

Fall 2012: 01:090:298 Section 02, 01:830:392
Public Scholarship and Service Internship

Class Meets: Wednesdays, 9:50am to 11:10am in Frelinghuysen Hall, Room A6, CAC

Course Instructor: Kate Garcia

Teacher's Aid: Aaron Reevey, Mentoring Coordinator

Office Hours: by appointment

Contact Instructor:

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Contact Teacher's Aid:

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Websites: the course website is on Sakai. Please register as soon as possible.

Required readings and announcements will be posted on Sakai.

You are required to purchase:

- **The Freedom Writers Diary:** How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them (by the Freedom Writers and Erin Gruwell)
- The "**Dream, Believe, Succeed**" Rutgers Future Scholars Program T-Shirt, available at the Rutgers University Bookstore
- The **Mantoux Test** from the Hurtado Health Center or your physician
- **Fingerprinting** from MorphoTrak
- A **criminal background check**

Please Note: There will be a **mandatory Collaborative Orientation** on Friday, September 14th, 2012 in the Cook Campus Center Multipurpose Room. Registration begins at 1pm and the orientation begins at 2pm and concludes at 3:30pm. The make-up orientation will be on Monday, September 17th, 2012 in the Rutgers Student Center, room 402. Again, registration begins at 1pm and the orientation begins at 2pm and concludes at 3:30pm. If you cannot attend either of the two available options, please contact civic@rci.rutgers.edu or call (732) 932-8660.

The course has many purposes, consistent with the goals and objectives we worked to meet last semester. In order to further actualize those aims, we will revisit best mentoring practices with a focus on more nuanced variables such as how to advise and support relationship reluctant adolescents. We will also build our understandings in a layered, less elliptical manner by exploring entirely different topics such as ego depletion, grit and resilience, positive psychology, and additional theories that inform practice.

The sum of your time in the field either attending a RFSP sponsored event or meeting with your mentees should amount to a minimum of 20 hours, spread out evenly from the middle to the end of the fall semester. You may also be asked to act as a High School Lead/Supervisor on one occasion this fall. High School Leads are required to bring materials to the mentoring site, make sure snacks are available, supervise that which is occurring, orchestrate group activities, and debrief all mentors after the Scholars have left. Leads also review post-session evaluations and offer constructive suggestions in writing... in essence, making each one of you "the boss" during at least one mentoring session.

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. Revisit 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. Re-examine adolescent development, gender differences and contextual stressors that impact mentees' perceptions, behaviors and affect.
3. Explore the intersection between race, SES, and cultural norms.
4. Examine relevant theoretical constructs such as ego depletion and determine how to apply facets of these empirical findings to our mentoring practice.

Class Format

The primary method of instruction for this course will be the use of lectures, supplemented by group work and class discussions.

Required Activities	Due Date	Points Available (% Grade)
Attendance/Working as a Mentor	Ongoing	30
Attendance/Participation in Class	Ongoing	30
Responses to Readings	Ongoing	10
College Preparation Paper	11/7/12	10
Final Portfolio	12/12/12	20

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

Summary of Assignments/Requirements/Policies:

1. Attendance/Working 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.

2. Attendance/Participation in Class (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.*

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. Responses to Readings (10% 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. To prepare for class discussions, you will bring in a notes

page to class, which will be collected at the end of each class. A notes page can be a summary or outline of the reading or a graphic organizer of the main ideas and should include some personal questions or reactions to the reading. The notes page should be at least half a page and no more than one page in length. There will be 12 readings and you will need to hand in a total of 10 notes pages in order to get full credit.

4. College Preparation Paper (10% of grade)

In addition, you will write a two to three page type-written paper on an important topic related to college preparation. Please select a specific topic related to college preparation and email me for approval. Be sure to ground your interpretations in the course readings, discussions, and other research you find. 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 articles. 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).

5. 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 **three to five 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).

Optional Leadership Opportunity/Coffee Talk:

Aaron 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 (to be read before class)
9/5/12	Introduction to the Course	Read: Policy Guide
9/12/12	Adolescent Development, part 1	Read: Developing Adolescents: A Reference for Professionals pages 1-20
9/19/12	Positive Psychology	Read: Positive education: Positive psychology and classroom interventions AND The new science of happiness AND A new gauge to see what's beyond happiness
9/26/12	Adolescent Development, part 2	Read: Developing adolescents: A reference for professionals pages 21-34
10/3/12	Social Psychology and Group Dynamics	Read: Understanding group processes
10/10/12	Bullying	Read: Bullying prevention guidance for school stakeholders AND Effective intervention for bullying AND Social emotional learning and bullying prevention
10/17/12	Gangs	Read: http://www.pbs.org/independentlens/cripsandbloods/index.html (explore the website)
10/24/12	Gangs	Read: Gang awareness guide
10/31/12	Grit, Resilience, and Ego Depletion	Read: Ego depletion and self-regulation failure: A resource model of self-control AND What if the secret to success is failure? AND Which traits predict success: The importance of grit
11/7/12	College Access, Class, and Immigration	Read: Why does family wealth affect learning? AND Income inequality producing a new king of achievement gap AND additional articles on Sakai (TBA) DUE: College Preparation Paper
11/14/12	College Access, Race, and Gender Identity	Read: articles on Sakai (TBA)
11/28/12	Freedom Writers	Read: excerpts (TBA)
12/5/12	Freedom Writers	Read: excerpts (TBA)
12/12/12	Portfolios Due	

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 Aaron Reevey, 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.

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.

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. It is your responsibility to get notes from another student if you miss class.

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 school building until 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 Aaron Reevey 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 Aaron Reevey and the High School Lead immediately.

***The instructor reserves the right to make changes to this syllabus at any time.

Reading List

- American Psychological Association. (2002). *Developing adolescents: A reference for professionals*. Retrieved January 11, 2012, from American Psychological Association: www.apa.org/pi/pii/develop.pdf
- Anonymous. (2012, May/June). Income inequality producing a new kind of achievement gap. *American Teacher*, p. 7.
- 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.
- Education Development Center. (2009, November). *Social Emotional Learning and Bullying Prevention*. Retrieved from Collaborative for Academic, Social, and Emotional Learning: <http://casel.org/publications/sel-and-bullying-prevention/>
- Lehrer, J. (2011, March 14). *Which traits predict success (The importance of grit)*. Retrieved August 29, 2012, from Wired: <http://www.wired.com/wiredscience/2011/03/what-is-success-true-grit/>
- Lubienski, S. T. (2007, November). What we can do about achievement disparities. *Educational Leadership*, 65(3), pp. 54-59. Retrieved from ASCD: <http://www.ascd.org/publications/educational-leadership/nov07/vol65/num03/What-We-Can-Do-About-Achievement-Disparities.aspx>
- Newton, F. B., & Ender, S. C. (2010). Understanding group processes. In F. B. Newton, & S. C. Ender, *Students helping students: A guide for peer educators on college campuses* (pp. 151-178).
- NJ Office of the Attorney General. (n.d.). *Recognize the signs: Gang awareness guide*. Retrieved from The State of New Jersey: <http://www.nj.gov/oag/gang-signs-bro.pdf>
- O'Neil, R., Kellner, M. H., Green, S., & Elias, M. J. (2012, January). Effective intervention for bullying. *Principal Leadership*, pp. 56-60.
- Seligman, M. E., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, 35(3), 293-311.
- The Freedom Writers. (2009). *The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them*. New York: Broadway Books.
- Tierney, J. (2011, May 16). A new gauge to see what's beyond happiness. *New York Times*.
- Tough, P. (2011, September 14). What if the secret to success is failure? *The New York Times*.
- Wallis, C. (2005, January 17). The new science of happiness. *Time Magazine*.

Willingham, D. T. (2012, Spring). Why does family wealth affect learning? *American Educator*, pp. 33-39.

***Please note: Additional articles may be posted to Sakai.