

**CID 2300: Learn and Lead**  
Spring 2026

## **INSTRUCTOR INFORMATION**

**Instructor:** Lauren Meyers

**Email address:** [Lauren.Meyers@etamu.edu](mailto:Lauren.Meyers@etamu.edu) \*preferred method of communication

**Office phone:** (903)886-5710

**Office Location:** Library, 231AP

**Communication Response time:** Monday-Friday 8am-5pm, typically within 24 hours of receipt of message

## **COURSE INFORMATION**

CRN: 21427

Monday 4pm-5pm

ED South 127

### **Supplemental Instructor/Mentor Position Structure**

The mentors enrolled in this course have done so as part of their student employee position as a peer mentor with Student Transition and Support (STS) and the CID 1300 course in which they assist with. The department of Student Transition and Support includes the following aspects of which peer mentors can expect to participate:

- *CID 1300: The Student and The University course:* Peer Mentors will participate as a Peer Mentor within an assigned CID 1300 course. They can be expected to participate in class lectures, grade assignments, discuss topics or otherwise assist instructors in any manner deemed fit for the nature of that specific course.
- *Peer Mentor taught lessons:* These will be scheduled class lessons in which peer mentors will lead class in a designated lesson plan. Lesson plan materials will be covered in the class at least a week prior to the peer mentor led lesson to allow mentors to receive instruction on how to present this information and to practice and prepare materials for the class.
- *Mentoring meet-ups:* These are one-on-one meetings to be scheduled with students from a mentor's CID 1300 course. Mentors will meet face-to-face with each student three separate times throughout the semester to discuss any issues first-year students may be experiencing or celebrate any successes. Content will be supplied to peer mentors as needed, but mentors can use their discretion to discuss any aspect a student wishes as long as it meets one of the student learning outcomes.
- *Workshops:* Co-curricular events hosted by the STS department that covers a variety of important topics for first-year students. Peer mentors will be expected to encourage students to participate and attend these events to assist. These events will often be partnerships with other departments and will be open to all students on campus.

### **Textbook Required**

No textbook required. Reading materials will be provided in class and online via D2L for mentor use.

### **Minimal Technical Skills Needed**

- Working email requirement:

- It is a course expectation that you have a working email address that you check daily. Every student has been assigned a LeoMail email address by the University – you should be checking it often. There may be times that I need to contact you with important information and email is often the speediest and easiest way of doing so. I will always contact you via your University LeoMail address first and foremost, so check it regularly.
- Word Processing (Microsoft Word) & access to a printer
- Access to assigned CID 1300 Desire2Learn (D2L) course page as a teaching assistant
- Access to EAB for scheduling student appointments and providing information to academic advisors. Training on EAB will be provided as part of this course.

## COURSE DESCRIPTION

The purpose of this course is designed to provide valuable academic, social and leadership skills to ensure a successful leadership of the Student Transition and Support mentoring aspects. Concepts studied include communication, leadership skills, critical thinking skills, a sense of belonging and self-awareness, and creativity & innovation to inspire others. As such, the course focuses not only on significance of leadership and their applicability to you being a leader on campus but also includes learning of the curriculum being taught in CID 1300 course throughout the semester, discussion around topics of first-year student success and ways to support first-year students including access to resources.

### Student Learning Outcomes

- Apply knowledge of curriculum to Peer taught lessons within the CID 1300: The Student and The University course.
- Be exposed to leadership curriculum to become effective peer student leaders and inspire others in their leadership role through their service to the university in STS programs.
- Use critical thinking skills to determine needs of students throughout the semester in an effort to help first-time full-time freshman acclimate to their first year on campus.
- Demonstrate excellent oral and written communication skills in communication with students enrolled in CID 1300 classes.

## COURSE REQUIREMENTS

### Instructional Methods

Course will be delivered in person once a week at designated time. This class time is split between teaching curriculum for CID 1300 peer mentor lead classes and leadership materials. The course will include group activities with other peer mentors and potentially guest speakers.

### Student Responsibilities or Tips for Success in the Course

Students are expected to attend class weekly at the assigned class times to ensure that they are prepared to instruct and support their CID 1300 class on a regular basis, take notes on how to implement curriculum into class and obtain materials needed for classes. **If you miss class, you must schedule time BEFORE missing class to make up the material with the instructor, then write a 250 word summary of what you missed within 24 hours of class that week.**

### Class-related activities and events

Student success occurs inside and outside the classroom. Students are encouraged to utilize campus resources and co-curricular activities to not only improve their own abilities, but to be able to provide information on available resources and model how students can utilize the support systems in place for students at TAMUC.

As a peer mentor, you will be expected to also respond to emails from your students and faculty in a timely manner. The College of Innovation and Design and Student Transition and Support department standard is a response within 24 hours of the emails receipt during normal working hours- even if you don't yet know the answer or have a response, it is helpful to let the individual know that you received their email and are working on it.

## ASSESSMENTS

Attendance/Essays and Participation	195 points total (15 pts per course day)
Each peer mentor is expected to attend every class as it provides an opportunity for you to become familiar with the curriculum and experience any activities that may be assigned for that week. You are expected to be present and engaged with the material and come to class prepared each week. If you will be absent from class, please see the attendance policy so that you can receive the information and receive credit for the class. There are 13 total classes throughout the semester.	

Class Narratives	140 points total (20 pts each narrative)
Peer Mentors are required to complete a class narrative assignments following the template that will be passed out and explained during your Peer Mentor training. These narratives are used to make further improvements on course curriculum, and should be completed as soon as class is over for the most accurate recollection. These narratives should be turned in to Sierra Jones each within 24 hours of the course, and should be true to your experiences within the classroom. Peer Mentors are expected to accurately reflect on the class material and class participation and are encouraged to discuss with Sierra Jones any issues that arise as they are discovered. There are 7 total Mentoring Fridays and therefore 7 total class narratives due.	

Office Hours	195 points total (15 pts each week)
Peer Mentors are expected to maintain predictable, scheduled office hours where they are available to meet with first-year students that are a part of their CID 1300 students and/or a first-year student looking for information. Peer Mentors will gain points for each week they are present during their office hours. There are 13 weeks of expected office hours.	

## GRADING

This is a Satisfactory/Unsatisfactory course. An unsatisfactory is a grade of 370 points or lower. Students who score unsatisfactorily in the course will not be eligible to return as a Peer Mentor in future semesters or work within any other aspects of the STS department.

Attendance/Essays and Participation (13 @ 15 points each)	195 points
Office Hours (13 @ 15 points each)	195 points
<b>Course Assessments:</b>	
Class Narratives (7 @ 20 points each)	140 points
<b>TOTAL</b>	<b>530 POINTS</b>

## COMMUNICATION AND SUPPORT

### Access and Navigation

You will need your campus-wide ID (CWID) and password to log into MyLeo and EAB. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or via email at [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

### Technical Support

If you are having technical difficult with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** feature, or click on the words "click here" to submit an issue via email. .

### Interaction with Instructor Statement

It is a course expectation that you check your LeoMail email address daily, this is the prescribed communication method by the University. There may be times that I need to contact you with important information and email is often the fastest method to do so. You can expect a response to your email within one business day of its receipt- even if it is just acknowledgement that I received it.

All students are encouraged to contact the instructor for their UNCO 1301 Signature Course and UNCO 2301 Leadership course any and all reasons whatsoever. The more we are kept in the loop with you and your environment, the better we can assist you when needed. **Beyond face to face classroom interactions, the best way to get in touch with me is via email and/or visiting me in my office.**

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Attendance

Attendance in this class is **required** for mentors that are part of the STS department and instructing as part of Peer Mentor lead class days with CID 1300 courses. You will need to be in the CID 2300 course weekly to ensure that you are ready to teach your class and are able to learn about campus resources, hone your own mentoring skills and make connections with others on campus who share similar goals to our programs. More than two unexcused absences will result in you being removed as a peer mentor in the program. Curriculum will be taught the Monday prior to a Peer Mentor lead course in most cases.

***Excused absences:*** For students with excused absences, which include participation in a University sponsored event, illness accompanied by a doctor's note, death in the student's immediate family, a verifiable court appearance or any other similar circumstance in the view of the instructor, written documentation must be turned in to the instructor immediately upon return to class. If it is not given upon return to class, you will be counted unexcused. Students will be allotted two unexcused absences during the semester. **An excused absence does not mean that you do not have to receive the material from class. Peer mentors will need to arrange a time and day to receive the relevant instruction and materials by scheduling a meeting with Sierra Jones. It is the Peer Mentor's responsibility to reach out to schedule this meeting.**

### Late Work

The 24 hours following a peer mentor lead class, Peer Mentors are responsible for submitting information about their class(s) to the instructor and Sierra Jones via the course narratives in D2L. Failure to submit this material by the deadline will result in a point deduction within the course and possibly disciplinary action related to their position as a Peer Mentor. Peer mentors

who earn an unsatisfactory point threshold will not be eligible to serve as a Peer Mentor in future semesters.

### **Assignment Submission**

All assignments must be submitted in hard copy or via D2L to the instructor, unless otherwise stated. While you are welcome to email me any questions that you may have, please understand that under normal circumstances, I cannot accept emailed materials that count as a course grade at this time. If you do not own a printer, the STS department has access to a network printer that can be used to print materials relevant to your work as a peer mentor ONLY. Please plan accordingly as you will need staff support to be able to print to this computer.

### **Classroom Etiquette**

We should aim to be respectful at all times during our class time. This course meets face-to-face each week. Once we meet, we will discuss in more detail how class participation and delivery of course material within your CID 1300 peer mentor lead classes will work in the event you are sick or unable to attend for valid reasons. For now I need you to know that I will work with you and do my best to maintain an environment that prioritizes safety and staying healthy. To do this I need your help. If you are not feeling well do not come to class. Per the university's return plan, we are resuming a pre-pandemic schedule of classes at full capacity. Classrooms will not be set up to allow for physical distancing. Masks are not required but they are encouraged, especially in public indoor settings where individuals are in close proximity to each other. I feel the classroom is such a space. Please do your part to keep yourself and others safe. For a full outline of protocols related to COVID management and guidance, you can visit the university's plan here (last updated 1/5/2022): <https://www.tamuc.edu/wp-content/uploads/2022/01/COVID-19-Guideline-Changes-letterhead.pdf>



*COVID return plan*

### **Academic Dishonesty / Plagiarism**

Instructors at Texas A&M University-Commerce do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. Here is the university policy, University Procedure 13.99.99.R0.10 ("Undergraduate Academic Dishonesty"):

<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesprocedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>



*Academic Dishonesty Policy*

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

## **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf).

[http://www.tamuc.edu/student\\_guidebook/Student\\_Guidebook.pdf](http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf)



*Student Guidebook*

Additionally, Peer Mentors are expected to understand and follow any guidelines and requirements related to the mentoring position that they hold.

## **ADA Statement for Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

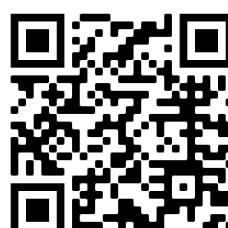
Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/student-disability-services/)

[https://www.tamuc.edu/student-disability-services/](http://www.tamuc.edu/student-disability-services/)



*Student Disability Services Website*

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun.

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>



*Concealed Carry Policy*

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M Commerce campuses. Report violations to the University Police Department at 903886- 5868 or 9-1-1.

**A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)



*Counseling Center  
Information*

**Important dates & reminders:**

- Drop due to non-payment: February 2, 2026
- Last day to drop (No refund): March 27, 2026
- Last day to withdraw (No refund): April 16, 2026
- Learning Showcase Final: May 6, 2026 3-5pm

## CID 2301 Course and Program Calendar

### Table Key:

<b>Peer Mentor Taught Lessons:</b> Peer Mentor taught classes occurring on specific days during regular CID 1300 course meeting time.
<b>Mentoring meet-up:</b> Mandatory office hour visits from students within the Peer Mentors group.
<b>Workshops:</b> Workshops to cover materials that are considered co-curricular to CID 1300 classes, open to campus community at large

Date	Timing Justification	Item and Topic	Potential Class activity/discussion	Artifact Due
1/12	<b>First day of classes</b>			
1/13	Occurs early in the semester to encourage students to be proactive in their goals for the spring semester	<b>Workshop</b> Vision Board Workshop	<ul style="list-style-type: none"> <li>• Vision board, goal setting for the new semester</li> </ul>	
1/16	Needs to be as early in the semester as possible	<b>PM Taught Lesson:</b> Scavenger Hunt	<ul style="list-style-type: none"> <li>• Navigating campus resources</li> <li>• Keys to Success</li> </ul>	<ul style="list-style-type: none"> <li>• Exit Ticket</li> <li>• </li> </ul>
1/20-2/20		<b>Mentoring meet-up</b> <i>First visit timeframe</i>	<ul style="list-style-type: none"> <li>• Discussions on engagement and class/attendance</li> <li>• Check in on how students are transitioning</li> <li>• Help students identify any hidden curriculum that may be present for student</li> <li>• Help students identify their goals and priorities</li> <li>• Encourage involvement in co-curricular activities</li> <li>• Ask I like, I wish, I wonder feedback for their college experience so far</li> </ul>	

2/6	Occurs after students have had time to adjust to college and to see how they are managing their time	<b>PM Lesson:</b> Energy Mapping	<ul style="list-style-type: none"> <li>Students will be able to see how they spend their energy and how to manage their time more effectively</li> </ul>	<ul style="list-style-type: none"> <li>Energy Map Worksheet</li> </ul>
2/10	Occurs after students have had their first exam or major assignment	<b>Workshop</b> Study Skills	<ul style="list-style-type: none"> <li>Come and go event with various academic resources on campus, Peer Mentors will lead time management and planning activities</li> </ul>	
2/11	Occurs after students have had time to become adjusted to their courses and potentially understand that changes to their study habits may be necessary.	<b>PM Lesson:</b> Study Strategies: utilizing Notes	<ul style="list-style-type: none"> <li>Discussion around use of notes</li> </ul>	<ul style="list-style-type: none"> <li>Exit Ticket</li> </ul>
2/17	Occurs around when scholarships have opened	<b>Workshop:</b> Financial Aid	<ul style="list-style-type: none"> <li>Students will receive help from the Writing Center on scholarship essays</li> <li>Talk with Financial Aid</li> </ul>	
2/20	Occurs after students have begun to join organizations and participate in co-curricular activities and work	<b>PM lesson:</b> Dear Future Me Presentation	<ul style="list-style-type: none"> <li>Dear Future Me activity</li> </ul>	<ul style="list-style-type: none"> <li>Dear Future Me worksheet</li> </ul>
2/23-4/3		<b>Mentoring meet-up</b> <i>Second visit timeframe</i>	<ul style="list-style-type: none"> <li>Discuss with students their time organization and first weeks of classes/academic performance</li> <li>Accountability groups set up to provide connection and networking opportunities</li> <li>Discussions around prototypes continued from class</li> </ul>	

3/2	Occurs after students have had their first exams, and potentially their first “failures” or disappointments. We would be able to capture those students who have an “it won’t happen to me” mindset right after a negative event to model where to go next.	<b>Mentoring Friday</b> Overcoming failure	<ul style="list-style-type: none"> <li>Marshmallow activity</li> <li>30 circles activity (if class is missed)</li> <li>Fixed vs growth mindset</li> <li>Failure Immunity</li> <li>Reframing</li> </ul>	<ul style="list-style-type: none"> <li>Individual reflection worksheet after class activities.</li> </ul>
3/9-3/13	<b>Spring Break (Campus Closed 3/13)</b>			
3/23	Aimed at discussing the students plans for the next 5 years, introduce students to having alternatives and dreaming beyond classwork.	<b>PM Lesson:</b> Odyssey Planning	<ul style="list-style-type: none"> <li>Odyssey Planning lesson and activity</li> </ul>	<ul style="list-style-type: none"> <li>Odyssey Planning worksheet (due in a later class)</li> </ul>
3/25	Occurs around when scholarships have opened	<b>Workshop:</b> Financial Aid	<ul style="list-style-type: none"> <li>Students will receive help from the Writing Center on scholarship essays</li> <li>Talk with Financial Aid</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
4/6-5/1		<b>Mentoring meet-up</b> <i>Third visit timeframe</i>	<ul style="list-style-type: none"> <li>Discussion shifts to focus on preparation for future semesters</li> <li>Promotion of advising, career development and other events/departments around exploration of options or preparation of future semesters</li> <li>Work with students to identify successes or positives they experienced this semester</li> <li>Check in on accountability wishes for students</li> </ul>	
4/1	<b>Summer/Fall Registration for Freshman/Sophomores</b>			

4/2	Occurs after registration has opened for all students	<b>Workshop:</b> LionFest	<ul style="list-style-type: none"> <li>• Tabling event to offer students campus resources</li> <li>• Registration</li> </ul>	
4/6	Occurs at the start of the Learning Showcase project for students to get to know their groups better	<b>PM Lesson:</b> Learning Showcase Group	<ul style="list-style-type: none"> <li>• Peer Mentors will plan and execute their own lesson plan centered around group building</li> </ul>	
4/29	Prepare for finals week	<b>Workshop</b> Finals Frenzy	<ul style="list-style-type: none"> <li>• Pass out finals supplies, study skills, etc.</li> </ul>	
5/1	<b>Last day class</b>			
5/6	<b>Learning Showcase Event</b>			
5/14	Occurs once final grades are posted and students are notified of their academic standing	<b>Workshop</b> Academic Probation Assistance	Students will hear from MMC and Advising on how to navigate the academic probation process	