

Exploring Discipline-Based Leadership & Mentoring

Spring Semester 2024**IntegSci 230****2 credits**

Lecture: Tuesdays 1:00-2:15 pm, Room 117, 445 Henry Mall

Discussion: Thursdays 1:00-1:50 pm, Room 117, 445 Henry Mall

Instructor: Cara Theisen, Ph.D., she/her, chtheisen@wisc.edu, WISCIENCE, 445 Henry Mall, 104D
Office hours: Wed 12:10-1 pm, or by appointment

1. COURSE OVERVIEW

Effective peer leadership entails more than a title or position; one must consider the context of their leadership, increase their awareness of the experiences of their peers, and engage in actions that inspire positive change. Through course readings, discussions, assignments, and guest lectures, students will increase their awareness and skills that will support their success as a peer leader in a STEM (science, technology, engineering, and math) context.

Integrated Science 230 is preparatory for various STEM-based peer leadership positions offered through WISCIENCE and across the UW-Madison campus. This course will provide current and potential peer leaders the opportunity to reflect on and think critically about the context of their leadership, disparities in access to higher education, and the variety of experiences of their peers in STEM. The course will also provide strategies for using their unique positionality as peer leaders to share useful resources, offer insight, and in other ways lead their STEM peers. This course is required for new peer leaders in the WISCIENCE Peer Leadership Program and is also open to all undergraduates who are involved in other peer leadership positions across campus.

2. LEARNING OUTCOMES & COURSE CREDIT

Learning Outcomes:

Upon successful completion of this course, you will be able to:

- Reflect on personal goals, identities, and experiences to inform your development as a student leader
- Describe relevance of personal identities to experiences in higher education and STEM
- Identify strategies to promote inclusion for students with diverse identities, including identities that are underrepresented in STEM and higher education
- Apply leadership and mentoring skills to common peer scenarios
- Relate peer leadership approaches and skills to the UW-Madison Leadership Framework
- Connect students with campus and community resources to support their success
- Apply knowledge and skills to effectively lead your peers in various STEM contexts on campus

Credit: This is a 2-credit course. The credit standard for this course is met by an expectation of a total of at least 90 hours of student engagement with the course learning activities, which includes lecture

and discussion, as well as reading, writing, and other student work as described in this syllabus. This corresponds to an average of 6 hours per week. *No pre-requisites, general education.*

3. COURSE FORMAT & EXPECTATIONS

Lecture & Discussion: Lecture time will be used to introduce and reinforce key concepts, and will include short presentations and interactive activities. Discussion sections are coordinated with lecture topics and are intended to help you engage more deeply with course material and to connect course material with your specific peer leader experience. These are not simply lecture review sessions, but will also include activities, discussions and engaging with questions in TopHat (see technology requirements below).

Both Lectures and Discussions are scheduled to meet in person, but may move online if necessitated by campus guidelines or instructor availability. An announcement will be made in Canvas if class is moved online with instructions on how to join.

Participation Expectations: Because participation is essential for you to achieve the intended learning outcomes for this course, attendance is required for both lecture and discussion sections each week. In addition to being present and engaged in class, being open-minded and respectful of varying viewpoints is essential.

Each week, you are expected to:

- Attend both lecture and discussion sections (see information on absences below)
- Complete the readings and assignments before class
- Come prepared to share questions and comments related to the week's assignments
- Arrive on time and stay present until the end of class
- Bring a laptop or tablet to access readings and class materials, and to participate in class activities (see technology requirements below)
- Bring assigned readings (electronic or print) to refer to in class
- Engage actively and thoughtfully, contributing ideas, questions, and responses
- Listen actively while others are speaking and remain open to new ideas and ways of thinking
- Remain present, both physically and mentally, by eliminating distractions for yourself such as phone and other devices

A Note on Courtesy & Respect: This course is purposefully designed as an open forum and everyone is encouraged to contribute. Please consider participation— both in class and online—an essential part of the course. We there to be varying levels of readiness to explore some topics in this course, and we encourage you to be open to new ideas and experiences. It is important that we cultivate respect for each other's viewpoints and opinions that will arise. Being open to other's ideas will improve classroom community and help us all to grow as leaders, mentors, and professionals. Please bring your curiosity, interest in listening, and willingness to share to class. You will also be asked to provide input on community norms and guidelines for respectful discussion.

4. HEALTH & PERSONAL SAFETY

While the university has returned to normal operations, illnesses including COVID-19 are still with us and some members of the campus community are especially susceptible to adverse and ongoing effects from illness.

- **Masking and personal safety in class:** Masks are not required indoors at UW-Madison. Please respect the decision of classmates and instructors who decide to continue wearing a mask. We will have masks available in class. We will also have cleaning materials that you are welcome to use to clean your personal area at the start of class.
- **Absences due to illness or quarantine:** We have designed this course to be flexible if you need to miss class for illness so that you can still learn and be successful. If you become ill (or a family member or close contact becomes ill and that impacts your participation in this course), please seek treatment and let me know as soon as possible. For the health and safety of your fellow classmates and instructors, please do not attend class if you are sick. This includes but is not limited to: if you have a fever, have COVID or Flu symptoms, or you have tested positive for any respiratory viruses. We want you to be able to prioritize your health and recovery and will work with you to make alternate plans for how to proceed with the course. Students will also need to be flexible should a member of the instructional team become ill. Please refer to the Absences and Late Work section for detailed policies.

5. INSTRUCTIONAL TEAM & CONTACT INFORMATION

Instructor: Dr. Cara Theisen (she/her, chtheisen@wisc.edu)

Instructor office hours: Office hours are an opportunity to have a conversation with the instructor in a small group or one-on-one setting. Feel free to attend my office hours to check in about assignments, discuss course topics or your leadership experience, or ask any questions. I am happy to meet in-person or schedule a meeting online via Zoom. I will also answer questions in the Q&A Discussion board during office hours, so feel free to also post a question there during office hours times to get a quick response.

Contacting the instructor: Email is the best way to get in touch with questions or to schedule a meeting. I will respond to messages within 48-hours during weekdays (Monday – Friday). Include “IntegSci 230” in the subject line along with what you’re writing about. You can also post questions about anything related to the course in the Course Q&A Discussion Board, where instructors, peer leaders, and other students will be able to answer them.

Assistant Instructor: Keegan Buscaino (she/her, buscaino@wisc.edu, WISCIENCE Program Coordinator) will be assisting with each class and working with the WISCIENCE Peer Leader Program beyond this class.

Peer Leaders: E (she/her, @wisc.edu) and C (he/him, @wisc.edu) are advanced undergraduate students with experience as undergraduate peer leaders at UW-Madison in a variety of WISCIENCE courses and programs. They will assist with class activities and offer student perspective on course topics. They are also happy to meet with you to share their experiences, to discuss your questions about class, and to hear from someone who has taken this class and been in your position before. While they are not expected to be experts on the topics covered in class, they can answer questions about

expectations for course assignments and they are a valuable source of information for how what we are learning in class applies to the experience of being an undergraduate peer leader. Please contact them via email with questions or to schedule a meeting. You can expect a response within 48 hours.

Course Intern: O (they/them, @wisc.edu, WISCIENCE Graduate Intern) will also be assisting with the course. You will see comments from them on your assignments and see them occasionally in class. You can also contact them if you have any issues with TopHat.

Course Q&A Discussion Board: We have set up a Course Q&A Board in the Canvas Course Introduction Module. Please post any questions related to the course, whether related to the weekly topic, an assignment, or course logistics. Use a specific subject that identifies the topic of your question so that we can easily keep track of related questions. (Feel free to email the instructor or peer leaders directly for personal questions or anything unrelated to the course.) If a classmate posts a question you can answer, please do so! We will all benefit from asking and answering each other's questions. The instructors and peer leaders will also answer questions here so that the answer will be visible to everyone. You can expect a response between 24 and 48 hours.

WISCIENCE Diversity Statement: WISCIENCE (as an organization) and Cara (as a human being instructor of this course) are committed to an inclusive learning environment. We value diversity as a source of strength, creativity, and innovation and strongly believe that the diversity within our learning community is an asset to our learning experience. We believe that our diversity will enhance our learning in this course and provide further opportunities for us to learn from each other. This course was intentionally designed to highlight how diversity and inclusion benefit science and we have strived to create an inclusive and equitable course where all contributions are valued, especially because of the identities, backgrounds, cultures, statuses, and experiences that inform them.

To foster the best possible working and learning environment, Cara strives to maintain a climate of fairness, cooperation, and professionalism. As a student in this course, you are expected to:

- Affirm everyone's right to dignity and strive to maintain a climate of justice marked by mutual respect, and
- Reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and confront and appropriately respond to such acts.

If you feel there are ways this course could be more inclusive, please talk with Cara and/or provide feedback on course surveys, which will be shared throughout the semester.

6. TECHNOLOGY & COURSE MATERIALS

Course Materials: There is no required textbook. All course materials and required readings will be posted/linked to Canvas for each weekly module. Students are expected to have a copy of all readings available during class, either electronically or printed.

Technology Requirements: Please bring a laptop or tablet with you to each class, if you are able. We will be regularly accessing course materials and online activities during class time, and having a laptop or table in class will facilitate your participation.

🌐 Course Site - Canvas: All course information, readings, and assignments will be organized in Canvas by week under 'Modules'. Instructors will also post all course announcements and share information in Canvas, so it is important to check it regularly and set your Canvas notifications so that you do not miss important announcements or changes. Please also check the modules list to see how to prepare **before** coming to class. Pre-class preparation is listed each week and will include additional information beyond what is presented in the syllabus. The readings and pre-class preparation tasks will be shared the week before they are due.

📱 Top Hat is a computer/mobile device app (free to students) that we will use in many classes to gauge learning and to allow for different types of contributions. Click on TopHat in our course Canvas site to join, or use join code **976627**. Please contact O (@wisc.edu) if you have difficulty joining. For more information, you can visit the [Top Hat Overview & Getting Started Guide](#).

🗣️ Virtual Meeting Platform - Zoom: In the event that we use Zoom for class sessions or office hours, you can access Zoom in the left side of the course Canvas page. You can also use your UW-Madison Zoom account to meet with your classmates for required assignment meetings.

🌐 Shared Documents - G Suite: For some course assignments, you will be working in the UW-Madison G-Suite, which includes Google Drive, Google Docs, etc. Everything will be shared in a folder called 'IntegSci 230 – S2024'. You will need to be logged in with your Wisc account to access these files. Visit [this page](#) to learn more about the UW-Madison G-Suite and log in.

7. GRADING AND ASSESSMENTS

Grade Determination:

You will be evaluated based on your own learning and engagement, not compared to your peers. This means that everyone can earn an A; you will not be graded on "a curve". We encourage you to monitor your performance in Canvas and read all feedback provided on assignments. Please know that the grade displayed in Canvas will not always be accurate during the semester because your final grade will be weighted according to the following categories.

This course uses the following scale: A (90-100%), AB (87-89%), B (80-86%), BC (77-79%), C (70-76%), D (60-69%), and F (0-59%). Class grades will be determined based on the following categories:



Readings & reflection journals (10%): Most weeks you will submit either a reflection or reading journal. See the schedule and modules in Canvas for details. Specific prompts for each assignment will be posted in Canvas.

- **Reflections:** The act of reflecting is important for learning and connecting your personal experience to what we discuss in class. We encourage you to be introspective in these assignments. You should demonstrate that you are seeking to make sense of the material AND how it relates to your personal experiences and/or role as a peer leader. Reflections will be graded based on thoughtful responses that incorporate class material. Reflections should be about a paragraph (5-10 substantial sentences) in length and conclude with a critical question relating to the week's topic.
- **Reading Journals:** Reading journals are meant to reflect your understanding and critical engagement with the readings. They will be graded based on your ability to briefly state the main argument, describe what you found interesting or troubling about the reading, and conclude with a relevant critical question. Appropriate length is one paragraph (5-10 substantial sentences).

Your Peer Leader Experience assignment (5%): This assignment will help you to understand your individual peer leader role, including the expectations, responsibilities, alignment with peer leadership frameworks, and how you will be supporting student success. *See Canvas for more details.*

Self-Reflective Leadership Essay (20%): This essay will allow you to reflect on your growth as a peer leader and your path to self-discovery in the course and in your leadership role. *See Canvas for more details.*

Awareness Raising Presentation (25%): Being aware of the experiences of peers of backgrounds different from your own, knowledgeable of our campus resources, and ability to relay information effectively are essential tools for peer leadership. You will collaborate with your assigned group members throughout the semester to meet project benchmarks. Presentation will include an in-class oral presentation and a one-page resource sheet. *See Canvas for more details.*

Engagement (15%): Attendance and participation in lecture and discussion sessions is required. You will receive credit for your engagement based on your participation in class activities and discussions, some of which will be turned in. You will also evaluate your own participation and engagement. See absence policies below for expectations when you miss a class session.

Final Exam (25%): A comprehensive final exam will assess students' knowledge of the readings, lectures, discussions and assignments from the semester. No make-up exams will be given without prior approval of the instructor. Make-up exams will only be given due to emergency cases and if the instructor is contacted prior to the exam.

Absences & Late Work Policies: Please let Cara know about any illnesses or family emergencies that will impact your ability to participate and engage in the course so we can work together to help you succeed in this class. We are trusting when you are healthy you will attend class and if you are ill you will use the makeup option. Also, notify Cara of planned absences, including religious observances, at the start of the semester. We do still expect you to complete and turn in all assignments, whether absences are planned or unexpected.

Absences

- To give everyone flexibility, each student can miss one class without needing to make it up, regardless of the reason you need to miss. You are still responsible for the material that was covered but will not lose points for not attending. This will automatically apply to your first absence from lecture or discussion. Please still let Cara know that you will not be attending.
- **Planned and Excused absences:** If you miss more than one class for a planned and excused absence (see reasons below), we will work with you to give you the opportunity to make up in-class activities. Discuss the details with Cara, but in most cases, this will involve completing work on your own or with a classmate outside of class.
 - Religious observances: While UW-Madison does not observe most religious holidays, the university is committed to accommodating any students who have conflicts with scheduled exams, assignments, or other required attendance due to religious obligations. If your religious observances will cause you to miss class at any point this semester, please let Cara know within the first two weeks of class so that we can plan alternatives for your engagement.
 - University athletics: If your participation in university-sponsored athletic events will cause you to miss class at any point this semester, please let Cara know within the first two weeks of class so that we can plan alternatives for your engagement.
 - Illness and personal/family emergencies: We understand that different things may come up during the semester that impact your ability to engage with the course. In the case of illness, or personal or family emergency, please contact Cara 24 hrs prior to missing class or as soon as possible.
- **Unexcused absences:** Any other absences will be considered unexcused absences. You will not receive any engagement points for class but are still responsible for what was covered in class.

Late Work

Please complete all assignments by the deadline. This is especially important for pre-class assignments since they are designed to prepare you for activities during class. However, we know that sometimes you may need additional time to complete an assignment. Please still turn it in! For each day an assignment (other than the final assessment and final presentation) is turned in late, 10% of the points will be deducted, up to a maximum deduction of 60% (students can still earn up to 40% of the points on a late assignment). It is to your benefit (for your learning and your grade!) to turn in an assignment even if it is late. If you are ill, or have other circumstances that prevent you from completing it by the deadline, please contact Cara so we can make alternate plans if necessary.

Because we understand that circumstances beyond our control prevent us from completing work on time, I will extend students some flexibility. In addition to the late policy, we will extend one “grace assignment” to each student, which means that the first time you turn something in late we will not deduct the 10% per day. If you have extended circumstances that prevent you from completing your class work, please talk to me. The last day to submit all late work is Friday, May 3.

Assignments will not be accepted beyond the end of the Spring semester, unless specific arrangements have been made in advance (for example, due to an extended illness).

8. SYLLABUS & SCHEDULE CHANGES

This syllabus and course schedule (below) may change throughout the quarter depending on student learning needs, instructor judgment, and availability of guest speakers. While the main assignments and topics will remain the same, slight alterations in and additions to the readings may occur. The instructor reserves the right to change the syllabus or readings if needed. This flexibility is to ensure we can target areas where the class may require more discussion or eliminate readings where students have more experience.

Check the modules page on Canvas frequently; this will serve as a “living syllabus” that will be updated weekly with weekly activities, assignments, and readings. The most current version of the syllabus will always be available on Canvas under the “Course Introduction” module.

9. COURSE & UNIVERSITY POLICIES

Academic Integrity: By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [student resources for academic integrity](#).

Diversity and Inclusion: [Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. Please contact the instructional team if your unique needs require additional accommodations. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background –people who as students, faculty, and staff serve Wisconsin and the world.

Accommodations for Students with Disabilities: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. Cara is committed to providing reasonable accommodations for all students with disabilities. Your success in this class is important to me. If there are circumstances that may affect your performance, please let me know as soon as possible so that we can work together to develop strategies for meeting both your needs and the requirements of the course. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform Cara of their need for instructional accommodations at the beginning of the semester (by the end of the third week), or as soon as possible after being approved for

accommodations. She will work either directly with you or in coordination with the McBurney Disability Resource McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Hate and Bias Incidents: The University of Wisconsin-Madison is committed to creating a safe and supportive environment for all people. Hate and bias incidents distract from our classroom community and negatively affect your and your peers' ability to learn, feel welcome, and feel safe. Hate and bias incidents will not be tolerated in this course. Please intervene in incidents of hate and bias when you can, and report incidents to any instructor—if you feel comfortable—and/or to the [UW-Madison hate and bias reporting system](#). We are dedicated to addressing reports of hate and/or bias seriously, promptly, confidentially, and sensitively. The Dean of Students Office will respond to your report and provide you with options to meet your needs. You can also report anonymously. For more information, support, and resources regarding addressing hate and bias on campus, please visit the [Dean of Students Office](#).

AI Technology Usage: In this course, use of AI is permitted with limitations. It can be used in some cases to support your learning but should not replace your original thinking. We acknowledge that AI tools are available and can provide helpful information and assist with brainstorming ideas. However, they cannot provide correct citations or references to reliable data and should not be considered a credible source of information. Since AI can only use the information provided within its database, it often has outdated information, and more importantly, lacks any creativity you may bring with your own ideas and original thinking. During this course, you will be making your own connections with the course material and participate in activities that will help you to develop your skills as a scientific teacher. AI will be insufficient for you to make these connections and over-reliance on AI will hinder your own development as a leader.

How to use AI appropriately in this class: It is permitted in this course to use AI tools such as ChatGPT on some assignments to help you investigate topics and brainstorm ideas, but it should not replace your original thinking and synthesis of course ideas and topics. Any information provided by AI should be checked using reliable sources and should not be assumed to be accurate. It is expected that all work submitted will be in your own words. If you choose to use AI technology on permitted assignments in ANY way (including to brainstorm ideas), you must include a section where you describe how you used it and cite it using APA format. If in doubt about permitted usage, please speak with Cara prior to the assignment deadline.

When AI is not permitted in this class: It is not permitted to copy text directly from AI technology and submit it as your work, even with a citation. All work submitted should be in your own words. When the use of AI is NOT permitted or limited to certain uses on assignments, this usage will be clearly stated in the assignment description. Be sure to read each assignment description carefully for statements of AI limitations.

10. RESOURCES

The [UW-Madison STEM Student Resources](#) website is a great source that provides an extensive list of resources available to UW-Madison students including related to: course help, dining accessibility, writing feedback, financial support, professional development, finding jobs/internships, diversity and inclusion, student involvement, health, wellness, research, tech support, child care and family resources, student vote resources, and more.

About WISCIENCE: This course is offered by WISCIENCE. WISCIENCE is the Wisconsin Institute for Science Education and Community Engagement. WISCIENCE offers courses and programs that are designed to help STEM students explore and make the most of the incredible resources here at UW–Madison, so you can truly engage in the Wisconsin Experience. In addition to Exploring Leadership, we offer courses and programs related to research, service, and student support in STEM. Everything we offer is designed to complement the courses that you are taking in your academic department to help you apply what you are learning beyond the classroom, become a leader in STEM, and build community with other STEM students.

UW-Madison Land Acknowledgement Statement

The University of Wisconsin–Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin.

This history of colonization informs our shared future of collaboration and innovation. Today, UW–Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin. We encourage you to visit the [Our Shared Future website](#) for more resources and to learn more about the First Nations in the state of Wisconsin by visiting their websites, linked on the [First Nations of Wisconsin Library Research Guide](#).

IntegSci 230 – Course Schedule Spring 2024 (tentative – see Canvas modules)

Week & Class dates (lecture & discussion)	Guiding questions	Assigned Readings (Subject to change- see Canvas)	Assignments (Due by 5PM on date listed - see Canvas for details)
Week 1 1/23 & 1/25 <i>Course overview & intro to leadership in STEM</i>	What and how will we be learning this semester about leadership in STEM?	<ul style="list-style-type: none"> Read syllabus and course introduction module in Canvas 	<ul style="list-style-type: none"> Pre-course survey – 1/23
Week 2 1/30 & 2/1 <i>Social identity & higher education</i>	What are social identities and how do they impact one's access to and experience of higher education?	<ul style="list-style-type: none"> The Complexity of Identity - Tatum Social Construction of Difference – Johnson Cycle of socialization 	<ul style="list-style-type: none"> Reading journal 1 – 1/29 STEM identity wheel & reflection (prep for discussion) – 2/1
Week 3 2/6 & 2/8 <i>The College Campus: student experiences & microaggressions</i>	How do college experiences differ for some underrepresented students? How can we respond to microaggressions?	<ul style="list-style-type: none"> Stumbling Blocks and Barriers to Diversity Microaggressions in the classroom (video) A look at Implicit Bias & Microaggressions Responding to Microaggressions in the Classroom 	<ul style="list-style-type: none"> Reflection 1 – 2/7
Week 4 2/13 & 2/15 <i>The College Campus: underrepresentation and stereotype threat</i>	What challenges result from lacking diversity in higher education? From lacking diversity in STEM?	<ul style="list-style-type: none"> A Threat in the Air - Steele UW Madison Campus Climate Survey Results and Next Steps <i>Optional.</i> Campus Climate Progress Report 	<ul style="list-style-type: none"> Reflection 2 – 2/14 Topics/groups assigned for awareness-raising presentations
Week 5 2/20 & 2/22 <i>The College Campus: the built environment & creating inclusive spaces</i>	What are the characteristics of inclusive spaces in STEM? How do the physical location and composition of universities limit and allow access?	<ul style="list-style-type: none"> Bias-free language guide The challenges wheelchair users face when visiting colleges - Piro Dejope is not enough in the fight for Native American representation - Daily Cardinal 	<ul style="list-style-type: none"> Reading journal 2 – 2/19 Self-guided campus tour in groups (prep for discussion) – 2/21
Week 6 2/27 & 2/29	How do academic & social engagement on campus relate to student success?	<ul style="list-style-type: none"> Student Engagement - Chapter 1 Transfer student transition challenges 	<ul style="list-style-type: none"> Reading journal 3 – 2/26

<i>The College Campus: Student engagement & supporting transfer students</i>	How can peer leaders reduce barriers and promote engagement for all students, including students with varied educational experiences?	<ul style="list-style-type: none"> • UW-Madison Transfer Transition Program • UW-Madison International Student Services 	<ul style="list-style-type: none"> • Resources due for awareness-raising topic – 3/1
Week 7 3/5 & 3/7 <i>The Task: leadership</i>	How is leadership defined? How can the leadership competencies be applied to peer leadership, as well as more broadly beyond campus?	<ul style="list-style-type: none"> • Normative Leadership Theories • UW Madison Leadership Framework 	<ul style="list-style-type: none"> • Reflection 3 – 3/6 • Engagement self-assessment 1 – 3/12
Week 8 3/12 & 3/14 <i>The Task: peer leadership</i>	How can we use our standing to support our peers? What elements of peer mentoring are important for student success?	<ul style="list-style-type: none"> • Mentoring Programs, Hope or Hype • The Benefits of Peer Leader Programs - Shook and Keup 	<ul style="list-style-type: none"> • Reading journal 4 – 3/11
Week 9 3/19 & 3/21 <i>Skill Building: introspection</i>	What experience have resulted in your current leadership skills? What are your strengths? What is your plan for continued leadership development?	<ul style="list-style-type: none"> • Understanding Yourself • High5Test • Emotional Intelligence 	<ul style="list-style-type: none"> • Reflection 4 – 3/18 • Your Peer Leadership Experience assignment – 3/20
Week 10	Spring break, no class		
Week 11 4/2 & 4/4 <i>Skill Building: interpersonal communication</i>	What are strategies for effective interpersonal communication?	<ul style="list-style-type: none"> • Interpersonal Communication: The Helping Relationship • Understanding Group Process 	<ul style="list-style-type: none"> • Self-reflective leadership essay due – 4/3
Week 12 4/9 & 4/11 <i>Skill Building: moving ideas into action</i>	What are strategies for setting and working toward goals? How can difficult conversations and feedback contribute to our growth as leaders?	<ul style="list-style-type: none"> • 14 Ways to approach Conflict and Difficult Conversations at Work - Forbes • Receiving and Giving Effective Feedback • Finding Confidence in Conflict (video) 	<ul style="list-style-type: none"> • Reading journal 5 – 4/8 • Draft of awareness-raising resource sheet– 4/10
Week 13 4/16 & 4/18 <i>Awareness Raising Presentations</i>	What UW-Madison issues and resources can I address or incorporate into my peer leader position?	<ul style="list-style-type: none"> • Review materials created by classmates and fill out reflection guide 	<ul style="list-style-type: none"> • In class: Awareness raising reflection guide • Awareness raising presentation and summary (due before assigned presentation time) • Group Evaluation & Reflection – 4/29 • Engagement self-assessment 2 – 4/29
Week 14 4/23 & 4/25 <i>Awareness Raising Presentations</i>	What UW-Madison issues and resources can I address or incorporate into my peer leader position?	<ul style="list-style-type: none"> • Review materials created by classmates and fill out reflection guide 	

Week 15 4/30 & 5/2 <i>Course wrap up</i>	How can I synthesize everything I have learned and apply it to my role as a peer leader in STEM?	TBD	<ul style="list-style-type: none"> • Reflection 5 – 4/29 • Course evaluation – 5/5 • Deadline for all late work – 5/3
Final Exam	<ul style="list-style-type: none"> • Complete final online in Canvas, 2 hours timed • Available from 5/6 at 9:00 am through 5/8 at 1:00 pm 		