U 204: Mentoring: Independent Study
Fall 2013
Section: 24060 (1 credit hour)
Fridays 1:30 PM – 2:45 PM
Room: UC 2127

Instructors:
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Course Overview:
This course is intended to provide seasoned mentors the opportunity to apply mentoring literature, knowledge, and experiences towards understanding their role in a holistic and personally reflective way.

Prerequisites:
Mentors must have also successfully completed:
• U 201 Mentoring: Introduction to Mentoring Techniques
• U 202 Mentoring: Active and Collaborative Learning in Groups
• U 203 Mentoring: Leadership and Transition
Mentors must also have been awarded the University College Leadership Scholarship.
Mentors must have a mentoring assignment within an authorized University College mentoring program.

Course Format:
This course will meet ten (10) times in person and will use Oncourse CL.

University College Leadership Grant Information:
In consultation with your Program and Component Directors, the University College Leadership Grant is available as a source of funding for conference attendance, research materials, travel, etc

Learning Objectives:
As a result of completing this course, students will:
1. Investigate current mentoring literature by applying their comprehensive mentoring experiences (weekly group presentations)
2. Reflect upon their mentoring experiences to evaluate the development of their skills and understanding of mentoring (weekly CATS)
3. Describe how their work, role, experiences, and skills of mentoring have been developed and applied by focusing on a specific topic inspired by the literature within the larger mentoring context (final paper)

Connections with University College Principles:
1. Promotion of student learning
2. Focus on individual student success
3. Commitment to intentional reflection and assessment
<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Principle of Undergraduate Learning</th>
<th>Specific Learning Objective</th>
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| Major Emphasis           | Integration and Application of Knowledge | 1. Investigate current mentoring literature by applying their comprehensive mentoring experiences (weekly group presentations)  
2. Reflect upon their mentoring experiences to evaluate the development of their skills and understanding of mentoring (weekly CATS) |
| Moderate Emphasis        | Understanding Society and Culture    | 3. Describe how their work, role, experiences, and skills of mentoring have been developed by focusing on a specific topic inspired by the literature within the larger mentoring context (final paper) |

**Group Presentations of Mentoring Literature (15 points)**

Mentors will be broken into 6 groups of 2-3 and prepare a presentation on the article assigned. The presentation must include all steps of the collaborative learning process. You should consider yourself the instructors for the class session and provide handouts and illustrations to help the class understand the topic, reflect on the reading, incorporate engaging activities, and apply their mentoring knowledge.

The reading assignments for the class are intended to provide all students in the class with an understanding of the topic, with the group providing an enhanced explanation of the topic.

The presentation should be approximately 45 minutes in length and each group should provide the following areas, as this is what you will be graded on.

- _____ Thoroughly summarized the article to accurately address the articles content
- _____ Managed time well
- _____ Each member of the group contributed equal participation
- _____ Successfully facilitated group/class discussion
- _____ Successfully prompted mentors to apply the content of the article to their mentoring
- _____ Knowledgably answered questions
- _____ Utilized an active and collaborative process
  - Remember the process:
  1. Orient the class
  2. Form groups
  3. Structure the learning task
  4. Facilitate the learning process
  5. Evaluate learning through the use of a classroom assessment technique
- _____ Made it personal by relating it to your mentoring experience
- _____ Peer evaluation
Final Paper (10 points)

The final paper is an opportunity for mentors to reflect upon their mentoring career by describing how the readings and in-class discussions have inspired their understanding of mentoring. Mentors will select a specific mentoring topic of their choice, utilizing the literature presented in class or found on their own; to explain the impact they feel they have made as a mentor, what skills they have learned, and how the experience of mentoring has influenced their understanding of themselves.

- 12 pt font/double spaced
- 4-6 pages
- At least 3 articles cited. 1 must be from the class readings
- Include a bibliography page of work cited in your paper

Example of a beginning to a paper:

In my own experience as a biology major, I have noticed that many students in biology struggle and can easily get lost and not persist to the end or fail to achieve a successful grade. As a mentor in Biology K101, I saw firsthand how my students benefited from having me there to assist them through this by breaking down the concepts, answering questions from the lecture, and serving as a guide to help them be successful. After reading the literature on mentoring in the sciences for the class on February 1st, I see the impact that having peer support can have in many areas of student success. The purpose of my reflection is to write about my own experience in mentoring students in the sciences, using literature to support why I believe my role makes a difference.

Be sure to:

- Describe your topic
- Describe which literature you selected
- Why did you choose these articles
- How has the literature impacted/informed your work as a mentor
- What skills have you learned
- How has the experience of mentoring influenced your understanding of yourself and your thinking as an individual

Final Presentation (5 points)

Mentors will provide a 10-15 minute overview of their final papers to share with the class their reflections of their mentoring experiences. Emphasis should be made on the impact you feel you have made, on your own personal reflections, and how their knowledge, skills, and experiences gained are transferrable to their future. Having a visual aid in PowerPoint or Prezi is recommended.

Class Attendance (10 points)

Mentors are expected to come to every class because new information will be presented, discussions will occur, and ideas will be processed in small and large groups.
Class Participation (10 points)
Mentors are expected to participate fully in the class and activities and have fully read the articles. Points will be awarded based upon classroom assessment techniques (CATS). (1 pt. – full participation, .5 pt – moderate, 0 pt. – no participation). You will lose points if you have not read the article.

You may have 1 pre-excused absence from class with the option to make up the participation point with a 2 page reflection including a summary of the article and application to your mentoring program and experience. Unexcused absences are not able to be made up.

Grading:
Grading for this class will be determined by a point system and kept in the Oncourse Grade Book. Each weekly module will be worth different points depending on the assignments. Total maximum possible points are 100. FYI: Mentors MUST attend the first class meeting. It is NOT an optional activity. If an absence is unavoidable, see instructors for alternate assignment to meet this attendance requirement.

Evaluation:
This class is highly interactive and reflective while addressing learning experiences which require considerable commitment and discipline. Please refer to oncourse gradebook to review the areas you will be evaluated in this class.

Class Points and Assignments

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<thead>
<tr>
<th>Attendance (1 pt. per class)</th>
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<tbody>
<tr>
<td>Classroom participation (1 pt. per class)</td>
<td>10</td>
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<tr>
<td>Group Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>5</td>
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<tr>
<td>Cultural Event</td>
<td>5</td>
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<td>Service Event</td>
<td>5</td>
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<tr>
<td>Final Paper</td>
<td>15</td>
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<tr>
<td>Component Grade</td>
<td>40</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>100</strong></td>
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Grading Scale:

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<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-97%</td>
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<tr>
<td>A</td>
<td>96-94%</td>
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<tr>
<td>A-</td>
<td>93-90%</td>
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<tr>
<td>B+</td>
<td>89-87%</td>
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<tr>
<td>B</td>
<td>86-83%</td>
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<tr>
<td>B-</td>
<td>82-80%</td>
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<tr>
<td>C+</td>
<td>79-77%</td>
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<tr>
<td>C</td>
<td>76-73%</td>
</tr>
<tr>
<td>C-</td>
<td>72-70%</td>
</tr>
<tr>
<td>D+</td>
<td>69-67%</td>
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<tr>
<td>D</td>
<td>66-63%</td>
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<tr>
<td>D-</td>
<td>62-60%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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This course can be taken P/F (depending on your academic program) or Graded. Among the criteria to determine your continuation in the mentoring program, the grade in this course is a strong component.
Information on Pass/Fail Option:
During an undergraduate program, a student may enroll in up to a maximum of eight elective courses to be taken with a grade of P (pass) or F (fail). Some schools have a lower maximum and the pass/fail option may not be taken when otherwise restricted by school/division regulations. Contact your school recorder for the Pass/Fail form and more information. Instructors of undergraduate students are not involved in the selection of the pass/fail option and are not informed the student is taking a course on a pass/fail basis. All instructors report the traditional letter grades to the Office of the Registrar which will convert any grades of D- or above to a grade of P. A grade of P does not affect the grade point average. A grade of F will count like any other failing grade. Courses taken on a pass/fail basis count toward full-time or part-time standing for purposes of financial aid or loan deferments. The signed forms must be turned into the Office of the Registrar by the deadline specified in the academic calendar.

Once invoked, the student may not later change back to graded status for the course. Pass/Fail Option deadline ends - Friday, September 6, 2013 (at 5:00 pm).

Last day to withdraw with grade of W or F. Advisor and instructor signatures required. Submitted in person only at the Office of the Registrar, Campus Center 250. Pick up the form from your advisor or school. – Tuesday, November 12, 2013 by 6:00 pm.

Course Policies:

1. Special needs: Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 274-3241. Visit http://aes.iupui.edu/ for more information.


3. Administrative Withdrawal: A basic requirement of this course is that you will participate in class and conscientiously complete writing and reading assignments. Keep in touch with the instructors if you are unable to attend class or complete an assignment on time. If you miss more than half our class meetings within the first four weeks of the semester without contacting us, you will be administratively withdrawn from this section. Our class meets 7 times; thus if you miss more than two classes in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. In the event that you are administratively withdrawn, your scholarship and mentor positions may be directly affected. You will need to meet with your mentoring component director to discuss your specific situation. If you have questions about the administrative withdrawal policy at any point during the semester, please contact us.

Notice regarding Early Alert System (FLAG): This semester we will be using IU’s FLAG Early Alert System to provide real-time feedback on your performance in this course. Periodically throughout the semester I will be entering data on factors such as your class attendance, participation, and success with coursework, among other things. This information
will provide feedback on how you are faring in the course and offer you suggestions on how you might be able to improve your performance. You will be able to access this information in the student center: Onestart > Student Services page > Student Center > My Academics and Grades > My Grades.

**Policies regarding academic integrity, academic misconduct, and code of conduct.** Visit [http://registrar.iupui.edu/course_policies.html](http://registrar.iupui.edu/course_policies.html) to view IUPUI policies on academic integrity, misconduct and student code of conduct.

**Comprehensive statement regarding IUPUI course policies.** Include the following text: There are a number of campus-wide policies governing the conduct of courses at IUPUI. These can be found at [http://registrar.iupui.edu/course_policies.html](http://registrar.iupui.edu/course_policies.html).

**Additional Resources for Research and funding beyond this experience:**
- IUPUI Center for Research and Learning and the [Undergraduate Research Opportunities Program](http://www.crl.iupui.edu/)
- IUPUI Research Programs and Research funding [http://www.crl.iupui.edu/resprogr.html](http://www.crl.iupui.edu/resprogr.html)
- Undergraduate Research Opportunities Program [http://www.urop.iupui.edu/](http://www.urop.iupui.edu/)