

Developing Leadership Skills through Tutoring and Mentoring in Education

Portland State University Senior Capstone
UNST 421, Spring 2013

COURSE DESCRIPTION

This course explores education as a key influence on an individual's social and economic future and existing opportunities to contribute to the educational process in a leadership capacity. Through course material, students are exposed to leadership development, theory, and skills. During service activities like tutoring at mentoring at Portland high schools, PSU students will be challenged to use and develop communication, relationship-building, and leadership skills. Each student will mentor at the school for 20 hours over the course of the term and using those experiences as a foundation for discussion and reflection will explore issues like educational capital, social responsibility, communication, and leadership.

Senior Capstone courses, including this one, are designed to build cooperative learning communities by taking students out of the classroom and into the field. Students from a variety of majors and backgrounds work as a team, pooling resources, and collaborating with faculty and community leaders to understand and find solutions for issues that are important to them as engaged citizens.

Primary course goals:

- To facilitate understanding of the importance of educational equity and educational capital in today's society
- To develop an understanding of the social change leadership theory and to develop students' leadership potential to become more civically engaged
- To encourage students to develop their own responsible working theory of leadership and to empower students to participate in social change
- To provide students with an understanding of leadership and mentoring as applied to Portland public and charter school students
- To facilitate linkages between leadership theory and practice by providing practical experience in using mentoring skills when working with high school students

Primary course learning objectives:

1. Gain awareness about civic engagement and social responsibility [*UNST goal: Ethics and social responsibility*]
2. Demonstrate awareness of the importance of effective interpersonal communication and relationship building for school and community settings [*UNST goal: Communication*]
3. Examine techniques to foster communication with others [*UNST goal: Communication*]
4. Develop an increased awareness of power, privilege, and unconscious bias [*UNST goal: Diversity of human experience*]
5. Gain an increased awareness of working with multicultural and multiethnic individuals, groups, and communities [*UNST goal: Diversity of human experience*]
6. Learn and demonstrate team-building and collaborative activities [*UNST goal: Diversity of human experience*]
7. Demonstrate knowledge of conflict management skills [*UNST goal: Diversity of human experience*]
8. Begin building a leadership portfolio that demonstrates and integrates classroom learning, leadership experiences, and personal reflections [*UNST goal: Critical thinking*]
9. Develop and demonstrate critical thinking skills through written assignments and presentations [*UNST goal: Critical thinking*]

**see Appendix A for complete description of University Studies Goal Areas

COURSE LOGISTICS

Instructor contact information:

Sarah A. Bunton, PhD

Email: sbunton@pdx.edu

Campus mail address: Cramer Hall 117

Office hours by appointment.

Course Readings:

Course readings are available (check syllabus for location):

1. On e-reserve at the PSU Branford P. Millar Library,
2. Online (links in course Desire2Learn site), or
3. Handed out in class.

To access e-reserve:

1. Go to library website: <http://library.pdx.edu>
2. Click on **Find Course Reserves**
3. Search by instructor's last name (Bunton), then click SEARCH
4. Select the course, click ACCEPT/VIEW
5. Select a document or folder
6. Enter password (Bunton)
7. Click VIEW
8. Select the document that you want

To access course D2L site:

1. Go to: <https://d2l.pdx.edu/>
2. Click on the **Login** button
3. The Login page will open where you use your ODIN ID as the user name and your ODIN password to log in
4. If you have not used D2L before, visit: <http://www.pdx.edu/psuonline/node/37> for a tutorial
5. If you are unable to log in, contact the OIT Helpdesk for assistance at 503-725-4357

Course community partners:

1. Jefferson High School
5210 N. Kerby
Portland, OR 97217

<http://www.pps.k12.or.us/schools/jefferson/>

Jefferson High School is a public school located in Portland, OR. This Portland Public School is a focus high school open to neighborhood students and students from outside the neighborhood through the school choice lottery. According to their website, in the 2009-10 academic year, Jefferson High School was the only school in Oregon to have a majority of non-white students.

2. Leadership and Entrepreneurship Public Charter High School (LEP High)
2044 East Burnside Street
Portland, OR 97214

<http://lephigh.org/site/>

LEP is a non-profit charter school that was founded in 2006. It is a college preparatory high school that serves students who seek options not typically offered in traditional schools. Leadership and entrepreneurship are key themes in classes, and the curriculum is dominated by interdisciplinary, hands-on projects tied to students' interests and learning styles. The student body is very diverse.

COURSE EVALUATION AND OTHER POLICIES

Grading:

Grades for this course will be determined according to performance on the following assignments:

1. Course attendance and participation in class activities 30% (30 points)
2. Reflective essays (2) 30% (30 points)
3. Service work at community partner site (20 pts); project (5 points);
in-class summative reflection (5 pts) 30% (30 points)
4. In-class final 10% (10 points)

94%-100%	A
90%-93%	A-
87%-89%	B+
84%-86%	B
80%-83%	B-
77%-79%	C+
74%-76%	C
70%-73%	C-

Attendance and participation:

The format of class sessions is based on the understanding that students actively construct their own learning. Class sessions will emphasize active and collaborative learning, including discussions focused largely on assigned readings, student experiences at the community partner site, interactive lecture, and in-class projects. As such, class attendance and participation are required and attendance is taken each class period. Preparation includes

- completing readings on time,
- having discussion points for class,
- active participation in class discussions and peer grading exercise,
- participating in in-class reflections,
- and leading discussions, when assigned.

Reflective essays:

The topics for each reflective essay will be posted on D2L a week prior to the due date. Written reflective essays should be approximately 1000 words (4 pages, double-spaced), typed, follow APA or MLA format, and include a separate reference page. Essays should demonstrate synthesis with course components, must include at least 3 substantive references to course content and readings, and should incorporate activities with the community partner. Hard copies of papers should be brought to class on due date. See Appendix B for reflective writing guidelines.

Community service activities:

Informed community work comprises this portion of the grade. Students are expected to spend approximately 2 hours per week (20 hours total for the term/20 points) engaged in tutoring and mentoring high school students. Students will attend an orientation session at the school (time/date in syllabus). Students will have the opportunity to choose times at the community partner site within the school week. Students must maintain a log of time spent at the school, and submit the log with a sponsoring teacher's signature at the end of the term. Students will also deliver an oral in-class reflection on their time at the school (5 points). Students will work together throughout the term on a group project for the school (5 points). See Appendix C for log.

In-class final:

Students will be asked to respond to a series of questions and write a mini reflective essay on the content covered in the class. Notes and materials may be utilized during this writing exercise, which is to reflect on the integration of the Universities Studies goal areas (communication, diversity of human experience, critical thinking, and ethics and social responsibility) in the course and related materials and work with the community partner.

Assignment and course rules:

- Late reflective essays will drop a full point for each day they are late
- Midterm grade updates will be given to those receiving a “C” or below during week 5; individual check-ins will also take place this week
- Incompletes must be negotiated before the end of the term

PSU code of conduct:

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in Portland State University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. It is strongly encouraged that you read the Portland State University Student Conduct Code, which details your rights and responsibilities as a student and as a member of the PSU community:

<http://www.pdx.edu/dos/psu-student-code-conduct>

Students with disabilities:

Accommodations are collaborative efforts between students, faculty and the Disability Resource Center (DRC). Students with accommodations approved through the DRC are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through the DRC center should contact the DRC immediately at: 503-725-4150.

Writing assistance programs:

High quality writing is expected for this Senior Capstone course. If students feel they need additional assistance on the papers beyond what is provided in the course itself, Portland State University offers a writing center that provides writing help at all stages of the process. For example, the center can help you get started on papers or other writing projects, provide comments on drafts, and teach you how to revise, edit, and proofread your own work. For more information, contact the center at: (503) 725-3570; 188 Cramer Hall; <http://www.writingcenter.pdx.edu/>

Use of laptops:

Laptops may be used during class for note-taking, downloading class material from D2L, or working on in-class exercises. They are not to be used for entertainment during class (e.g., email, instant messaging, surfing the web, reading the news, or playing games) and materials on the laptop which may be distracting or offensive to fellow students are prohibited. Laptops may be used during final reflection to access reading material and to respond to questions only.

COURSE OUTLINE:

Our tentative weekly schedule follows. Please note that the schedule is subject to change.

WEEK 1 Introduction and Overview; Mentoring and Leadership

Monday, April 1:

- Introduction to the course and syllabus
- Course and community partner expectations
- Background forms for working in schools and survey
- Mentoring and tutoring intro
- Leadership intro

Wednesday, April 3:

****CLASS MEETS AT COMMUNITY PARTNER FOR ORIENTATION****

3:30-4:30 at Jefferson High School

3:15-3:45 at LEP High

Readings and assignments

[Wednesday]

- Review school websites:
 - <http://www.pps.k12.or.us/schools/jefferson/>
 - <http://lephigh.org/site/>
- Hart, E.W. (2009). Seven Keys to Successful Mentoring. Greensboro, NC: Center for Creative Leadership. [[Link to online article through course D2L site](#)]

WEEK 2 Mentoring and Leadership; Introduction to Educational Capital

Monday, April 8:

- Mentoring
- Introduction to educational capital
- Article presentation/discussion lead sign-up
- Leadership

Wednesday, April 10:

- Leadership and leadership theories, continued

Readings and assignments

[Monday]

- Rhodes, J.E. & DuBois, D.L. (2006). Understanding and Facilitating the Youth Mentoring Movement' *Social Policy Report*, 20(3): p3-20. Available at: <http://www.srcd.org/documents/publications/spr/spr20-3.pdf>
- Brungardt, C.L. The New Face of Leadership. [[Link to online article through D2L site](#) or at: http://www.nwlink.com/~donclark/leader/lead_edu.html]

[Wednesday]

- *Book chapter:* Northouse, P.G. (2010). Introduction. (p. 1-14). In: *Leadership: Theory and Practice* (5th ed). Thousand Oaks, CA: Sage Publications. [[Link to online article through course D2L site](#) or book is at the reserves desk at the library]

WEEK 3 Educational Capital; Diversity in Education and Leadership

Monday, April 15:

- Jigsaw activity: Educational capital, outreach programs

Wednesday, April 17:

- Diversity in education and leadership
- Unconscious bias
- *Reflective essay #1 topic handed out*

Readings and assignments

[Monday – 1 article] *Article/Jigsaw activity:* [all articles on library e-reserve]

- Cabrera, A.F., & La Nasa, S.M. (2000). Three critical tasks America's disadvantaged face on their path to college. *New Directions for Institutional Research*, 107, 23-29.
- Choy, S.P., Horn, A.J., Nuñez, A., & Chen, X. (2000). Transition to college: What helps At-risk students and students whose parents did not attend college. *New Directions for Institutional Research*, 107, 45-63.
- Swail, W.S. (2000). Preparing America's disadvantaged for college: Programs that increase college opportunity. *New Directions for Institutional Research*, 107, 85-101.

[Wednesday]

- Gurin, P., Nagda, B.A., & Lopez, G. E., (2004). The benefits of diversity in education for democratic citizenship. *Journal of Social Issues*, 60 (1), 17–34. [on e-reserve at library]
- Review Implicit Association Test web site (<https://implicit.harvard.edu/implicit/demo/>) and take any 2 of the tests on the website (e.g., age, race, gender-career, etc.)

WEEK 4 Personal Leadership; Feedback

Monday, April 22:

- Personal leadership
- Community partner activity reports
- Giving and receiving feedback; SBI model
- Project brainstorming

Wednesday, April 24:

- MBTI/Myers Briggs personality type
- Project brainstorming
- *Article assignment for next week*
- *Reflective essay #1 due*

Readings and assignments

[Monday]

- Lee, R and King, S (2001) “Get to know yourself as a leader” in: *Discovering the Leader in You*. Jossey-Bass, Inc. 71-100. [Handed out in class]

[Wednesday]

- *Reflective essay #1 due*
- *Article:* Kise, J. & Russell, B. Are they really problem students? Bridging differences through understanding. Available at: http://www.personalitypathways.com/MBTI_articles4.html
- *Assignment:* Completed Jung Typology. <http://www.careertest.net/index.htm> Bring in results (4-letter type) and description. (Do not pay for results, just print out the type and description given at the end of the test).

WEEK 5 Groups and Teams

Monday, April 29:

- ***NO CLASS TODAY: PROJECT WORK TIME***

Wednesday, May 1:

- Groups and teams
- Individual check-ins
- *Reflective essay #2 topic handed out*

Readings and assignments

[Monday]

- Collier, P.J., & Voegelé, J.D. Groups are fun, groups are not fun: Teamwork for the common good. In Cress, C.M., Collier, P.J., Reitenauer, V.L. & Associates (Eds.) *Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines*. (2005). Sterling, VA: Stylus. **[On reserve in the library: LC220.5 .C72 2005]**
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WEEK 6 Groups, continued; Conflict and Communication

Monday, May 6:

- Groups and teams, continued
- Community partner activity reports
- Communication in groups
- Conflict

*Wednesday, May 8: ***Class meets 3:15-4:15 only****

- Catch up
- Project work time

Readings and assignments

[Monday]

- Instructor handouts

WEEK 7 **Ethics**

Monday, May 13:

- *Reflective essay #2 due today, bring hard copy to class*
- Peer grading exercise
- Ethics
- Social and civic responsibility

Wednesday, May 15:

- Community partner activity reports and reflection
- Project work time

Readings and assignments

[Monday]

- *Reflective essay #2*
 - Rhodes, J., Liang, B. (2009). *First Do No Harm: Ethical Principles for Youth Mentoring Relationships*. *Professional Psychology: Research and Practice*, 40(5): 452-458. Available at: <http://www.cksd.wednet.edu/mentor/Presentation/EthicsAPA%5B1%5D.pdf>
 - Malley, J. *Ethics Corner: Should we teach ethics K-12?* Online at: http://www.provisionsconsultingcms.com/~ccamain/pdf/teaching_ethics.pdf
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WEEK 8 **The Pedagogy of Poverty; Women in Leadership**

Monday, May 20:

- In-class reading and discussion:
Haberman, M. *Pedagogy of Poverty: The Pedagogy of Poverty Vs. Good Teaching*. Available at: http://www.educationnews.org/ed_reports/32472.html
- Hot topics

Wednesday, May 22:

- Women in Leadership
- Group presentations and reflections of final projects
- Community partner activity reports and reflection

Readings and assignments

[Wednesday]

- Lips, H. (2009). *Women and leadership: A Delicate Balancing Act*. Available at: <http://www.womensmedia.com/lead/88-women-and-leadership-delicate-balancing-act.html>

WEEK 9 **Women in leadership; Individual leadership development**

Monday, May 27: NO CLASS TODAY: UNIVERSITY HOLIDAY

Wednesday, May 29:

- Integrating pieces
- Personal mission statement
- Tying everything together, content review

Readings and assignments

WEEK 10 **End of semester: Individual presentations and in-class final**

Monday June 3:

- Individual presentations of service activities

Wednesday June 5:

- In-class final

Readings and assignments

- Individual presentations
- In-class final reflection

Appendix A
The Four Goals of University Studies

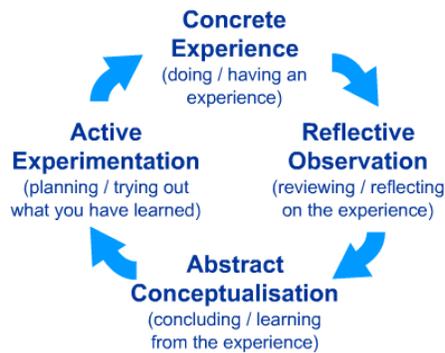
Inquiry and Critical Thinking	Communication
<p>Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.</p>	<p>Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.</p>
The Diversity of Human Experience	Ethics and Social Responsibility
<p>Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.</p>	<p>Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.</p>

For more information see: <http://www.pdx.edu/unst/goals.html>

Appendix B

Process for Reflective Essays

The following process of Kolb's Experiential Learning Model should be used for reflective essays:



- 1. Concrete Experience (doing/having an experience).** This segment of writing is descriptive and informative, answering questions like: What are you going to be talking about and reflecting on? What happened? What are the main ideas? It's a brief description of what happens at the community partner site and comprehending the behaviors and experience in relation to the reflection topic..
- 2. Reflective Observation (reviewing/reflecting on the experience).** Reflecting on personal reactions to the concrete service experience. The initial description of the service experience is now transformed into something that is personally relevant through the intentional process of reflection.
- 3. Abstract Conceptualization (concluding/learning from the experience).** This next step is tying course-related and content-focused material to re-describe the experience from a conceptual rather than a descriptive perspective. You may explore what you learned about the issue, yourself, and others. Sample ideas questions include: What connections between readings and practical applications are there? What did you learn about your perceptions on the topic? What biases/perspectives did you learn about yourself?
- 4. Active Experimentation (planning/trying out what you have learned).** Using new understanding of the service experience developed during the abstract conceptualization stage to stimulate an application of the new understanding of this situation within the context of a set of options for personal choices in the world. Another way to think about this section is to think strategically about how to apply new knowledge and understanding. Sample questions include: How will you integrate this knowledge into your daily life (e.g. home, work, school)? What implications does this issue have for you, others, and society?

Notes:

- The topics for each reflective essay will be posted on D2L one week prior to the due date.
- Papers should be approximately 1000-1200 words (4-5 pages, double-spaced), typed, follow APA or MLA format, and include a separate reference page.
- Papers should be both spell-and grammar-checked (for writing assistance please contact the PSU Writing Center at: <http://www.writingcenter.pdx.edu/>)
- These essays should demonstrate synthesis with course components (i.e., include at least 3 references to course content and required and related readings, and incorporate reflections on relevant activities with the community partner.)

**Appendix C
Service Activity Log**

Name: _____

Sponsoring teacher or administrator at high school: _____

Description of service activities:

Activity Log (20 hours)

	Date	Time spent (e.g., 1hr.)	Activity description
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Student Signature

Sponsoring Teacher or Administrator Signature

Date

Date