

EDUC 245 – Appreciative Mentoring Spring 2020

Course Number: EDUC 245, Sect. 1
Course Credit: 1
Classroom Number: ALB018B
Class Time: W 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 concepts, including the gradual release of responsibility model, a better understanding of 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 also be identifying and developing personal areas of expertise in mentoring through research and presentation.

Learning Objectives

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

- Summarize the Gradual Release of Responsibility Model and its role in the mentoring experience
- 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 group and individual mentoring techniques and strategies
- 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 fifteen campus course meetings throughout the semester. This course will use in-person meetings, email, and Canvas to provide course materials, 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

- Course Attendance and Participation – 15 points (0.5 points for attendance, and 0.5 points for active participation which includes proper preparation. If you are unprepared or do not participate, CANVAS will show you as “Late” and give you credit for 50 %)
- Literature Review (Mentoring Interest Research) Paper – 40 points
- Presentation and discussion of research – 15 points
- Mentoring work plan – 5 points (you will lose points for late submission)
- Midterm Reflection – 5 points (you will lose points for late submission)
- Final Learning Reflection – 5 points
- Mentoring Performance – 30 points

Grading

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. (1/2 letter grade per absence)

Literature Review (Mentoring Interest Research) Paper

- 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 submit a paper (utilizing a minimum of **four, preferably peer-reviewed, sources**) that explains this area of research in more detail.

Presentation and Discussion of Research

- Before you submit your research paper, you will present your topic. The presentation will consist of the following parts:
 - Presentation of why you are interested in the topic

- Clear presentation of research question
- Summary of resources
- Interesting questions raised along the way
- Discussion with your classmates (this part can be a very important part of your overall presentation. The earlier you present in the semester, the more input you might be able to get from your classmates for your research paper)
- YOU HAVE TO MEET WITH ME ONE WEEK PRIOR TO YOUR PRESENTATION
- The presentation must be a minimum of 30 minutes.

Mentee Activities

- There will be two graded activities and corresponding assignments that will be completed with your mentees. These are: Mentoring Work Plans and Final Learning Reflection.

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...
- Like in EDUC 145, your mentees will provide feedback that will be taken into consideration when awarding mentoring performance points.

Grading

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

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 | Individual Meetings |
|--------|---|----------------------|--|
| Jan 22 | Warm-up, syllabus, expectations for mentoring Mentee assignments (mentoring work plans on CANVAS) Gradual Release of Responsibility Model | | |
| Jan 29 | <i>Literature Review: Introduction</i> <i>(Overview of course material and Course Reserve)</i> | | |
| Feb 5 | Guest speaker: Maggie Baum-Jordan Finding your purpose in research | | Developing Topic and Research Question |
| Feb 12 | <i>Literature Review: Further Exploration</i> <i>Developing a strong research question</i> <i>Topic Brainstorming Session</i> | Mentoring work plans | Developing Topic and Research Question |
| Feb 19 | Library Session I with Mindy King : Literature Review Research | | |
| Feb 26 | Library Session II with Mindy King : Hands-on research assistance | Research Question | |
| Mar 4 | Privilege Walk – Discussion of White Privilege | | Discussion of Articles (email me PDFs of articles at least two days prior to meeting) |
| Mar 11 | Privilege Continued | | Discussion of Articles |
| Mar 18 | No class: Spring break | | |
| Mar 25 | Mentor-led presentation I Topic: | Midterm Reflection | |
| Apr 1 | Mentor-led presentation II Topic: | | |
| Apr 8 | Mentor-led presentation III Topic: | | |
| Apr 15 | Mentor-Led Presentation IV Topic: | | |
| Apr 22 | Mentor-Led Presentation V Topic: | | |
| Apr 29 | Mentor-led presentation VI Topic: | | |
| May 6 | Closure and Wrap-up Mentee Feedback 2 nd Semester Mentoring Competency Check | | |
| May 13 | No Class – Final Exam Week | | |

Resources:

Allen, Dwight William, and LeBlanc, Alyce C. *Collaborative Peer Coaching That Improves Instruction : The 2 2 Performance Appraisal Model*. Thousand Oaks, Calif.: Corwin, 2005. Print.

Best, Liz. *Embracing First-time Students : The Retention Model That Works*. Revised. ed. [United States]: Wwww.lizbest.com, 2006. Print.

Bierema, Laura. "Mentoring Dilemmas: Developmental Relationships within Multicultural Organizations, Edited by Audrey J. Murrel, Faye J. Crosby, and Robin J. Ely (1999), Hillsdale, NJ: Erlbaum, 280 Pp., *Human Resource Development Quarterly* 13.1 (2002): 117-22. Web.

Bowman, Jonathan M., and Filar, D. Craig. *Masculinity and Student Success in Higher Education*. New York, NY: Routledge, 2018. Print. Key Issues on Diverse College Students.

Buckley, Maureen A., and Zimmermann, Sandra Hundley. *Mentoring Children and Adolescents : A Guide to the Issues*. Westport, Conn.: Praeger, 2003. Print. Contemporary Youth Issues.

Clutterbuck, David., and Ragins, Belle Rose. *Mentoring and Diversity an International Perspective*. Oxford ; Boston: Butterworth-Heinemann, 2002. Web. (book with online access through the library)

Crisp, Gloria, and Irene Cruz. "Mentoring College Students: A Critical Review of the Literature Between 1990 and 2007." *Research in Higher Education* 50.6 (2009): 525-45. Web.

Daloz, Laurent A. *Mentor : Guiding the Journey of Adult Learners*. Second ed. San Francisco: Jossey-Bass, 1999. Print. Jossey-Bass Higher and Adult Education Ser.

Ensher, Ellen A, and Susan E Murphy. "The Mentoring Relationship Challenges Scale: The Impact of Mentoring Stage, Type, and Gender." *Journal of Vocational Behavior* 79.1 (2011): 253-66. Web.

Gallien, Louis. "Instructing and Mentoring the African American College Student: Strategies for Success in Higher Education." *Black Issues in Higher Education* 21.10 (2004): 33. Web.

Haring, Marilyn J. "The Case for a Conceptual Base for Minority Mentoring Programs." *Peabody Journal of Education* 74.2 (1999): 5-14. Web.

Hoekje, Barbara J., and Stevens, Scott G. *Creating a Culturally Inclusive Campus : A Guide to Supporting International Students*. New York, NY: Routledge, 2018. Print.

Jordan-Zachery, Julia S. "Reflections on Mentoring: Black Women and the Academy." *Political Science and Politics* 37.4 (2004): 875-77. Web.

Light, Richard J. *Making the Most of College : Students Speak Their Minds*. Cambridge, Mass.: Harvard UP, 2001. Print.

Lindt, Suzanne F, and Cody Blair. "Making a Difference with At-risk Students: The Benefits of a Mentoring Program in Middle School." *Middle School Journal* 48.1 (2017): 34-39. Web.

Miller, Andy. *Mentoring Students & Young People a Handbook of Effective Practice*. London: Kogan Page, 2002. Web.

O'Brien, Kimberly E, Andrew Biga, Stacey R Kessler, and Tammy D Allen. "A Meta-Analytic Investigation of Gender Differences in Mentoring." *Journal of Management* 36.2 (2010): 537-54. Web.

Portillo, Shannon. "Mentoring Minority and Female Students: Recommendations for Improving Mentoring in Public Administration and Public Affairs Programs." *Journal of Public Affairs Education* 13.1 (2007): 103-13. Web.

Rhodes, Jean E, and David L Dubois. "Mentoring Relationships and Programs for Youth." *Current Directions in Psychological Science* 17.4 (2008): 254-58. Web.

Ross, William. *Mentoring African American Males : A Research Design Comparison Perspective*. Charlotte, North Carolina: Information Age, 2014. African American Male Ser.: Guiding the Next Generation Through Mentoring, Teaching and Counseling. Web. (book with online access through the library)

Srivastava, Sushmita, and M.G. Jomon. "Mentoring & Performance: Implications for Business Organizations." *Indian Journal of Industrial Relations* 48.4 (2013): 711-25. Web.

Sullivan, Keith., Cleary, Mark, and Sullivan, Ginny. *Bullying in Secondary Schools : What It Looks like and How to Manage It*. London : Thousand Oaks, Calif.: P. Chapman ; Corwin, 2004. Print.

"The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach Edited by Tammy Allen and Lillian Eby." *Personnel Psychology* 62.2 (2009): 445-48. Web.

Turban, Daniel, and Thomas Dougherty. "Role of Protégé Personality in Receipt of Mentoring and Career Success." *Academy of Management Journal* 37.3 (1994): 688-702. Web.

Werhane, Patricia Hogue. *Women in Business: The Changing Face of Leadership*. Westport, Conn.: Praeger, 2007. Print.