

EDUC 245 – Appreciative Mentoring Spring 2019

Course Number: EDUC 245, Sect. 1
Course Credit: 1
Classroom Number: ALB018B
Class Time: M 2:00 – 2:50

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Prerequisite

Mentors must have successfully completed EDUC - 145 and acquired a mentoring assignment within an authorized University College program.

Course Content

This course is designed to help mentors learn more about mentoring using a collaborative process which applies to both group and one-on-one mentoring. This course will expand the mentor's knowledge and skills by developing a deeper understanding of mentoring literature, which may include concepts such as the release of responsibility model, inclusivity, and an enhanced understanding of how students set and achieve goals that lead to student success – academic success, retention, and personal growth. Readings, discussions, and activities will be assigned in an effort to help mentors refine their mentoring relationships and develop their mentoring skills. Mentors will mainly be identifying and developing personal areas of expertise in mentoring through the reading and reviewing of literature.

Learning Objectives

As a result of completing this course, students will be able to:

- Better articulate areas of research in the field of mentoring
- Implement developmental and holistic approaches for student learning and academic success
- Apply positive relationship and communication skills to individual and group mentoring experiences
- Differentiate the stages of mentoring
- Identify an area of interest in mentoring research and develop a keener understanding of the concepts

Connections with University College Principles

- Promotion of student learning
- Focus on individual student success
- Commitment to intentional reflection and assessment

Emphasis	Principle of Undergraduate Learning	Specific Learning Objective
Major Emphasis	Integration and Application of Knowledge	Implement gradual release of responsibility approaches to mentoring activities
Moderate Emphasis	Understanding Society and Culture	Demonstrate mentoring skills while considering diversity in students' needs and skills

Course Format

This course will be taught in the classroom with fourteen campus course meetings throughout the semester. This course will use in-person meetings, email, and Canvas to provide course material, announcements, and feedback on assignments.

Mentor Evaluation

This is a highly interactive, reflective, and applied learning experience which requires considerable self-initiation and discipline. Mentors will be evaluated in the following areas

Graded Papers/Projects/Activities

- Note: Course Attendance and Participation will be part of the mentoring performance grade

Grading

What	Description	Submission Format	Due Date	Points
Reference Desk Visit	During week 1/2, visit the library reference desk and work with the librarian to find four peer reviewed articles related to mentoring topics which interest you.	Upload the articles to Canvas	Before Week 3	3 Points
Article Summaries	Read your four peer-reviewed articles and write a half-page summary on each (check the assignment sheet for the proper layout for the summaries).	Canvas	Before Week 4	5 Points
Topic Identification	Narrow your mentoring interest to one topic and identify that topic.	Canvas	Before Week 5	2 Points
Re-Visit the Reference Desk	Use the reference list from previous articles and the reference desk to find three additional articles related to your identified topic of interest	Upload the articles to Canvas	Before Week 6	5 Points
Identifying the Gap	Read the articles on your narrowed topic. Summarize the articles (if they are new). Identify where there is a “gap” in the literature (i.e. What questions are you left with after reading the article? What extension is there from what they have said? What is unanswered?). It is okay if the gap is small or if you simply want to know if their findings would be the same if that same research was conducted here at UWSP.	Canvas	Before Week 7	5 Points
Initial Question Formation	Using the “gap” that you found in the literature, write a question related to that mentoring topic that you would like to find	Canvas	Before Week 8	5 Points

	the answer for (this will be the basis of your research for EDUC 345 and 445).			
Literature Review	Write a literature review (including a minimum of 7 articles) for your identified mentoring topic. What research has already been done that helped to lead you to your question or that is guiding you in creating a hypothesis in response to your question? Use the assignment sheet and rubric to follow the proper requirements (including 2 visits to the Writing Lab at least a week apart and at least two days before the due date).	Canvas	Before Week 15	20 Points
Make a Presentation/Lead a Discussion	Lead a 10-25 minute presentation, including a post-presentation discussion, on your mentoring topic with EDUC 245 classmates. This is an informal presentation/discussion (much like our “team-builders” from EDUC 145). You will create a mini-presentation on the topic and will write discussion questions, which will be used for the post-presentation discussion. You will submit a planning sheet and meet with the instructor one week in advance to talk through your presentation.	Meeting w/instructor 1-week prior to presentation Week 13/14 In-Class Presentation	Week 13	10 Points
Extra Credit: Lead a Mini-Presentation or Activity for Mentees	Lead a 10-25 minute presentation/activity on your mentoring topic to mentees. This presentation must be geared to the audience and should not be the same as the presentation that you gave to your mentoring peers. If you opt-in to doing this, you are required to notify the instructor by week 10 and to have a completed planning form and a planning meeting at least one week prior to the presentation.	Meeting w/instructor at least 1-week prior to presentation In-Class (EDUC 104) Presentation	Week 14	+5 Points
Mentee Activities	There will be five graded activities and corresponding assignments that will be completed with your mentees. These are: <ol style="list-style-type: none"> 1. Mentoring and Goal Planning Sheets, 2. Campus Resources (and corresponding TutorTrac log), 3. Midterm Reflection 4. Financial Literacy Presentation (and corresponding TutorTrac log), 5. End of Semester Closure/Reflection Forms 	1. Canvas 2. TutorTrac 3. Canvas 4. TutorTrac 5. Canvas	1. Before Week 3 2. Before Week 5 3. Before Week 9 4. TBD 5. Before Week 15	20 Points (4 points each)

Mentoring Performance	You are expected to spend a minimum of three hours per week with mentoring-related activities – communications, meetings, activities, etc... Similar to EDUC 145, your mentees will provide feedback that will be taken into consideration when awarding mentoring performance points. The form that was utilized for feedback from mentees will be altered slightly to include a unique criteria related to a goal set by you.	NA	NA	20
Final Reflection Paper (Final Exam)	You will receive prompts for a final reflection paper for the semester. This will be due on the last day of finals.	Canvas	Last day of Finals – Week 16	5 Points

You will be graded according to the following scale:

- A:** A (100-94) / A- (93-90)
- B:** B+ (89-87) / B (86-84) / B- (83-80)
- C:** C+ (79-77) / C (76-74) / C- (73-70)
- D:** D+ (69-67) / D (66-64) / D- (63-60)
- F:** 59% and lower

Course Attendance and Participation

- Attendance at all 15 sessions is mandatory. One unexcused absence is allowed (with loss of points). Additional unexcused absences will result in the lowering of the final grade by ½ of a letter grade.

Mentoring Interest Literature Review Paper, Presentation

- A large part of this 2nd semester course is an opportunity to deepen your understanding of the mentoring experience. As such, you will identify an area of interest and will delve into the literature on this topic. You will utilize the reference desk to identify papers related to your topic, submit paper summaries, narrow your topic, write a research question, and, ultimately, submit a literature review paper (utilizing a minimum of five peer-reviewed sources) that explains this area of research in more detail (an assignment sheet, with a complete explanation and a grading rubric, will be discussed in class). You must utilize the TLC Writing Lab at least two times during the writing of your literature review. The visits must be at least one week apart and at least two days before the paper due date. You will present your findings to the EDUC 245 class and will facilitate a post-presentation discussion.
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Mentee Activities

- There will be four graded activities and corresponding assignments that will be completed with your mentees. These are: Campus Resources (and corresponding TutorTrac log), Financial Literacy Presentation (and corresponding TutorTrac log), Mentoring and Goal Planning Sheets, End of Semester Reflection Forms

Midterm Reflection

- You will describe your mentoring experience as they relate to different stages of mentoring: establishing rapport, assessing needs/problem identification, developing goals and understanding, facilitating awareness and growth. An assignment sheet will be handed out in week 3.

Final Learning Essay

- As the EDUC 245 final you will reflect on your growth as a mentor, your ever-developing mentoring philosophy, and your potential areas for future growth related to mentoring.

Mentoring Performance

- You are expected to spend a minimum of three hours per week with mentoring-related activities – communications, meetings, activities, etc...
- Similar to EDUC 145, your mentees will provide feedback that will be taken into consideration when awarding mentoring performance points. The form that was utilized for feedback from mentees will be altered slightly to include a unique criteria related to a goal set by you.
- Your professional growth in mentoring, facilitated through class participation, is part of your mentoring performance grade (hence, attendance in class is mandatory)

This is a graded credit-bearing course. Among the criteria to determine your continuation in the mentoring program, the grade in this course is a strong component.

Course Policies:

Special needs: If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center (DATC) at the beginning of the course and then contact us. We are happy to help in any way that we can. The DATC office is located in Albertson Hall, ALB609. Students can also call the office at 715-346-3365. For more information, visit <http://www.uwsp.edu/disability/Pages/default.aspx>.

Community Rights and Responsibilities: UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the *Community Rights and Responsibilities* document, and it is intended to help establish a positive living and learning environment at UWSP. Click here for more information:

<http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>

Academic Integrity: Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the "Student Academic Standards and Disciplinary Procedures" section of the *Community Rights and Responsibilities* document, UWSP Chapter 14. This can be accessed by viewing page 11 of the document at: <http://www.uwsp.edu/dos/Documents/CommunityRights.pdf> - page=11.

Administrative Withdrawal: A basic requirement of this course is that students participate in class and conscientiously complete writing and reading assignments. Students should keep in touch with the instructors if unable to attend class or complete an assignment on time. If a student misses more than half the class meetings within the first four weeks of the semester without contacting the instructor, that student will be administratively withdrawn from this course. Our class meets 15 times; thus if a student misses more than two classes in the first four weeks, the student may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if a student is administratively withdrawn from the course that student will not be eligible for a tuition refund. In the event that a student is administratively withdrawn, that student's scholarship and mentor positions may be directly affected. The student will need to meet with the mentoring coordinator to discuss the specific situation. If a student has questions about the administrative withdrawal policy at any point during the semester, that student should contact the instructor.

Student Resources:

Family Educational Rights & Privacy Act (FERPA): The Family Education Rights and Privacy Act of 1974 provides rules regarding educational records. As a student employee, you may have access to education records for the sole purpose of performing your jobs professionally and responsibly. You have a responsibility to protect the confidentiality of education records in your possession. You will sign a Statement of FERPA Understanding acknowledging that you understand that the intentional disclosure of information to any unauthorized person is a violation of both FERPA and UWSP policy. Disclosure of information could constitute just cause for disciplinary action including termination of employment.

Counseling and Psychological Services (Counseling Center). During the semester, if a student finds that life stressors are interfering with academic or personal success, that student is encouraged to consider contacting the UWSP Counseling Center. All UWSP students are eligible for free individual counseling services. The UWSP Counseling Center can be reached by phone at 715-346-3553 or by email at counsel@uwsp.edu.

Weekly Schedule

Week	Class Topic(s) and Activities	Due
1	No Monday Classes (Classes start Tuesday)	
2	<i>Syllabus – Course Overview + Drop Dates</i> <i>Mentoring Phases</i> <i>Walk to Reference Desk</i> <i>HW: Reference Desk Visit + Privilege Reading + Goal Planning Sheets (*Can use Mentoring Guide for Ideas for Mentor Goals)</i>	*Work with Mentees on putting syllabi into planners (TutorTrac)
3	<i>Campus Resources</i> <i>Discussion on Privilege</i> +Privilege Walk (2-2:50 group will be in ALB 310) <i>HW: Article Summaries and Campus Resources Assignment</i>	Reference Desk Visit and Upload (3 points) Mentoring and Goal Planning Sheets (4 points)
4	<i>Entering Scholarship (Reading) + List of Mentoring Journals</i> <i>Writing Process and Narrowing Topics (Topics Due before Week 5 class)</i> <i>The Writing Habit</i> <i>What is a literature gap (use student’s uploaded articles for application)</i> <i>HW: Set Individual Meetings on Literature Review Topics and Topic Identification</i>	Article Summaries (5 points)
5	<i>Financial Wellness (Maggie Kuhl presenting) (2-2:50 group will be in ALB 310)</i> <i>Financial Literacy – GradReady and Scholarships</i> <i>HW: Reference Desk Re-Visit on narrowed topic (all articles within the last five years, the more recent the better)</i>	Topic Identification (2 points) Campus Resources (4 points)
6	<i>Topic Introductions/Discussions</i> <i>Purpose, Power, and Essence of Leadership?</i> <i>Discussion of Gap Identification in Narrowed Topic Literature</i> <i>HW: Summarizing and Identifying the Gap</i>	Financial Literacy TutorTrac Log (4 points) Re-visit the Reference Desk on narrowed topic (5 points)
7	<i>The Essence of Leadership</i> <i>Research Question Formation Readings and Discussion</i> <i>HW: Initial Question Formation</i>	Summarize and Identify the Gaps (5 points)
8	<i>Student Development Research and Theory – The Connection to Student Success</i> <i>Research: Where to Publish (Reading)</i> <i>HW: Midterm Reflection</i>	Initial Question Formation (5 points)
9	<i>Midterm Reflection Discussions</i> <i>Social and Emotional Intelligence</i> <i>HW: Preparing for Presentations – Sign up for Presentation Dates; Working on Literature Reviews (Writing Lab Usage)</i>	Midterm Reflection (4 points)
10	<i>Mindset effect on Learning & Leadership</i> <i>Writing Literature Reviews - Discussion</i> <i>HW: Preparing for Presentations; Working on Literature Reviews (Writing Lab Usage)</i>	Identify a Journal of Interest for your Research
11	<i>Work Day</i>	

	<i>HW: Preparing for Presentations; Working on Literature Reviews (Writing Lab Usage)</i>	
12	<i>Looking Ahead: Closer look at Research, CITI, and IRB HW: Individual Meetings with Next Week's Presenters; Preparing for Presentations; Working on Literature Reviews (Writing Lab Usage)</i>	Presenting/Leading a Discussion on your topic (10 points)
13	<i>Mentor-Led Presentations HW: Individual Meetings with Next Week's Presenters; Preparing for Presentations; Working on Literature Reviews (Writing Lab Usage); End of Semester Closure/Reflection Forms with Mentees</i>	
14	<i>Mentor-Led Presentations HW: Working on Literature Reviews (Writing Lab Usage); End of Semester Closure/Reflection Forms with Mentees</i>	
15	<i>Course Closure and Wrap-up Mentee Feedback 2nd Semester Mentoring Competency Check HW: Complete on-line Final Reflection Paper</i>	End of Semester Closure/Reflection Forms (4 points) Literature Review (20 points)
16	<i>No Class – Final Exam Week</i>	Final Reflection Paper due on Last Day of Finals (5 points)



2018-2019 Academic Calendar

August / September 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	1
2	3	4	5	6	7	8 (1)
9	10	11	12	13	14	15 (2)
16	17	18	19	20	21	22 (3)
23	24	25	26	27	28	29 (4)
30						(5)

January 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5 (W1)
6	7	8	9	10	11	12 (W2)
13	14	15	16	17	18	19 (W3)
20	21	22	23	24	25	26 (1)
27	28	29	30	31		(2)

May 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4 (14)
5	6	7	8	9	10	11 (15)
12	13	14	15	16	17	#18 (16)
19	20	21	22	23	24	25 (1)
26	27	28	29	30	31	(2)

October 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6 (5)
7	8	9	10	11	12	13 (6)
14	15	16	17	18	19	20 (7)
21	22	23	24	25	26	27 (8)
28	29	30	31			(9)

February 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2 (2)
3	4	5	6	7	8	9 (3)
10	11	12	13	14	15	16 (4)
17	18	19	20	21	22	23 (5)
24	25	26	27	28		(6)

June 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 (2)
2	3	4	5	6	7	8 (3)
9	10	11	12	13	14	15 (4)
16	17	18	19	20	21	22 (5)
23	24	25	26	27	28	29 (6)
30						(7)

November 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3 (9)
4	5	6	7	8	9	10 (10)
11	12	13	14	15	16	17 (11)
18	19	20	21*	22	23	24 (12)
25	26	27	28	29	30	(13)

March 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2 (6)
3	4	5	6	7	8	9 (7)
10	11	12	13	14	15*	16 (8)
17	18	19	20	21	22	23
24	25	26	27	28	29	30 (9)
31						(10)

July 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6 (7)
7	8	9	10	11	12	13 (8)
14	15	16	17	18	19	20 (9)
21	22	23	24	25	26	27 (10)
28	29	30	31			(11)

December 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 (13)
2	3	4	5	6	7	8 (14)
9	10	11	12	13	14	#15 (15)
16	17	18	19	20	21	22 (16)
23	24	25	26	27	28	29
30	31					

April 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6 (10)
7	8	9	10	11	12	13 (11)
14	15	16	17	18	19	20 (12)
21	22	23	24	25	26	27 (13)
28	29	30				(14)

August 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3 (11)
4	5	6	7	8	9	10 (12)
11	12	13	14	15	16	17 (13)
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Symbol	Definition
Day	First Day of Classes
(week)	Class Week
Day	Winterim Meeting Days

Symbol	Definition
Day	Last Day of Classes
Day	Reading Day
Day	Final Exam Period

Symbol	Definition
*	Vacation Begins at 6:00 PM
Day	Student Vacation
#	Commencement

Important Dates:

- 1/22/19 – Classes Begin
- 1/31/19 – Last day to add/drop a 16 week course w/o a grade
- 3/15/19 – Spring Break begins at 6pm
- 3/25/19 – Classes Resume
- 4/5/19 – Last day to drop a 16-week course
- 4/15/19 – 5/2/19 – student registration for fall
- 5/10/19 – last day of classes
- 5/13/19 – 5/17/19 – Final Exams