

# IST 300: IM&T Support Practicum

## IST300 – IM&T Support Practicum

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### **Prerequisite / Co-requisite:**

None

### **Audience:**

Undergraduate students who have excelled in the classroom and now wish to practice using those skills as done by early career professionals. In this role, they will serve in an intermediate role between the expert (the professor) and the end user (student).

### **Description:**

IST300 is an experiential learning course designed to provide students with opportunities to expand their knowledge of various content areas by working with a professor and their students by assisting with course assignments, labs, and other student support elements.

### **Additional Course Description:**

Specific learning outcomes will vary based on the subject and pedagogy of the designated course, but in general, students enrolled in IST 300 provide direct “technical and classroom support” to other students enrolled in the course. This peer-based learning approach has been demonstrated to be highly effective, especially in courses involving significant use of information technologies, not only in expanding student knowledge of the underlying course material, but also in improving student communication and leadership skills. This role mimics what many will face in their early career years as analysts and client support personnel.

### **Credits:**

Students can register for 1-3 credits per practicum experience. For each credit, IM&T SPs are expected to commit 3 hours of time per week, on average. This course can be repeated with a different professor and a different course for a maximum of 6 total credits. The expectations of those taking the course will vary by professor/course, and it is expected that those taking the IM&T Support Practicum for a second time will serve a leadership role in IST300, mentoring other SPs in their roles.

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## Learning Objectives:

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

- Explain individual learning styles and appropriate techniques for supporting these learning styles;
- Demonstrate an advanced understanding of specific learning outcomes associated with the course in which they are assisting;
- Demonstrate effective skills in communicating content to an undergraduate course;
- Demonstrate effective skills in providing individualized tutoring and/or support to students in the designated course;
- Apply appropriate information technologies that assist students with learning;
- Recommend enhancements to course assignments as appropriate to the designated course;
- Support and troubleshoot lab problems, as appropriate to the designated course;
- Demonstrate a high level of professionalism, both in class and in IM&T student-related environments.

## Bibliography/ Texts/ Supplies – Required:

No textbook is required for this course.

## Requirements:

- Students will be formally evaluated in the classroom space at least once during the semester via observation and reflections;
- Students will write bi-weekly reflections based on their teaching and communication practices as it relates to IM&T student support;
- Students will attend all necessary course meeting sessions;
- Students will meet the additional requirements specified by the faculty member of the designated course for which they are providing support.

## Grading:

A student SP's overall grade will come from the following:

25% = IST300 meeting session attendance & bi-weekly reflections

- Attendance 10%
- Class Observation Evaluation 5%
- Bi-weekly Reflections 10%

75% = Head professor's evaluation from course in which the students practice skills related to student classroom support.

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## Grading Scale

Final Letter Grade	Grade Point Range	Final Letter Grade
A	94 - 100	Mastery: Your works is outstanding and exceeds expectations
A-	90- 93	
B+	87-89	Satisfactory: Your work meets expectations; on par with the average student.
B	83-86	
B-	80-82	
C+	77-79	Low Passing: Your work is adequate, but needs improvement.
C	73-76	
C-	70-72	
D	60-69	Unsatisfactory: Your work is inadequate and needs substantial improvement.
F	0 - 59	

## Course Specific Policies

There are 3 formal meeting sessions for which attendance is mandatory:

Friday, September 22
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Friday, September 29
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Friday, October 6
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## Additional Information:

### Observation Notice:

Each undergraduate SP will be formally observed and evaluated once during the semester (unannounced). The SP can expect their observation to happen at any point following the beginning of October.

### Repeat SPs

If a student SP decides that she or he would like to recommit to second semester in IST300, they will serve in a mentor-leading role. They will be asked to serve on a student panel to communicate advice to new SPs. In addition, repeat SPs will be asked to observe and evaluate a peer SP in either the same course, or similar IST course. Repeat SPs will not be required to attend all 3 required sessions, however, discretion will be left up to the Instructor.

### Bi-Weekly Reflections:

Each undergraduate SP will be expected to engage in a Blackboard discussion thread every other week throughout the course. Students will write reflections based on prompts related to instructional communication and issues within their placement. Undergraduate SPs will reply to two other student discussion posts.

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## **Meeting with Instructor:**

Each SP will be required to attend a live 15-minute meeting with the Instructor throughout the semester to discuss progress within their placement.

## **Academic Integrity Policy:**

Syracuse University's academic integrity policy reflects the high value that we, as a university community, place on honesty in academic work. The pilot policy in effect at the School of Information Studies defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The pilot policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The pilot policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the pilot policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered. SU students are required to read an online summary of the university's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

For more information and the pilot policy, see <http://academicintegrity.syr.edu>.

## **Disability-Related Accommodations**

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), [disabilityservices.syr.edu](http://disabilityservices.syr.edu), located at 804 University Avenue, room 309, or call 315.443.4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue "Accommodation Authorization Letters" to students as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible. Our goal at the iSchool is to create learning environments that are useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please meet with me to discuss additional strategies beyond official accommodations that may be helpful to your success.

## **Religious Observances Notification and Policy**

SU religious observances notification and policy, found at <http://hendricks.syr.edu/spiritual-life/index.html>, recognizes the diversity of faiths represented among the campus community and protects the rights of students,

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faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes and by the submission deadline for flexibly formatted classes.

For fall and spring semesters, an online notification process is available for students in **My Slice / StudentServices / Enrollment / MyReligiousObservances / Add a Notification**. Instructors may access a list of their students who have submitted a notification in My Slice Faculty Center.

## Student Academic Work Policy

Student work prepared for University courses in any media may be used for educational purposes, if the course syllabus makes clear that such use may occur. You grant permission to have your work used in this manner by registering for, and by continuing to be enrolled in, courses where such use of student work is announced in the course syllabus.

I may intend to use academic work that you complete this semester in subsequent semesters for educational purposes. Before using your work for that purpose, I will either get your written permission or render the work anonymous by removing all your personal identification.

## Course Evaluation

There will be an end of course evaluation for you to complete this semester, described below. This evaluation is conducted online and is entirely anonymous. You will receive a notification from the Syracuse University Office of Institutional Research & Assessment (OIRA) department in your email account with the evaluation website link and your passcode.

End of semester evaluation will be available for completion approximately week 14. This evaluation is slightly longer and it is used to gauge the instructor performance and make adjustments to the course to ensure it meets our student needs.

We faculty work hard to do the best possible job when preparing and delivering courses for our students. Please understand that not only does the school use the course evaluations to make decisions about the curriculum in order to improve where necessary, but they also use them to make decisions about faculty members. Please take the time and fill out this evaluation as your feedback and support of this assessment effort is very much appreciated.

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## COURSE SCHEDULE

<b>Week/Lecture</b>	<b>Topic</b>	<b>Presenter</b>
Friday, 9/22	Communication Strategies for IM&T SPs	Christopher Perrello
Friday, 9/29	Developing Diversity Skills – Gender, Multiculturalism, and Title IX Guidelines	Christopher Perrello
Friday, 10/6	External Applications of Your Practicum	Christopher Perrello