

ED 145 – Introduction to Mentoring Fall 2020

Course Number: EDUC 145, Sect. 1

Course Credit: 3

Classroom Number: Zoom- <https://uwsp.zoom.us/j/7902540517>

Class Time: M/W 3:00-3:50, plus weekly meeting

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Course Goals and Description: This is an introductory course for students who will be serving in their first semester as a student mentor. This course is designed to provide a foundation of the history, nature, and skills associated with one-on-one mentoring. This will be accomplished through readings, discussions, and activities. Mentors will also be introduced to information about varying forms of identity, goal-setting, personal development (dependence to independence to interdependence), appreciative inquiry, the university structure, active learning, and the diverse needs of undergraduate students. Attendance, class participation, purposeful integration of information, and self-reflective writings are essential for success in this course.

Prerequisites:

Mentors will have completed the application and selection process and acquired a mentoring position in the Learning Enrichment and Achievement Program (LEAP).

Learning Objectives:

This course is intended to help mentors:

- Understand their role, responsibility, and contribution to the campus community.
- Understand traits, functions, and activities associated with mentoring.
- Know how to access campus resources to support student success at UWSP.
- Apply appreciative inquiry, active listening skills and communication principles when working one-on-one with students and their mentoring program.
- Explore aspects of identity and develop an understanding of how these aspects of identity contribute to our lived experiences.
- Develop awareness of the diversity of our student populations and identify and apply skills to help promote a safe, supportive, and positive university learning experience for all students.
- Know how to keep themselves and their students motivated and renewed for learning.

Course Format:

This course will consist of virtual class meetings and some coursework (readings, reflections, and exercises) outside of the classroom. There will also be a major outside of class mentoring service component. Because of the limited class meetings, there will be a heavy emphasis on attendance and active participation. It is imperative that students attend all of the required class meetings and check Canvas and email frequently for assignment changes or updates.

Assignments and Expectations:

Attendance and Participation: Active participation will be required during each class meeting in order to be successful. Students will have the opportunity to participate in both large and small

group activities and discussions which will be highly interactive and reflective. As such, **attendance at all class meetings is required.** Class topics will be based on assigned readings from textbooks and other in-class materials.

Team builder: Students will be paired/grouped to facilitate a team builder for class with mentors/mentees. Students will need to present a "planning form" to their instructor at least one week prior to their assigned date, detailing what they plan to do, why they chose that activity/ what they hope to accomplish, and what questions they will ask to process following the activity. The planning form will be discussed and feedback will be provided during the EDUC 145 class period (one week prior to team builder activity). All group members must be present and involved in the team builder and in the pre-activity discussion in order to receive full points.

Personal Mentoring Philosophy Statement: Students are required to write a personal mentoring philosophy statement early in the semester. At the end of the semester, this statement will be revised to reflect the mentor's deepened understanding of the mentoring experience.

Mentoring Planning Forms: Students are required to create a mentoring planning form that they will share with the instructor. This mentoring planning form will include details of the days/times/frequency/format (individual/group) of meetings and other mentoring program structure details. This form will guide that mentor's experience with their mentees.

Reflection Papers: Students are required to participate in many hands on activities. In order to get the most out of these experiences, students will be required to reflect on those experiences in reflection writings. Reflection writings will not be graded for grammar. The main focus of these writings will be depth of thought; however, a visit to the TLC Writing Lab to discuss and deepen content will be considered in grading. In addition, mentors will be asked to complete some reflection assignments with their mentees.

Mentoring Component Grade (40% of final grade): The course instructor will evaluate student mentoring performance at midterm and at the end of the semester. Mentors' performance will be assessed using a rubric, and will incorporate feedback from mentees. This evaluation will factor into the final grade. **NOTE: The final course grade may determine student eligibility to mentor in future semesters.**

Grade Calculations

Icebreaker/Class Warm up	3 points
Attendance/Participation (1pt./class) <ul style="list-style-type: none"> • Class Attendance • Class Participation 	26 points
Personal Mentoring Statement <ul style="list-style-type: none"> • Initial – 3 pts. (due 9/12) • Final – 3 pts. (due 12/12) (Separate assignment – students should focus on growth or change in the philosophy as a result of the mentoring experience) 	6 points
Mentoring Planning Form– mentors complete w/o mentees	3 points
Mentoring Symposium Presentation [possible alternate assignment]	13 points
Assignments (2 pts. each)	16 points

<ul style="list-style-type: none"> • Mentoring Partnership Agreement [with Mentees] (due: _____) (done at T Week) • Mentoring Work Plans – Goal Setting (due: _____) • Time Line Reflection (due: _____) • Campus Resource Visit Reflection (due: _____) • Mentoring Partnership Reflection [with Mentees] (DUE: _____) • Mentee Culture Learning Reflection (due: _____) • In Their Shoes Reflection (due: _____) • Mentoring End of Semester Reflections [with Mentees] (due: _____) 	
Final Learning Reflection	5 points
<i>Mentoring Component Grade (Rubric)</i>	<i>30 points</i>
Total Points	100 points

Grading Scale

Grading will be 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 credit-bearing course. Among the criteria to determine 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, a set of expectations has been developed 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 30 times; thus if a student misses more than four 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): 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.

Course Ground Rules [written by Lynn Weber Cannon, Memphis State University, 1986]:

1. Acknowledge that oppression (i.e., racism, classism, sexism, etc.) exists.
2. Acknowledge that one of the mechanisms of oppression (racism, classism, sexism, etc.) is that we have been systematically taught misinformation about our own group and especially members of devalued/subordinate groups (this is true for both dominant and subordinate group members).
3. Agree not to blame ourselves or others for the misinformation we have learned in the past, but accept responsibility for not repeating misinformation after we have learned otherwise.
4. Agree not to blame victims for their oppression.
5. Assume that people (both the groups we study and the members of the class) are always doing the best they can.
6. Actively pursue information about our own groups and that of others.
7. Share information about our groups and our experiences with other members of the class and never demean, devalue, or in any way "put down" people for their experiences.
8. Agree to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.

9. Create a safe atmosphere for open discussion. If members of the class wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request and the class will agree not to repeat the remarks.

Week	EDUC 145
Week 1	<ul style="list-style-type: none"> • No Class (Classes Start 9/2) <hr/> <ul style="list-style-type: none"> • Introduction and Icebreaker • Syllabus • Logging in TutorTrac (reminder, expectations, answer questions) • Team-Builder/Icebreaker Signups • Meeting Signups (every week) • HW: Look over mentoring evaluation rubric • HW with Mentee: Goal Discussion and Mentoring Planning Form
Week 2	<ul style="list-style-type: none"> • In Class: Mentee Timelines – Mentors fill in as much as they know (prior to mentee meetings) (From the mentor’s guide) • Revisiting True Colors results and a discussion of differentiating mentoring • Initial Discussion of SMART Goals • Discussion of Learner-Centered Mentoring – OSKAR • Discussion/Answer Questions about the Mentoring Evaluation Rubric • HW: Assign Personal Mentoring Philosophy Statements <hr/> <ul style="list-style-type: none"> • Phases of Mentoring (from Mentor’s guide) • Discussing Mentor Timelines • Dependency Spectrum • Predictable Highs and Lows of this month – Discussion • HW: Initial Meeting Reflections • HW: Mentee Timelines • HW: Initial Goal Formation
Week 3	<ul style="list-style-type: none"> • First Teambuilder Presentation (meet with instructor the week before to discuss plan and purpose – needs to “make sense” for this phase of the mentoring experience – immediately implementable. Try in class – share with all mentors) • Preparing Phase – Focus on phase discussion • OKR or SMART Goal Evaluation and How to Hone • UWSP campus resources brainstorm (How have they changed this semester due to Covid?)

	<ul style="list-style-type: none"> • Discussion of Mentor Planning Forms (individual meetings?) • Referral Reading/Discussion – Effective Referring to Resources on Campus (How does your way of referring effect a student’s likelihood of following up/using that resources) • TutorTrac Log Check-in and Discussion of what should/should not be included in logs • Mentoring Role-Plays • HW: Article(s) on the Power of Language and the art of Question Asking (preferably focusing on appreciative/positive-framing language) • HW with Mentee: Mentoring Partnership Agreement
Week 4	<ul style="list-style-type: none"> • Negotiating Phase – (what is it? What is included? How do we do it successfully?) • Discussion of article(s) on the power of language and the art of question asking • Significance of Week 5: (the week often associated with the start of the first low point in the first year college experience – How do we mentally prepare?) • HW with Mentee: Discuss “Week 5” with your mentees <hr/> <ul style="list-style-type: none"> • Discuss Mentoring Partnership Agreements • Understanding and Navigating Group Development • HW: Article on Valuing Experience (also include “observing a fish” from mentors guide) • HW with Mentee: Resource Discussion, Referral, and Visit Follow-up
Week 5	<ul style="list-style-type: none"> • Second Teambuilder Presentation (meet with instructor the week before to discuss plan and purpose – needs to “make sense” for this phase of the mentoring experience – immediately implementable. Try in class – share with all mentors) • Discussion of Campus Resource Mentee Conversations, Referrals, and Outcomes • Engaging the Mentee Worksheet • Discussion of Article on Valuing Experience • HW: Read Summary of 7 Habits of Highly Effective People <hr/> <ul style="list-style-type: none"> • Topic: Understanding Others • Revisit <ul style="list-style-type: none"> • Safe Zone • True Colors • HW: Understanding Others Activity • HW with Mentees: Goal and Goal Progress Check-ins
Week 6	<ul style="list-style-type: none"> • SGA Inclusivity Training? Who is SGA Inclusivity Director? • Understanding Microaggressions (Create Cards for Cards Against Microaggressions)

	<ul style="list-style-type: none"> • Successful Habits <ul style="list-style-type: none"> • 7 Habits of Highly Effective People Discussion • Big Rocks (youtube video) • A Series of Small Decisions (Slight Edge forward) • Microaggression Responses and the Difference Between Calling In and Calling Out <ul style="list-style-type: none"> • Play Cards Against Microaggressions • HW: Mentee Culture Learning Reflection
Week 7	<ul style="list-style-type: none"> • Mental Health and College – supporting your mentees • Presenter? Jason Siewert? • HW: Read <i>Exploring Leadership – Self-Renewal</i> • Mentee Culture Learning Reflection Discussion • Keeping Perspective: Discussion of <i>Exploring Leadership – Self-Renewal</i> • HW: Read Enabling Growth, Part One • HW: In their shoes – planning with mentee(s) + reaching out to instructors to join in-person/virtually • HW: Mentoring Partnership Reflection (revisit and revise, if necessary, the Mentoring Partnership Agreement)
Week 8	<ul style="list-style-type: none"> • In Their Shoes Experience – no class • Discuss <i>Enabling Growth, Part One (chapter 6 of Mentor’s Guide)</i> • Receive and Discuss Mentor Midterm Feedback Results (Qualtrics Survey?) • Discuss Mentoring Partnership Reflections • HW: In Their Shoes Experience and Follow-up Conversation: Talk about course – content, grading – success check-in, ways to improve performance or benefits from course (even if performance is strong)
Week 9	<ul style="list-style-type: none"> • Enabling Phase, Nurturing Growth (Chapter 7 of The Mentor’s Guide) • Appreciative Inquiry (deficit-based change to positive change) • Growth Mindset and Cultivating a Growth Mindset in Others • In Their Shoes experience discussion and takeaways

	<ul style="list-style-type: none"> • Interpersonal Communication Models and Conflict Resolution • A look ahead to Semester 2 (EDUC 245) • HW with Mentees: Goal Audit Form Completion
Week 10	<ul style="list-style-type: none"> • Enabling Growth, Part 2 (Chapter 7)– Continuing Support Throughout this Phase – Support and Challenge • Overcoming Obstacles • Reading on Communication • HW: <i>Context of Difference</i> Reading <hr/> <ul style="list-style-type: none"> • Combined Class on Communication (Attend, virtually, Monday at 2pm) • HW with Mentors: Communication Activity - Journaling for Mentees (2nd part of Exercise 7.2 of The Mentor’s Guide)
Week 11	<ul style="list-style-type: none"> • Discussion: <i>Context of Difference</i> Reading (Mentor’s Guide, ch. 2) • Focus on Meaningful Feedback • Co-create a “to-do” and “not-to-do” lists for meaningful feedback • Self-Efficacy • Complete mentoring self-assessment • Focus on the Importance of Social Capital <hr/> <ul style="list-style-type: none"> • Combined Class – Speed Dating with the Chancellor, Provost, Vice-Chancellor for Student Affairs, etc... • HW with Mentees: Discussion on Fostering Connections, Developing Social Capital – Both mentors and mentees should write a follow-up email/letter to someone who you spoke with during speed dating and foster that connection. Students will submit a copy of the letter/email in Canvas. If the email/letter was of a personal nature, write a short description of your follow-up email/letter or delete the parts of the message that you do not want your instructor to see.
Week 12	<ul style="list-style-type: none"> • Importance of Celebration and Recognizing Accomplishments, even small ones (pg 213-214) • Failure as Opportunity – mentor as facilitator <hr/> <ul style="list-style-type: none"> • Moving into Closure Phase (Chapter 8) • Closure Preparations and Planning • HW (in class, followed by discussion): End of Semester Mentors Feedback Survey – What do you think your mentees will say? (self-assess – will be compared later to mentee responses) • HW with Mentees: Ex. 8.1 Closure Preparation: Steps and Questions

Week 13	<ul style="list-style-type: none"> • Turning Closure into Learning (Ex. 8.2) • Using Feedback to Grow and Growth Mindset
Thanksgiving Break – No Class	
Week 14	<ul style="list-style-type: none"> • Write Dear Future Mentor letters • Complete mentor competency assessments • Receive averaged (mentee identifying information removed) mentor feedback evaluations and compare with self-assessment – Where did things differ? Where did your mentees rate you higher than you rated yourself? Where did your mentees rate you lower than you rated yourself? • Revisiting/Rereading Mentoring Philosophy Statements • HW: Complete End of Semester Mentoring Competency Assessment • HW: Revise mentoring philosophy statements, including examples from the experience and “lessons learned” • HW with Mentees: Discussion on working from home and preparing for finals; Discussion about what 2nd semester could/will look like; Addressing/Collecting questions (submit these questions on Canvas)
Week 15	<ul style="list-style-type: none"> • Discussion of the definition of a leader – How it applies to student leaders in college • Closure Experience Discussion • Class Feedback Survey • Program Feedback Survey (needs to be built into Microsoft Forms) • Jeopardy Game Review of Mentoring Concepts • Lollipop Moments Video and Discussion • Mentoring Certificate Presentation
Week 16	<ul style="list-style-type: none"> •