**UNIV 1204 – Preparing for Peer Learning**
**Fall 2022, CRN: 46751**

**Course Instructor Information**
Instructor: Nicholas Colvard
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Office: 215 Milledge Hall
Virtual Office: https://zoom.us/my/nicholas.colvard
Student Hours:  T and W 11:00am – Noon

**Course Meeting Information**
Location: MLC 251
Time Meetings: Wednesdays 1:50-2:40pm

**UNIV Courses are offered by the Division of Academic Enhancement**, a unit of the
Office of Instruction at the University of Georgia.

The Division empowers all students to achieve success with innovative courses,
programs, services, and student-centered initiatives. The DAE supports students as they
transition into higher education and sustains their progress through the University's
unique academic environment. We are committed to students, committed to success.

**Course Description**
This Peer Learning Assistants training course will introduce participants to current research on how
people learn, review strategies for engaging undergraduates in active learning, and offer opportunities to
model effective group facilitation during session activities. Participants will participate in small group
discussions of pedagogical resource materials, brainstorm solutions to common teaching challenges, and
share personal reflections of their teaching experiences.

**Learning Objectives**
Upon successful completion this course, Peer Learning Assistants will be able to:

- Evaluate and apply metacognitive learning strategies to your learning
- Illustrate the different approaches to learning and identify the mechanisms to support your
  learning and the learning of your peers
- Effectively communicate ideas, thoughts, and knowledge to your peers to support their learning
- Identify and explain the appropriate academic and non-academic campus resources to your
  peers depending on the circumstances/situations they disclose

**Course Information**
All course information including a copy of the syllabus, assignment due dates, and policy information can
be found in eLC. Announcements about the class will be posted here as well as changes to the syllabus.
You are responsible for checking eLC for announcements on a regular basis.

**Grading/Evaluation**
This course is graded on a plus/minus A-F scale. Your grade will be based on the following assignments and class engagement/participation. For further information please look on eLC for all assignments and the posted gradebook.

| | |
|---|---|
| Class Engagement | 40% |
| Weekly Reflective Essays | 30% |
| PLA Project | 20% |
| Best Practices to Teaching Report | 10% |

**Class Engagement** – based on attendance and engagement in the class session. In-class engagement is one of the largest components of your grade because we want to see you actively engaged in the material and with each other in this process. Learning is doing, and I expect to see you coming to class prepared to discuss the different topics and readings in place. Missing even one class can have a significant impact on your performance in this course. Please DO NOT schedule any other appointments or activities during your scheduled class sessions.

In the event that the university cancels classes, such as for severe weather, students are expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as a project or paper, are due at the next class meeting unless other instructions are posted at the course website or communicated via email.

**Weekly Reflective Essays** will consist of a ½ to 1 page reflection on what you learned in that class period and what you will apply to your teaching practices. These will be typed and submitted on eLC, due before the start of the next class period. Quality and effort put into these reflective writings will determine your grade on the assignment – so please take the time to do quality work here.

**PLA Project** - students will work in groups to develop a success resources that will be shared with their peers. Details concerning this project will be released later in the semester.
Assignments within this category:
Group Outline Activity: 10% of the category
Group Project: 90% of the category
Due Date: Wednesday, April 20th at 3:00pm

**Best Practices to Teaching Report** will be a 4-5 page synthesis report, demonstrating all that you have learned from the course and how you plan to incorporate these practices into your future teaching and/or dissemination of information in your intended career path. See assignment document for further instructions.

Grading Scale

| A | 93.0-100% | A- | 90.0-92.9% | B+ | 87.0-89.9% | B | 83.0-86.9% | B- | 80.0-82.9% |
|---|---|---|---|---|---|---|---|---|---|
| C+ | 77.0-79.9% | C | 73.0-76.9% | C- | 70.0-72.9% | D | 60.0-69.9% | F | 59.9% and below |

**Course Materials**
All required course content will be provided free of charge on eLC. You are welcome to print off materials for completing the assignments.

**Course Policies**
Full participation is expected, including interaction with other PLAs and the instructor is essential. The best way to do this is to come to class prepared and think about what you'll be doing.

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. "Academic Honesty" means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from another person, or using any source of information that is not common knowledge.

"Academic Dishonesty" means knowingly performing, attempting to perform, or assisting any other person in performing any academic work that does not meet this standard of academic honesty. Assistance by another, when authorized by the Faculty Member, will not be considered academically dishonest, nor will using information that is fairly attributed to the source.

*All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.*

**Grade Appeal Process**
University of Georgia students have the right to appeal academic decisions. The burden of proof for an appeal rests with the student. The policies governing the process of appealing grades are covered in the Academic Affairs Policy Manual, General Academic Policy: Student Appeals (Section 4.05-01). All grade appeals must be initiated in writing to the instructor within one calendar year from the end of the term in which the grade was recorded. The process for appealing a grade in a UNIV course can be found at: https://dae.uga.edu/courses/appeal-process/.

**Academic Honesty Policy**
As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at:
https://honesty.uga.edu/_resources/documents/academic_honesty_policy_2017.pdf . Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

**Student Exceptionalities Statement**
If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with the Disability Resource Center (Voice: 706-542-8719 or TTY: 706-542-8778) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

**Student Wellness**
If you (or anyone you know) experiences debilitating academic stress (i.e., stress that paralyzes, induces persistent fear/anxiety), challenging life events, persistent negative emotions/moods, or other factors that hinder mental, physical, or emotional wellbeing, I encourage you to seek resources you need to be successful.

*University Health Center*
- Website: https://www.uhs.uga.edu/newstudents/newstudents
- Phone: 706.542.1162
- Email: contact@uhs.uga.edu
- Suicide Prevention 706.542.2
- Sexual Assault 24 Hour Hotline 706. 542.SAFE200
- The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: https://healthcenter.uga.edu/bewelluga/

*Counseling and Psychiatric Services (CAPS)*
- Website: https://www.uhs.uga.edu/caps/welcome
- During office hours, you may call 706-542-2273.
- For an after-hour crisis, you may call 706-542-2200. Ask to speak with a CAPs clinician.

Student Care and Outreach
- Website: http://sco.uga.edu/
- Phone: 706-542-7774
- Email: sco@uga.edu

Student Veterans Resource Center
- Website: http://svrc.uga.edu/
- Phone: 706-542-7872
- Email: svrc@uga.edu

**Other Division Resources**
From peer tutoring through the Academic Resource Center to Academic Coaching to Student Success Workshops and more, the Division is committed to the success of all students at the University of Georgia. For more on these and other resources, visit https://dae.uga.edu.

**Course Outline:**
The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning. All readings are required unless otherwise noted. Students should read/know required material by the date listed, at which time we will discuss or use the scheduled readings in class.

| Class Session | Discussion Topic | Reading Material |
|---|---|---|
| 1: August 17th | • Role of the Practitioner<br>• Role Specific - Do's and Don'ts<br>• Conducting a Successful Session | PLA Documents and Resources |
| 2: August 24th | • Students Prior Knowledge & How they Organize Their Knowledge<br>• Motivational Techniques | HLW: Ch. 1, 2, & 3 |
| 3: August 31st | • Professional Ethics<br>• Establishing Boundaries<br>• What sparks your curiosity? | TWI: Ch. 9 |
| 4: Sept. 7th | • Time Management, Test Taking, & Stress Reduction<br>• Assessing or Changing Study Behaviors<br>• Time Management for Role-Specific Peer Educators and Student Clients | TYHTL: Ch. 9 |
| 5: Sept. 14th | • Practical Applications- Bloom's Taxonomy and Study Cycle<br>• Practical Applications- Metacognitive Learning Strategies<br>• Advanced Study Skills | TYHTL: Ch. 4 & 5 |
| 6: Sept. 21st | • Diversity, Equity, and Inclusion<br>• Intercultural Communication | Material Provided on eLC |
| 7: Sept. 28th | • Class and Privilege<br>• Implicit Bias | Material Provided on eLC |
| 8: Oct. 5th | • The F word - Failure<br>• Critical Thinking Skills | HHL: Ch. 1 & 5<br>BCSD: Ch. 4 |
| 9: Oct. 12th | • Active Listening and Responding<br>• Question Asking Strategies<br>• Fostering Self-Regulated Learning<br>• Self-regulated reading, watching, and listening | CSRL: Ch. 2 & 3 |
| 10: Oct. 19th | • Constructive Feedback | HLW: Ch. 5 |
| 11: Oct. 26th | • Disability Resource Center<br>• Student Care and Outreach<br>• Understanding Neurodiversity in the College Setting | drc.uga.edu<br>sco.uga.edu |
| 12: Nov. 2nd | • University Health Center<br>• Stress Management | uhs.uga.edu |

| 13: Nov. 9th | *Working on Group Project* | |
|---|---|---|
| 14: Nov. 16th | Group Project Presentations | |
| Nov. 23rd | NO CLASS – Thanksgiving Break | |
| 15: Nov. 30th | Final Reflection | |

Note: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary

*Denotes working on class project, meeting with instructor

### List of Readings

CSRL – Creating Self-Regulated Learners by L.B. Nilson
        Ch. 2: Fostering Self-Regulated Learning from the Start

        Ch. 3: Self-Regulated Reading, Watching, and Listening

HHL – How Humans Learn by Josh Eyler
        Ch. 1: Curiosity

        Ch. 5: Failure

HLW – How Learning Works by S.A. Ambrose, M.W. Bridges, M. DiPietro, M.C. Lovett, & M.K. Norman
        Ch. 1: How Does Students' Prior Knowledge Affect Their Learning?

        Ch. 2: How Does the Way Students Organize Knowledge Affect Their Learning?

        Ch. 3: What Factors Motivate Students to Learn?

        Ch. 5: What Kinds of Practice and Feedback Enhance Learning?

BCSD - What the Best College Students Do by Ken Bain
        Ch. 4: Learning How to Embrace Failure

TWI – Teaching with Integrity: The Ethics of Higher Education Practice by Bruce Macfarlane
        Ch. 9: Teaching with Integrity

TYHTL – Teach Yourself How To Learn by S.Y. McGuire
        Ch. 4: The Power of Bloom's Taxonomy and the Study Cycle

        Ch. 5: Metacognitive Learning Strategies at Work

        Ch. 9: Time Management, Test Taking, and Stress Reduction