The Synthesis Seminar and Peer Facilitators
I have often heard from new and returning faculty that they aren’t quite sure how to best connect with their Synthesis Seminar (FYES) and Peer Facilitator (PF). This section will provide an overview of one of the essential elements of our First Year Experience program. In the following pages you will find some information that I hope will be useful to all FYE faculty as they plan their course and think about the ways they will connect with the FYES. I believe that our ultimate goal is to create a synergy between the course and the FYES so that First Year Experience learning objectives/college transitional material are being covered by both the Faculty and the PF in complementary ways in both class settings. In addition, we hope to spark conversations today on how academic content from our classes can be infused into the synthesis seminar.

Supporting Material:
- Grading and FYES Expectations
- Summary of FYES Connections
- Kay Smith’s Campus Events Assignment and My Life So Far…Essays
- Introduction to the Center for Excellence in Peer Education (CEPE)
- Peer Educator Impact Summary
- TEDU 205 Exploring Leadership Syllabus
- Gateway to Neuroscience FYES Syllabus
- Example Campus Events Essays
FYES Grading and Attendance Policies

The Synthesis Seminar is an essential component of our FYE program’s academic content. Starting in the 2013-14 academic year all FYES syllabi will have the following attendance policy:

• “Students with more than 4 absences (excused or unexcused) from the Synthesis Seminar component of an FYE course will not fulfill their FYE requirement and will be required to take another FYE course.”

In addition to this policy, we would like to strongly encourage all faculty to validate the importance of the FYES by infusing course content into the seminar and making it a part of their course grade. This will reinforce the importance of the seminar as an essential aspect of all FYE courses. In particular, we would like all Faculty to use their PF’s attendance records and factor attendance into the course grade. In past years, Faculty have chose to do this in a variety of ways, such as:

• Making FYES attendance part of the participation grade in the course
• Making an unexcused absence from an FYES course meeting equivalent to missing a day of class
• Imposing course grade reductions for non-attendance at FYES. For instance, losing 2% of the final grade for each FYES meeting that is missed.

Another strategy to emphasize attendance, suggested by Wayne Smith, is to have course assignments handed in during the weekly FYES meeting times.
Integrating FYE courses, the Synthesis Seminar, and Outside of Class Activities

Here are some ways that Faculty and PFs have coordinated to create opportunities to focus on course content or first year transitional material in their Synthesis Seminar, in Class, or outside of class time.

**Gateway to Neuroscience Learning Community**
Deb Bidwell (BIOL)/Mark Hurd (PSYC)/Tom Pittman (PF)

- Pre-Health Advising with Karen Eippert
- Captive Advising with Faculty and PF in FYES
- Library/Research/Planning for Papers and Projects
- Active Learning/Understanding how the Brain Learns
- Long Term Planning and Graduate School
- Learning How to Read a Research Paper

**Learning to See in the Arts and Sciences Learning Community**
Tina Hirsig (ARTS)/Melissa Hughes (BIOL)/Tanya Hunt (PF)

- Halsey Gallery Visit/Meeting with Artist Aggie Zed
- Discussion about creating a sense of place and close observation of the world around us (Outside Lies Magic Reading)
- Artist Discussions with Jocelyn Châteauvert (in Person) and Chuck Pell (by SKYPE)

**Opportunities in Medical and Allied Health**
Michelle Futrell (HEHP)/Chris Marcus-Kitchings (PF)/Whitney Eakin (PF)

- Major advising by experienced PFs
- Relay for Life participation
- Course Specific Guest Speakers
Cultural Events Project for Shakespeare on Screen

The cultural events requirement for this course is designed to introduce you to the many resources and events at the College of Charleston. For this purpose, “cultural” is very loosely defined. It can mean what it traditionally means – a lecture, a film, a gallery opening, a concert. But for our purposes it can also mean a club meeting or activity. For example, you can count a study –skills seminar, or a meeting of the George St. Observer to recruit feature editors, or an SGA Senate meeting. You can even count a college sporting event, but you can’t count Greek life activities. And, even though Charleston has many interesting cultural possibilities, you can’t count anything that isn’t sponsored by the College. To find events that might work for you, go to the College of Charleston calendar on the lower left corner of the CofC homepage. If you are in doubt about whether the event is appropriate for this project, ask me.

You can’t repeat an event once you have done it (or, rather, you can continue to participate in the club, go to the study-skills seminars or the follow a team, but you can’t count it more than once and you can only do one write-up on the event). And you can’t count events that are required for this class, like the Shakespeare plays and films you will see and review. The point of the cultural events project is to introduce you to many of the possibilities of participation at the College in hopes that you will both have new experiences and discover experiences that you want to continue to participate in.

You will be required to accumulate six cultural events. You will turn in your cultural events folder once at midterm (see your syllabus for due date). You may use any kind of folder that you’d like. By midterm, you should have done at least 3 cultural events. You will also submit a 2-3 page essay in which you talk about ‘life so far…’ at College of Charleston. For this essay, you will summarize what is working well for you in your classes, residence hall, activities, etc., what is not working well for you, and what you plan to do for the rest of the semester to maximize positive experiences and minimize negative ones. At the end of the semester, you will re-submit your cultural events folder with both the material you submitted at midterm and 2 more events, as well as a summary 2-3 page essay describing what you have experienced and what you have learned (in class and out) in your first semester at College of Charleston.

Your write-ups of these events may be brief – one or two typed, single or 1.5 spaced (not double spaced) pages, but they should be thorough enough to indicate clearly that you attended the event and stayed until the end. It is always a good idea to save the programs or hand-outs, if there are any, and attach them to your write-up, but these are not required. Convincing me that you participated in the event and evaluated the event is at the heart of a good write-up. The requirements of a cultural event write-up should be similar to a brief review and should include the following:

1. Well defined subject – Describe what you saw, did, heard, etc.
2. Clear judgment – What do you think of it?
Peer Facilitators and the First Year Experience Synthesis Seminar

The expansion of the College of Charleston First-Year Experience program to cover all incoming freshman was supported by the creation of new courses by Faculty and the development of a nationally recognized Center for Excellence in Peer Education (CEPE). The two pillars of the FYE experience are the rigorous interdisciplinary academic courses we offer and the attached Synthesis Seminar that is run by a trained Peer Facilitator. Developed by the Director of the CEPE, Page Keller, the FYE Peer Facilitator education program began in Fall 2007 as part of the College’s Quality Enhancement Plan for SACS and continues to offer transitional and academic assistance to first-year students. A program that originally started with 14 students has become the CEPE’s anchor program. It now boasts 60 students and is expected to increase to 85 in the 2012-2013 academic year.

Peer facilitators (PFs) are upperclassmen that represent the core purpose and values of the College of Charleston and serve as mentors and guides for incoming students. Together with their Learning Community or First Year Seminar Faculty member they prepare incoming students for the transition to College-level academic life. Each PF is specially nominated by faculty/staff and undergoes a peer education training course (TEDU 205) led by Page. In this course, future PFs discover how to expand their leadership skills and how to prepare customized lesson plans for their synthesis seminars. Peer facilitators (and other Peer Mentors) play a vital and often under appreciated role on campus. Not only must they find a flexible balance between trusted friend and mentor, but they must also serve as a connecting link to their FYE professors. PFs are expected to draw upon perspectives gained from their own personal academic experiences and from coursework from within their majors to help students think critically – and creatively – inside and outside the classroom.

Since the new CEPE office opened (Education Center Suite 106) in the Fall of 2011, it has quickly become a comprehensive training environment for students serving
as ROAR Mentors, Greek Emerging Leaders, Peer Academic Coaches, EDLS Peer Leaders, Cougar Excursion Executive Board Members, and FYE Peer Facilitators.

Peer Educator Impact
2011-2012 Academic Year

<table>
<thead>
<tr>
<th>Peer Educator Group</th>
<th>Peer Educators (Number)</th>
<th>Students Served (Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Tutors (including SI) Center for Student Learning</td>
<td>160</td>
<td>4,092</td>
</tr>
<tr>
<td>Peer Academic Coaches Center for Student Learning</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Peer Facilitators First-Year Experience</td>
<td>60</td>
<td>1,800</td>
</tr>
<tr>
<td>Cougar eXcursion Executive Board Members Higdon Student Leadership Center</td>
<td>5</td>
<td>120</td>
</tr>
<tr>
<td>Orientation Interns New Student Programs</td>
<td>28</td>
<td>2,750</td>
</tr>
<tr>
<td>Mentors REACH Program *</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Mentors ROAR Program *</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Peer Leaders Undergraduate Academic Services</td>
<td>2</td>
<td>28</td>
</tr>
</tbody>
</table>

*ROAR-grant-supported; REACH- partially grant-supported.

**Most Peer Educators listed above take the following course:** “Exploring Leadership: Building Peer Facilitation Skills” (TEDU 205), a two credit hour course housed in the School of Education, Health, and Human Performance, is offered students nominated by faculty and staff who will serve as peer educators at the College of Charleston. In the course, students develop peer mentoring and facilitation skills through reading, discussing, and collaborative learning. Additionally, the students learn about the factors that influence student development, such as personal values, gender, and culture.
Center for Student Learning: The mission of the Center for Student Learning is to provide academic support programs for College of Charleston students as they strive for excellence, while promoting opportunities for student leadership through peer tutoring experiences. Composed of labs and other tutorial services, the Center provides students with individual or group assistance from trained and experienced staff, faculty, and peer tutors. Students may receive tutoring on a walk-in basis through labs or by appointment in subjects not covered by walk-in lab tutoring. Supplemental Instruction meeting times are set by semester in selected biology, chemistry, and math courses. Study skills help by appointment and in group seminars is available.

CSL Academic tutors are primarily upper level undergraduate students comprised of:
(1) Tutors and consultants who work in the walk-in labs,
(2) Tutors who meet with students by appointment in subject areas not covered by the walk-in labs,
(3) Supplemental Instruction (SI) leaders.
All academic tutors are faculty recommended, maintain an overall GPA of 3.0 or higher, and have earned a B+ or better in the areas in which they tutor.

CSL Consultants (writing lab and speaking lab) and Tutors (accounting lab, foreign languages lab, math lab) work in the walk-in labs, meeting with students on a drop-in basis, without appointment. These meetings can be either one-to-one or small group. Walk-in lab consultants and tutors are hired, trained, supervised, and evaluated by the faculty members who direct their respective labs and represent their academic departments.

Tutors who work by appointment are available for one-to-one meetings with students in a selected group of introductory courses that are not supported by the walk-in labs. The tutor and tutee arrange the times. The associate director of the Center for Student Learning hires, trains, supervises, and evaluates tutors who work by appointment and oversees College Reading and Learning (CRLA) certification of the Center’s training programs. All tutors and consultants are eligible to earn CRLA international certification based on training requirements and work experience.

A Supplemental Instruction (SI) leader supports a historically difficult, high-risk course, taught by a professor, usually one under whom the student studied and excelled and was recommended by the professor to be his/her SI leader. An SI leader usually has an exceptionally high GPA (3.5 and above) and balanced work load, qualifying him/her to commit to weekly requirements of attending class, planning supplemental sessions for students, facilitating sessions, and attending training for the duration of an entire semester. SI leaders are not teaching assistants and do not reteach material; they focus on helping students learn how to learn material by modeling effective learning strategies that pertain to the course content. A member of the science faculty hires, trains, supervises, and evaluates SI leaders and oversees the program development and evaluation.
Supplemental Instruction Results for Chemistry, Biology and Math, 2010-11

<table>
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<tr>
<th>GPA</th>
<th>All</th>
<th>Non-SI</th>
<th>SI</th>
<th>Frequent SI</th>
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<tr>
<td>DFW</td>
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<tr>
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<td>46.5%</td>
<td>59.6%</td>
<td>64.0%</td>
</tr>
<tr>
<td>A or B</td>
<td>45.3%</td>
<td>38.3%</td>
<td>58.1%</td>
<td>59.6%</td>
</tr>
<tr>
<td># of Students</td>
<td>1550</td>
<td>922</td>
<td>628</td>
<td>425</td>
</tr>
<tr>
<td># of Students</td>
<td>1147</td>
<td>739</td>
<td>408</td>
<td>260</td>
</tr>
<tr>
<td>% of Students</td>
<td>100%</td>
<td>59.5%</td>
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</tr>
<tr>
<td>% of Students</td>
<td>100%</td>
<td>64.4%</td>
<td>35.6%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Mean # of Sessions Attended</td>
<td>3.6</td>
<td>8.1</td>
<td>2.9</td>
<td>7.1</td>
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Total SI contact hours: 5508

Spring, 2011

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<th>Non-SI</th>
<th>SI</th>
<th>Frequent SI</th>
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<tbody>
<tr>
<td>GPA</td>
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<td>8.1</td>
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<td>7.1</td>
</tr>
</tbody>
</table>

Total SI contact hours: 3320

Peer Academic Coaches (PACs) are hired by the Coordinator of the Study Skills program in the Center for Student Learning to assist students who struggle with time and self-management. The Coaches participate in a substantial training program: they enroll in TEDU 205 (Peer Leadership) with the Director of Peer Education, and are trained in both initial and ongoing sessions by the Coordinator in the areas of confidentiality, accessibility and availability, active listening skills, and campus resources. They also work closely with the Coordinator to learn how to effectively document coaching appointments so that they can help their students utilize successful strategies, and eliminate unsuccessful ones. At the end of the semester, the Coaches and the Coordinator work together to interpret the students’ self- and program evaluations in order to determine the level of progress that was achieved during the PAC coach and student relationship.

FYE Peer Facilitators: The First-Year Experience (FYE) helps students begin their college learning experience in creative ways. The FYE coursework and weekly synthesis seminars are designed to assist first year students with their transition to college and provide them with the skills that will help them succeed throughout their academic careers. Each first year student enrolls in either a First-Year Seminar or Learning Community taught by a roster faculty member, in addition to a Synthesis Seminar, which is led by a Peer Facilitator. Peer Facilitators are motivated upperclassmen, who serve as mentors, teachers and guides to first-year students. They work closely with their assigned faculty member, lead discussions and guide new students through the academic and social resources available on the campus, easing their transition to college. The First Year Experience is required of all entering students.
The **Cougar Excursion Executive Board** is a select group of upper class leaders chosen to assist the Higdon Student Leadership Center with the planning and implementation of Cougar Excursion each year. Cougar Excursion is the 2.5 day leadership development retreat for incoming freshmen that is held each year at Seabrook Island during the week before fall move-in weekend. The Executive Board handles all aspects of the selection and training of approximately 25 student facilitators that implement the Cougar Excursion program. Each year, the Higdon Student Leadership Center selects the Executive Board through an interview process immediately following Cougar Excursion. They in turn, handle the selection and training process for the rest of the student staff with the advising of the Higdon Student Leadership Center Director. They conduct the selection and training process from October through April. They also conduct an 8 hour full day of training for the student staff on the day before Cougar Excursion begins.

The **Orientation Interns** are an integral part of the orientation experience for new students and their families. Students are selected each year to assist new students and their families in making the transition to a collegiate environment through small group mentoring, providing instructions and guidance and presenting information on campus resources. The interns also assist with the logistical aspects of the orientation program. Interns also serve as role models to new students and must possess outstanding leadership skills. The interns are expected to be able to interact with and lead both large and small groups of new students and parents, have flexibility and a positive attitude while working with fellow interns, incoming students and parents and the ability to work in a group setting as a team player. The interns have 50 hours of training in the spring and summer. They assist with the ten two-day orientation sessions in the summer (June, July and August) and the one two-day orientation session in January. During the school year, they assist the Office of New Student Programs with programs that they sponsor.

The **REACH Program** at the College of Charleston is a four-year program designed to include students with intellectual disabilities in the academic, residential, social, and professional experiences of college life. **Position Title: Mentor:** This position is considered voluntary and should expect to meet with student a minimum of an hour or two each week. **Essential Duties and Responsibilities include the following:**

1. Provide social support for students by
   a. Inviting student to activities outside the REACH house such as:
      i. Dinner
      ii. Walks or bike rides
      iii. Sporting events
      iv. Arts and theater events
2. Encouraging students to meet people outside the REACH Program and the house. Invite your friends to join you for activities!

**Peer Mentors (Success Coaches)** are hired by the ROAR Scholars Program (Grant-funded Federal TRIO program for first-generation low income college students) staff to work with students to encourage their success in college with academics and their personal life. Mentors serve as a
positive role model to assist with the personal development of freshman, sophomores and juniors active in the program. Peer mentors support them on a continual basis throughout the year on a one-to-one peer relationship as well as in a group setting. When the program is at full capacity there will be ten to fourteen mentees assigned to each mentor. Mentors work around 10 hours a week to make sure that students are effective in their pursuits during college.

Peer Leaders - The Learning Strategies Peer Leaders Program is in its pilot semester and is modeled after the Phoenix Program at the Indiana University-Bloomington. Peer Leaders are students who have been on academic probation but who successfully completed EDLS 100 (Learning Strategies – required for all students on probation) and have regained good academic standing. They are hired by the Coordinator of the Study Skills Program and the Director of Undergraduate Academic Services. Peer Leaders must enroll in and successfully complete TEDU 205 (Peer Leadership) with the Director of Peer Education; they are also trained in both initial and ongoing sessions by the Coordinator. They provide assistance to students on academic probation who are enrolled in Learning Strategies (EDLS 100); in addition, they assist the Learning Strategies instructor to whom they are assigned.
School of Education, Health, and Human Performance  
TEDU 205-02 and TEDU 205-03  
Exploring Leadership: Building Peer Facilitation Skills

**Course Term:** Spring Express II 2011

**Course Credit:** 2 Semester Hours

**Meeting Time and Place:**
- TEDU 205-02: MW 1:00-2:40, ECTR 103
- TEDU 205-03: MW 3:00-4:40, ECTR 109

**Instructor:** Page Keller, M.Ed.  
Office Location, ECTR 106C  
Phone: 843-953-3702  
Email: kellerp@cofc.edu  
Office Hours: by appointment

**Course Prerequisites:**  
Students enrolled in this course must have been nominated and selected to serve as peer educators for the upcoming academic year.

**Course Description:**  
The purpose of this course is to enroll a group of faculty nominated students who will facilitate student experiences. Students will develop peer facilitation skills through reading, discussing, and collaborative learning about leadership, facilitation, and the historical background. Additionally, the students will learn about the factors that influence student development, such as personal values, gender, and culture.

**Course Text and Materials:**  


Access to OAKS & CofC email account
Course Goals:
1. Introduce students to the role of the peer educator and the various skills associated with this role.
2. Introduce students to the importance of peer relations inside and outside of the classroom environment as used to enhance academic and social success of first year students.
3. Introduce and/or familiarize peer educators with College of Charleston rules and regulations as well as the campus resources germane to student success both academically and socially.
4. Provide a learning environment in which interpersonal and intrapersonal skills are investigated, discussed, and developed within a cadre of students.

Student Learning Outcomes:
At the conclusion of this course, students will be able to:
• Write and explain their personal leadership philosophy within the context of peer education and student development;
• Create peer-to-peer relationships among student participants and within a student-centered learning environment;
• Write and explain a lesson plan as it pertains to a specified topic within their Synthesis Seminar;
• Write, explain, and implement the Synthesis Seminar syllabus, developed by the Peer Facilitators working individually and within groups;
• Work competently and appropriately as paraprofessionals individually, in a group environment, and as a peer educator;
• Write and explain the Peer Facilitator created Mission Statement as well as implement it within the student-centered learning environment of the Synthesis Seminar.
• Demonstrate effective oral and written communication.
• Demonstrate quality facilitation skills to be used in the Synthesis Seminars.
• Identify and describe College of Charleston academic and student support offices and recognize when to use them as referrals while mentoring first-year students.
• Discuss and describe the transitional issues faced by first-year students.

Course Requirements:
Students must successfully complete all assigned work.

The following SOEHHP Dispositions are expressed in this course in student attitudes demonstrated during class participation, in course projects and writing assignments, and performance on both formative and summative assessments. In parentheses following each disposition are ways they can be expressed in EDFS 560-085.

• belief that all students can learn (class discussion)
• value and respect for individual differences (appreciation for varied attitudes, beliefs of classmates, and mindset of entering first-year students)
• value of positive human interactions (class participation)
• exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas (in and out of class effort and attitude, completion of assignments on time, quality of work, preparation for and participation in class)
• dedication to inquiry, reflection, and self-assessment (threaded discussions)
• value of collaborative and cooperative work (participation and effort in group discussion; cooperation with peers and learning community faculty in and out of class)
• sensitivity toward community and cultural contexts (class discussion)
• engagement in responsible and ethical practice (honor code)
• development of professional mastery over time (effort in assignments)

Description of Projects and Assignments:
Work Submission: The student, as a professional, is responsible for completion of all assigned readings and submission of all work on time. Late work is not accepted. Do not ask that exceptions be made for you.

Evaluation criteria for assignments and projects are discussed completely in class. If you do not understand, it is your responsibility to ask questions well before the assignment is due, not when an assignment is submitted or after a grade has been earned. All assignments, except threaded discussions, must be type-written using APA style guide. Obtain a copy from the Writing Lab in the Center for Student Learning.

Participation in class is an essential part of the course. Participation requires being completely prepared for every class and actively, meaningfully participating in discussions. Failure to consistently participate may result in a revocation of your Peer Facilitator contract.

Attendance Policies:
Attendance in all classes is mandatory. Absences will be dealt with on a case-by-case basis.

Evaluation Scale:
This course is graded “Pass/Fail.” To attain a “Pass” grade, all students must:
• Attend all regularly scheduled class periods and associated events;
• Complete and submit all assignments as required;
• Complete all assigned readings prior to scheduled classes and actively participate during class discussions;
• Earn a grade of “C” or better in the course. The departmental grading scale is listed below:

<table>
<thead>
<tr>
<th>Final Grade%</th>
<th>Final Grade%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>91-92%</td>
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<tr>
<td>B+</td>
<td>89.90%</td>
</tr>
<tr>
<td>B</td>
<td>86-88%</td>
</tr>
<tr>
<td>B-</td>
<td>84-85%</td>
</tr>
<tr>
<td>C+</td>
<td>82-83%</td>
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</tbody>
</table>
Evaluation:
Failure to comply with the grading requirements will result in a withdrawal of your contract offer for the position of Peer Facilitator.

Special Agreements:
This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.

Honor System:
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, will be dealt with as prescribed by the Honor Code system. Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.
## Course Calendar
*Subject to change at the discretion of the instructor.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Due</th>
</tr>
</thead>
</table>
| Wednesday, February 29      | - Syllabus Overview  
- FYE at CoC – Your Role in the QEP  
- Nuts & Bolts: Fall Class Registration, Scheduling Synthesis Seminars, Employment Paperwork |                               |
| Monday, March 5             | - SPRING BREAK – NO CLASS                                                |                               |
| Wednesday, March 7          | - SPRING BREAK – NO CLASS                                                |                               |
| Monday, March 12            | - Guest: Chris Korey, FYE Director (The College Reads)  
- The Role of the Peer Educator  
- Do's and Don't's of the Job  
- Ethics and Professionalism  
- Mentoring Boundaries          | Employment Paperwork          |
| Wednesday, March 14         | - Syllabus  
- Student Learning Outcomes  
- Lesson Plans                  | Synthesis Seminar Mission Statement Due |
| Monday, March 19            | - Establishing Rapport and Motivating Mentees  
- Questioning and Listening Skills  
- Classroom Management          |                               |
| Wednesday, March 21         | - Guest: Phil Powell, Library  
- Ways of Mentoring  
- Classroom Management  
- Public Speaking  
- Conflict Resolution        | Reflection Paper: My Roles as a Peer Facilitator |
| Monday, March 26            | - Guest: Lindy Coleman, CSL (The PF as a Learning Coach: Organization, Class Analysis, and Time Management)  
- Campus & Community Resources and Referrals | Reflection Paper: Overcoming Potential Obstacles of the Position |
| Wednesday, March 28         | - Guest: Kristi Brian, OID  
- Cultural Awareness (Enhancing Cultural Proficiency, Gender Awareness Issues, etc.) |                               |
| Monday, April 2             | - Guests: Silvia Hanna and Smitty Smith, AAPC (Academic Majors and Advising)  
- Guest: Robert “Bobby” Butler, CEPE (The Importance of Breaking the Ice) |                               |
| Wednesday, April 4          | - Guest: Rachel Marsh, Greek Life  
(Communication Skills, Conferencing Skills, Constructive Criticism) | First Day of Class Lesson Plan |
| Monday, April 9             | - Guest: Libby Cole, HSLC  
- Leadership Styles             |                               |
| Wednesday, April 11         | - Lesson Plan Presentations                                             | Lesson Plan                   |
| Monday, April 16            | - Lesson Plan Presentations                                             | Lesson Plan                   |
| Wednesday, April 18         | - Lesson Plan Presentations                                             | Lesson Plan                   |
| Monday, April 23            | - Course Wrap-up and Evaluations                                        | Syllabus                      |
Biology/Psychology: Gateway to Neuroscience
Synthesis Seminar

Syllabus

Course Term: Fall 2011

Meeting Time and Place: Mondays
MYBK 107  2-2:50
Tuesdays
LCTR 346  12:40-1:30

Peer Facilitator(s):
Name: Tom Pittman
Phone: 843-953-2017
Email: tpittma@g.cofc.edu
Office Location: New Student Programs (Lightsey Annex)
Office Hours:

Name: Aroo Isadas
Phone: 843-953-2017
Email: ajsadas@g.cofc.edu
Office Location: New Student Programs (Lightsey Annex)
Office Hours:

Mission: The Synthesis Seminar will enable first year students to develop solid academic, social, and personal foundations in order to successfully transition from high school to college.

Goals:
The goals of the Synthesis Seminar are to:

- Provide a forum for discussion pertaining to linked courses and first-year transitional issues
- Facilitate the first-year students’ understanding of interdisciplinary connections;
- Provide information regarding the College’s procedures, resources, and services;
- Offer methods for developing or improving study/research techniques, time management skills, and test-taking strategies;
- Assist the students in obtaining information about academic programs, including course, major, and graduation requirements; and
- Facilitate the students’ understanding of the importance of a healthy, balanced lifestyle.

Student Learning Outcomes:
By the end of the semester, the student will be able to:

1. Develop intellectual and academic competence:
   A. Examine the value of a liberal arts and sciences degree
   B. Integrate the liberal arts and sciences component into an overall plan for the undergraduate academic career
   C. Develop and utilize tools for major and career planning
   D. Integrate learning style and academic/personal goals to enhance success
   E. Participate in a cultural opportunity, as appropriate

2. Establish and maintain interpersonal relationships:
   A. Develop connections that support and enrich a successful college experience
   B. Become involved in collaborative learning experiences with peers
   C. Create connections with appropriate academic and student support services personnel

3. Manage transition:
   A. Practice strategies to manage stress
B. Recognize issues related to alcohol and drug awareness, in order to make responsible decisions
C. Develop and practice effective self-management strategies
D. Recognize and recall campus policies & regulations, including the Honor Code, the Code of Conduct, and the Guide to Residence Living
E. Discuss the importance of co-curricular activities

**Participation Requirement:**
Participation is an essential part of the Synthesis Seminar. Participation requires being completely prepared for every meeting and actively, meaningfully participating in discussions. The Peer Facilitator(s) will communicate weekly with their cooperating Learning Community professors regarding student attendance and participation.

**Attendance Policies:**
Students are required to attend all Synthesis Seminar meetings. Cooperating Learning Community professors will be notified of all absences immediately after they occur.

**Special Agreements:**
This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act that stipulates no student shall be denied access to an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services, (843) 953-1431 or me so that such accommodation may be arranged.

**Honor System:**
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, will be dealt with as prescribed by the Honor Code system. Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

**Synthesis Seminar Schedule**

*Subject to change at the discretion of the professor(s) and Peer Facilitator(s).*

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8/29-8/30</td>
<td></td>
<td>Introductions/Explaining the Syllabus/Online quizzes/Classroom etiquette</td>
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<td>9/5-9/6</td>
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<td>Pre-Health with Karen Eippert OR Library/CSL</td>
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<tr>
<td>9/12-9/13</td>
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<td>Pre-Health with Karen Eippert OR Library/CSL</td>
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<td>9/19-9/20</td>
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<td>Library-Team paper</td>
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<td>9/26-9/27</td>
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<td>History of CoFC/Campus resources</td>
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<td>10/3-10/4</td>
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<td>Exam prep/Stress and time management</td>
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<tr>
<td>10/10-10/11</td>
<td></td>
<td>Review for midterms OR hang out at cistern/stress relieving activities</td>
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<tr>
<td>10/17-10/18</td>
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<td>FALL BREAK</td>
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<tr>
<td>10/24-10/25</td>
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<td>Academic and Social Balance/Service learning</td>
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<tr>
<td>10/31-11/1</td>
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<td>Registration/Choosing a major</td>
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<tr>
<td>11/7-11/8</td>
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<td>Graduate School Information Talk (Dr. Hurd comes in)</td>
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<tr>
<td>11/14-11/15</td>
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<td>Homesickness/Social Issues</td>
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<td>11/21-11/22</td>
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<td>Fun activity (ex. Movie where whole group meets outside of SS hours)</td>
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<tr>
<td>11/28-11/29</td>
<td></td>
<td>Captive Advising/Wrap-Up/Evaluations</td>
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Cultural Events and My Life So Far...Essays