



Mentoring High School Future Scholars

Fall 2019

Mondays 12:00-1:20pm

Livingston Campus,
Rutgers Cinema 2

01:014:286 section 01

COURSE INFORMATION

Each year, the Rutgers Future Scholars program introduces 200 first-generation low-income and academically promising students from New Brunswick, Piscataway, Camden, and Newark to the promise and opportunity of a college education.

To succeed in college, students must enter not only with a solid academic foundation (content knowledge such as language and math and skills such as time management and study habits), but also a social network with college knowledge (navigating the college search, application process, financial aid, etc.). As a mentor, you can join that social network and support Scholars on their path to college by encouraging their academic growth and increasing their college knowledge.

The service of mentoring is a gift we all can choose to give or receive. No matter where one is in life, it offers us guidance, perspective, and encouragement. It is a unique

connection where both contributors serve as mutual beneficiaries.

Mentoring High School Future Scholars is a special course with many purposes, both to enhance you intellectually and professionally and to guide Rutgers Future Scholars (high school students) in the New Brunswick and Piscataway public schools to meet their personal and career goals. You will learn skills that will help you to mentor adolescents effectively. We will also examine and discuss relevant topics in education, social justice, and college access through readings and guest lecturers. You and your fellow mentors will form partnerships and explore strategies to create an inclusive and welcoming University community for all.

In addition to your time in the class, you will be meeting with your Scholars throughout the semester (one session per week; Tuesday through Friday from 2pm -4pm).

Course instructor:

Mentoring and
Education Coordinator:
Aaron Reevey, MPP.

aaron.reevey@rutgers.edu
848-456-9081

Teaching Assistant:

Lara Walter
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Office hours by appointment

The course website is on Canvas.
There, you will find the syllabus,
announcements, assignments, rubrics,
and readings.

**“If you want to go fast, go alone.
If you want to go far, go
together.” - African proverb**

Course Goals

1. Describe the basics of effective mentoring, which include not only building trust, listening and questioning techniques, providing feedback, and appropriate self-disclosure, but also ethical and culturally sensitive mentoring practices.
2. Discuss and apply goal-setting and problem-solving techniques with your Scholars.
3. Analyze the constellation of factors that serve to impede and promote access to education.
4. Articulate the impact of service-learning opportunities that promote social justice on students and communities.
5. Think critically to develop strategies to help improve the quality of our scholars' education and mentoring experience.



Rutgers University Learning Goals

This course strives to meet some of the Rutgers University learning goals, including:

I. Intellectual and Communication Skills

- A. **Critical Thinking:** Students will develop their ability to engage in logical thinking and complex critical analysis.
- B. **Communication:** Students will develop their skills in expressing complex ideas through written and oral communication.

II. Understanding Human Behavior, Society, and the Natural Environment

- A. **Historical Understanding:** Students will develop their understanding of the historical bases of the societies and world in which we live.
- B. **Multicultural and International Understanding:** Students will understand the multicultural aspects and international dimensions of the societies and world in which we live.



III. Responsibilities of the Individual in Society

- A. **Citizenship Education:** Students will develop their understanding of the political and policy making processes of the United States and their role as citizens in a democratic society.
- B. **Social and Ethical Awareness:** Students will develop their ability to recognize and assess ethical questions, and to make reasoned judgments about alternative solutions to those issues.

Course Requirements

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.

Required Activities	Due Date	% of Grade
Attendance & participation as a Mentor	Ongoing	25
Attendance & participation in class	Ongoing	25
Reading responses	Ongoing	20
Presentation	TBD	10
Portfolio	Present on 12/12/16	20

1. Attendance and participation as a Mentor (25% of grade):

Attendance at all regularly scheduled mentoring visits is **required**. You are expected to come to mentoring sessions on time, with a prepared lesson or activity. See attendance policy below for more.

2. Attendance and participation in class (25% of grade):

You are expected to be punctual, attentive, and engaged during all class meetings. Full participation involves your active contribution to class activities and discussions. A failure to arrive to class on time or to fully participate in class discussions or group work (including use of phones or computers) will result in a lowering of your grade.

3. Reading responses (20% of grade):

To prepare for class discussions, you will submit a reading response to Sakai before class. The response should address the main ideas taken from the readings and include some personal reactions to the readings. Follow the prompts on Sakai to help guide you through your reflection. The response should be approximately one page in length (250-350 words) and properly cite the readings. You

will need to submit a total of 10 responses for full credit.

4. Group lesson and presentation (10% of grade):

In groups of 2-3, you will create a lesson plan for an activity that mentors can do with their Scholars. The lesson plan should include (a) your goals/objectives, (b) materials needed, including handouts (if applicable), (c) step-by-step procedure for competing the activity, and (d) assessment and/or reflection component. You will present this activity to your classmates.

5. Portfolio (20% of grade): The purpose of the portfolio is to showcase the progress of your Scholar(s) throughout the semester while also demonstrating how well you recorded that which occurred and reflected on your experiences. Included in this culminating project will be a summary of your experiences with your Scholar(s), what you have accomplished and discussed, the exercises or activities you completed, and a thoughtful reflection that meaningfully merges your experience with the literature you have read.

Attendance Policy

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra> to indicate the date and reason for your absence. An email is automatically sent to me.

Under certain circumstances (such as illness, a death in the family, jury duty, or religious observation), an absence may be excused with proper documentation. Students may request a make-up assignment to earn credit for one missed class. Attendance at all regularly scheduled mentoring visits (including meet-and-greets) is required. One make-up visit will be made available for an appropriately documented reason. Aaron Reevey and your Scholar(s) must be informed prior to this missed meeting to arrange an alternative meeting time.

Expectations and Policies

As a mentor, your ability to build bonds with your Scholars based on care and mutual concern depend upon whether or not your Scholars view you as a person whom 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 Scholar(s) by coming to all scheduled on-campus and after-school meetings, appropriately communicating with your Scholar(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 Scholars **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, 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.



Academic Integrity

I expect you will comply with standards of academic integrity. This includes, but is not limited to, properly acknowledging and citing the use of the ideas or words of others, ensuring that any work you submit is your own creation, and acting ethically and with integrity by not obstructing the learning environment or academic progress of others. Sanctions for academic integrity violations could include a failing grade on the assignment, a failing grade for the course, a disciplinary warning, probation, or dismissal. For more information, visit <http://academicintegrity.rutgers.edu/>.

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 one hour per week. 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 your high school lead.

Communication and Other Mentor/Scholar 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 Scholars 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 Scholars;
- do not permit their Scholars 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 Scholars 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 Scholars' require us to uphold this policy with no exceptions.



Post Evaluation Sheets

All mentors will be required to submit their reflection sheets to High School Leads on a weekly basis. If you are made aware of any information that would require you to break confidentiality with your Scholar (that the Scholar 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.

Course Outline

Please note: The instructor reserves the right to modify this course outline at any time. While we will aim to follow the outline below, sometimes our needs change and teachable moments, time restraints, or other unforeseen circumstances arise that may lead us to deviate from this plan. We will communicate any major changes via SAKAI.

9/9 Introduction to the course and mentoring

What are the goals of this course? What is the mission of the Rutgers Future Scholars Program? What does it mean to be a mentor? What is expected of me as a mentor and as a student in this course?

9/16 Building rapport and establishing trust

How do I build rapport with my Scholars? What qualities and skills help to build trust in relationships? How do people support each other? How has my life been shaped by the positive influence of others?

Required Reading:

Rabow, J., Chin, T., & Fahimian, N. (1999). Building relationships. In *Tutoring Matters: Everything You Wanted to Know about How to Tutor* (pp. 30-70). Philadelphia, PA: Temple University Press.

Probst, L. (2006). *Mentoring for Meaningful Results*. Minneapolis, MN: Search Institute.

- "What is my role as a mentor?" (30-31)
- "Frequently asked questions about being a mentor" (32-34)
- "Common phases of a mentoring relationship" (52-53)

9/23 Ethics in mentoring

What are ethical principles of good practice in mentoring? Why are ethics important in helping relationships? What are the benefits and limitations of confidentiality? How can I establish and communicate boundaries and expectations?

Required Reading:

Newton, F. B., & Ender, S. C. (2010). Ethics and strategies of good practice. In *Students Helping Students: A Guide for Peer Educators on College Campuses* (pp. 264-281). San Francisco, CA: Jossey-Bass.

Rhodes, J., Liang, B., & Spencer, R. (2009). First do no harm: Ethical principles for youth mentoring relationships. *Professional Psychology: Research and Practice*, 40(5), pp. 452-458.

Probst, L. (2006). *Mentoring for Meaningful Results*. Minneapolis, MN: Search Institute.

- "Seeking additional support" (58)

9/30 Effective interpersonal communication

What is the difference between listening and hearing? What biases (filters) affect listening? What is the difference between closed, open, informational, and personal questions? Which types of questions are better for establishing meaningful interpersonal relationships?

Required Reading:

Newton, F. B., & Ender, S. C. (2010). Interpersonal communication skill. In *Students Helping Students: A Guide for Peer Educators on College Campuses* (pp. 94-122). San Francisco, CA: Jossey-Bass.

Probst, L. (2006). *Mentoring for Meaningful Results*. Minneapolis, MN: Search Institute.

- “Engaging in good conversation” (47)

10/7 Goal setting and problem solving

What are SMART goals? How can I promote goal setting with my Scholars? How can I support my Scholars as they articulate and achieve their goals? How can I help my Scholars to solve problems and make decisions?

Required Reading:

Newton, F. B., & Ender, S. C. (2010). Problem solving with individuals. In *Students Helping Students: A Guide for Peer Educators on College Campuses* (pp. 123-150). San Francisco, CA: Jossey-Bass.

Miller, C. L. (2006). Goal setting. In *Mentoring Teens: A Resource Guide* (pp. 125-127). Booksurge.

10/14 Mentoring in groups

What benefits and advantages exist in group helping environments? What are the stages of group development? How are group norms formed? How can I improve both individual and group functioning and outcomes?

Required Reading:

Newton, F. B., & Ender, S. C. (2010). Understanding Group Processes. In *Students Helping Students: A Guide for Peer Educators on College Campuses* (pp. 151-178). San Francisco, CA: Jossey-Bass.

Thompson, P., & White, S. (2010, Fall). Play and positive group dynamics. *Reclaiming Children and Youth*, 19(3) 53-57.

10/21 Providing feedback, self-concept, and positive identity

What are effective ways to responding in conversations with my Scholars? How does feedback impact one’s self-concept? How do I currently provide feedback with my Scholars? How could I improve my feedback? How can I help my Scholars to build a more positive identity?

Required Reading:

Miller, C. L. (2006). Understanding self-concept. In *Mentoring Teens: A Resource Guide* (pp. 23-38). Booksurge.

Dweck, C. (2014, November). *The power of believing that you can improve*. Retrieved from TED:
https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en

10/28 Culturally sensitive mentoring

What does it mean to be culturally sensitive in mentoring? Why is this important? What role do values have in our relationships, behaviors, and goals?

Required Reading:

Newton, F. B., & Ender, S. C. (2010). Enhancing cultural proficiency. In *Students Helping Students: A Guide for Peer Educators on College Campuses* (pp. 57-93). San Francisco, CA: Jossey-Bass.

Gay, G. (1995, November). Modeling and mentoring in urban teacher preparation. *Education and Urban Society*, 28(1), pp. 103-118.

11/4 Social justice, power, and privilege

What is social justice? How do power and privilege impact us? What is the role of service learning in higher education? What impact does social justice service learning have on me, my Scholars, and the greater community?

Required Reading:

Cipolle, S. B. (2010). Overview of the Social-Justice Model for Service-Learning. In *Service-Learning and Social Justice: Engaging Students in Social Change* (pp. 3-15). Lanham, MD: Rowman & Littlefield.

Reitenauer, V. I., Cress, C. M., & Bennett, J. (2013). Creating cultural connections: Navigating difference, investigating power, unpacking privilege. In C. M. Cress, P. J. Collier, V. L. Reitenauer, & Associates, *Learning through Serving: A Student Guidebook for Service-Learning and Civic Engagement across Academic Disciplines and Cultural Communities* (pp. 77-90). Sterling, VA: Stylus.

McIntosh, P. (1990). *White privilege: Unpacking the invisible knapsack*.

11/11 Meeting college requirements

What are the academic and financial requirements for attending college? How can I best prepare my Scholars to be academically prepared for college and financially literate? How can I start preparing now for the ending of the mentoring relationship?

Required Reading:

Newton, F. B., & Ender, S. C. (2010). Strategies for academic success. In *Students Helping Students: A Guide for Peer Educators on College Campuses* (pp. 213-243). San Francisco, CA: Jossey-Bass.

Roderick, M., Nagaoka, J., & Coca, V. (2009, Spring). College readiness for all: The challenge for urban high schools. (P. University, Ed.) *The Future of Children*, 19(1), 182-210.

Rabow, J., Chin, T., & Fahimian, N. (1999). Good-byes: Ending the tutoring relationship. In *Tutoring Matters: Everything You Always Wanted to Know about How to Tutor* (pp. 161-182). Philadelphia, PA: Temple University Press.

11/18 Promoting college-going and understanding barriers to college education

What are some strategies for promoting college-going with Scholars? How can colleges and universities ease or facilitate the transition to college? What are some of the obstacles and opportunities associated with college attendance? What are some of the unique obstacles and opportunities in respect to college access for special populations such as first-generation college students or undocumented students?

Required Reading:

Banks-Santilli, L. (2015, June 2). *Feet on campus, heart at home: First-generation college students struggle with divided identities*. Retrieved from The Conversation: <https://theconversation.com/feet-on-campus-heart-at-home-first-generation-college-students-struggle-with-divided-identities-42158>

Baum, S., & Flores, S. M. (2011, Spring). Higher education and children in immigrant families. *The Future of Children*, 21(1), 171-193.

Watch at least two stories on <http://www.imfirst.org/>

11/25 No longer separate, but still unequal

What impact has historical inequality had on K-12 education and in what forms does it exist today? What is the difference between equality and equity?

Required Reading:

Yosso, T. J., Parker, L., Solórzano, D. G., & Lynn, M. (2004). From Jim Crow to affirmative action and back again: A critical race discussion of racialized rationales and access to higher education. *Review of Research in Education*, 28, 1-25.

Rothstein, R. (2014, April 17). *Brown v Board at 60: Why have we been so disappointed? What have we learned?* Retrieved from Economic Policy Institute: <http://s3.epi.org/files/2014/EPI-Brown-v-Board-04-17-2014.pdf>

12/2 Improving America's urban schools

What are some of the challenges students, teachers, and schools experience in urban America? What is working? What needs to be improved? What can be done?

Required Reading:

Gatto, J. T. (2003, September). Against school: How public education cripples our kids, and why. *Harper's Magazine*, pp. 33-38.

Cliatt-Wayman, L. (2015, May). *How to fix a broken school: Lead fearlessly, love hard*. Retrieved from TED: https://www.ted.com/talks/linda_cliatt_wayman_how_to_fix_a_broken_school_lead_fearlessly_love_hard

Robinson, K (n.d.) *Changing education paradigms*. Retrieved from TED: https://www.ted.com/talks/ken_robinson_changing_education_paradigms

Robinson, K (n.d.) *How to escape education's death valley*. Retrieved from TED: https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley

12/9 Reflection and portfolio presentations

What has the mentoring experience meant to me? What progress have I seen in my Scholars? How have I grown as a mentor, as a student, and as a person?

Due: Portfolio

How to Succeed in this Course

1. Show up. The most essential ingredient in a successful mentoring relationship is being there. Be present, be on time (i.e. early), and be consistent. This is true not only for the mentoring you will be doing, but also for the class. Attendance at mentoring and in the class is a large part of your grade and is a reflection of your dedication and priorities.
2. Do the readings before class. This class is a seminar, not a lecture. My goal is not to stuff information into your brains, but to facilitate a learning experience where we all learn from each other.
3. Speak up. If you have a relevant opinion, experience, question, or feeling, share it with the class. Spark a debate. Share your experiences. Do not wait until the end of the semester to complain that a key perspective was missed. Participation is another large part of your grade, and I do take into account the quantity and quality of what you bring to the class and to your mentoring.
4. Get to know each other. Perhaps it will be a little uncomfortable at first to talk about yourself or to actively listen when others are talking about themselves. You are here to improve your mentoring practices. Practice on each other. Let me and your peers know who you are, what your goals are, and why you are here. This is especially relevant if you would like me to write you a recommendation letter—it's hard to write much unless I know who you are, from where you came, and to where you aspire to go.
5. Show me the evidence. While you will be occasionally supervised at your mentoring site, we cannot possibly know everything you are doing. Therefore, it is important that you show us what you are doing with your mentoring through your portfolio and at relevant times during the class. If you are not sure if you should include something as evidence in your portfolio, include it! Show us your activity lesson plans, samples of work done, and describe what you did and what you learned from it.

Help & Resources

If you are feeling lost or overwhelmed...

1. **Is it an issue with this course?**
Reach out to me. Email me your question or concern. Make an appointment to meet with me.
2. **Is it an issue with your mentoring experience?** Reach out to Aaron.
3. **Are you struggling academically?**
The Rutgers Learning Centers offer tutoring, academic coaching, and writing support.
<https://rlc.rutgers.edu/>
4. **Are you struggling emotionally?**
Experiencing anxiety, depression, loss, stress, or addiction? CAPS offers individual and group counseling, as well as psychiatric care and addiction support.
<http://rhscaps.rutgers.edu/>

Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website at: <https://ods.rutgers.edu/students/registration-form>.