EDCP318N: Leadership in Collaborative Learning Groups  
Fall 2009

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Course Description:

EDCP318N is a contextual leadership course that utilizes experiential opportunities as a study group leader to develop and apply the knowledge and skills of leadership into practice by leading collaborative learning groups. This course will provide pedagogical training in the theory, process and techniques used to lead peer-group study session in multiple discipline areas. The methods of instruction will include in classroom instruction and supervised peer-study sessions.

The course is specifically designed for those who will serve as Guided Study Session Leaders in the University Counseling Center’s Learning Assistance Service. Others study group leaders may participate in the course at the permission of the instructor.

Prerequisites:

Individuals must have taken the content course attached with the learning group and performed well (A or B in the course). Students should also have an overall academic standing of 3.0 or better. Students must submit a written application and attend a personal interview.

Collaboration with the Stamp Student Union and College of Education:

This course has been developed through the collaboration of the University Counseling Center’s Learning Assistance Service, the Department of Counseling and Personnel Services within the College of Education and the Adele H. Stamp Student Union Center for Campus Life.

Texts:

Supplemental Instruction Handbook  
Selected Readings

Learning Outcomes:

As a result of participating in this class, students will:

1. Become aware of themselves as learners as a basis for understanding others, particularly in the helping relationship.
2. Gain an appreciation for their roles as peer group facilitators.
3. Develop facilitation skills in order to facilitate independent learning in others.
**Accommodations for Students with Disabilities:**

Students with disabilities are encouraged to contact the instructor so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities. DSS staff is available to consult at any time. It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

**Academic Integrity:**

In all class work and assignments, I expect the highest personal and professional standards that reflect the objectives of the University of Maryland. The Honor Pledge is a statement all undergraduate students are asked to write and sign on examinations, papers or other academic assignments not specifically exempted by the instructor. Students will be asked to re-affirm The Pledge on all written assignments submitted for grades as well as on the midterm and final. UMD does not require that the pledge be written, but I ask that you do so. The Pledge reads:

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination. – Sign your name.*

More information about academic integrity and the Honor Pledge is available online at [www.shc.umd.edu](http://www.shc.umd.edu)

**Attendance:**

University policy excuses the absences of students for illness (self or dependent), religious observances, participation in University activities at the request of university authorities, and compelling circumstances beyond the student’s control. Students must request the excuse in writing and supply appropriate documentation, e.g., medical documentation. Absences will only be excused with prior notice, in writing, except in case of emergency. For both excused and unexcused absences, students are still responsible for course work missed and turning in assignments on time.

**Course Cancellations/Delays:**

Please check with 301-405-SNOW or the university website for any cancellations or delays due to inclement weather or emergencies. This course will comply with any university cancellations or delays accordingly.
Course Requirements:

1. **Attendance in Content Course** – Class attendance is very important to providing the group leader with a review of the material to be discussed during the guided study session. Students are expected to attend the content course and serve as model students. Class notes will be checked weekly. Class attendance will be graded on the following scale:
   a. 80% or more = 95,
   b. 70% - 79% = 80;
   c. 60 – 69% = 70,
   d. 50 – 59% = 60
   e. Less than 50% = 50

2. **Group Study Sessions** – Each leader is responsible for conducting two study sessions weekly (or one study session and an office hour) and entering attendance in the LAS database. Sessions days/times will be scheduled at the beginning of the semester. All leaders must hold 20 group sessions throughout the semester. Three session grades will be taken during the semester (see calendar for additional information). Leaders can make arrangements for alternative session times to accommodate tests, holidays, etc. If the session time is changed, inform the instructor (cc: me on the e-mail) and make announcements and or handouts to the class to reflect the change. Each GSS session will count 5 points for a total of 100 points.

3. **Participation** – Students are required to participate in class weekly. The class meeting times prepare students to be learning facilitators and are conducted in an interactive/discussion format. Therefore, each student is permitted only 1 unexcused absence from this class per semester. An additional unexcused absence will result in an automatic grade reduction of one letter grade. If you miss a class, you are still responsible for the material covered during the class session. For excused absences, you can arrange an appointment with me to review the class materials.

4. **Instructor Interview** – the group study leader should schedule an interview with the course instructor within the first four weeks of the semester. In this interview, the leader and instructor will discuss the leader’s role, expectations around assignments, instructor’s expectations for the GSS leader, etc. The instructor and GSS should sign the GSS agreement form. This form should be turned in by **October 1, 2009**.

5. **Reflections** – Two reflections will be written during the semester. The first will be a series of questions to be completed by **October 29, 2009**. This assignment will be completed on Blackboard. The questions will ask you to think critically about the environment of the group, relationship with the course instructor and success of the learning groups. The second will be a 2-3 page experience paper completed at the end of the semester providing a thoughtful reflection of the semester’s sessions. Additional guidelines will be given for the end experience paper. The final paper will be due **December 9, 2009**.

6. **Best Practices Presentation** – As a class we will develop several topics of interest for group presentations (review strategies, preparing for exams, etc). You will be expected to choose your group based on your own level of interest in these particular topics and engage effectively
throughout the semester to complete the group presentation. Each group will be expected to provide a 15 presentation including the following:

a. Overview of the topic including resources
b. Lesson plan and explanation for incorporation into the study session
c. Handouts, Materials, etc. that could be used in additional study sessions

**Grading Scale:**

For the above course requirements, the following grading scale will be used

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance</td>
<td>10%</td>
</tr>
<tr>
<td>GSS Sessions</td>
<td>40%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Instructor Interview</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>20%</td>
</tr>
<tr>
<td>Best Practices Presentation</td>
<td>15%</td>
</tr>
</tbody>
</table>

Grades will be assigned as follows:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60 - 69%
- F = 0 – 59%

*Please, note that this syllabus is subject to change at any time during this course. All students will be notified if any changes occur.*
Course Outline

Week 1 – Overview of Course, Session Scheduling, Database usage, Role of a study group leader


Week 2 – Student expectations of the learning environment


Week 3 – Learning Styles


Week 4 – Communication


Week 5 – The Learner (Intellectual and Ethical Development)


Week 6 – Integrated Learning Model, Content Organizers


Week 7 – Collaborative Learning Techniques


Week 8 – Reflection Assignment

No readings.
Week 9 -- Assessment Techniques & Problem Sessions


Week 10 – Diversity in the Learning Environment


Week 11 – Avoiding Co-Dependency


Week 12 – Thanksgiving Break

Week 13 – Presentations

Week 14 – Presentations

Week 15 – Presentations

Final Paper Due December 9