

Mentoring At-Risk Youth ED 275

Education Department Mission: The Education Department complements Colorado College’s expressed mission in that its goal is to provide the finest educational studies possible within the liberal arts tradition. We challenge students to “develop those habits of intellect and imagination that will prepare them for learning and leadership throughout their lives.”

Core Values: As members of the Colorado College community and Education Department, we are committed to:

- 1. Honor the life of the mind as central focus of our common endeavor; specifically, we hope to contribute to the development of individuals who are able to engage in critical thinking about the issues and complexities of educational subjects.**
- 2. Value all persons and seek to learn from them their diverse experiences and perspectives; specifically, we expect to promote an environment in which students engage in inquiry, are open to diverse perspective, consider evidence as the basis of determining individual outlooks, and appreciate that alternative approaches to solving problems may offer value.**
- 3. Practice intellectual honesty and live with integrity; specifically, we expect student to pursue their studies with scholarly, conscientious, and ethical effort.**
- 4. Encourage engagement and social responsibility; specifically, we hope that our students will contribute to the educational “life” of whatever community in which they live.**

Students: Please refer to these core values as you complete the assignments for this course.

Schedule/Syllabus

Week One

Monday October 2nd

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|------------|---|
| 9:00-11:00 | Course Overview, Introductions
Definitions/Beliefs about At-Risk Youth Characteristics
Developmental Pathways |
| 11:00-1:00 | Short Assignment/Lunch |
| 1:00-3:00 | Personality Traits/Temperaments/Resiliency
Choose Sites |

- For Tuesday: Journal entry topic: Reflect upon your own personal stressors, times you have been at risk, your resiliency, your mentors
- Research your school on District 11’s web site

Tuesday, October 3rd

9:00-11:30 At CC

Speaker: Dr. Donna Johnson—Alcoholic Families
Emotional Intelligence
Mentoring Expectations, Techniques
Site information

1:00 Be at your site (This is an introductory time, it doesn't count for hours. See additional sheet for today's plan.)

- Journal ideas: First impressions of your placement site, reaction to Dr. Johnson's information, anticipation of tomorrow...

Wednesday, October 4th

All day (5 hours)

At your placement site

Reminders:

- Keep journaling about your experience—how was today? The good? the frustrating? The bad? Anything exciting? How do you feel?
- Continue reading the text
- Don't forget to read "The Crossing"

Thursday, October 5th

All day (5 hours)

At your placement site

Reminders:

- "The Crossing" reaction paper is due tomorrow.
- Start thinking about how Developmental Pathways fit your mentees.
- Think of questions you might ask the panel we have coming tomorrow.

Friday, October 6th

Morning only (3 hours)

At your placement site

1:00-3:00 At CC

Alternative Students Panel

Text discussion

"Risks and Stressors", "Protective Factors" discussion

Week Two

Monday, October 9th

Morning Only (3 hours) at site

1:00-3:00 At CC

Speaker—Rena Gannon from Urban Peak

--Marsha Unruh, Education Department

Understanding Poverty

Reminders:

- Find 2nd article
- Keep journaling—how was this Monday morning? What are you learning about your mentees? How is your experience going?
- Try to finish the text this week.

Tuesday, October 10th
All day (5 hours)
At your site

Wednesday, October 11th
All day (5 hours)
At your site

Thursday, October 12th
All day (5 hours)
At your site

Reminders:

- Reaction paper is due tomorrow -- article.
- You have had three days at site, how did it feel? What was good about it?
- Try to finish the text.

Friday, October 13th
All day at CC
9:00-11:00

Speaker—Nancy Galvin, Teen Pregnancy
Speakers—Jo Meyers, Charlie Dewes, Barbara Ackerman, How Are
Youth At-Risk in Elementary and Middle School?

1:00-3:00

Speaker—Luke Terra, Volunteer Opportunities
Understanding Poverty
Group interviews
Text Discussion

Week Three

Monday, October 16th
All day (5 hours)

At your site—Note: This is a Monday at your site. Observe how your mentees are after a weekend. Be sure to note any differences in behavior in your journal.

Tuesday, October 17th
Morning Only (3 hours)

At your site

1:00-3:00 **At CC**

Speaker—Rich Ives, Art and the At-Risk Youth
Text discussion
Miscellaneous items

Reminder:

- Third Article is due Friday.
- Keep Journaling—start to format ideas for your reflection paper and group project

Wednesday, October 18th
All day (5 hours)
At your site

Thursday, October 19th

All day (5 hours)

At your site

Reminder: Text exam paper is due tomorrow.

Friday, October 21st

Morning only (3 hours)

At your site

1:00-3:00 Speakers: Jim Shikles, Wayne Hutchison, Mickey Midcap—
Alternative Schools and At-Risk Youth

Text exam due

Group interviews

Choose presentation times

Week Four

Monday, October 23rd

All day (5 hours)

At your site

Tuesday, October 24th

Morning Only (3 hours)

At your site—(this is your last time at your site for this class, so be sure
that your students and their teacher know this) **BRING YOUR**

MENTOR EVALUATION FORMS TO CLASS THIS AFTERNOON

1:00-3:00 **At CC**

Project Presentations

Mentor Evaluation Forms Due

Wednesday, October 25th

9:00-12:00 Project Presentations

Reflection Paper Due

Wrap up and evaluation

Assignments and Course Grading

Pertinent Articles 30 points (10 points each) DUE EACH FRIDAY

Read 3 articles that pertain to mentoring, leadership, or at-risk youth. Suggested topics are: alcoholic families, poverty, emotional intelligence, meth addiction and youth, resiliency, gangs, hurried children, etc. I will give you the first article, “The Crossing”, and you need to find two others that you are interested in. Article reviews are due each Friday. They need to be no more than two pages in length, single spaced, 12 point. Your review needs to address these questions:

What are the key ideas in the article?

Why did you pick this article?

How will this article benefit you and your work with at-risk youth?

Is this article worth reading? Explain your answer.

Except for “The Crossing”, hand in copies of your articles with your reviews.

Reflection Paper and Daily Journal 30 points Due Oct. 25th

Keep a daily journal of your mentoring experience. Include your thoughts and perceptions. Be sure to write in this journal **DAILY** so you have information to include in this paper.

Using thoughts from your daily journal, information you have learned in class and your mentoring experience, synthesize your learning experience. This should be a narrative paper of 5-7 pages in length, 12 point type, double spaced. Please make up fictitious names for people you include in the paper. Please include anecdotal accounts of interactions with students, parents, staff, etc. You may want to share unexpected and sudden insights you had. The key aspect of this paper is that you honestly summarize the ways you have been personally affected by your experience. I am negatively influenced by poor mechanics in writing, so **PLEASE PROOFREAD** your papers before you hand them in.

Take-Home Exam on Text 20 points Due Oct. 20th

As you read **There Are No Children Here** and we discuss this text in class, think about the main people in the text, their circumstances, resiliency, hopes, dreams. How do risks, stressors, poverty and societal barriers affect the lives of these people? You will use the text and information from class to answer the essay questions on this exam. You will get the exam on Tuesday, Oct. 17th.

Group Project— 40 points due October 24th and 25th

The purpose of this project is to give each site group the opportunity to share their experiences and learning with the rest of the class. Select a theme for the overall presentation with each group member addressing that theme during the presentation. Your group will have **20 minutes** of class time to describe what you have learned about working with at-risk youth. This is also a time that you can offer suggestions as a group about what you think we, as a society, or you, as individuals could do to make a difference or change the course of what is happening with at-risk youth in this country. Assets, resources, leadership styles, diversity can be addressed as well. What assets, styles, and diversity issues were evident in your placement? Were you able to utilize information from class to impact youth with whom you worked?

Colorado College is trying to lead students **AWAY** from using Power Point presentations. Try to be creative in your presentation!!!

The project (worth 40 points) will be evaluated according to the following criteria on a scale of 1-3 (one=poor, two=good, three=excellent):

Presentation (engaging? Use of visuals? Handouts for audience? Enthusiasm?)

Organization (introduction? Clear and relevant information? Conclusion?)

Originality (project needs to be creative, not a lecture)

Distribution of responsibility among the members

Overall effectiveness (has the class benefited from your project?)

Course Grade

Grades will be based on the following accumulation of points:

Placement Hours	60 points
Mentor Evaluation	20 points (points given according to number circled in rubric)
Class Participation	30 points (3 points for each class—must be in class to participate) 3 point bonus for attending all sessions...
Pertinent Articles	30 points (10 points each)
Text Exam	20 points
Reflection Paper	30 points
Group Presentation	<u>40 points</u>
Total Possible Points:	230

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