

Fall 2011: 010:830:392 Section 01

01:090:298 Section 03

Public Scholarship and Service Internship

Class Meets: Every Wednesday, 11:30 to 12:50 p.m., FH A6

Course Instructor: Professor Schramm-Possinger

Teachers' Aide: Peter Giandonato

Office Location: 191 College Avenue, Second Floor

Office Hours: 10-11:30 and 2-3:30 Tuesday; 1:30-3:30 Wednesday; 12-3:30 Friday

Contact Me:

Contact Peter:

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

- **Required readings will be posted on Sakai**

If you have not already, then 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/criminal check from "**Morpho Track**"

Overview

The course has many purposes, both to enhance you intellectually and to continually support the rising 9th, 10th, and 11th grade Rutgers Future Scholars in New Brunswick and Piscataway. In reference to the former, you will revisit how to mentor adolescents effectively. We will also examine and discuss multiple readings that illustrate, from sociological, journalistic and policy-based perspectives, the effects of poverty on individuals, families and the larger contexts in which they reside. Enhancing this intellectual inquiry will be visits from guest lecturers, who will describe, as per their area of expertise, policies and practices germane to increasing educational attainment among less economically advantaged students. Finally, you will guide and support new mentors so that we can work as a team to build and improve on a groundbreaking aspect of the highly regarding Rutgers Future Scholars Program.

The Scholars themselves, will be provided with needed support, fostering their ability to stay on track, formulate goals, anticipate pitfalls and challenges, problem solve and discern the consequences of their actions, and more fully explicate how to drill down and accomplish goals sequentially. Objectives that eleventh grade RFS will be working to achieve include writing their personal statements, exploring careers, completing their FAFSA forms, and investigating funding sources for room and board. You will

be the one facilitating this process and you will be fundamental in helping us achieve our mission: college entrance and completion among our promising youth.

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. Examine from a policy-based perspective the factors that undermine educational and economic opportunity
2. Facilitate additional kinds of skill building on behalf of your mentee(s) that will enable them to apply to college while concurrently revisiting practices with your RFS' such as keeping calm in the face of stress, planning/forming short and long term goals, managing time, and studying effectively.
3. Dissect multiple readings that illustrate the lived experiences faced by those whose income is at or near minimum wage
4. Analyze the constellation of policies that render the ladder out of poverty shaky at best

Class Format

The primary method of instruction for this course will be the use of lectures, presented either by the class professor or by guest speakers, supplemented by group work and class discussion. In addition, you and your peers will analyze the readings and distill from what you read and have heard, the way these ideas can inform effective practice.

<i>Required Activities</i>	<i>Due Date</i>	<i>Points Available/% Grade</i>
Attendance/Participation	ongoing	20
Responding to Readings & Completing assignments	ongoing	20
Visiting Mentees Weekly	ongoing	40
Portfolio of Mentee Progress	due 12/9	20

Expectations

As you learned last year, your role as a mentor is extremely important in the lives of the Rutgers Future Scholars you will advise. The Rutgers Future Scholars have come to depend on you. Thus, it is very important that you continue to work with your mentees consistently, that you maintain their trust, and that you support them in a manner that is respectful of their neighborhood and culture. In addition, it is imperative for you to keep notes documenting that which occurred during each visit, use the workbook weekly, read that which is posted on Sakai, and respond thoughtfully. Thoughtful responses are defined as: truthful, tactfully and respectfully written, grammatically correct, 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. This means that texting, reading the newspaper or another book, and discussing matters unrelated to the class is not acceptable and will result in a drop in your attendance grade.

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.

Make Up Visits

If you miss a visit to your mentees because of ***religious observance or because of a properly documented illness on more than one occasion, then you are required to “make-up” that time. Thus, you will be permitted to have one excused absence from mentoring per semester***. You are also provided with one excused absence from class. Note: Proper documentation means that you provide a doctor’s note that states you were unable to visit your mentee(s) on the date scheduled.

Missed Classes: It is your responsibility to get notes from another student if you miss class. If you need additional help, please feel free to come see me during office hours. ****Note: If you attend all classes and make all of your mentoring visits to the local schools throughout the semester, five points will be added to your lowest grade.***

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

Details of Assignments/Requirements/Policies:

1. ***Attendance as a Mentor (40%):*** Attendance at all regularly scheduled mentoring visits and one RFSP event, for a total of thirty hours per semester, is required. One excused absence (appropriately documented) including that which is due to the observance of religious holidays or illness will be accepted. Points will be deducted for each unexcused absence. Make-up visits will be made available for appropriately documented reasons.

Class Attendance (20%): Your attendance at all regularly scheduled classes is very important. You will be granted however, one excused absence. It is your responsibility to get the lecture notes, handouts, and details of assignments from other students. It is also your responsibility to sign the attendance sheet. I will not be able to sign your name for you once class is over.

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 lowest 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, your attendance grade will be lowered. In addition, if you are chronically late then the class time you miss will be deducted from your attendance log.

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.

4. ***Responses to Readings/Assignments: (20% of grade)***

You will be asked to respond to readings, summarize conceptual information in your own words, 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.

Optional Leadership Opportunity:

Peter, the Mentoring Coordinator, will be leading discussion groups for you and your undergraduate peers **every Friday at noon**. During this time, we can discuss fundraising opportunities, contributions to the course content, mentor/mentee gatherings, explore activities on campus (to suggest to the class), and related matters. As always, we welcome your interest, your talent and your leadership in expanding this program.

Mentor/Mentee Meeting Opportunities:

Throughout the semester, you will be provided with opportunities to engage in public service or spend time on campus with your mentee(s). If there is an on-campus event you would like to attend with your RFS', then please request permission to do so one week in advance and collect permission slip(s) signed by your Scholars' parent or caregiver.

Quick reminders of other parameters are as follows:

- Maintain a friendly yet appropriate relationship (dating and divulging personal information is prohibited)
- Spend time in spaces where others are present (meeting in dorm rooms, other personal spaces, or alone is prohibited)
- Require Scholars to take buses, car pool with parents, walk or find another safe form of transportation (mentors driving their RFS' is prohibited)
- Meet during daylight hours only
- Wear your "Dream, Believe, and Succeed" t-shirt

<i>Date</i>	<i>Topic</i>	<i>Reading</i>
<i>September</i>		
7 th	Introduction to the Course	Read document: “ELL,” on Sakai
14 th	Guest Speaker: Dr. Mary Curran	<i>“Nickel and Dimed”</i> , Eichenreich, B.
21 st	“Nickel and Dimed” Podcast, Reflections	Readings: TBA by Dr. Curenton
28 th	Guest Speaker: Dr. Stephanie Curenton	Reading: <i>“Benefits and Costs of Quality Early Childhood Education,”</i> S. Barnett
<i>October</i>		
5 th	Guest Speaker: Dr. Milagros Nores, NIEER	Read: <i>“Scenes from the Class Struggle”</i> , J. Klein, <i>“The Atlantic”</i> Bring materials for debate
12 th	Prepare: Mock Debate	<i>“Trying to beat the odds: The struggles of undocumented immigrant adolescents during the transition from high school,”</i> on Sakai
19 th	Guest Speaker , Marisol Conde-Hernandez Prepare: Mock Debate	Read: J. Tough, <i>“No Seriously, No Excuses,”</i> And from <i>“Whatever It Takes”</i> read <i>“Last Chance,”</i> and <i>“The Conveyor Belt”</i> on Sakai
26 th	Mock Debate: One panelist, UFT President Michael Mulgrew; Second panelist, NYC Chancellor of Ed.; Third panelist, Parent; Fourth panelist, NYC School Teacher; Fifth panelist, Michelle Rhee; Sixth panelist, Geoffrey Canada; Seventh “Group,” Moderator	
		Read: <i>“Ain’t No Makin It”</i>
<i>November</i>		
2 nd	Discussion: Brothers, Hallway Hangers	Read: <i>“Ain’t No Makin It”</i>
9 th	Examine Outcomes: Hallway Hangers, Brothers	Read: <i>Community Psych</i>
16 th	Map micro and macro system variables (Hallway Hangers/Brothers)	Read: <i>“Ego Depletion,” “Why Can’t More People Escape Poverty?”</i>
23 rd	Thursday Classes-Happy Thanksgiving!	
30 th	Explore consequences of Ego Depletion on Decision Making	Read: Socio of Ed
<i>December</i>		
7 th	Reflect, Next Steps, Additional App. In Practice	
9 th	Portfolios Due	