COMM 310 Communication and Mentorship Syllabus

*Please Note – This syllabus is built directly into Canvas so I've copied/pasted the content to this word document in order to share it in the reappointment system. Please advise if you would like to see it as it is presented to students in a Tabs page in their Canvas learning platform.

Course Overview

Class Meeting: Thursdays, 2:30-5:20, LPH 7

Mentorship is a cornerstone in the educational process, is central to organizational life, and is constituted in and accomplished through communication. Thus, this course will provide students with the opportunity to learn about theory and research around effective peer mentor communication drawing from diverse bodies of literature that include mentorship and peer coaching, teaching and learning in higher education, instructional communication, leadership communication, interpersonal communication, team communication, and public address. Learning about theory and research in any given context is useful. Experience is another level of learning. This course has been designed to provide students with opportunities to use this knowledge in real life situations throughout the semester as they work with students as mentors and trainers, drawing from theory and research grounded in the discipline of Communication Studies, and building their knowledge through the in-situ application of that knowledge in their own and their classmates' experiences. This allows students to simultaneously develop an-depth understanding of the content and how to best apply it in real life situations, leading to an enhanced ability to develop critical and transferable communicative skills sets.

Experiential learning is a pedagogical strategy grounded in providing students with concrete experiences, reflective observation, abstract conceptualization, and active experimentation (Kolb, 2014). Throughout the semester, students will be provided with opportunities to engage in and/or shadow peer mentoring and academic coaching, apply ideas and concepts from their reading and class discussions, reflect on these experiences, consider how these experiences and their learning in them can apply to other situations, and begin experimenting with their newly developing knowledge and insight as they continue in their work.

Students who earn a B+ or higher in this course will be considered for a part-time internship opportunity in the Communication Center in the semester immediately following their

completion of this course, with the opportunity to build on the knowledge they developed in this class.

By the end of the semester, you should be able to demonstrate:

- An understanding of theories/ research at the heart of communication in mentorship and academic coaching
- An ability to engage in effective mentoring relationships as well as to plan and engage in effective academic coaching sessions
- An ability to identify areas of difficulty and/or barriers to learning and engage in effective problem-solving to support learning across student populations

- Understanding and ability to effectively engage learning strategies that support student development in public speaking competence
- Understanding and ability to effectively engage learning strategies that support student development in interpersonal communication competence
- Understanding and ability to effectively engage learning strategies that support student development in team communication competence

Pre-Requisites: Students must be a declared Communication Studies Major or Minor to take the course. The course is by permission of the instructor.

Communication Studies Mission Statement The mission of the faculty and students of the Department of Communication Studies is to examine human symbolic activity as it shapes and is shaped by relationships, institutions, technology, and culture. This work concerns the creation, analysis, and critique of messages ranging from face-to-face to digital media contexts. The department's research and teaching devote particular attention to scholarly initiatives aimed at understanding and explaining the role of communication in (a) facilitating civic engagement, mediating public controversies, and organizing for social change, (b) constituting individual and family health, promoting healthy behaviors, and helping persons navigate relational challenges, and (c) creating, maintaining, and challenging personal, social, and community identity in a complex and diverse world.

Advocate, Negotiate, and Relate The Department of Communication Studies teaches students how to better advocate, negotiate, and relate across personal, professional, and public contexts. This course accomplishes this in several ways, to include learning how to build effective peer to peer mentoring relationships, diagnose and negotiate the individual learning needs of students who come into the Communication Center seeking support, and teach public speaking competencies that will enable peer mentors to better develop their capacity to advocate for themselves, for others, or for a particular issue in public speaking contexts.

Course Structure This course is a face-to-face, in person course that is meant to provide opportunities for in-class peer-to-peer learning. Thus, it is important that, as long as you are healthy and able to attend class, that you come to class prepared and ready to discuss this material. Since we are still working within the context of an uncertain and dynamic global

pandemic, I am of course willing to work with you in the event you are unable to come to class due to illness, COVID positive test, or close exposure. We have a responsibility to keep ourselves and one another safe and I will honor those efforts by working with you when you are not able to attend class due to these reasons. I ask that you work with me in advance (as much as is possible) to notify me of a need to miss class and make arrangements for ensuring you are caught up. Your proactive approach to these situations make it possible for me to help you manage the absence. If you miss and do not reach out to me prior to or, if necessary, immediately following the absence, I will be less able work with you on getting caught up. This kind of approach requires that each of us take seriously the importance of engaging in and attending class as long as we are able to do so, and places a great deal of trust on one another to make good decisions about when we should be in class and when we should not.

Learner Tips:

- Check your weekly schedule and plan ahead for work and/or class attendance so you know what you are working on each week

- Be communicative with me if your situation requires that you miss class. Be proactive, let me know ASAP, and work with me on a plan to ensure you are caught up
- Remember, I am here to support your learning of this content. I cannot help you with missed classes and/or missed assignments if you do not work with me proactively when these occur.
- If you wait until the end of the semester to get caught up, I am limited in what I can do to support you in that effort

Course Materials

Required Texts

- Atkins-Sayers, W. & Yook, E.L. (2016). *Communicating advice: Peer tutoring and communication practice.* Peter Lang Publishing.
- Brown, J. (2019). *How to be an inclusive leader: Your role in creating cultures of belonging where everyone can thrive.* Dreamscapes Publishing.

Assigned Articles

(These will be loaded into your Canvas shell, and will include):

- Buell, C. (2004). Models of mentoring in communication. *Communication Education, 53(1),* 56-73. doi: 10.10/0363452032000135779.
- Cruz, J., Goff, M. H., & Marsh, J.P. (2020). Building the mentoring relationships: Humanism and the importance of storytelling between mentor and mentee. *Mentoring & Tutoring: Partnership in Learning, 28(2),* 104-125. doi: 10.1080/13611267.2020.1749344
- Cuny, K.M., Wilde, S.M., & Stevens, A.V. (2012). Using empathetic listening to build relationships at the Center. In Yook, E. & Atkins Sayre, W. (Eds.) *Communication Centers*

and Oral Communication Programs in Higher Education: Advantages, Challenges, and New Directions. Lanham, MD. Lexington

- Eby, L.T., Allen, T.D., Evans, S.C., Ng, T., & DuBois, D. (2008). Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals. *J. Vocat Behav, 72 (2),* 254-267.
- Ellis-Harrison. E. (2017). Journalistic techniques in communication centers. *Communication Center Journal,* 3, 53-60.
- Jordan, J.V. and Schwartz, H.L. (2018), Radical Empathy in Teaching. *Teaching and Learning,* 25-35.doi.org/10.1002/tl.20278   Links to an external site.
- Kerssen-Griep, J., Trees, A.R., & Hess, J.A. (2008). Attentive facework during instructional feedback: Key to perceiving mentorship and an optimal learning environment. *Communication Education, 57(3),* 312-332. doi: 10.1080/03634520802027347
- Leidenfrost, B., Strassnig, B., Schabmann, A., Spiel, C., & Claus-Christian, C. (2011). Peer mentoring styles and their contribution to academic success among mentees: A person-oriented study in higher education. *Mentoring & Tutoring: A Partnership in Learning 19 (3),* 347-364. doi: 10.1080/13611267.2011.597122.
- *Newton, F.B. & Ender, S.C. (2010). Students Helping Students: A Guide for Peer Educators on College Campuses. Jossey-Bass (Select chapters as indicated)
- Parker, P., Hall, D.T., Kram, K.E. (2008). Peer coaching: A relational process for accelerating career learning. *Academy of Management Learning & Education, 7(4),* 497-503.
- Wang, T. (2012). Understanding the memorable messages first generation college students receive from on campus mentors. *Communication Education, 61(4),* 335-357. doi: 10.1080/03634523.2012.691978
- Ward, K. & Schartzman, R. (2009). Building interpersonal relationships as key to effective speaking center consultations. *Journal of Instructional Psychology,* 36(4). 363-372.
- Young, R.W. & Catel, C.M. (2004). Emotional and directive listening in peer mentoring. *International Journal of Listening, 18(1).* 21-33. doi: 10.1080/10904018.2004.10499060

Course Policies

Policies Around Health and Safety

Health and Safety in the Classroom in the time of COVID-19: I care a great deal about all of our safety in the classroom, and I recognize that each of us is navigating our current situation the best way we can with different challenges, concerns, anxieties, and beliefs about what the "right" thing is to do to keep us all healthy and safe. I recognize that we are all positioned differently in this pandemic. For example, some of us have suffered significant loss as a result of COVID-19, while others have not had to bear that burden. Some of us are caring for young, unvaccinated children and/or immunocompromised loved ones, and others do not bear those responsibilities. No matter our experiences, we all impact one another and we all must have grace for one another. In light of and in honor of our unique positions and experiences in this

pandemic, I ask each of us to have respect for one another throughout the semester as we navigate this together. All students are expected to follow the guidance provided by the University around COVID-19 precautions, vaccinations, and facial coverings. In line with this guidance, we will engage in class in the following way:

On Attendance: Class attendance is a vital aspect of learning. All students are encouraged to be in class every day having read the material and prepared to discuss and wrestle with it in class discussions and activities. This is a central part of learning in this class.

- If you are well and symptom-free, please come to class and engage.

- If you are sick, particularly with any symptoms of COVID-19, do not come to class. I will work with you. If you miss for this reason, please reach out to me ASAP, either before you miss class or immediately following class. Communication is key here. If you miss class(es) and reach out well after the fact, I am far less able to work with you.
- If you receive a positive test, please do not come to class, and please do contact me ASAP and follow your healthcare provider's recommendations and university procedures for managing a positive COVID-19 test.
- If you have been selected for and taken the required test for the week but do not yet have your results (and thus no building access) please contact me ASAP and I will work with you. Note – This should be a rarity.
- If you do not have access to the building because you decided not to take the required weekly test, this is an unexcused absence.
- Please refer to what constitutes and the implications for an "excused" versus "unexcused" absence in the Course Policies section of the syllabus (below).

On Facial Coverings: Updated 3-22-22. The Lincoln-Lancaster Health Department has indicated that the COVID risk dial has moved to the "green" category, indicating low risk of spread and as a result, Chancellor Ronnie Green has announced that UNL will no longer allow instructors to require masks on campus. This means that masks are no longer required in our classroom. You are, of course, welcome to continue wearing masks if that is your preference.

On Zoom: This class is designated as an in-person class, and as such it will not be offered in a virtual modality (unless the university makes changes in policy during the semester). As such, students cannot attend this class via Zoom. If you will miss class for an extended period of time, please contact me in advance to discuss what options may exist.

General Course Policies

Attendance. Class attendance is a key part of your learning in this class. Thus, all students are expected to attend all class sessions. If you are unable to attend class due to illness, quarantine, or some other conflict, you should reach out to me to advise me of your situation ASAP. You will be asked to provide documentation for your absence. If this is an excused absence, you will be allowed to make the work up for that class period. If you wish to make up the work for this class

period, you must reach out to me within 48 hours of your absence and arrange for the completion of the missed work within seven days of the original due date. Work completed after that time will not be accepted for credit.

Excused Absences: There are many reasons a student may not attend class, some of which can be considered "excused", and others of which will be considered "unexcused". If a student has an unexcused absence, that student is not eligible to make up the work that is missed due to the absence. If a student has an excused absence, that student will be given the opportunity to make up the work for that day for full credit if done so within 7 days of the absence. Excused absences are absences that result from a student's illness, quarantine, death in the student's family, or a conflict due to a university sponsored event. For an absence to be considered "excused", the student should provide appropriate documentation supporting the need for the absence on the specific day and time of the class meeting within 48 hours of the missed class period.

Continuity of Instruction. If in-person classes are canceled due to inclement weather or a need for the instructor to isolate/quarantine, you will be notified of the instructional continuity plan for this class by Canvas announcement. Please regularly check these, and ensure they are sent to an email address that you regularly check.

Respect and Contributing to Positive, Productive Classroom Culture. Each student contributes to the classroom culture, and contributes to an environment that shapes the learning process. You are expected to respectfully engage in all aspects of the class. When disagreements do occur, you are encouraged to state your perspective in a respectful manner and listen respectfully to others. Respect for yourself, your peers, your instructor, and the class as a whole are imperative. Part of showing respect for your peers and your instructor is ensuring you are giving your classmates and instructor your attention throughout the class period and throughout the group-related meetings outside of class. This means that in class, you are expected to silence your phones, avoid social media and surfing the internet, and put technology away when the instructor indicates that you should do so.

Academic Dishonesty and Student Misconduct. Academic honesty and integrity are an expectation in this course. Any student who is found to have engaged in an act of academic dishonesty (e.g., cheating, plagiarism, complicity, misrepresenting excuses for missing class **or** turning in late work) will be assigned an automatic zero for the assignment and the case will be reviewed to determine whether the student will fail the course. **Plagiarism is any act of submitting another person's work as your own work. Please note: It is possible to plagiarize yourself**. You may not submit work that you completed in a prior semester (for this or any other class) for a grade in the current semester. *Doing this constitutes self-plagiarism.* If you have questions about this, please talk with your instructor. The university statement on academic honesty https://executivevc.unl.edu/academic-excellence/teaching-resources/course-

policies   Links to an external site.
The Department of Communication Studies is committed to the highest standards of academic integrity. The Department adopts the campus definition of academic dishonesty in the Student Code of Conduct (Article 3, Section B-1) including cheating, fabrication or falsification, plagiarism

(including self-plagiarism), abuse of academic materials, complicity in academic dishonesty, falsifying grade reports, impermissible collaboration, and misrepresentation. The instructors will meet with the student and if they determine that academic dishonesty or misconduct has occurred, the instructor will prepare a written account and file a "Misconduct Referral Form" with the Office of the Dean of Students. The full "Academic Dishonesty and Student Misconduct"

policy is linked to the department's website: https://comm.unl.edu/forms-and-policies Links to an external site.

Assignment Turn In. All assignments must be submitted through Canvas as explained in each assignment description. Assignments will not be accepted via email or any other format. It is your responsibility to use Canvas effectively to turn in your assignments and to ensure that your assignment is properly submitted before the assignment due date according to course specifications. PLEASE NOTE: Your assignments MUST be Microsoft Word documents. If you are saving your assignments on your MAC, you must add the .doc or .docx file extension to your document in order for it to be accepted.

Deadlines. Meeting deadlines is very important and a mark of professionalism. All assignments are due to Canvas by the date indicated in the assignment within Canvas. Late assignments will be accepted up to four days beyond the due date, with a 10% deduction of the total points possible for every calendar day they are late. If you are not able to meet this deadline, please reach out to me in advance to discuss what, if any options, exist.

Turning Work in Early. You are welcome to turn your work in early. However, please note that your written assignments will not be graded until the assigned due date.

Written Work. The work you turn in should reflect your professionalism. All written assignments must be typed and proofread for errors. Handwritten work will not be accepted.

Student Responsibility in Educational Process. Students are expected to engage in the learning process—come to class prepared and ready to discuss and apply the concepts and respectfully engage with one another and with the instructor. Students should embrace and engage instructor guidance and should respectfully and consistently contribute to their team. Each student has a responsibility to contribute to a positive, productive, respectful classroom culture. The timely completion and submission of coursework is critical to the learning process, as is the timely review and, if necessary, clarification, of feedback. Timeliness in these aspects of the class facilitate a student's ability to build on their knowledge throughout the semester.

Grading as a part of Learning and Instruction. I assess work in this course in accordance with how well it demonstrates student mastery of the course content (reading, lectures, feedback, etc). Students should strive to demonstrate mastery of these concepts in all aspects of their work. As a part of the learning process, I provide feedback when I grade to help students improve their skill and understanding as they move forward. Students are expected to review and incorporate this feedback in their future work.

24/7 Rule. Given the role of grading in the teaching and learning process, it is vital that students actively review their feedback and stay engaged in the process throughout the semester. If a

student has a question or concern about feedback and/or the grade on a particular assignment, they are expected to take 24 hours from the time of receiving the feedback to consider it and determine how they can incorporate it into their understanding moving forward. If, after considering the feedback in depth, they have continued questions about the assessment, they should address those questions with the instructor within 7 days of receiving the feedback to ensure a productive conversation and the opportunity to learn from the feedback and assessment as they move forward in the class.

Grade Appeals Process. If a student has continued concerns after clarifying the feedback, they can consider initiating a grade appeal on the assignment. The Department of Communication Studies "Grading and Grade Appeals" policy document is linked to the department's

website: https://comm.unl.edu/forms-and-policies   Links to an external site. The university statement on grade appeals can be found here: https://executivevc.unl.edu/academic-

excellence/teaching-resources/course-policies   Links to an external site.

Incompletes. Incomplete grades are rarely assigned in this class. Please plan to complete all work for the course within the semester you are taking it. In the event you experience circumstances that you see as potentially warranting an incomplete, please note that you must have completed at least 75% of the work in the course and you must approach your instructor before the last week of classes with a proposal for completion of the work. *Please Note: I generally will not approve an Incomplete unless absolutely clear it is viable for both the student and for me.*

 Learning in Virtual Spaces (If It Becomes Necessary)

Though our classroom is in person this semester, the ongoing pandemic may result in required changes to the class that we cannot predict. Thus, in an effort to provide as much transparency as possible, I have established policies that will apply in the event we have to engage learning in a virtual space. See below.

Class Activity and Privacy: I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful classroom culture. Each student contributes to an environment that shapes the learning process. Any work and/or communication that you are privy to as a member of this course should be treated as the intellectual property of the speaker/creator, and is not to be shared outside the context of this course.

Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from me or an approved accommodation from Services for Students with Disabilities. If you have (or think you may have) a disability such that you need to record or tape class-related activities, you should contact Services for Students with Disabilities. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to

discipline under the Student Code of Conduct.I also encourage you to use your @husker.unl.edu email addresses; that way I know I am communicating directly with you.

*Class Citizenship in Virtual Spaces. I*t is critical that you pay close attention to your communication as a a member of this class to facilitate this productive classroom climate, both in-person and virtually. This means that you need to really think carefully about:

1) The tone of your emails, face-to-face, and online communication. It is imperative that you be respectful to your instructor and to your classmates, particularly to your team members. When sending an email, read it over in different tones to see how it might be interpreted by the person receiving it. Is what you are saying clear? Is it respectful? Does it adequately convey your point? Does it provide enough information and context for the receiver to understand? Would you be comfortable with someone in a position to make a decision around hiring you for a professional job reading your message? If the answer to any of these questions is no, revise it before you send or post it. Think about how you are communicating in class. How do the choices you are making shape how your instructor and your peers view you as a student in the class? Do your contributions to class create or inhibit a productive learning environment for you and your peers? If you are not contributing in a positive way to establishing a productive learning environment for everyone, re-think and revise your approach to the class.

2) Your responsiveness to peers and to me. Failure to respond in a timely way can be read as disinterest and disrespect, and can negatively impact your peers' ability to work with you constructively on completing in-class activities and team assignments. Please be certain that you are acknowledging communication from me and from your peers and responding in a timely way.

3) Be mindful how you are interpreting others' online communication. It is easy to read emotion that we are feeling in the moment into a posting that someone else makes or an email that someone else sends. If you find yourself getting upset about someone's message, consider whether the tone that you are infusing it with in your reading of it is reflective of the intent, and allow for the possibility that your interpretation is not reflective of the intent. When in doubt, ask for clarification before responding from a place of anger.

Classroom Policies Around Zoom. Please silence your cell phone before class. We have the same expectations for self-presentation and dress in the virtual classroom space as we do for class attendance in the physical classroom space. Do not talk on your phone or text message or surf the internet during class. Please do not attempt to complete homework/check social media/etc. during class. Silence your audio and video in order to avoid distractions when necessary. Zoom bombing is prohibited and you may be reported for sharing your screen with inappropriate material or providing classroom details and/or access with anyone other than classmates.

Technology Resources for Online Learning. We will be utilizing Zoom and Canvas extensively to facilitate remote and in person instruction throughout the semester. UNL has pulled together an

extensive list of [resources .](#)   [Links to an external site.](#)to assist students with learning and working with these technologies. These are particularly helpful with learning in a virtual

environment. IT Support is also available by calling 402-472-3970. You can also request help for Canvas using the Help Function on the left-hand side of your screen. Finally, we have put together a set of targeted resources to assist you with the specific technological platforms we are using in this class. You can find them under the **Important Resources** section of the Course Syllabus.

Your experience with remote learning in this course, should it become necessary, is important to me. If you have questions, concerns, or positive feedback, please contact me kcastle4@unl.edu. If I am unable to respond, or you feel I've not adequately addressed your concerns, you can contact Department Chair, Dr. Jody Kellas at jkellas2@unl.edu. If your concern is still not resolved, please contact Associate Dean June Griffin at june.griffin@unl.edu.

Statement on Special needs Accommodation Students with disabilities, or who suspect they may have a disability, are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to participate fully in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 117 Louise Pound Hall, (402) 472-3787 voice or TTY. The university statement on services for student with disabilities can be found

here: https://executivevc.unl.edu/academic-excellence/teaching-resources/course-policies Links to an external site.
Statement on Diversity and Inclusion The Department of Communication Studies is committed to achieving inclusive excellence as outlined by the university's Office of Diversity and

Inclusion..   Links to an external site.. As communication scholars and teachers, we believe communities and relationships are enriched when we give voice and value to diverse perspectives based on "group and social differences (e.g., race/ethnicity, indigeneity, class, gender, gender identity, sexual orientation, country of origin, and (dis)ability), historically underrepresented populations, and cultural, political, religious, or other affiliations." We are committed to continual reflection and refinement of curriculum, scholarly endeavors, and community engagement to achieve goals of inclusiveness and equal opportunities for our students, faculty, and staff. If you have questions or concerns, feel free to discuss these with

your instructors, the Chair of the department (Dr. Jody Koenig Kellas.   Links to an external

site.), members of the department's Committee on Diversity and Inclusion   Links to an external site., or the Office of Diversity and Inclusion. The university statement on diversity and inclusion can be found here: https://executivevc.unl.edu/academic-excellence/teaching-

resources/course-policies   Links to an external site.
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same accountability and the same support applied to offenses against other protected categories; such as race, national origin, etc. If you or someone you know has

been harassed or assaulted, UNL offers several resources for reporting and support

(https://www.unl.edu/equity/title-ix   Links to an external site.). Located in Canfield Administration 128, Tami Strickman is UNL's Title IX coordinator. Her contact number is 402-472-3417. The Center for Advocacy, Response, and Education provides support in answering questions and guidance in reporting options. Please find the many resources offered by the

Center for Advocacy, Response, and Education at https://care.unl.edu/   Links to an external

site.. Additional support is offered through both the Women's Center   Links to an external site. as well as through Counseling and Psychological Services (CAPS) located in the University Health Center. The contact number for CAPS is 402-472-7450. The university statement on Title IX can be found here: https://executivevc.unl.edu/academic-excellence/teaching-

resources/course-policies   Links to an external site.

Assignments and Grading

Your final grade will be determined based on your performance on the following. Full details for each assignment will be posted on Canvas.

Reading Reflections (10 at 15 points each). Each week you will have the opportunity to turn in a 2 page reflection on the assigned readings. You will need to turn in a total of 10 of these reading reflections (for a total of 150 possible points) over the course of the semester. These reflection should explain three key things and provide a basis for our seminar-style discussions each week:

- Brief explanation of two key ideas that arise from *each* of the assigned readings for the day
- Taken together, how the assigned readings specifically apply to (or contradict) your experience
- Questions arising from the readings that you think are important to discuss together as a class

You are welcome to turn one in every week, though please know that your grade for Reading Reflections will reflect only your top 10 scores. Please see me with questions.

Critical Reflection Papers (2 at 50 pts each): You will be asked to critically reflect on experiences and readings throughout the semester, in and outside of class. These papers should reflect a synthesis of your knowledge from class readings and discussions in response to the prompts up to the point they are due.

Final Project Proposal (50 pts). This is an early proposal for the workshop or peer mentor program proposal that each student will develop for their final project. This proposal should (a) argue for the need for the workshop or program in a particular context or for a particular audience, (b) provide an overview of the format/delivery of the workshop or program

(c) provide a justification for this particular format/delivery for this audience. This proposal will need to be well supported in your research. Assignment details and assessment criteria will be provided in Canvas.

Final Project: Workshop on Oral Communication Competency OR Peer Mentoring Program (100 points). This will either be a fully developed workshop or comprehensive explanation of a new peer mentoring program for a particular organization or entity.

The Workshop: The workshop, when complete, runs 30-45 minutes aimed at supporting the development of a particular oral communication competency in a specific audience. The workshop material should be grounded in communication theory and research, and the approach to delivering the content should reflect knowledge gained around best practices in training and instructional communication. The workshop should include some kind of interactive aimed at development of the skill or competency featured. Assignment details and assessment criteria will be provided in Canvas.

The Mentorship Program: The mentorship program will be a fully developed program that is ready to implement in a particular organization or context. The program will be grounded in theory and research around peer mentorship and it will be tailored to a specific audience or organization.

Experiencing Mentorship (P/NP). You will have the opportunity to experience the role of mentor and mentee. As mentor, you will have the opportunity to shadow a mentor role in the Communication Center for a specified number of hours with the potential to take appointments (at the discretion of the professor). As mentee, you will have the opportunity to meet regularly with the professor outside of class to talk through experiences, goals, and applications as you move through the course content. ***This assignment is a requirement to pass the course.*** Students must complete all aspects of this assignment in addition to earning a passing grade on the cumulative graded assignments in the course to pass the course.

Course Grading Scale

A+ = 97-99.9%	B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%	
A = 93-96.9%	B = 83-86.9%	C = 73-76.9%	D = 63-66.9%	F = <60%
A- = 90-92.9%	B- = 80-82.9%	C- = 70-72.9%	D- = 60-62.9%	

Course Schedule

Week/Date	Learning Outcomes	Reading

Unit 1: Foundations of Communication, Mentorship, and Academic Coaching		
1 1/20	• Orientation to Class • Locating students in experiential ways of knowing mentorship as mentees and mentors – who are you and how do you know what mentorship is/looks like? • Establishing culture and expectations for seminar style learning	• REVIEW Course Syllabus • READ PDF of Ch 1 of Students Helping Students (Newton & Ender, 2010) Download READ PDF of Ch 1 of Students Helping Students (Newton & Ender, 2010)
2 1/27	• Mentorship Styles and Approaches • Models of Mentoring in Communication	• READ: Liedenfrost, Strassnig et al (2001) Download Liedenfrost, Strassnig et al (2001) • READ Buel (2004) Download Buel (2004) • Reading Reflection for Week 2
3 2/3	• Creating a Productive Learning Encounter – Establishing Credibility and Connecting with Students	• READ Ch 11 (Omdahl) in Communicating Advice • READ Ch 12 (Hoerl et al) in Communicating Advice • READ: Ward & Schwartzman (2009) Download Ward & Schwartzman (2009) • READ: Cruz, Goff, & Marsh 2020 Download READ: Cruz, Goff, & Marsh 2020 • Reading Reflection for Week 3

4 2/10	• Instructional Comm: Learning Styles • Effective Instructional Comm • Student Orientation to Communicating in Classroom	• READ Ch 7 (Brown et al) in Communicating Advice • READ and 13 (Meyers et al) in Communicating Advice • READ PDF (Beebe & Frei) Download READ PDF (Beebe & Frei) • Reading Reflection for Week 4
Monday 2-14	**Critical Reflection 1 Paper Due**	
5 2/17	• Providing Good Feedback • Attention to Facework in Feedback	• READ Ellis & Grimwaldi Ch 15 in Communicating Advice • READ Kerssen-Griep & Witt (2008) Download READ Kerssen-Griep & Witt (2008) • Reading Reflection for Week 5 • Shadow up to 2 hours in COMM Center • *Experiencing Mentorship. Optional Mentor/Mentee Meeting 1 Complete*
6 2/24	• Listening in Mentorship • Asking Questions and Listening in Consultations	• READ Young, Cates (2012) Download READ Young, Cates (2012) • READ Ellis (2017) Download READ Ellis (2017) • Read: 5 Reasons Why Native Speakers Need to Learn to Speak English Internationally Links to an external site.

		- Shadow up to 2 hours in COMM Center - Reading Reflection for Week 6
	Unit 2: Managing Difficult Situations	
7 3/3	- Conflict and Difficult Interactions in Peer Tutoring - Identity (Re)Negotiation in Peer Tutoring - In Class Work	- READ Bevan & Waldeck Ch 5 Communicating Advice Textbook - READ: Schwartzman & Sanchez (2016) Download Schwartzman & Sanchez (2016) - Shadow up to 2 hours in COMM Center - Reading Reflection for Week 7
8 3/10	- Trigger Warning: We will be focusing on disclosure of sexual assault and talking about strategies for managing this disclosure in a supportive way that reflects your responsibilities as a peer mentor / academic coach on campus. - Responding to Difficult Disclosures - Title IX Workshop - Ryan Fette	- READ: Middleton et al 2016 Download READ: Middleton et al 2016 - Shadow up to 2 hours in COMM Center - Reading Reflection for Week 8
Friday 3-11	**Final Project Proposal Due**	

3/17 SPRING BREAK - NO CLASS		

10
 	
3/24
	• Trigger Warning: We will be focusing on disclosure of mental health concerns and talking about strategies for managing this disclosure in a supportive way that reflects your responsibilities as a peer mentor / academic coach on campus.
	• Mental Health in Mentorship
	• Guest Speaker: Mariah Peterson from Counseling and Psychological Services
		• READ a portion of the Wicked Problems Forum: Mental Health Stigma (2018) pp. 382-399 Download READ a portion of the Wicked Problems Forum: Mental Health Stigma (2018) pp. 382-399
		   o Smith & Applegate (pp. 382-393)
		   o Simonds & Hooker (pp. 393-399) - this immediately follows Smith & Applegate's references
		   o No need to read the remaining two essays for class (but feel free if interesting for you!)
		• Reading Reflection for Week 10
		• Shadow up to 2 hours in COMM Center
		• *Experiencing Mentorship Optional Mentor-Mentee Meeting 2 Complete*

Unit 3: Understanding Your Students		
11 3/31	• Empathy and Anxiety	• READ and Dwyer (2015) Ch 9 in Communicating Advice • READ Jordan & Schwartz 2018 Radical Empathy Download READ Jordan & Schwartz 2018 Radical Empathy • Reading Reflection for Week 11

		• Shadow up to 2 hours in COMM Center
Sunday 4/3		
12 4/7	• Working with Diverse Clientele • First Gen Students • Guest Speaker: Lori Romano, Director of Center for Academic Success and Transition	• READ Palmerton (2015) Ch 6 in Communicating Advice • READ Seiler, W. (2015) Ch 8 in Communicating Advice • READ Wang (2012) Download READ Wang (2012) • Reading Reflection for Week 12 • Shadow up to 2 hours in COMM Center
13 4/14	• Inclusive Mentorship • Guest Speaker: Crystal Bock from PIESL (Programs in English as a Second Language) - Discussing best practices in working with multi-language English learners	• READ Brown, J. (2019) Intro, Ch 1, 2, 3 (pp. 1-72) • Reading Reflection for Week 13 • Shadow up to 2 hours in COMM Center

14 4/21	• Inclusive Mentorship • Workshop on Inclusive approaches to mentoring and tutoring from the Office of Diversity and Inclusion	• READ Brown, J. (2019) Intro, Ch 4, 5, 6 (pp. 75-114) • Shadow up to 2 hours in COMM Center • Take the Inclusive Leadership Quiz (free): https://inclusiveleaderassessment.com/SpecifyCode Links to an external site. o Use the code JBSpeaks • Reading Reflection for Week 14
15 4/28	4/28	• *No class today* • *Complete your interview with Dr. Castle sometime today before end of class (schedule 1/2 hour appt using calendly link https://calendly.com/kcastle4* *Links to an external site.)* • *Work on final project and presentation*
16 5/5	5/5	• Present/Explain your workshop or program • Final Projects Due by Class Time
Thursday 5/12	Experiencing Mentorship Assignment Complete and Wrap Up Letter Submitted	

Please Note: This course schedule is tentative and may be revised at the discretion of the professor. If you notice a discrepancy in due dates listed here with another aspect of CANVAS or if you are confused, please reach out to the professor ASAP

Instructor Information

Dr. Kathy Castle, Associate Professor of Practice, UNL Department of Communication Studies.

Student Hours Thurs 11am-12pm (and by appt).

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Calendly link https://calendly.com/kcastle4   [Links to an external site.](#) *(to schedule a meeting)*