

## Integrated Science 4001Y: Peer Mentoring and Leadership

### Course Outline: 2021-2022

Welcome to IS 4001Y! We are excited to collaborate with you this academic year to help you develop mentorship and leadership skills. By taking this course, we hope that you are further able to refine a range of interpersonal and collaborative skills needed in modern society.

## 1. Course Information

<b>Course Title:</b>	Integrated Science 4001Y: Peer Mentoring and Leadership
<b>Lecture Section:</b>	001
<b>Calendar Description:</b>	Mentorship and leadership skill development for senior WISc students. Through both formal and informal interactions with students in the first and second year of WISc, students in the course will refine a range of interpersonal and collaborative skills. Students will also attend workshops on professional development and leadership.
<b>Antirequisites:</b>	None
<b>Course Hours:</b>	1 lecture hour
<b>Credits:</b>	0.5; Pass/Fail
<b>Lecture Times:</b>	Fridays, 3:30 – 4:30 pm, biweekly, September – April, schedule provided in Section 14
<b>Location:</b>	PAB-148

### Contingency plan for an in-person class pivoting to 100% online learning

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

## 2. Instructor Information

<b>Instructors:</b>	Dr. Christina Booker	Dr. Gurpaul Kochhar
	Integrated Science/ Chemistry Office: CHB 21 <a href="mailto:cbooker2@uwo.ca">cbooker2@uwo.ca</a>	Integrated Science/ Chemistry Office: MSA 1201 <a href="mailto:gkochhar@uwo.ca">gkochhar@uwo.ca</a>

**Email Response:** We will strive to respond to your email within 24 hours on weekdays, but please allow up to 48 hours for a response. Please use your @uwo.ca email address and specify "IS 4001Y" within the subject of your email.

**Office Hours:** By appointment. Please email your instructor(s) to make an appointment.

### 3. Course Website

All course material will be posted to OWL: <http://owl.uwo.ca>.

Students should check OWL (<http://owl.uwo.ca>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class. Students are responsible for checking OWL on a regular basis. OWL will be used for the following:

- Announcements
- Discussion
- Submitting work
- Accessing course component grades

If students need assistance, they can seek support on the OWL Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

### 4. Required Course Materials

There are no required materials for this course.

If this course is required to pivot online, you must have a stable internet connection and a computer with a working microphone and webcam.

### 5. Course Overview and Learning Outcomes

By the end of this course, students should be able to:

- Lead and manage a seminar and group project from vision to completion
- Collaborate with peers on a group project
- Provide constructive feedback to peers
- Establish, practice, and demonstrate proficiency in the mentoring of peers and contribute to the guidance and instruction of junior WISc students
- Engage in self-directed learning and take responsibility for one's own actions

## 6. Assessments

Each student will take the lead in a group project, lead a seminar, and participate in the mentorship projects of their classmates. This is a pass/fail course. Students must receive a final grade of 50% or greater to earn a *pass in the course*.

Course Component	Component Details	Weight	Due Dates
<b>Participation (40%)</b>	Engagement in class meetings	5%	Throughout term
	Peer feedback on seminars	15%	Throughout term
	Reflection on teamwork	20%	March 18 <sup>th</sup>
<b>Project Leadership (40%)</b>	Initial Proposal	5%	Sept. 24
	Written Proposal	10%	Oct. 22
	Interim Reports (2)	10%	Dec. 3 <sup>rd</sup> Feb. 11 <sup>th</sup>
	Final Report	15%	Apr. 1 <sup>st</sup>
<b>Seminar Leadership (20%)</b>	Presentation (5 min) and discussion (10 min)	20 %	Sign-up for preferred date

### Participation (40%)

**Engagement:** Attend the course meetings and contribute to the discussions. Students may miss one class during the year without penalty. In-class meeting schedule is included at the end of this syllabus.

**Peer Feedback:** Provide constructive, anonymous (to your peers) feedback after each leadership seminar. Identify one take-away on leadership or mentorship from each seminar. This feedback must be submitted online by **11:55 pm** on the day of each seminar using the link provided on OWL. Students may miss up to 3 feedback surveys during the year without penalty. No late feedback will be accepted.

**Reflection:** Submit a reflection (~ 500 words) on your contribution as a team member to your peer's projects. A rubric will be provided on OWL. The reflection is due by **March 18<sup>th</sup> at 5 pm** and should address the following questions:

- How did you contribute to these projects?
- What leadership qualities did you observe or experience in the group leader?
- How would you change your work on this project to improve the project outcomes in the future?

### Project Leadership (40%)

**Initial Proposal:** Early in the term (**Sept. 24<sup>th</sup>**), you will share a *1-minute*, verbal proposal of your mentorship project idea **during class**. This initial proposal should include a title, tentative goals, anticipated impact, and possible action plan. Your project idea will then be refined through discussions with your peers. After time for reflection and discussion, submit your proposed project title and 1-3

goals using the link provided on OWL by **Sept. 29<sup>th</sup> at 5 pm**. This initial proposal will be graded for completion.

**Written Proposal:** As the leader of your group mentorship project, you will be responsible for submitting a brief proposal for your project after you have discussed and refined these ideas with your team. This proposal should include your project goals, steps to achieve these goals, anticipated impact, and deliverables. A rubric will be provided on OWL. The proposal should be 250-350 words and be submitted on OWL *Assignments* by **October 22<sup>nd</sup> at 5 pm**.

**Interim Reports (2):** As the leader of your mentorship project, you will be responsible for submitting two updates during the year to highlight your progress. These mini-reports should explain your current progress, identify any challenges you are facing or have overcome, how your teamwork on this project is progressing, and your next steps on this project. A rubric will be provided on OWL. These interim reports should be 250-350 words and submitted on OWL *Assignments* by **Dec. 3<sup>rd</sup>** and **Feb. 11<sup>th</sup> at 5 pm**.

**Final Report:** At the end of the term, you will submit a report on your project deliverables and leadership experience. Explain how your project mentored and supported first and second year WISC students. Highlight your role as the leader of this project and reflect on the leadership qualities you developed or practiced during this project. A rubric will be provided on OWL. The report should be 500-750 words and be submitted via OWL *Assignments* by **April 9<sup>th</sup> at 5 pm**.

### **Seminar Leadership (20%)**

Each student will deliver a 5-minute presentation on the *leadership* demonstrated by a great (or terrible!) scientist or company. Each student will be responsible for then facilitating a 10-minute discussion with their classmates. A workshop will be held in-class on facilitating discussions. This seminar should focus on the *leadership* demonstrated by this scientist or company, make connections to leadership theories (ones discussed in class or theories not yet discussed in class) and extend to your peer's leadership development. Students will select their desired scientist or company and sign-up for their preferred date to deliver their seminar by Oct. 15<sup>th</sup>. Your choices will be confirmed by Oct. 22<sup>nd</sup>. The grading rubric for this seminar will be shared via OWL.

## **7. Academic Integrity**

**Scholastic offences** are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

## **8. Accommodation and Accessibility**

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Student Accessibility Services (SAS) at (519) 661-2147 if you have any questions regarding accommodations.

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The Academic Accommodation for Students with Disabilities policy can be found at:

## 9. Academic Policies

### Late Submissions

A 20% per day deduction will apply to any late submission of written work. No late peer feedback will be accepted, since this feedback will be compiled and returned to the presenter in a timely manner.

If you miss your *Initial Proposal* verbal presentation, you must contact your instructor for alternate instructions. Since the group discussion on this day is so important to this project, a 50% deduction on this assessment component will apply if you do not have academic consideration for this missed work.

If you are unable to deliver your seminar on your designated day, you must have academic consideration to have your seminar presentation rescheduled. Otherwise, a grade of zero will be applied.

### Academic Consideration for Student Absences

Students who experience an extenuating circumstance (illness, injury or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence (SRA) form provided that the conditions for submission are met. To be eligible for a Self-Reported Absence:
  - an absence must be no more than 48 hours
  - the assessments must be worth no more than 30% of the student's final grade
  - no more than two SRAs may be submitted during the Fall/Winter term
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner to the Academic Counselling office of their Faculty of Registration.
- (iii) Submitting appropriate documentation for non-medical absences to the Academic Counselling office in their Faculty of Registration.

Note that in all cases, students are required to contact their instructors within 24 hours of the end of the period covered, unless otherwise instructed in the course outline.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For the policy on Academic Consideration for Student Absences – Undergraduate Students in First Entry Programs, see:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf)

and for the Student Medical Certificate (SMC), see:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

## Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

The website for Registrar Services is <http://www.registrar.uwo.ca>.

In accordance with policy, <http://www.uwo.ca/its/identity/activatenonstudent.html>, the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

## 10. Support Services

Please visit the Science & Basic Medical Sciences Academic Counselling webpage for information on add/drop courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: <https://www.uwo.ca/sci/counselling/>

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being: <https://www.uwo.ca/se/digital/>

Learning-skills counsellors at the Student Development Centre (<http://www.sdc.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Students who are in emotional/mental distress should refer to Mental Health@Western ([http://www.health.uwo.ca/mental\\_health](http://www.health.uwo.ca/mental_health)) for a complete list of options about how to obtain help.

Additional student-run support services are offered by the USC: <http://westernusc.ca/services>

## 11. Equity, Diversity, and Inclusion

Western is committed to the values of equity, diversity, and inclusion. In this class, we the instructors will try to highlight the accomplishments of a diverse group of scientists, and acknowledge that it is possible that there might be historical biases in the scientific theories due to the lens it was written, even though the material is primarily of scientific nature. Integrating a diverse set of experiences is needed for a more comprehensive understanding of science. Issues of diversity in science will be discussed from time to time throughout this course. Furthermore, we strive to create a learning environment for everyone that supports equity, diversity, and inclusion. Please let us know if you any suggestions to help achieve an inclusive classroom.

Student feedback is an important aspect of establishing a positive learning environment. Please feel free to provide feedback to your instructors in-person, email, or through OWL. Your feedback is welcomed and will remain confidential.

## 12. Course Schedule

Below is a tentative schedule of the topics covered throughout the year and the assessment deadlines.

Class	Date	Class Activity	Assessments Due
1	Sept 10 <sup>th</sup>	Introduction to leadership and mentorship	
2	Sept 24 <sup>th</sup>	Project proposals discussion	<i>Initial Proposal</i> (in class) <i>By Sept. 29<sup>th</sup></i> : Submit refined project title and 1-3 goals. <i>By Oct 4<sup>th</sup></i> : Vote on desired project.
3	Oct 8 <sup>th</sup>	Project activation Leadership theory discussion	Complete pre-readings <i>By Oct 15<sup>th</sup></i> : Submit leader scientist/company & desired seminar date
4	Oct 22 <sup>nd</sup>	Seminar preparation workshop	<i>Written Proposal</i>
		<i>Fall Reading week – no class</i>	
5	Nov 12 <sup>th</sup>	Leadership seminars	
6	Nov 26 <sup>th</sup>	Leadership seminars	
7	Dec. 3 <sup>rd</sup>	Leadership seminars	<i>Interim Report #1</i>
8	Jan 7 <sup>th</sup>	Project Discussion & Leadership seminars	
9	Jan 21 <sup>st</sup>	Leadership seminars	
10	Feb 4 <sup>th</sup>	Leadership seminars	<i>By Feb 11<sup>th</sup></i> : Submit <i>Interim Report #2</i>
11	Feb 18 <sup>th</sup>	Leadership seminars	
		<i>Winter reading week – no class</i>	
12	Mar 4 <sup>th</sup>	Leadership seminars	
13	Mar 18 <sup>th</sup>	Leadership seminars	<i>Reflection on teamwork</i>
14	Apr 1 <sup>st</sup>	Wrap Up Discussion	<i>Final Report</i>

*All written work is due by **5 pm** on OWL on the date indicated.  
Peer feedback is due by 11:55 pm on the day of each seminar.*