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 sessions in multiple discipline areas. The methods of instruction will include 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. Other 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.

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.

Textbook
Newton & Ender (2010). Students helping students (2nd Ed.). San Francisco: Jossey-Bass. ISBN: 978-0-4-7045209-7 $33 new at the bookstore; $27.68 new on Amazon; ~$20 used
**Additional Texts**
Supplemental Instruction Leader Handbook; Selected Readings on Blackboard

**Course Canvas Site**
We have set up a course Canvas site ([www.elms.umd.edu](http://www.elms.umd.edu)) where materials for the course will be posted. Get in the habit of checking the site at the beginning of each week as important announcements may be posted.

**Course Integrity**
The University has a nationally recognized Honor Code, administered by the Student Honor Council. The pledge, approved by the University Senate, reads: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."
The Pledge should be handwritten and signed on all tests in this course.
In conjunction with the University's Code of Academic Integrity, allegations of academic dishonesty will be reported to the Honor Council. As a student you are responsible for upholding these standards. Be aware of consequences of cheating and facilitation of academic dishonesty. More information can be found at [www.studenthonorcouncil.umd.edu](http://www.studenthonorcouncil.umd.edu).

**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; staff are available to consult with students at any time ([www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS)). It is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

**Students in Need of Assistance**
The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. **Learning Assistance Service (LAS)** offers services and programs on writing skills, English as a second language, study and time management skills, math learning skills, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the **Counseling Center** or the **Mental Health Service at the University Health Center** for an appointment. The Counseling Center also offers on-line resources on a series of topics.

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Learning Assistance Service (LAS)  Counseling Center  
2202 Shoemaker Building  1st Floor, Shoemaker Building  
Last Update: 2/13/2013  
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Classroom Attendance

Class attendance is essential and expected. The university has instituted a new attendance policy related to medically necessitated absences (available at http://www.president.umd.edu/policies/docs/V-100G.pdf). The general attendance policy is available at http://www.testudo.umd.edu/soc/atedasse.html. The information contained in this syllabus adheres to both these policies.

Unexcused absences and absences from a portion of a class session (i.e., late arrivals or early departures) will be factored into your participation grade.

Medically necessitated excused absence from a single class section

For a medically necessitated absence from a single class session, students may submit a self-signed note to me. Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event (noted with a MSGE in the course calendar).

Any student who wishes to be excused for an absence from a single class session due to a medically necessitated absence shall:

- Make a reasonable attempt to inform their instructor of his/her illness prior to the class by contacting me by 4:00 p.m. on the day of class; and,
- Upon returning to class, present their instructor with a self-signed note attesting to the date of their illness. Each note must also contain an acknowledgment by the student that the information provided is true and correct.

Non-consecutive medically necessitated absences from more than a single class session

For this course, I will treat these in the same manner as absences from a single class session for a medically necessitated absence (see above), unless the number of absences exceeds two. At that point, I will treat the absences as a Prolonged Absence from Classes (see below).

Prolonged Absence from Classes and/or Absence from a Major Scheduled Grading Event
• A prolonged absence is defined as multiple consecutive absences from a course during a semester due to the same illness.
• Students who experience a prolonged absence(s), as defined above or an illness during a Major Scheduled Grading Event (noted with a MSGE in the course calendar) shall be required to provide written documentation of the illness from a health care provider. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the timeframe that the student was unable to meet academic responsibilities. No diagnostic information shall be given.

Excused absences will only be provided on a limited basis for illness (self or dependent) (see information above), religious observations (where the nature of the observance prevents the student from being present during the class period), participation in university activities at the request of university authorities (this often applies to scholarship athletes), or compelling circumstance beyond the student’s control. **Absences will only be excused when the student has made a reasonable attempt to inform the instructor prior to class, except in case of emergency.**

Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

For both excused and unexcused absences, students are still responsible for coursework missed and for turning in assignments on time. Additionally, occasional in-class assessments may occur, sometimes without advance notice. These assessments will not be available for make-up due to an unexcused absence and are not considered Major Scheduled Grading Events.

**Religious Observations**
Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students’ requests for excused absences and make-up test requests due to reasons of religious observances. Be mindful that it is the student’s responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided as soon as possible.

**Course Evaluations**
CourseEvalUM will be open for students to complete their evaluations at the end of the semester. Students can go directly to the website (www.courseevalum.umd.edu) to do so. Students will be alerted via their official University e-mail account when the website is active for this semester.

**Course Cancellations/Delays**
Please check with 301-405-SNOW or the university website (www.umd.edu) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for
the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays. (alert.umd.edu). This course will comply with any university cancellations or delays accordingly.

**Course Requirements**

1. *Attendance in Content Course* – Content Course attendance is very important to providing the group leader with a review of the material to be discussed during the guided study sessions. Students are expected to attend the content course and serve as model students. Class notes will be checked weekly.

2. *Group Study Sessions* – Each leader is responsible for conducting two one hour group study sessions weekly and entering attendance in the LAS database. Session days/times will be scheduled at the beginning of the semester. All leaders must hold at least 20 group study sessions throughout the semester. A two hour exam review will count as two sessions. 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 provide handouts to the class to reflect the change. Leaders must prepare weekly lesson plans in preparation for the sessions. Each GSS session will count 6 points for a total of 140 points.

3. *EDCP 318N Class Participation* – Students are required to participate in class weekly. The class meetings prepare students to be learning facilitators and are conducted in an interactive/discussion format. Therefore, each student is permitted only 1 unexcused absence from the 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. Students are expected to arrive on time and remain for the entire class period.

4. *Instructor Interview and Leader Observations* – The GSS leader must schedule an interview with the course instructor within the first 2 weeks of the semester. In this interview, the leader and instructor will discuss the leader’s role; assignment expectations; instructor’s expectations for the GSS leader, etc. The instructor and GSS leader must sign the GSS agreement form. This form should be turned in by **January 30, 2013**. GSS leaders will observe sessions of at least two other leaders throughout the semester and complete observation feedback forms. The observation weeks are scheduled for the week of March 3 and April 1. During observation weeks, there will be no regular class. Observation feedback forms are due on **March 13 and April 10**.

5. *Best Practices Presentation* – As a class, we will develop several topics of interest for group presentations (review strategies, exam preparation, 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 presentation including the following:
   a. Overview of the topic including resources
   b. Lesson plan and explanation for incorporation into the group study session
   c. Handouts, materials, etc. that could be used in additional study sessions
The group presentations will be made in class on **February 27, 2013**. Information on this group project is included on pages 8 and 9 of the syllabus.

6. **Reflections** – Two reflection papers will be written during the semester. The first will be a series of questions to be completed by **March 13, 2013**. The questions will ask you to think critically about the environment of the group, your relationship with the course instructor, and the success of the learning group. The second will be a 4-5 page experience paper completed at the end of the semester providing a thoughtful reflection of the semester’s sessions. Additional guidelines for both papers are on pages 7 and 10 of this syllabus. The final paper will be due in class on **May 1, 2013**.

7. **Classroom Etiquette** – Students are expected to maintain an environment conducive to learning. Therefore, students are to refrain from using cell phones during class (including texting, emailing, twittering, facebooking, or online chatting) and laptops during class for any purpose other taking notes. Remember that our brains are not good multi-taskers and when you are distracted you aren’t learning!

**GRADING:** The final grade will be determined by points. There is a total of 400 points.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>388-400</td>
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<tr>
<td>A</td>
<td>373-387</td>
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<tr>
<td>A-</td>
<td>360-372</td>
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<td>B+</td>
<td>348-359</td>
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<tr>
<td>B</td>
<td>333-347</td>
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<td>B-</td>
<td>320-332</td>
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<td>C+</td>
<td>308-319</td>
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<td>C</td>
<td>293-307</td>
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<td>C-</td>
<td>280-292</td>
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<td>D+</td>
<td>268-279</td>
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<tr>
<td>D</td>
<td>253-2677</td>
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<tr>
<td>D-</td>
<td>240-252</td>
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<td>F</td>
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<td>Content Course Attendance (15%)</td>
<td>60</td>
<td>NA</td>
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<tr>
<td>Guided Study Sessions (30%)</td>
<td>130</td>
<td>NA</td>
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<tr>
<td>EDCP 318N Class Participation (10%)</td>
<td>40</td>
<td>NA</td>
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<tr>
<td>Instructor Interview &amp; Session</td>
<td>40</td>
<td>1/30/13</td>
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<tr>
<td>Observations (10%)</td>
<td></td>
<td>3/13 and 4/10</td>
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<tr>
<td>Group Presentation (15%)</td>
<td>60</td>
<td>2/27/13</td>
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<tr>
<td>Reflection Papers (20%)</td>
<td>80</td>
<td>3/13/13 and 5/1/13</td>
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<td><strong>Total</strong></td>
<td>400</td>
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## Outline of Course

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
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<tbody>
<tr>
<td>1/22/13</td>
<td>GSS Training</td>
<td></td>
</tr>
<tr>
<td>1/23/13</td>
<td>Orientation, overview of course, Role of GSS leader, session scheduling &amp; preparation, database usage</td>
<td></td>
</tr>
<tr>
<td>1/30/13</td>
<td>The Role of Leader/Your First GSS Sessions</td>
<td>Newton &amp; Ender (N&amp;E): Chapter 1 Manual pages 9-22 Instructor Faculty Interview due (MGE)</td>
</tr>
<tr>
<td>2/6/13</td>
<td>Integrated Learning Model/Study Cycle</td>
<td>Chapter 8; Schmelzer: Using a learning model (BB)</td>
</tr>
<tr>
<td>2/20/13</td>
<td>Communication Skills</td>
<td>N&amp;E: Chapter 4</td>
</tr>
<tr>
<td>2/27/13</td>
<td>Group Presentation Study Skills</td>
<td>Group Project due (MGE)</td>
</tr>
<tr>
<td>3/6/13</td>
<td><strong>First Observation – Observe Returning Leader</strong></td>
<td>No Class this week</td>
</tr>
<tr>
<td>3/13/13</td>
<td>The College Learner/Learning Styles</td>
<td>N&amp;E: Chapter 2; do learning styles inventory on-line Felder: Matters of Style (BB) Reflection #1 due (MGE) Observation #1 due</td>
</tr>
<tr>
<td>3/20</td>
<td><strong>Spring Break – No Class</strong></td>
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<tr>
<td>3/27/13</td>
<td>Collaborative Learning</td>
<td>Manual pages 49-72; Millis: Cooperative Learning (BB)</td>
</tr>
<tr>
<td>4/3/13</td>
<td><strong>Second Observation – Observe New Leader</strong></td>
<td>No class this week</td>
</tr>
<tr>
<td>4/10/13</td>
<td>Classroom Assessment</td>
<td>Classroom Assessment (BB) Observation #2 due</td>
</tr>
<tr>
<td>4/17/13</td>
<td>Diversity in the Classroom</td>
<td>N&amp;E: Chapter 3; Kirkwood &amp; Branyan: Difficult situations in the learning environment (BB)</td>
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<tr>
<td>4/24/13</td>
<td>Avoiding Co-Dependency/Referral to Campus Resources</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>5/1/13</td>
<td>Final Wrap Up – Reflections on the Semester</td>
<td>Final Reflection due (MGE)</td>
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The instructor of the course reserves the right to amend the topics, schedule, and/or assignments of the course. You will be notified of any changes.

**Best Practices Group Assignment (Due February 27, 2013)**

In groups, you will prepare a study skills booklet that could be provided to students who attend a GSS session. You will choose a topic, prepare and present the document and demonstrate how it could be used in a GSS session with a session lesson plan. The study skills booklet will be worth 40 points and the presentation is worth 20 points.

**TOPIC**

Your group should choose one of the topics below or propose a topic that would be useful for students who attend your sessions. Each group will choose a different topic:

- Time management
- Increasing memory
- Studying in the Sciences
- Exams (preparation/test-taking)
- Getting the most out of class lectures
- Using Graphic Organizers
- Other: _______________________________

**BOOKLET**

The booklet should contain the following information:

- Table of contents/overview
- Content that presents the topic and/or materials that could be used by the student
- At least two references
- At least three additional resources (on-campus, internet resources)
- Must be interesting and visually appealing to students (graphics, typed, etc.)
PRESENTATION

Each group will present the booklet and how it could be implemented in a session. The presentation should contain the following:

1. An overview of the topic
2. How the booklet could be incorporated into a session

During the presentation, the group should provide a copy of the booklet and a one-page lesson plan that contains the following information:

1. Skill objective (what do you want students to know or do as a result of this information)
2. Preparation: students’
   a. Perceived need: in what ways will you gauge and or generate perceived need
   b. Prerequisite knowledge: what information do students need to bring with them or have prior to this information being presented
   c. Teaching tools/aids: what materials do you need
3. Implementation:
   a. Introduction (statement of objective)
   b. Activities – what would you have students do
   c. Assessment – how could you assess whether or not they understand
   d. Closure – how would you conclude or finish-up the activity
4. Questions:
   a. Discussion starter: address basic issue/theme
   b. Probes/challenges: foster critical thinking
   c. Predictive/hypothetical: application
   d. Anticipated student questions: definitions, clarification, etc.
Mid-Semester Reflection Assignment (Due March 12, 2013)

Name __________________________  Date Submitted: ________________

Respond to the following questions thoughtfully and completely.
1. Describe the environment of your GSS group. Have you been able to create the desired Supplemental Instruction group dynamics? Why or why not?
2. Describe your relationship with your GSS course instructor. What, if anything, needs to be done to enhance the relationship?
3. Would you say your sessions have been successful? Describe a successful session and explain what made it successful. Describe an unsuccessful session, explain what made it unsuccessful, and discuss what you could have done differently.
4. Discuss how you have incorporated effective cooperative learning group strategies into your sessions. Have you made any modifications to your perception of GSS? Explain.

<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Assessment Criteria</th>
<th>Possible Points</th>
<th>Points Earned</th>
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</thead>
<tbody>
<tr>
<td>Content</td>
<td>All questions should be answered thoughtfully and completely.</td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td>Your reflection should be 2 pages, typed, double spaced. No cover page is needed; just use a proper heading in the upper left hand corner.</td>
<td>3 points</td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Mechanics</td>
<td>Be certain to submit work that reflects college-level standards. The paper should be fairly succinct—avoid wordiness. Check for grammar and spelling errors. It is fairly easy to ascertain how much time and effort has gone into something written; please take pride in your work.</td>
<td>7 points</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td>30 points</td>
<td></td>
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</tbody>
</table>

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Final Reflection Assignment 2 (Due 5/1/2013)

Name ___________________________  Date Submitted: ______________________

This project will help to conclude your semester long experience as a student leader for Guided Study Sessions. The goal is to reflect on your experience in a critical and thoughtful manner. Some guidelines for the reflection are listed below. Feel free to address an issue that may not be listed under the content section. Do consider how the semester went for you and provide an evaluation of the guided study sessions program.

Content (35 points - 70%):

- Process: Describe the process of leading a group study session. What roles did you take on during the session, how did you facilitate learning, what assessment techniques did you incorporate into your sessions, what learning strategies did you incorporate into session and/or what was it like when only one or two students attended?

- Personal reflection: What did you learn as a result of leading the study session? What were some challenges during the semester—was it difficult at times to deal with a particular student? The professor? Were there any times you found yourself particularly pleased with how you handled something and/or a technique you used in a GSS?

- Evaluation: Identify what you did well, along with what you did not do well. Also, discuss whether or not you thought your sessions were valuable—why or why not? Did the Learning Assistance Service and/or the professors with whom you dealt help out during the semester? What could they have done differently?

- Recommendation: Would you recommend other undergraduates to consider being a student leader? Why or why not?

- Assigned Readings: Your reflection must draw upon assigned readings in a substantial manner that demonstrates your understanding of them.

Format (5 points - 10%):

- Papers should be 5-6 pages, typed, double spaced. No cover page is needed; just use a proper heading in the upper left hand corner. Last name and page numbers go in the upper right hand corner.

Writing (10 points - 20%):

- Be certain to submit work that reflects college-level standards. The paper should be fairly succinct—avoid wordiness. Check for grammar and spelling errors. It is fairly easy to ascertain how much time and effort has gone into something written; please take pride in your work.