

Fall 2021 NUB Instructor Outline for **Module 1a:** Welcome to NUB!

Overview and Objectives

Your students will have already met their peer mentor at NSO or virtually and done some icebreakers there, but this will be their first regular NUB class. Your Peer Mentor will advise you on whether the group is shy or outgoing, and thus on whether or not icebreakers are needed. If they are, your Peer Mentor will lead them! Most of the time should be spent on creating a relaxing and respectful atmosphere for the class (including going over the Learning Guidelines, on p. 114 of the handbook), doing a circle discussion on: Why college? Why NU?; giving an overview of NUB, including distributing and explaining the planners/calendars, and distributing the NUB syllabus (either on paper or electronically, through your Canvas site, should you choose to use Canvas). Finally, since the Clubs Fair is traditionally in the first week of classes, PMs should strongly advise students to attend, and discuss the value of clubs and getting involved.

Peer Mentor Moments

- Lead icebreakers, as needed!
- Lead discussion on Why college? Why NU?
- Give an anecdote about why NUB is fun, easy, and relaxing!
- With the instructor, discuss the Learning Guidelines, and give students your contact info.
- Bring handbooks to class and distribute them.
- Introduce students to NUB website: address on back cover of planner, and link on MyNU!
- Announce and encourage attendance at Clubs Fair
- Discuss the importance of getting involved on campus to academic and personal goals, and social experiences. This includes clubs, attending social events, volunteering, etc.

Highlights

- Discuss the value of college and why students chose NU.
- Bring and distribute copies of the syllabus, if using a hard copy, or show students where to find it on canvas and discuss NUB requirements.
- Discuss Learning Guidelines (p. 114)
- Your Peer Mentor will bring and distribute the handbooks.
- Discuss Clubs & Show Clubs Video (at NUB website)
- Assign Syllabus Assignment (p. 116 in handbook) and the QPR Online Training assignment on p. 119.

Class Outline

- **Introductions and welcome:** (3 mins) The instructor (you) and peer mentor(s) should introduce yourselves. Show video of Fr. Maher introducing himself and welcoming the class
 - https://www.youtube.com/watch?v=XzWp_jR8aLY&feature=youtu.be
- **Circle Discussion:** (9 mins) Beginning with peer mentor(s), discuss each student why he/she decided to go to college at all, and why they chose NU in particular. This is meant as an icebreaker and as a lead-in to the more theoretical basis of a liberal arts education that we'll have in Module 1b. Both the instructor and the peer mentor(s) should be listening for any themes that emerge, and at the end of the circle, be prepared to offer these themes back to the group, and note that we will continue this discussion, including some of the themes that have emerged, in Module 1b.
- **NUB Syllabus:** (8 mins) Go over the NUB syllabus and peer mentors will begin to introduce students to the NUB website: <http://sites.niagara.edu/nub>, which is “one stop shopping” for all things NUB, as well as containing helpful links to campus resources. Peer mentors should stress that this is a fun class, and *if they show up, with their planners at all classes, and do all the assignments, students will earn a good grade.*
- **Distribute Handbooks:** (3 mins) Distribute the handbooks and explain that they will function as a “textbook” for this course. Students should bring them to every meeting. Go over the different sections in the handbook, and note that it contains monthly “views,” as well as all of the assignments for NUB, in the last section of the handbook, so that profs don't have to print them out and students don't lose them!
- **Learning Guidelines:** (5 mins) These are on p. 114 of the handbook. The idea here is to explicitly set a tone that NUB is a safe, confidential, space, and that students should feel comfortable discussing anything. We can challenge each other's ideas without challenging each other personally, and we should make every effort to listen open-mindedly to what other people are saying, before judging it or imposing our own views. Peer mentors and instructors should stress that they are also available outside of class, if students have concerns they don't want to mention in class. Peer Mentors should give out their contact info (text, Facebook, etc.) at this point.
- **Assign and Explain the Syllabus Assignment** (5 mins): The assignment is located on p. 116 of the planner, so there is no need to print it (or any other assignment) out before class. Tell students that NUB students in the past have found this assignment to be the most valuable of all the assignments! The syllabus assignment (worth 10% of the final grade in the class) will be completed in the NUB calendar and the student's choice of planner. Students must fill out their weekly class schedules on p. 5 of the handbook, and then in their own planner add assignments, including the date of their last final exam. (More details are on the assignment sheet itself, listed as Assignment #1 in the Assignments section of the planner). Students will be asked to identify their final exams (Peer Mentors will show them how to do this and provide some examples of how they set up their agenda and organize their time), their “stress week” (most busy week) after reflecting upon their filled in calendars, and to talk about their stress week, and their strategies for managing it, in class, when the assignment is due, in **Module 2a**. Please give them the calendar date for that as well. NOTE: *We are leaving it up to the instructor's discretion as to whether to accept electronic calendars, instead of a physical planner, for this assignment.*
- **Assign the online QPR Training:** (2 minutes) The link to the QPR training is under Homework: Links to online assignments (p. 119) The training is self guided and should take approximately 45-60 minutes.

At the completion students will receive a certificate to turn in to the instructor or post on Canvas. Also direct the students to the reflection questions in the Module 1 section (p. 119) These will be discussed during Module 2b.

- **Mention Encourage Attendance at Clubs Fair (if applicable):** (5 minutes) If there is a Clubs Fair please encourage students to participate, there will be a campus engagement assignment given in Module 1b and more discussion on the topic of getting involved. Students should be strongly encouraged to attend the Clubs Fair so they can gather information to think about clubs they might want to join, and Peer Mentors should discuss the importance of attending the fair and getting involved to begin to think about those they might want to join.

Instructor guide compiled by Stefanie Wichhart, NUB Faculty Coordinator Summer 2013, revised Summer 2014; revised Summer 2015, 2016, and 2017 by John Keller and Abigail Levin, and 2018, 2019, 2020, 2021 by T. Vaughan & L. Williams.