Print

**Baloney Clause** Disagreement is an integral part of the learning process. If, at any point in the semester, you think something that I have said is untrue, I encourage you to respectfully challenge me on it. I hope, too, that you will be comfortable enough to challenge one another. As we enter into respectful dialogue, we will all surely grow as learners.

**Appropriate Challenge** As a learning community, we will approach this class with different levels of experience on any given topic. This means that sometimes topics may feel basic. If that happens, I challenge you to explore further readings (some of which I will share) and to ask thought provoking questions that further our discussion. If, on the other hand, you feel overworked or confused, please ask us to slow down and explain ourselves better. Doing so will help you and others in our community.

Either way, you are encouraged to speak with me early and often. I want to make sure you get what you want and need out of this course, keeping in mind our learning outcomes.

**Authenticity** To get the most out of this course, you are encouraged to be your authentic selves. That being said, it seems only fair that I be required to do the same. I have personal interest and am biased on many of the topics that we will cover this semester. I also believe, at my core, that we learn best through periods of discomfort and challenge. Our conversations, at times, may push you to your limits. To be successful as a learning community, we must each keep an open mind to each other’s beliefs, experience, and ideologies. That being said, it is neither my place or the role of this course (or the university) to make you think a certain way about any topic.

All I ask is that you keep an open mind to perspectives you had not previously considered and I will do the same.

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**Help and Resources**

If you are feeling lost or overwhelmed...

1. **Call Us**
   We are here to help. Please call, text, or email to find a time we can chat.

2. **Visit the SSC or the UAC**
   Both the Student Success Center (SSC) and the University Advising Center (UAC) offer programs to assist you in better understanding your course material and to aid you on your path to success.

3. **Visit the Counseling Center**
   Stress and mental health issues can impact your academic success. I encourage you to develop skills to manage stress and use the resources on campus. Counseling is available, and 10 sessions are already included in the student health fee you paid with tuition. Group sessions are offered at no additional cost, and psychiatric services are available for a minimal fee.

4. **Take a Brisk Walk or Go to the Strom**
   Physical activity stimulates brain chemicals that may leave you feeling happier and more relaxed. You may even improve confidence and self-esteem!

5. **Visit the Library**
   Our library staff is eager to help you navigate your research needs

6. **Go Outside**
   Trees and plants secrete chemicals that impact our cognition, mental state, and even our immunity in ways we are only beginning to understand
Late Work Assignments are due at the beginning of class unless otherwise indicated. I am often flexible and am willing to work with you if/when extenuating circumstances come up. Your grade on each project may be lowered by one letter grade for each day that it is late.

Academic Integrity You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation may result in a minimum academic penalty of your failing the assignment, and will result in additional disciplinary measures. This includes improper citation of sources, using another student's work, and any other form of academic misrepresentation.

Access The University of South Carolina provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should: Register with and provide documentation to the Student Disability Resource Center. All course materials are available in alternative format upon request*

Out of Class Experiences Learning occurs both in and outside of the classroom. Therefore, you will be expected to participate in the following activities to enhance your learning beyond the classroom. If possible, the dates, times, and locations will be chosen by the class.

- Attend two, 15-30 minute check-in conversations with Mike or Kat (required)
- Attend class dinner at Mike's house (optional)
- Attend the First-Year Reading Experience (optional)

Technology Use in Class As a seminar course, we will be busy. Please silence your cell phones before you enter the classroom. Please do not use laptops, tablets, or phones once you enter the room (unless taking selfies). As a learning community, let’s focus on one another, not our screens.

Syllabus Clause and Contract This syllabus will serve as the foundation upon which we will build our shared experience. It may be revised and adapted throughout the semester to better serve the needs of the class. Additionally, decision to remain in this class upon receipt of this syllabus serves as student’s acceptance of this syllabus as a binding contract, meaning they agree with the terms set forth and the expectations of them as members of the class.

The lecture schedule and reading assignments (daily schedule) may be altered at the instructor’s discretion. Grading changes will only be made in the scenario that they unilaterally and equitably improve all students’ grades.
# Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments/Reading Due at the Start of Class</th>
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<tbody>
<tr>
<td>30-Aug</td>
<td>Welcome &amp; Overview; Discussion in the College Classroom</td>
<td>Assign: Goal Setting, Clarifying Expectations (Instructor Interview)</td>
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<tr>
<td>6-Sep</td>
<td>Helping First-Year Students Make Responsible Decisions Regarding Alcohol</td>
<td>Read: Transitions, pp. 196-200, review alcohol curriculum (Blackboard)</td>
</tr>
<tr>
<td>13-Sep</td>
<td>Understanding First-Year Students and Student Development</td>
<td>Due: Goal Setting Assignment (Instructor Interview)</td>
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<td>20-Sep</td>
<td>Connecting students with resources</td>
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<tr>
<td>27-Sep</td>
<td>Listening and Helping Skills</td>
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<tr>
<td>4-Oct</td>
<td>Helping Students with Advisement and Registrations; What Story Are You Telling Online</td>
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<td>11-Oct</td>
<td>Values Clarification</td>
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<tr>
<td>18-Oct</td>
<td>Fall Break – No Class</td>
<td>Due Mid-Term Reflections</td>
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<td>25-Oct</td>
<td>Your Personal Leadership Style</td>
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<tr>
<td>1-Nov</td>
<td>Developing Multicultural Competence</td>
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<tr>
<td>8-Nov</td>
<td>Marketing Your PL Experience</td>
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<tr>
<td>15-Nov</td>
<td>Class Closure Activities</td>
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<tr>
<td>22-Nov</td>
<td>Thanksgiving Break - Enjoy your time with Friends and Family</td>
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<tr>
<td>29-Nov</td>
<td>Final Presentations</td>
<td>Final Presentations Ready</td>
</tr>
<tr>
<td>6-Dec</td>
<td>Class Closure</td>
<td>Final Reflections Due</td>
</tr>
</tbody>
</table>

Please join us for the Annual U101 Peer Leader Recognition Banquet on the evening of December 7!