

Spring 2011: 01:090:298 / 01:830:392
Public Scholarship and Service Internship

Class Meets: Every Wednesday, 11:30 to 12:50, Campbell A-4, CAC

Course Instructor: Professor Schramm-Possinger

Teachers' Aide: Mr. Peter Giandonato, Mentoring Coordinator

Office Location: 191 College Avenue, Second Floor

Office Hours: 1:30 to 3:30 every Wednesday, noon to 3:00 on Friday, Atrium Conference Room

Contact Me:

Contact Peter:

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Websites: **Course website on Sakai**, please register as soon as possible

- **Required readings/mentoring workbook pages will be posted on Sakai**

You are required to purchase:

- The "Dream, Believe, Succeed" Rutgers Future Scholars Program **T-shirt**, available at Rutgers University Bookstores
- The **Mantoux Test** from the **Hurtado** Health Center or from your physician
- Your fingerprinting from "**MorphoTrak**," and criminal check

MANDATORY CESEP ORIENTATION, SPRING 2012, BUSCH CAMPUS
CENTER, MPR, 1-3:30 PM, FRIDAY, JAN. 27, 2012. MAKE-UP ORIENTATION,
SPRING 2012, RSC, ROOM 402, 1-3:30 PM, MONDAY, JAN. 30, 2012. IF YOU
CAN ATTEND NEITHER OF THE TWO OPTIONS, PLEASE CONTACT
CIVIC@RCI.RUTGERS.EDU OR CALL 732-932-8660

The course has many purposes, both to enhance you intellectually and professionally and to support the rising 9th, 10th and 11th grade Rutgers Future Scholars in New Brunswick and Piscataway. In reference to the former, you will learn, in an explicit manner, how to mentor adolescents effectively. We will also examine and discuss multiple readings that illustrate why initiatives such as the Rutgers Future Scholars Program are needed at this time. Punctuating this intellectual inquiry will be visits from one or two guest lecturers, who will describe, as per their lived experience, various barriers to educational attainment among less economically advantaged students. Finally, you and your fellow mentors will form partnerships so that we can work as a team to build and improve on this groundbreaking mentoring initiative.

The process whereby you learn how to effectively provide RFS with the support they need to stay on track, formulate goals, anticipate pitfalls and challenges, problem solve, and more fully explicate how to drill down and accomplish goals sequentially, will occur, in part, as you shadow experienced RFSP mentors in the New Brunswick and Piscataway High Schools. The sum of your time in the field either attending a RFSP sponsored event, shadowing experienced mentors, or meeting with your mentees should amount to a minimum of 20 hours, spread out evenly from the middle to the end of the spring semester.

How You Earn Your Grade

The evaluation of your performance in this class is based on a points system. It is possible for you to earn a total of one hundred points for this course. This system allows you to monitor your progress as the semester progresses. Details of requirements are provided on this, as well as succeeding pages.

To Earn	A	B+	B	C+	C	D	F
Points Needed	90	87	80	77	70	60	<60

Goals for the Course

1. Describe the basics of effective mentoring, including relationship building, appropriate self-disclosure, ice-breakers (ways to learn about each other), confidentiality agreements, and what to do if a problem arises
2. Discuss how to foster problem solving on behalf of your mentee, ways to keep calm in the face of stress, methods used to plan/form short and long term goals, time management and study skill strategies, and the peer and home-based factors that help or hinder progress
3. Examine case studies, illustrating the common factors faced by those living at or close to the poverty line
4. Examine effective, culturally sensitive teaching practices
5. Analyze the constellation of factors, which serve to impede access to education

Class Format

The primary method of instruction for this course will be the use of lectures, supplemented by group work and class discussions. Once your background and criminal checks have been completed, you will be able to shadow experienced mentors and/or work with one or more of your own mentees. Finally, in preparation for the work you will do next fall (assuming you take this course again) you will collect a compilation of your best mentoring exercises and record keeping procedures for repeated use.

Required Activities	Due Date	Points Available/% Grade
Attendance/Participation	ongoing	30
Reflection Papers	midterm 3/7, others TBA	40
Portfolio	Final Portfolio, 4/25	
Shadowing @ HS/Working w/your mentees	ongoing	30

Expectations

“The most potent behavioral influence that a [young] adult can have on the life of a child comes when an attachment has been formed” (Brendtro, Brokenleg & Van Bockern, 1990, p. 74).

As a mentor, your ability to build bonds with your mentees based on care and mutual concern depend upon whether or not your Scholars view you as a person who they can consistently trust and who will not let them down. Thus, in taking this special responsibility you are required to demonstrate fidelity to your mentee(s) by coming to all scheduled on-campus and after-school meetings, appropriately communicating with your mentee(s) regularly, and contacting them in the rare event you have to change your meeting time.

Behaviors that will enable you to meet your goals include **working with your mentees consistently (cannot be emphasized enough)**, maintaining **their trust**, and **supporting them in a manner that is respectful of their neighborhood and culture**. In addition, it is important for you to **keep notes in chronological order documenting** that which occurred **immediately after each visit**, read and utilize the **workbook** weekly, **promptly attend to postings on Sakai**, and **respond thoughtfully when completing your written work**. Thoughtful responses are defined as: **truthful, tactfully and respectfully written, grammatically correct, typed, and reflective of that which is experienced “in the field” as well as the literature that informs your perspectives**.

Also important is engagement and full participation in class. **You are expected to be at class on time and to stay on task. Accordingly, I will be taking attendance at the beginning of each class period. If you are late for class, half a class absence will be extracted from your attendance score.** In addition, texting, reading the newspaper or another book, and discussing matters unrelated to the class is not acceptable and will result **in half of a class absence**. If you have **perfect attendance to class and to all of your mentoring sessions, then five points will be added to your final attendance grade.**

Please see Appendix A for a list of policies mentors are asked to follow

Please Mark Your Calendars

***Events: Rutgers Future Scholars and their Mentors, “Knight for a Day,” Friday, February 17, 2012 &/or February 20, 2012**

***April 6th or April 13th (probably April 13th), Scavenger Hunt**

Summary of Assignments/Requirements/Policies:

1. Attendance as a Mentor (30% of grade):

Attendance at all regularly scheduled mentoring visits is required. One excused absence (appropriately documented) including that which is due to the observance of religious holidays or illness is accepted. One-half of a letter grade will be deducted for each unexcused absence. One make-up visit will be made available for an appropriately documented reason.

Class Attendance (Attendance and Participation= 30% of your grade): Attendance at all regularly scheduled classes is required. One excused absence for the reasons stated above will be permitted. It is your responsibility to get the lecture notes, handouts, and details of assignments from other students. It is also your responsibility to come to class on time.

Perfect class and mentoring attendance: Again, if you come to class on time and have perfect attendance as both a mentor and participant in this class, then I will add five points to your attendance grade as extra credit.

2. Participation:

Participation involves your active contribution to the class activities. Should you fail to participate in class discussions and group work, or if you are late, then your attendance grade will be lowered (half of one class absence).

3. Portfolio: (20% of grade)

Purpose: The purpose of the portfolio is manifold. First, we wish to see the progress of your mentee(s) throughout the semester. Second, we wish to see how well you recorded that which occurred, thoughtfully reflected on such experiences, and meaningfully merged that understanding with the literature you have read. Included in this culminating project will be a typewritten account of the exercises you completed from the workbook, a log in chronological order of what you accomplished/discussed, and **a two page summary that depicts the sum of your experiences with your mentees throughout the semester (i.e., in your role shadowing mentors and mentees and/or in your work as a mentor with specific Scholars).**

4. Responses to Readings/Reflection Paper (20% of grade)

You will be asked to respond to readings and actively engage as a contributor within the intellectual community of our class. Your capacity to support your peers' intellectual and personal growth and act as a member of a team will be viewed as an essential aspect of these contributory interactions. In addition, you will be asked to write a two-page, type written paper on an important topic related to college preparation. I will provide you with four topics to choose from and you can write about that which appeals to you. If your paper is comprehensive and well-written, it may be included in the workbook (you will be cited as the author of the said piece, making you a workbook contributor).

Optional Leadership Opportunity/Coffee Talk: Mr. Peter Giandonato will be leading discussion groups **every Friday at noon**. During this time, participants can discuss their experiences in the field, contributions to the course, mentor/mentee gatherings, mentor/mentee opportunities to participate in community service projects and related matters. We welcome your interest, your talent and your leadership in expanding this program...and most of all we really enjoy getting to know all of you. ***If you attend ten leadership committee meetings throughout the semester, then you will be provided with five points extra credit, to be added to your final grade. Attendance at less than ten meetings or more than ten will not provide you with lesser or greater values of extra credit.***

Date	Topic/Reading	
January 18	Introduction to the Course	Read: "Modeling and Mentoring in Urban Teacher Preparation"
January 25	Discuss "How-To's" Of Mentoring	Work on Assignment Number One
February 1	Additional Mentoring Techniques/ <u>Assign.Due</u> *	Read : Case Histories, S. Nieto Answer Questions
February 8	Latino Identity Submit answers	Read: "Collective Id. and the Burden of 'Acting White' in Black History, Community and Education," Ogbu, J.U. Bring Notes Page to Class
February 15	Collective Identity in Black History Submit notes	Read Lucas, et al. Bring Notes Page to Class
February 22	English Language Learners	Read "Reclaiming Youth @ Risk" Brendtro, L.K.
February 29	Adolescence, Depression Dr. Pat Connelly	Create notes page/ideas for practice from "Reclaiming Youth @ Risk"
March 7	Bullying, HIB legislation Teaching Tolerance Film, Submit notes	Read excerpts from "Social Problem Solving, Interventions in the Schools," Elias & Tobias
SPRING BREAK		
March 21	Social Problem Solving Appropriate Assertion	Read, "And Still We Rise," Corwin, M. Answer Questions Posted on Sakai
March 28	Students Experiences, South Central LA, Submit answers	Read: Baumeister, R.F.
April 4	Ego Depletion	Read: Article by Duckworth et al., and see http://www.ppc.sas.upenn.edu/prplessons.pdf
April 11	Grit and Resilience	Read: http://www.cog.brown.edu/courses/cg195/pdf_files/fall05/CG195TverskyKahn1974.pdf Notes Page Required for Class
April 18	Heuristics and Decision Making, submit notes	
April 25	Hand in Portfolios	

ASSIGNMENT NUMBER ONE: PLEASE SUBMIT A TWO-PAGE TYPEWRITTEN ESSAY THAT DESCRIBES YOUR BEST, MOST INFLUENTIAL MENTOR(S) AND CITE THE CHARACTERISTICS HE/SHE [THEY] POSSESS AND BEHAVIORS HE/SHE [THEY] ENACT THAT ARE DISCUSSED IN THE ARTICLE. IF YOU HAVE NEVER HAD A SIGNIFICANT MENTOR, THEN DESCRIBE THAT EXPERIENCE. **BE SURE TO GROUND YOUR INTERPRETATIONS IN THE ARTICLE WRITTEN BY GENEVA GAY. IN ADDITION, PLEASE SUBMIT YOUR BEST WORK. YOUR PAPER SHOULD BE WRITTEN IN A GRAMMATICALLY CORRECT MANNER AND YOUR THOUGHTS SHOULD PROCEED IN A LOGICAL PROGRESSION, SUPPORTED BY FACTS FROM THE ARTICLE. MOST IMPORTANTLY, PLEASE SPEAK FROM THE HEART. THIS IS ONE WAY I GET TO KNOW ALL OF YOU, WHICH IS SALIENT TO ME.**

QUESTIONS (INCLUDING THOSE ON SAKAI), CASE HISTORIES: WHEN RESPONDING TO QUESTIONS PLEASE BE SURE TO ADDRESS ALL THAT IS ASKED. IF YOU WISH TO RECORD YOUR TYPEWRITTEN ANSWERS AS BULLET POINTS (WITH SUPPORTING TEXT SO I KNOW WHAT YOU ARE TALKING ABOUT), THEN THAT IS FINE. MY OBJECTIVE IS TO LEARN ABOUT THE DEPTH AND PRECISION OF YOUR NEW UNDERSTANDINGS AND INTERPRETATIONS.

NOTES PAGES: PLEASE RECORD SALIENT DETAILS FROM THE READING (AS IF YOU WERE SUMMARIZING THE PIECE) AND SUBMIT A TYPEWRITTEN VERSION.

IDEAS FOR PRACTICE: RECORD SPECIFIC QUESTIONS AND/OR ACTIVITIES FOR MENTORING SESSIONS AND GROUND YOUR SUGGESTIONS IN THEORIES FROM ASSIGNED READINGS.

OFFICE HOURS CALENDAR

ALL MEETINGS WILL BE IN THE ATRIUM CONFERENCE ROOM: WEDNESDAY, JANUARY 25, 2012, (1:00-2:00); FRIDAY, JANUARY 27, 2012 (1:20-3:30); WEDNESDAY, FEBRUARY 1, 2012 (1:00-2:00); FRIDAY, FEBRUARY 2, 2012 (12:00 – 2:00); WEDNESDAY, FEBRUARY 8, 2012 (1:00-2:00); FRIDAY, FEBRUARY 10, 2012 (12:00 – 2:00); WEDNESDAY, FEBRUARY 15, 2012 (1:00-2:00); FRIDAY, FEBRUARY 17, 2012 (12:00 – 4:30); MONDAY, FEBRUARY 20 (12:30-5:00 PM); WEDNESDAY, FEBRUARY 22, 2012 (1:00-2:00); FRIDAY, FEBRUARY 24, 2012 (12:00-2:00); WEDNESDAY, FEBRUARY 29, 2012 (1:00-2:00); FRIDAY, MARCH 02, 2012 (12:00 – 2:00); FRIDAY, MARCH 09, 2012 (12:00- 2:00); WEDNESDAY, MARCH 21, 2012 (1:00-2:00); FRIDAY, MARCH 23, 2012 (1:30-3:30); WEDNESDAY, MARCH 28, 2012 (1:00-2:00); FRIDAY, MARCH 30, 2012 (12:00 – 2:00); FRIDAY, APRIL 6, 2012 (12:00 – 4:30); WEDNESDAY, APRIL 4, 2012 (1:00-2:00); WEDNESDAY, APRIL 11, 2012 (1:00-2:00); FRIDAY, APRIL 13, 2012 (12-4:30); WEDNESDAY, APRIL 18, 2012 (1:00-2:00); FRIDAY, APRIL 20, 2012 (12:00-2:00); WEDNESDAY, APRIL 25, 2012 (12:00 – 5:00). **IF YOU NEED TO MAKE AN APPOINTMENT TO MEET AT ANOTHER TIME, FEEL FREE TO CONTACT ME. I AM OFTEN IN MY OFFICE (191 COLLEGE AVENUE, 2ND FLOOR).**

POLICIES

Academic Integrity

I expect that you will comply with standards of academic integrity. If you have any questions concerning these standards please ask me for clarification.

Visits to Schools

Once you have been granted permission to enter the school and begin your mentoring at a set date and time, **then you are required to fulfill that obligation for two hours per week and you are required to attend one mentor-mentee event per semester (details will be made available shortly)**. If you must be absent due to religious observance, a death in the family, jury duty, or if you are ill, then **you are provided with one excused absence that you are required to make-up**. Excused absences for illness must be verified by a doctor's note; all excused absences should be reported to Mr. Peter Giandonato, Mentoring Coordinator. In addition, **you are required to contact your mentees and/or the mentor you shadow to let them know you will have to reschedule and why. Every unexcused absence will result in a reduction in your final score by half a letter grade. This will not be the case however, if you have more than one excused absence.**

What if your mentee does not show?

If your mentee does not attend your session, then you are required to stay at the site and work with the High School Lead to find out what happened. In the event it is necessary to do so, the High School Lead will write a letter to either the principal/guidance staff requesting to speak with this student, or Director Gutierrez and/or Dr. Eve Sachs, the Program Coordinator in New Brunswick and Piscataway, will contact the Scholar directly.

What if you are having difficulty contacting your mentee?

If you are having problems contacting your mentee then you are permitted to contact him or her via "Facebook", provided all security settings are activated. Remember, all correspondence with your mentee must be recorded on your communications log, so please be sure to quickly document your emails and other methods for making contact. It is also important for you to contact Mr. Peter Giandonato immediately if you are having difficulty contacting your mentee, or if your mentee has failed to attend a session.

Class Absences

You are allowed one excused absence from class. Again, excused absences can be due to illness, a death in the family, jury duty, or religious observance. Note: Proper documentation means that you provide a doctor's note or the like in the event of an unforeseen circumstance.

Missed Classes

It is your responsibility to get notes from another student if you miss class. Most, if not all presentations will be posted on Sakai, enabling you to ascertain that information on your own.

Grading Policy

Grades will be assigned according to the point system described previously.

Communication and Other Mentor/Mentee Parameters

You will receive detailed information regarding confidentiality agreements and related matters. At the most basic level however, we mandate that mentors **do not drive their mentees anywhere**; wear **their "Dream, Believe, Succeed" T-shirt** (or if it is in the wash) a Rutgers shirt or sweatshirt at all meetings with their mentees; **do not permit their mentees to visit the dorm** at any time; **meet in public places where there are always other persons present**; text, email or phone one another **to briefly discuss academic matters or meeting times only**; communicate in a friendly, yet **appropriate** manner; **meet only during daylight hours**; remain in the building at the **New Brunswick School for Health Sciences and Technology until 4 p.m.**, when the late bus comes; ensure Scholars have **safe transportation and permission slips in the event they are visiting you on campus or at a local library**; and, if you wish to invite one or more of your mentees to an **on-campus event**, please provide Mr. Jerome Goings with information regarding your plans **one week in advance so he can determine whether or not approval will be granted.**

If any of the parameters above are not followed by a mentor, then he or she will be asked to cease mentoring and will be reassigned to assume a different set of responsibilities. Our need to protect you and your mentees' require us to uphold this policy with no exceptions.

Time Sheets and Reflection Sheets

All mentors will be required to submit their reflection sheets to High School Leads on a weekly basis. Time sheets detailing the date, starting and ending time, must also be completed and signed by either the High School Leads or your mentees upon completion of every visit. If you are made aware of any information that would require you to break confidentiality with your mentee (**that the mentee is either in danger or could cause harm to another**) then you are required to report your concern to Mr. Peter Giandonato and the High School lead immediately.

Reading List:

- Baumeister, R.F. (2003). Ego depletion and self-regulation failure: A resource model of self-control. *Alcoholism: Clinical and Experimental Research*, 27(2), 281-284.
- Brendtro, L.K., Brokenleg, M. & Van Bockern, S. (1990). *Reclaiming Youth at Risk: Our Hope for the Future*. Solution Tree: Bloomington, Indiana.
- Corwin, M. (2001). *And Still We Rise*. HarperCollins: New York, NY.
- Duckworth, A.L., Peterson, C.P., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087-1101.
- Elias, M.J. & Tobias, S.E. (1996). *Social Problem Solving: Interventions in the Schools*. Guilford Press: New York, NY.
- Gay, G. (1995). Modeling and mentoring in urban teacher preparation. *Education and Urban Society*, 28(1), 103-118.
- Lucas, T., Villegas, A.M., & Freedson-Gonzalez. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59 (361), 361-373.
- Nieto, S. & Bode, P. (2007) *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Allyn & Bacon: Boston, MA.
- Overmier, J.B. & Seligman, M.E.P. (1967). Effects of inescapable shock upon subsequent escape and avoidance behavior. *Journal of Comparative and Physiological Psychology*, 63, 23-33.
- Peterson, C. & Seligman, M.E.P. (1984). Causal explanations as a risk factor for Depression: Theory and Evidence, *Psychological Review*, 91, 347-374.