

# Welcome to BC3010 – Advanced Peer Leadership

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## BC3010 - Course Description

This course will allow students in Peer Leadership roles to further develop their skills as leaders. Through extensive training and hands-on experience students will learn about group dynamics, interpersonal communication skills, conflict resolution and the different levels and forms of leadership. Using these skills, students will be able to effectively lead teams of diverse individuals in both on and off-campus environments

### Overall Course Learning Objectives:

Upon successful completion of the course, students will be able to:

- Improve and develop their communities by utilizing leadership and peer-mentoring skills acquired in the course
- Apply leadership and mentorship skills gained to take on leadership roles on campus.
- Create and carry out a strategic vision for at an individual or organizational level
- Restructure and strengthen peer leader based programs while respecting shared values, visions, missions and goals of the program
- Use interpersonal communication skills to help peers identify their challenges, educational goals, and career goals and create a strategic plan to address them.
- Work and communicate effectively in diverse groups.
- Create and deliver seminars, workshops and training sessions.

**Class Schedule:** Thursdays 4 – 5:30pm in BC325

### Notes on course structure:

Most of in-class time will be spent in peer discussions or working on/presenting course material. Therefore attendance is expected.

We will use Moodle to further classroom discussions and share course material

If you need help navigating our course Moodle site please make an appointment with me (Dr. T. Da Sylva; [dasylda@yorku.ca](mailto:dasylda@yorku.ca)). If you have technical issues accessing Moodle or our course page please contact [ithelp@yorku.ca](mailto:ithelp@yorku.ca)

**Instructor Information:** Dr. Tanya Da Sylva

**Office:** 210 Bethune College

**Email:** [dasylda@yorku.ca](mailto:dasylda@yorku.ca)

**Office Hours:** posted to Moodle

### Notes on email communication:

Please place the course code (BC3010) in the subject line of any email you send me.

I receive a large volume of emails every day; having a descriptive subject line helps me address your email in a timely fashion. You can expect an average

response time of 48 hours (two business days). Email will not routinely be replied to on weekends or holidays.

**Textbook:** We will be reading select chapters from *Students Helping Students: A Guide for Peer Educators on College Campuses*. 2<sup>nd</sup> Edition; by F. B. Newton and S. C. Ender

*Students Helping Students* will be available in the bookstore; it is also available through the Toronto Public Library and through York Libraries. Any edition is acceptable.

**Evaluation:** There are five main components to the course plus participation.

**Textbook Reflections:**

Select chapters from *Students Helping Students* will be assigned throughout the term. You will write reflections on the chapter reading using given questions/prompts as guides. Time will be provided before the due date(s) for peer-discussion of the readings and reflection. More information can be found in the *Textbook Reflections Assignment Outline* posted to Moodle. Each reflection is worth 3% of your final mark (four reflections = 12%)

Reflection 1 – due September 22<sup>nd</sup>, 2016

Reflection 2 – due October 13<sup>th</sup>, 2016

Reflection 3 – due November 10<sup>th</sup>, 2016

Reflection 4 – due December 1<sup>st</sup>, 2016

**Leadership Portfolio:**

You will create a portfolio (or e-portfolio) documenting your acquisition of leadership skills. Prompts and format requirements can be found in the *Leadership Portfolio Assignment Outline* on Moodle. There are six areas of competency you may address; you must choose four of the six to complete. You may complete the competency areas in any order. Drafts/plans of your portfolio entries should be brought to class for discussion on the following days Sept. 22<sup>nd</sup>, Dec. 1<sup>st</sup>, Jan. 19<sup>th</sup> and Feb. 16<sup>th</sup>. Your leadership portfolio is worth 20% of your final grade.

Due dates: Two entries on Jan. 5<sup>th</sup>, 2017 (10%) and two entries on Mar. 16<sup>th</sup>, 2017 (10%).

**Leadership Project:**

You will apply your leadership skills to complete a project for a service group on campus. This project may take many forms and be in service to any official campus group. The project is expected to take at least ten hours of work and the service's leader must approve your project. Before starting the project I must approve a Project Plan. At project completion you will hand in a report of your work. More details can be found in the *Leadership Project Outline* on Moodle. Your Leadership Project is worth 30% of your final grade.

Project Plan (10%) – due October 20<sup>th</sup>, 2016

Project Progress Report (5%) – due January 12<sup>th</sup>, 2017

Final Project Report (15%) - due March 30<sup>th</sup>, 2017

### **Research Presentation:**

You will research the use of peer educators in higher education; addressing why and how peer educators are used and the positive and negative aspect of their use. Research areas may vary substantially and guidelines can be found on the *Research Presentation Assignment Outline* posted to Moodle. You will present your research findings to the class (oral presentation); at the time of your presentation you must also hand in written report of your research.

Presentations will take place over many weeks, with all presentations completed by March 16<sup>th</sup>, 2017. An outline of your research presentation must be brought to class for peer review on January 26<sup>th</sup> (serving as a reviewer for a peer is worth 2% of your grade). Your research presentation is worth 18% of your final mark (9% written; 9% oral presentation).

### **Leadership in the Media:**

Leadership takes on many forms, from informal peers organizing study groups in the classroom to formal leadership positions such as business managers and executives. As you learn more about leadership and being a leader you should become more aware of other leaders and their skills (or lack-thereof). You will be asked to bring to class an example of leadership you have found in popular media (such as newspapers or magazines). You will lead a discussion with your classmates on how the article (or other piece of work) you brought relates to leadership and what you and your classmates can learn from the article. Articles may be either positive (e.g., an example of leadership you would want to follow) or negative (e.g., an example of leadership that should be avoided). Your initial thoughts and discussion with your classmate will inform a written analysis you will submit on the article.

1<sup>st</sup> Leadership in the Media Assignment – in-class on November 17<sup>th</sup>; written analysis due November 24<sup>th</sup>.

2<sup>nd</sup> Leadership in the Media Assignment – in-class on February 2<sup>nd</sup>; written analysis due February 9<sup>th</sup>.

For each assignment - The in-class discussion is worth 1% of your mark and the written analysis is worth 4%.

### **Participation:**

**In-class:** class attendance is mandatory; you must attend at least 80% of classes. You must also participate appropriately, which requires you to come prepared. You are expected to engage with your classmates/instructor/guests respectfully and contribute meaningfully to all in-class discussions and activities. I understand that there may be special circumstances that interfere with regular class attendance. Please discuss circumstances and accommodation needs with me (Dr. T. Da Sylva; [dasyuva@yorku.ca](mailto:dasyuva@yorku.ca)).

Participation is worth 8% of your final grade.

### **Accommodations:**

York senate policy on **Academic Accommodation for Students with Disabilities:**

<http://www.yorku.ca/secretariat/policies/document.php?document=68>

*“York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs”*

If you feel that there are extenuating circumstances that may interfere with your successful completion of your course requirements you are encouraged to discuss your concerns with me (T. Da Sylva) as soon as possible. Students with learning, mental health, physical, sensory and medical disabilities who require accommodations in teaching style or evaluation methods should discuss the matter with Counselling and Disability Services (CDS - N110 Bennett Centre; <http://www.yorku.ca/cds/>) and the Course Director (T. Da Sylva) early in the term so that appropriate arrangements can be made. Please note: you are not required to disclose the nature of your condition. If you are registered with CDS. I will work with CDS to ensure all reasonable accommodations are met.

## **Grading and Incomplete/Late Work Policies:**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (for a full description see the York University Undergraduate Calendar – <http://calendars.registrar.yorku.ca/2012-2013/academic/grades/index.htm>) Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the Science section of the Undergraduate Calendar.

**Late/Missing Assignments:** You are expected to complete assignments on time. Late assignments will have 10% per day deducted from the grade. Assignments more than 48 hours late will receive a zero.

**Participation:** Participation is expected including attendance in class. You must attend at least 80% of classes and come prepared.

I understand that there may be special circumstances that interfere with regular class attendance or may interfere with class assignments. If possible, you should discuss these circumstances with me (T. Da Sylva) before the due date of an assignment. Please see above for the official Accommodations policy.

## **Academic Honesty:**

York's policy on Academic Honesty can be found here:  
<http://www.yorku.ca/secretariat/policies/document.php?document=69>

**Any suspected violations of academic honesty will be taken seriously and immediately referred to the Dean's Office.**

York has numerous resources on academic honesty that you should read and be familiar with. Before completing any course work I suggest taking the academic integrity tutorial found at [http://www.yorku.ca/tutorial/academic\\_integrity/](http://www.yorku.ca/tutorial/academic_integrity/).

## **General course policies for students:**

All students are expected to familiarize themselves with the following information, available on the Senate Committee webpage (Policies, procedures and regulations) - <http://www.yorku.ca/secretariat/policies/index-policies.html> and all students should read the following

<http://www.yorku.ca/secretariat/senate/committees/ascp/documents/CourseInformationForStudentsAugust2012.pdf>

- York's Academic Honesty Policy and Procedures/Academic Integrity Website
- Ethics review process for research involving human participants
- Course requirement accommodation for students with disabilities
- Student conduct standards
- Religious observance accommodation