Instructors: Kris Knorr (knorrk@mcmaster.ca)  
Lori Goff (lgoff@mcmaster.ca)

Class Time: Tuesdays, 7:00 pm – 10:00 pm  
Location: ABB B118

Course Description:

This course will engage students in considering the role of mentorship in their science education and developing their own mentoring and goal-setting skills. This course explores the theory and practice of how mentoring benefits both mentors and mentees. Emphasis will be placed on facilitative leadership, peer-discussion and support, reflective practice, and scientific discourse. Students will gain practical experience, as well as leadership and communication skills, which can be applied to the development of peer-mentoring relationships with science students transitioning to university. On-going reflections, critique of literature and mentor-to-mentor communication and advice will support students in their development as peer-mentors.

Format and Readings:

Attendance is mandatory for this course in both lectures and tutorials. If you know you are going to miss a lecture or tutorial, please email the instructors.

This course includes both lecture hours and hands-on practical experience in mentoring that is scheduled in tutorial time.

SCIENCE 2A03 Peer mentors will interact with Level 1 Science students enrolled in SCIENCE 1A03 in a tutorial-like environment in a 25:2 (student:peer mentor) ratio.

There are typically 5 scheduled hours per week that will be split between lecture and tutorial time. In some weeks, there are 3 hours of lecture and 2 hours of tutorials; in other weeks 2 hours of lecture and 3 hours of tutorials. Up to one hour of lecture time will be devoted to tutorial preparation.

There are no required textbooks for this course. Assigned readings will be accessible online.
Learning Objectives:

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

- Define and achieve a personal learning goal in relation to mentoring and leadership:
  - Adopt a class-defined mentoring goal and define your own personal mentoring development goal
  - Identify possible learning strategies, experiences, or processes that would lead to achievement of goals
  - Provide evidence of achievement of goals

- Recognize the importance and value of mentorship for both mentors and mentees:
  - Identify your own mentoring purpose and style in relation to the literature
  - Identify needs and understand experiences of Science students as they transition to university

- Develop as a reflective science mentor-practitioner:
  - Consider reasons for why we teach science in higher education, including the nature of science, the nature of teaching, and the nature of learning
  - Understand, apply, and practice science-based facilitation skills to engage students in scientific discourse and evidence-based argumentation, to manage group dynamics, and to guide students to appropriate university and academic resources
  - Reflect upon how one’s own beliefs about mentoring relates to goals and achievement of mentoring and learning goals

Assessments:

**Goals, Plan, and Proposed Evidence (25%)**
You will start by thinking about what you believe makes for good mentoring, what mentoring means to you and how you apply it in life. From there, you will prepare a clearly articulated statement of your personal mentoring development goal, in addition to a class-defined mentoring goal, that you wish to achieve during the term. Literature and peer discussion on mentorship and leadership will help shape your personal goals. After receiving feedback on your draft goals, you will finalize your goals, develop plan for how you will accomplish your goals, and propose a set of evidence that you will collect during the term that will measure your achievements.

Due dates:

- Submit preliminary draft of your mentoring goals to Avenue Dropbox by 7:00 pm on September 18. ALSO bring a copy to class on Sept 19 for peer feedback. (5%)
- Submit Final Goals, Plan, and Proposed Evidence of your mentoring goals to Avenue Dropbox by 7:00 pm on September 25 (20%)

**Mentoring Practice Session (10%)**
Throughout the semester, you will have several opportunities to co-design and co-lead mentor-led tutorial sessions for the Science 1A03 students. In order to prepare for these sessions, you will deliver a 5-minute presentation on a topic that could be helpful to a Level 1 Science student (e.g., time management, student services on campus, benefits of physical activity to academic success, etc.).

Due date:

- October 3 & 17, in class
**Integration of Theory and Practice (20%)**
This on-going assignment will help you develop your skills as a reflective practitioner as you work on implementing mentor-related principles and theory into real-world practice. You will regularly keep notes on your experiences that reflect upon what is being discussed in lecture, your readings and the application of this material to your experiences in mentoring students. The idea of these entries is to help you focus on relating the course material to practical experiences so you can begin to make connections between theory and practice. You will use your Practice Notes to prepare a Formal Written Analysis that demonstrates your ability to integrate your practice mentoring experiences with the mentoring literature.

**Due dates:**
- **Practice Notes (5%):** Multiple due dates throughout semester (see Avenue Quizzes for deadlines)
- **Final copy of Formal Written Analysis (15%)** due to Avenue Dropbox on November 6 at 7:00 pm.

**Culminating Assignment: Mentoring Portfolio (35%)**
Your mentoring portfolio will draw upon your learning and practice in lecture and tutorial; it is where you will demonstrate your overall growth and learning as a peer-mentor. This assignment is grounded in your personal goal development and will draw from your practice notes that will assist you in building your portfolio. Throughout the semester you will document your learning experiences and evidence of achievement, which you will build into your portfolio. This assignment will be useful to you as you develop your career in science and interest in teaching and mentoring new learners. Upon the completion of the mentoring portfolio, you will have enhanced your skills as a reflective science mentor-practitioner, established personal mentor philosophies, and collected evidence of achievement from your practice.

**Due date:**
- **Submit your final Mentoring Portfolio by 7:00 pm on December 5.**

**In-Class Discussion, Participation, and Attendance (10%)**
Weekly attendance in both lecture and tutorial is a mandatory aspect of this course. You will be invited to discuss your written reflections and also comment on your peers’ open reflections. The purpose of these exercises is to help you practice your skills in listening and communicating with others, which is an essential part of your role as a mentor. This collegial environment will also contribute to your personal goal achievement and mentoring philosophy.

**Due date:**
- Ongoing and regular contributions throughout semester

**Policy Statements:**

**Instructor communication:**
In all cases when emailing course instructors, ensure both instructors are copied on the message (knorrk@mcmaster.ca and lgoff@mcmaster.ca)

**Assignment Deadlines & Missed/Late Work:**
Students are expected to hand in all assignments on the specified due dates. Please note that late penalties will not be waived except in exceptional circumstances and on an individual basis. In accordance with University regulations, documentation is required for circumstances of health or emergency. Exceptional circumstances do not include conflicting due dates or a busy schedule.

Late submissions will be subject to a penalty of 10% per working day. Late submissions may also receive less thorough feedback from me. No assignments will be accepted after the last day of classes.

Given that some course assignments require electronic submission, you should be sure to familiarize yourself with the Avenue to Learn in advance of the deadlines, and to ask for assistance as necessary. Problems with electronic submission WILL NOT be accepted as an excuse for late submission of assignments.
McMaster Student Absence Form (MSAF):
This is an on-line, self-reporting tool for students to report absences that last up to 3 days and to request accommodation for any missed academic work that is worth less than 25% of the final grade. Please note that this tool cannot be used during any final examination period. It is the prerogative of the instructor to determine the appropriate relief for missed term work. You may submit a maximum of one request per term. The form should be filled out immediately when you are about to return to class after your absence. It is your responsibility to follow up with me immediately (within two working days) about the nature of the accommodation.
If you are absent for more than 3 days, have missed academic work worth 25% or more, or exceed one request per term, you must make an appointment with the associate dean’s office. You will be required to provide supporting documentation.

Academic Accommodation for Religious, Indigenous and Spiritual Observances (RISO):
McMaster strives to be welcoming and inclusive of all its members and respectful of their differences. Students, staff, and instructors come from a range of backgrounds, traditions and beliefs. The University recognizes that, on occasion, the timing of a student’s religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodations for students that are respectful, accessible, and fair.
When academic accommodations are necessary, students shall submit the RISO form to their Faculty, electronically or in person, normally within ten working days from the beginning of each term in which they are anticipating a need for accommodation.

Academic Integrity:
You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.
Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences—e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy, located at:
http://www.mcmaster.ca/academicintegrity. The following illustrates only three forms of academic dishonesty: 1) Plagiarism—e.g., the submission of work that is not one’s own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

Inclusivity and Accommodations:
As an instructor, I aim to foster a supportive, inclusive learning environment that will encourage both individual and collective growth. Any student who feels they require an accommodation based on disability, family status, or religion should contact me at the beginning of the semester to discuss your individual needs. Students with disabilities are required to register with Student Accessibility Services (SAS) first.

Course Modifications & Email Contact:
The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of students to check their McMaster email and the course website (in Avenue) weekly during the term and to note any changes.
Please note that all emails you send to the course instructor must originate from your official McMaster University email account.

On-Line Elements:
In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available
information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.