US 460: Peer Leadership Fall 2013 Syllabus
US 460: Monday, 4:10-5:30 – Gaines 148

COURSE PURPOSE & OBJECTIVES
University Studies Peer Leadership (US 460) is designed to provide academic leadership opportunities for upper division students through involvement with the University Studies First-Year Seminar program. US 460 serves as weekly preparation for the First-Year Seminar. Within US 460, peer leaders lead and participate in discussions; strategize ways to engage first-year students; collaborate with fellow peers, instructors, and seminar directors on problem solving and conflict resolution; and improve communication and leadership skills by taking advantage of leadership opportunities.

Peer leaders are expected to work closely with instructors in both US 460 & US 101 US:

- To create and maintain a safe, open space where students' ideas and insights are valued.
- To discover and implement strategies to increase first-year students' confidence and competency in critical thinking, communication, and interpersonal skills.
- To explore and create leadership opportunities for peer leaders, and to increase their understanding of leadership as a relational process.
- To help first-year students develop leadership skills through assessment of one's strengths and weaknesses while working with supportive mentors and instructors.
- To explore civic and social responsibilities within academic communities.

REQUIRED TEXTS
Course Packet, Fall 2013 Edition
Emerson, *The American Scholar* (e-reserve)
Martel, *Life of Pi*
O'Brien, *The Things They Carried*
Plato, *The Last Days of Socrates*
Sandel, "Doing the Right Thing" (e-reserve)
Additional selected readings and documents on E-reserve

OFFICE HOURS
Emily and Ryan are in the University Studies Office, 130 Gaines, M-F 8:00-5:00. Please feel free to stop by with questions or concerns. If we are unavailable when you stop by, we will set up an appointment to meet with you as soon as possible. We respond to email and phone messages throughout the day, M-F. If it is outside of these hours and if you have an issue that warrants immediate attention, please call Emily’s cell – listed above.

STUDENTS WITH DISABILITIES
If you have a documented disability for which you are or may be requesting accommodation(s), please contact your instructor—Ryan or Emily—and the Office of Disability, Re-Entry, and Veteran Services, which is located in room 180 of the Strand Union. Tel: (406) 994-2824, TTY: (406) 994-6701, Fax: (406) 994-3943. Mailing address: P.O. Box 173960, Bozeman, MT 59717-3960.

ATTENDANCE
Attendance is required. Peers must attend each and every seminar meeting, the weekly 460 class, and all course-related activities. Please contact Emily or Ryan and your seminar instructor regarding any absences for either US 101 or US 460. Unexcused absences, leaving early or arriving late to US 460 or US 101, and late or incomplete assignments will adversely affect your grade. Please do not
assume that you will be able to leave early or arrive late for other campus or work commitments. We expect all peer leaders to treat the US 101 and US 460 classes as priorities.

ASSIGNMENTS AND EXPECTATIONS
Peer leaders serve as positive role models for first-year students by demonstrating genuine engagement in the educational process, an encouraging attitude, and a tangible work ethic. Peer leaders demonstrate ‘A’ level work through: meaningful participation in the 460 class meetings, timely and thorough work on assignments, perfect attendance at 101 and 460 class meetings (unless excused in advance), and a solid evaluation from your seminar instructor (demonstrated contributions of time and effort, engagement with extracurricular activities associated with the 101 course, etc).

Grade/Point Breakdown: 500 Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>US 101 Leadership &amp; Participation, including one-on-one student meetings</td>
<td>200</td>
</tr>
<tr>
<td>US 101 Discussion Facilitation</td>
<td>50</td>
</tr>
<tr>
<td>US 460 Leadership &amp; Participation, including your peer coordinator meeting</td>
<td>200</td>
</tr>
<tr>
<td>US 460 Discussion Facilitation</td>
<td>50</td>
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Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>465-500</td>
</tr>
<tr>
<td>A-</td>
<td>450-464</td>
</tr>
<tr>
<td>B+</td>
<td>435-449</td>
</tr>
<tr>
<td>B</td>
<td>415-434</td>
</tr>
<tr>
<td>B-</td>
<td>400-414</td>
</tr>
<tr>
<td>C+</td>
<td>385-399</td>
</tr>
<tr>
<td>C</td>
<td>365-384</td>
</tr>
<tr>
<td>C-</td>
<td>350-364</td>
</tr>
<tr>
<td>D+</td>
<td>335-349</td>
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<tr>
<td>D</td>
<td>315-334</td>
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</tbody>
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F 0-299

All US 460 and 101 assigned readings are to be read prior to the scheduled discussion. The US 460 calendar intentionally runs ahead of the seminar calendar. Peer leaders are expected to read ahead and to be prepared to discuss the assigned texts as specified on the 460 calendar. Should your US 101 course vary from the US 460 calendar, please be prepared to discuss the 460 readings when scheduled.

Assignments should reflect the work of an engaged student leader. All written assignments must be typed, grammatically and mechanically sound, and in MLA format. Course work that does not reflect the careful consideration due in a 400-level course will not be accepted.

Leadership & Participation in US 101 and US 460 (400 points total):
We evaluate peer leaders on two main factors in first-year seminar and US 460: preparedness and engagement. Simply put, if you are unprepared you cannot fully participate and contribute meaningful discourse. In addition to daily participation, peer leaders are also expected to lead at least one US 101 class discussion. (Note: your instructor may ask you to co-facilitate with a student in your 101 class).

Prior to all class discussions: Read the complete text at least once. Carefully note discussion questions and passages that grabbed your attention. Consider what questions or interests your first-year students might have about the text. Record these ideas down alongside your own questions. Be sure to define any unknown terms, and complete research as needed to assist in your understanding of the ideas, concepts, events, and individuals covered in each text. If it were your turn to lead the discussion, consider how you would introduce the text. Keep in mind that peer leaders should always be prepared to help lead discussion when their students falter or come unprepared.
During the discussions: Listen actively for understanding, not (primarily) to respond. Your role is to help your students and peers think through and learn how to support their own ideas while considering other perspectives. As a student leader, you should work to ask questions that open discussion and foster discourse among your students and fellow peers. Clarify, as necessary, key terms that you notice people kicking around. If the group has not carefully defined ambiguous terms (e.g., “cultural differences”), ask the group to pin down a working definition or to provide concrete textual examples to ensure that everyone is on the same page.

Gauge how your 101 students and 460 classmates are asking questions as well as what they are noticing in the text. Paying close attention to both the discussion and the nonverbal cues of your colleagues can help you be prepared to re-direct discussion as needed. Demonstrate to your students what it means to be an active, engaged learner. Remember, your students will view you as a leader if you demonstrate that you are a leader.

Finally, disruptive behavior will not be tolerated in US 460 or US 101. Disruptive behavior includes the following: arriving late, leaving early, texting or using cell phones, sleeping, interrupting others, engaging in side conversations, etc.

Point Breakdown:

360-400 Points
- Missed no more than one 101 or 460 class.
- Shows excellent preparation and leadership. Consistently and voluntarily asks questions of classmates that move beyond recounting facts. Relates contributions to other texts.
- Actively listens and works to build a discussion; encourages reticent students to join discussion; asks questions and responds to others' comments and ideas.
- Brings ideas to instructor and 460 meetings and takes initiative in collaborating with instructor, program directors, other peer leaders and students.
- Exceeds expectations completing assignments; shows depth of thought in preparation.
- Attempts to create a positive academic relationship and engage with all students in the class.

320-359 Points
- Missed no more than two 101 or 460 classes.
- Has prepared for class adequately. Offers some analysis and interpretation of texts.
- Contributes consistently and usually volunteers.
- Actively listens; asks some questions; responds to other students’ discussion.
- Collaboration with instructor, directors, peers and students happens frequently.
- Peer leader agrees to take on more leadership roles when given specific tasks.
- Meets expectations when completing assignments.
- Attempts to create a positive academic relationship and engage with all students in the class.

280-319 Points
- Missed no more than two 101 or 460 classes.
- Class preparation is average. Seems to know facts of readings and discussions.
- Usually engaged and contributes when prompted to, but rarely volunteers or joins discussions on own. Participation is more aligned with that of a first-year student, but not a leader.
- Collaboration with instructor, directors, other peers and students happens only when initiated by others. Peer leader does not volunteer or offer to take on more leadership.
• Generally, but not always, meets expectations when completing assignments. Completes most work/assignments, but work is not commensurate with a student leader.
• Has connected with some students, but doesn’t attempt to reach all students in class.

240-279 Points
• Missed no more than three 101 or 460 classes
• Present, but disengaged or sometimes disruptive.
• Contributions and actions do not indicate that peer leader is prepared for class.
• Collaboration with instructor, directors, other peers and students rarely happens. Peer leader does not volunteer or look to take on more leadership.
• Peer leader does not engage with students.
• Completes some assignments but work reflects sloppy, quick work.

0-239 Points
• Missed four or more 101 or 460 classes
• Present, but unprepared or disengaged.
• Behavior in class is disruptive.
• Sleeps during class.
• Consistently late.
• Offers no collaboration; does not complete assignments.

Meeting with US 101 Students Outside of Class:
Peer leaders are expected to meet individually with their 101 students between 09/12 and 09/27. Completion of these meetings is factored into your US 101 Leadership and Participation Grade. The goal is to check-in with your students and to get to know them better. Please note that some seminar instructors may require peer leaders to meet with their students multiple times over the semester.

*Meetings requested by your US 101 instructor would be in addition to this required meeting.*

Expectations for Student Meetings:
• Schedule a one-on-one meeting with students between September 9/12 and 9/27.
• Ask open-ended questions to encourage a conversation with your students.
• Determine what hobbies and interests they have and offer suggestions for campus activities or community events that might appeal to them.
• Ask them how they are adjusting to their other courses at MSU; offer advice and strategies to help students engage with their instructors (e.g., sitting in the front, going to office hours, asking questions, finding study partners).
• Ask what campus resources they want to know more about and share relevant information (e.g., Writing and Math Centers, Student Success Office, Student Health, Smarty Cats tutoring, etc).

Meeting with Peer Coordinator:
After peers have met with their students, peers will meet with our peer coordinator to discuss the outcome of these meetings and to check in regarding the peer leader’s seminar experience and the US 460 course. Completion of this meeting prior to 10/10 is factored into your US 460 Leadership and Participation Grade.
US 460 Discussion Facilitation (100 points):
Each peer leader will co-facilitate a discussion in US 460. We expect peers to collaborate and work together to create a discussion plan that includes discussion questions, identifies overarching themes presented in the text, relevant secondary source material, and an activity that can be used within the 101 course. Peers must meet with the peer coordinator to discuss their discussion plan and receive feedback on their discussion questions prior to leading discussion. This meeting should occur no later than the Friday prior to the Monday discussion. Peers should review the ‘Leading Discussion” section in the US 101 course packet when planning their discussion.

Peer leaders must submit all required documentation through Desire to Learn (D2L). D2L submissions are due prior to the start of your discussion. Once your required materials have been posted, we will share your discussion questions with all peer leaders and instructors. Documents posted to D2L must include a discussion plan with outside sources, an activity and contingency plan, and an MLA Works Cited.

STUDENT CONDUCT AND ACADEMIC INTEGRITY:
As student leaders and role models, the US 101 peer leaders are held to higher standards than traditional students. As such, inappropriate conduct inside or outside of the classroom may result in removal from the peer program and/or earning a failing a grade.

Student Conduct
Student conduct that disrupts, invades, or violates the personal and property rights of others (especially within MSU classrooms) is prohibited and subject to disciplinary action. Please refer to MSU’s Student Academic and Grievance Procedures and Conduct Guidelines Booklet, which delineates the standards of the MSU community.

Academic Honesty
Students should refer to the MSU Student Conduct Code, as they are accountable to all policies described there. Students can access the Conduct Code online through the Dean of Students website: http://www.montana.edu/wwwds/.

Academic Misconduct
Section 420.00 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others’ misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university.

Plagiarism
Paraphrasing or quoting another’s work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

Collaboration
University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

Students found guilty of academic misconduct will, at a minimum, fail the corresponding assignment(s). Students may face penalty up to and including failing US 460 and subsequent removal from the peer program. If you plagiarize any portion of any assignment or commit other acts
of academic misconduct, we will refer the incident to the Provost’s Office for further review and sanctioning.

**Withdrawing From US 460 and the Peer Program:**
In the event that a peer leader chooses to leave the peer program of his or her own accord, or if the peer is asked to withdraw from the course by the seminar directors, the peer will have to drop the 460 class and may not attend the US 101 class.