



Institution Name

Name:
Semester 1, 2007-08:
Work Phone:

Office Hours:
E-mail:
Home Phone:

Mentoring Adolescents

Course # – Section # – Day – Time – Room – Building –

Course Description: This seminar is designed to help college men and women develop the tutoring skills, communication skills, and knowledge about adolescence necessary to mentor local middle school boys and girls.

Course Materials:

- 1. Payne, R.K. (2005) 4th Revised Edition. A Framework for Understanding Poverty. Highlands, TX: AHA!, Inc.
2. Na, A. (2001). A Step from Heaven. NY, NY: Penguin/Putnam Books.
3. Real Women Have Curves – DVD

Course Requirements:

- 25% Completion of reflection papers for each session. Reflection papers are due at the class meeting at which the topic will be discussed. The target for each paper is two pages.
25% Regular attendance at the seminar and at the host school.
25% Participation. It is expected that students will participate in the class discussions, sharing their perspectives on the reading and discussing experiences relevant to the topic at hand.
25% Final Paper.

SYLLABUS

Table with 3 columns: Dates, Session, Topics. Row 1: #1, Introduction, Assignment due Session 2

Read: Payne, Chapters 1-3, pp. 1-45. Discussion pp. 38-40

Answer the following reflective questions in two pages:

Prior to reading chapters 1-3, what was your understanding of poverty and its causes? After reading chapters 1-3, discuss those hidden rules of poverty that you were unaware of. As a mentor, what are some of the signs/behaviors of your mentee that might indicate he/she is living in poverty?

Table with 3 columns: Dates, Session, Topics. Row 1: #2, Definitions, Language, Rules, Assignment due Session 3

Read: Payne, Chapters 4-6, pp. 47-75.

Answer the following reflection questions in two pages:

According to Payne, "Students need to be taught the hidden rules of the middle class – not denigration of their own but rather another set of rules that can be used if they so choose" (p. 45). What can you do to teach your mentee the hidden rules of middle class so that he/she can overcome the characteristics of poverty that surface at school (listed on pp. 60-61)? Discuss advice/strategies you would recommend for the 15 characteristics.

#3 Generational Poverty, Role Models, Support Systems

Assignment due Session 4

Read: Payne, Chapters 7–9, pp. 77–117. Conclusion & Appendix, pp. 163–183.

Answer the following reflective questions in two pages:

“It is important to note that the approach to discipline advocated in this book is to teach a separate set of behaviors. Many of the behaviors that students bring to school are necessary to help them survive outside of school” (Payne, p. 77). What can you do to teach your mentee appropriate behaviors to be successful in school? Give specific examples.

#4 Discipline, Improving Achievement, Creating Relationships

Assignment due Session 5

Read: Na, pp. 7–74.

Answer the following reflection questions in two pages:

Using Payne’s description of resources that those who are from poverty live without (p. 7), use specific examples from **A Step from Heaven** to discuss what resources were available and which were not to the Korean family. What might move the family from poverty to middle class?

#5 Poverty, Immigration, Upward Mobility

Assignment due Session 6

View: *Real Women Have Curves*.

Answer the following reflection questions in two pages:

How do family traditions and cultural norms influence the choices or lack of choices made by young adults? In the film *Real Women Have Curves*, how did Ana negotiate the struggles of being torn among family, school, her boyfriend, and a potential career? Would choice have been different if Ana were a male in her culture?

#6 Culture, Aspirations, Choices

Assignment due Session 7

Read: Na, pp. 75–160.

Answer the following reflective questions in two pages:

How can you relate *Real Women Have Curves* to *A Step from Heaven*? How are the two female protagonists alike and different? What characteristics would you like to see in your mentee? Why?

#7 Characteristics Necessary to Success, Achieving the American Dream

Assignment due Session 8

Final Paper: Two major issues being discussed nationally and by presidential candidates are poverty and immigration. What are your views on these issues given the readings and the DVD? If you could change things for the better in America, what would you suggest be done to alleviate these issues for children in our schools?

Answer the following reflective questions in two pages:

What does the American Dream mean to you? Are all of our children able to achieve it? What often gets in the way?

#8 Wrap-Up; Mentor Survey Evaluation

Final Paper Due



Institution

Name:
Semester 2, 2007-08:
Work Phone:

Office Hours:
E-mail:
Home Phone:

Mentoring Adolescents

Course # – Section # – Day – Time – Room – Building –

Course Description: This seminar is designed to help college men and women develop the tutoring skills, communication skills, and knowledge about adolescence necessary to mentor local middle school boys and girls. The seminar will meet twice a month for two hours each session. Each seminar meeting should be a time for discussion, reflection, and practicing new skills. Mentoring a middle school girl or boy involves, minimally, meeting with the mentee once a week at her/his school during or after school.

Course Texts:

1. Sax, L. (2005). **Why Gender Matters**. NY, NY: Broadway Books.
2. Johnson, A. (2005). **The First Part Last**. NY, NY: Simon and Schuster.
3. Trueman, T. (2001). **Stuck in Neutral**. NY, NY: Harper Collins.
4. **Billy Elliot** – DVD.

Course Requirements:

- 25% Completion of reflection papers for each session. Reflection papers are due at the class meeting at which the topic will be discussed. The target of each paper is two pages.
- 25% Regular attendance at the seminar and at the host school.
- 25% Participation. It is expected that students will participate in the class discussions, sharing their perspectives on the reading and discussing experiences relevant to the topic at hand.
- 25% Final Paper.

SYLLABUS

Dates	Session	Topics
	#1	Personal Goals for the Semester <u>Assignment due Session 2</u>

Read: Sax, Chapters 1–4, pp. 1–76.

Answer the following reflective questions in two pages:

In recent years, scientists have discovered that differences between boys and girls are more profound than anybody ever guessed. Referring to chapters 1–4, discuss how Sax explains some of the differences. Do the explanations Sax gives for these differences agree with or contradict your beliefs about gender differences? Give specific examples.

	#2	Differences, Female Brains/Male Brains, Risk, Aggression <u>Assignment due Session 3</u>
--	-----------	---

Read: Sax, Chapters 5–8, pp. 77–202.

Answer the following reflection questions in two pages:

In chapters 5–8, Sax gives advice about and strategies to use in addressing gender differences relative to school, sex, drugs, and discipline. In what ways can you use these suggested strategies while working with your mentee? Be specific.

#3 School, Sex, Drugs, Discipline
Assignment due Session 4

Read: Sax, Chapters 9, 10, pp. 203–251, Extra Material, pp. 262–271.

Answer the following reflective questions in two pages:

How would you help your mentee with issues of sexual identity? What do middle school students face in this regard? Discuss the pros and cons of single-sex classrooms. What effect might single-sex classrooms have on your mentee? Have you experienced single-sex learning experiences? Tell whether they have been positive or negative experiences.

#4 Lesbian, Gay, Bisexual, Transgender, Sissy and Tomboy; Beyond Pink and Blue

Assignment due Session 5

Read: Johnson, Chapters 5–8, pp. 81–205.

Answer the following reflection questions in two pages:

Describe Bobby before and after the baby is born. What are the differences? Why? What are the attitudes of his family, especially his mother? How did you feel about that? In order to keep the baby, what does he have to give up? How does his relationship with his friends change? Do you think he did the right thing? Why or why not? Is this role reversal of responsibility between girls and boys becoming more common now? Why? What advice would you give your mentee if he or she had a similar situation? What do you think you would do?

#5 Responsibilities of Being a Parent
Assignment due Session 6

View: Billy Elliot DVD in Class.

Answer the following reflection questions in two pages:

In the film Billy Elliot, what does it take to resolve the conflicts highlighted through the cultural and gender barriers faced by the characters in the movie, especially with Billy and the people closest to him? How do you think these norms have shifted in both England and the U.S. throughout the past 23 years? Who were the individuals who became the greatest influences in Billy's life? In what ways did any of these people mentor Billy? What mentoring roles were used?

#6 Cultural and Gender Barriers; Mentors
Assignment due Session 7

Read: Trueman, **Stuck in Neutral**.

Answer the following reflective questions in two pages:

In Stuck in Neutral, Shawn is unable to communicate his thoughts and feelings to others. Others in the story have their own thoughts about what he is thinking and feeling, which are most often incorrect. What is Shawn's relationship to his father? What impact does Shawn's disability have on this relationship? How often do you think your mentees are misinterpreted or judged because they are not able to communicate their thoughts or ideas to others? Do you think that his lack of communication has an effect on their progress in school and how their teachers perceive them? What can you do as a mentor to help your mentee with communication skills?

#7 Communication, Disability
Assignment due Session 8

Answer the following reflective questions in two pages:

What cultural and gender barriers have you faced? How did you cope or overcome these barriers? Do you think things have changed since you were in middle school? Why or why not? Be specific.

Final Paper: Have the readings and the film given you insights into why gender matters? If so, how? Some people feel that single-sex education is the answer. Given that the majority of schools in the U.S. are co-ed, what can be done to ensure that both boys and girls will reach their potential? Give specific suggestions and why you think they would work. Give examples from the readings and the video.

#8 Wrap-Up; Evaluation

Final Paper Due