

**COURSE NAME; NUMBER; SEMESTER; MEETING DAYS, TIMES, AND PLACE.**

Peer Mentoring

11:680:395/11:115:395 Fall/Spring/Summer

Meeting days/times/place TBD

1 - 3 credits

This course is by permission of the course coordinator only.

**CONTACT INFORMATION:**

Course Coordinator: Dr. Ines Rauschenbach

Office Location: Lipman 215

Phone: 848-932-5635 Email: [inesrau@sebs.rutgers.edu](mailto:inesrau@sebs.rutgers.edu)

Office Hours: By Appointment

Mentoring Students/Faculty: TBD

**REQUIREMENTS:**

**COURSE WEBSITE, RESOURCES AND MATERIALS:**

- CANVAS
- Book (Will be provided): Lessons from Plants by Beranda Montgomery

**COURSE DESCRIPTION:**

The objective of the class is to provide mentorship and guidance in teaching, leadership, and research pertaining to microbiology. Students and faculty will serve as mentors to undergraduate students. Students will receive instruction on implementing effective mentoring and teaching strategies that will directly translate to community building within the majors, schools, and Rutgers, career-oriented skills and skills that can be applied to post-secondary programs.

There will be two peer mentoring opportunities:

1. Students will be able to participate in the microbiology course of their choice (from an approved list) and support the faculty with active learning activities, class discussions, or lab demonstrations. Students will also be able to implement their own active learning activity during the last part of the semester. This will fulfill the experiential learning requirement for SEBS and may be used as elective course for the microbiology/biochemistry major.
2. Undergraduate peer mentors will assist incoming transfer students in their transition to their academic and college life. Mentors will be trained in effective mentoring practices and the mentor-mentee pairs will meet throughout the semester to provide and share academic, social, and community support. This will fulfill the experiential learning requirement for SEBS and may be used as elective course for the microbiology major.

**LEARNING GOALS:**

**Course Learning Goals**

After completing this course, students will be able to:

1. Effectively guide peers in critical thinking skills needed for academic and career success.

2. Develop professional interactions and leadership skills.
3. Practice metacognitive skills (“thinking about thinking”)
4. Create a diverse community to heighten their sense of belonging in their major.

## **Program Learning Goals**

**After this course, students will be able to:**

PLG #2 (Microbiology and Biochemistry):

Apply the scientific method to formulate questions and hypotheses, design experiments, employ appropriate methodology to solve problems in microbiology, and be able to analyze, interpret, and present scientific data in microbiology.

## **ASSIGNMENTS/RESPONSIBILITIES, GRADING & ASSESSMENT:**

Please read and sign the contract at the end of the syllabus.

**The final letter grade will be pass/fail.**

### **Expectations:**

Students will be required to participate in class discussions, engage within their mentoring group, support faculty with active learning activities, and if assigned to a lab, support other undergraduates with their lab experiments. We will have discussions about what it means to be a good and effective mentor and students are encouraged to think critically about what it means to be a good mentor/leader.

A book will be provided to start discussions among the cohort, training will include improving mentoring skills and how to build lasting mentor-mentee relationships, setting up SMART-goals, and ways to introduce their mentees to various Rutgers resources (e.g., libraries and learning centers). The pairs will meet at least once a month and be invited to reflect on their meeting in the program’s Canvas page. The Canvas page will serve as a source of resources and support for and from the extended mentoring community; students and program faculty will be able to share questions and resources on the site and discuss their experiences and questions using the discussion boards.

We expect that the mentoring program will be a learning experience for both mentors and mentees and fosters a sense of community and responsibility.

### **Reflection Journal**

Students are asked to keep a weekly journal documenting challenges, reflecting on mentorship and leadership development, and questions that may arise. Reflection journal entries will be discussed during meetings.

## **ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**

Please follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full policies and procedures are at <https://ods.rutgers.edu/>

### **ABSENCE POLICY**

Students are expected to attend all course meeting and the classes they are assigned to. If you expect to miss, make sure to contact your course faculty.

**TENTATIVE COURSE SCHEDULE:**

**Track 1**

| <b>Week</b> | <b>Topic</b>  | <b>Readings/Due Dates</b>  |
|-------------|---|--|
| #1          | Introduction to the course & expectations; Course due dates and deadlines   | Syllabus   |
| #2          | Teaching challenges and importance of mentors   | Posted article – Importance of Peer Mentoring  |
| #3          | Attend course of choice, entry into reflection journal  | Posted article – Learning <ul style="list-style-type: none"> <li>- Non majors</li> <li>- Engagement</li> <li>- Learning?</li> <li>- Activities</li> </ul> Teaching style, students |
| #4          | Teaching challenges; backwards design and learning outcomes<br>Attend course and assist with discussion etc., entry into reflection journal                           | Posted article – Active Learning<br>Examples of active learning activities   |
| #5          | Teaching challenges; group work<br>Attend course and assist with discussion etc., entry into reflection journal   | Posted article – Case studies<br>Examples of case studies  |
| #6          | Teaching challenges; fairness and rubrics<br>Attend course and assist with discussion etc., entry into reflection journal   | Posted article – Fairness<br>Examples of rubrics<br>Develop assessment rubric for midterm and final observation  |
| #7          | Midsemester reflection/Course Observation<br>Idea outline for active learning/case study activity   | Posted article – Metacognition   |
| #8          | Teaching challenges; diversity<br>Attend course and assist with discussion etc., entry into reflection journal<br>Work on active learning/case study activity         | Posted article – Diversity and cultural sensitivity  |
| #9          | Teaching challenges; critical thinking<br>Attend course and assist with discussion etc., entry into reflection journal<br>Work on active learning/case study activity | Posted article – Metacognition and critical thinking   |
| #10         | Work on active learning/case study activity<br>Attend course and assist with discussion etc., entry into reflection journal   | Draft due active learning/case study activity  |
| #11         | Work on active learning/case study activity<br>Attend course and assist with discussion etc., entry into reflection journal   | Finished activity with teaching notes/key  |
| #12         | Implement active learning/case study activity   | Article of choice for discussion   |

|     |   |                                  |
|-----|---|----------------------------------|
|     | Attend course and assist with discussion etc., entry into reflection journal                          |                                  |
| #13 | Attend course and assist with discussion etc., entry into reflection journal/Final Course Observation | Article of choice for discussion |
| #14 | Course Wrap Up and presentation<br>Final reflection; course survey                                    | Reflection paper due             |

**Additional content will vary based on class assignment.**

## Track 2:

|          | <b>Tentative Schedule</b>  |
|----------|--|
| January  | Planning (organizing Canvas page, ordering of books and materials, organizing 1 <sup>st</sup> mentor-mentee activity)<br>Recruiting mentors & mentees                                |
| February | Mentor training meeting<br>1 <sup>st</sup> mentor-mentee meet up activity<br>Mentor-mentee check in 1 (arranged by participants)<br>Book club discussion @ Canvas/in-person meetings |
| March    | Mentor-mentee check in 2 (arranged by participants)<br>Book club discussion @ Canvas/ in-person meetings<br>Mentor-mentee check in 3(arranged by participants)                       |
| April    | Mentor-mentee check in 4 (arranged by participants)<br>Book club discussion @ Canvas/ in-person meetings<br>Mentor-mentee check in 5 (arranged by participants)                      |
| May      | Book club discussion @ Canvas/ in-person meetings<br>End of the semester event<br>Final report submission  |

## FINAL EXAM/PAPER DATE AND TIME

There is no final exam. There will be a semester project and final reflection paper instead.

## ACADEMIC INTEGRITY

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The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>. The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

### **STUDENT WELLNESS SERVICES**

The Rutgers University Student Assembly urges that this information be included at the end of every syllabus. Edit or delete as you wish:

Just In Case Web App <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <https://rutgers.campuslabs.com/engage/organization/scarletlisteners>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

### Assessment Plan

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*The CEP requests that departments submit a plan for assessing whether students are achieving each program learning goal for any course intended to fulfill a program learning goal. You can provide a plan by completing this template following the guidelines below. If you have any questions, please contact Tom Leustek at [leustek@sebs.rutgers.edu](mailto:leustek@sebs.rutgers.edu).*

*This plan should be **sustainable**: it should be realistic for the assessment to be carried out each time the course is offered. It should also be **useful**: it should provide information about student achievement that can inform teaching by helping to guide course revisions, identifying successful teaching strategies, and so on.*

### Course Learning Goals

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### Program Learning Goals

#### 1. Goal

PLG #2. Apply the scientific method to formulate questions and hypotheses, design experiments, employ appropriate methodology to solve problems in microbiology, and be able to analyze, interpret, and present scientific data in microbiology.

#### 2. Assignment/Prompt Used to Assess Student Achievement

- Examples for reflective journal entries (rubrics for evaluation will be developed by students to foster critical thinking skills):
  - How do you feel about working with other peers?
  - What are educational goals and how do you think you will achieve them?
  - Has the relationship helped you to develop and enhance your support network?
  - How will you apply what you learned during your discussions with the mentoring cohort?

- The course coordinator will work with individual mentoring faculty to compose assessment data for submission to UPD
- Since the course will have a few students enrolled each semester, each individual student will be assessed

### 3. Evaluation Criteria

Assessment Rubric for student achievement in the course

|   | Excellent<br>(5 points)   | Very Good<br>(4 points) | Average<br>(3 points)  | Below Average<br>(2 points) | Poor<br>(1 point)   |
|---|---|-------------------------|--|-----------------------------|---|
| Relationship between mentor-mentees   | Exemplary working with others   |                         | Gets along satisfactorily with others.   |                             | Works poorly with others.   |
| Student support   | Demonstrates outstanding sensitivity in relating to students and promotes their positive self-concept             |                         | Demonstrates average sensitivity in relating to students and promotes their positive self-concept. |                             | Did not demonstrate sensitivity in relating to students and promoting their self-concept and knowledge acquisition. |
| Initiative and problem solving  | Independently innovates or finds and develops solutions. Uses practical and logical thought to achieve solutions. |                         | Requires some directions or does not take initiative to complete tasks independently.              |                             | Never initiates any tasks or the creation of discover of solutions.   |
| Leadership/<br>Supervision<br><br>Promotes positive interaction between students, promotes concept development, promotes student problem solving, | Fully meets all criteria listed   |                         | Needs improvement in 1 area.   |                             | Needs improvement in 2 or all areas.  |

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| promotes student learning. |  |  |  |  |  |
|----------------------------|--|--|--|--|--|

#### 4. Plans to Use Assessment Results

The UPD will use this assessment to improve the course and will work with individual mentors to develop additional activities for the course. The active learning/case study activities will be used as a repertoire for enhancement of learning in our microbiology courses. In addition, we will use positive assessment and course reflections will be used to showcase the achievement of our majors as a whole.

The mentoring program will be a pilot program that we envision as a permanent program in our department. We plan to measure the achievement of our program by using pre and post surveys, track mentor-mentee meetings in the Canvas page, and encourage students to share their needs and suggestions for us to adjust as necessary to maximize the benefit of the students. Information about student satisfaction and graduation rates will be acquired in collaboration with the undergraduate program directors of our majors.