

# Mentoring “At-Risk” Youth

AFA 3915C Section 5778

Dr. Evans - Spring 2010

Updated January 3, 2010

[draft]

**Dr. S. Y. Evans**

**Phone:** 352-273-0392

**Class Location:** FAC 120

**Class hours:** Tues 10:40-11:30

Thurs 10:40-12:35

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## Undergraduate Teaching Assistants

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## COURSE DESCRIPTION

This community service-learning (CSL) course will engage students in collaborative relationships with local community organizations for which students will be able to provide mentorship to local “at-risk” youth. The course is a seminar-style practicum course that integrates lectures, appropriate reading in the humanities and social sciences, and community service assignments. Students will work through the UF Office of Leadership and Service and become familiar with IRB and HIPAA protocol to ensure professional, ethical, and enriching partnership with local agencies.

## MAIN TOPICS OF COURSE:

### General

- Functional history of education
- Holistic teaching and learning
  - (Excellence) Ecology, questions, competence
  - (Ethics) Humanization, socialization, professionalization
- Empowerment (voice)
- Identity (race, gender, class and other indicators like age, body style, religion, ancestry, and location)
- Demographic and geographic mapping (Census records as example of primary document interpretation)
- Disciplinary theory (different ways to explain things)

### Particular

- Adolescent development
- At-Risk indicators
- Mentoring styles
- Service-learning
- Experiential education
- Community engagement

## COURSE OBJECTIVES: Holistic Education (Excellence & Ethics)

- ◆ Human Ecology (Humanization)
  - *To explore aspects of ecology, social location, and history* by studying relationships of identity, education, and ethics
- ◆ Question Types (Socialization)

- *To ask critical questions and debate central issues* concerning youth who are at risk of being trapped in a cycle of poverty, crime, racism, sexism, substance abuse, poor health, academic failure, social stigma, and political disenfranchisement
  - To assist college students in formulating questions and finding systematic ways of gaining mentoring support, through mentoring relationships, during and after college and to increase competence for lifelong learning
  - To study how self-possession, resilience, empowerment, and mobility intersects with student experiences issues
- ◆ Bases of Competence (Professionalization)
- *To enhance competence and lifelong learning (managing self, others, tasks, and innovation)* through experiential education and community engagement
  - To explore educational autobiography in a way that clarifies professional goals and guides students to disciplinary and career resources
  - To meet the community defined need of providing local at-risk youth with responsible mentors who can learn to identify students' needs and strengths; to partner with the UF Center for Leadership and Service to for youth in the and Gainesville Housing Authority's Reichert House and PACE programs as well as BB/BS and Eastside High School (**36 hours of mentorship per student**)

## COURSE REQUIREMENTS

### Books

1. Charles Green, Manufacturing Powerlessness in the Black Diaspora: Inner-City Youth and the New Global Frontier
  2. Joyce West Stevens, Smart and Sassy: The Strengths of Inner-City Black Girls
  3. Geoffrey Canada, Reaching Up for Manhood: Transforming the Lives of Boys in America
- Professor's "**Lecture Notes**" from Michelle Dunlap, Reaching Out to Children and Families: Students Model Effective Community Service - not required reading, but highly recommended for those going into social service professions. Also recommended: Evans, Taylor, Dunlap, & Miller, African Americans and Community Engagement in Higher Education

### Articles (online via UF Library)

1. William Damon, "What is Positive Youth Development?" Annals of the American Academy of Political and Social Science. 2004. (591).
2. Kimberly A. Mahaffy, "Gender, Race, Class, and the Transition to Adulthood: A Critical Review of the Literature." Sociological Studies of Children and Youth. 2003. (9) UK: JAI/Elsevier Science.
3. Carolyn M. Tucker and Keith C. Herman, "Using Culturally Sensitive Theories and Research to Meet the Academic Needs of Low-income African American Children." American Psychologist. 2002. (10).

### Websites

Center for Leadership and Service: <http://www.leadershipandservice.ufl.edu/>  
 Agency/Student forms (under 'for students'):  
<http://www.leadershipandservice.ufl.edu/programs/servicelearning/resourceguide.php>

## GRADED ASSIGNMENTS

|   |                               |
|---|-------------------------------|
| 0 Personal journals (10 pages by midterm) | 50 points                     |
| 1 Educational Autobiography               | 50 points                     |
| 2 Short reflection papers (4 pp each)     | 75 points (25 pts x 3 papers) |
| 3 Discussion questions & facilitation     | 50 points                     |
| 4 Debate (1 debate & 3 judge)             | 125 points                    |

|                                  |                   |
|----------------------------------|-------------------|
| 5 In-class Blue Book exam        | 50 points         |
| 6 HIPAA Certification            | 50 points         |
| 7 Final group presentation       | 25 points         |
| 8 Final research paper (8-10 pp) | 135 points        |
| 9 Evaluation & agency paperwork  | 100 points        |
| 10 Attendance                    | 40 points         |
| <b>TOTAL</b>                     | <b>700 POINTS</b> |

\*Possible extra credit 25 points

**GRADE SCALE** (updated Spring 2010)

|              |                                      |
|--------------|--------------------------------------|
| A 95 - 100 % | <i>Outstanding</i>                   |
| A- 90 - 94   | <i>Excellent</i>                     |
| B+ 87 - 89   | <i>very good</i>                     |
| B 84 - 86    | <i>good</i>                          |
| B- 80 - 83   | <i>nice work</i>                     |
| C+ 77 - 79   | <i>completed requirements well</i>   |
| C 74 - 76    | <i>completed requirements</i>        |
| C- 70 - 73   | <i>barely completed requirements</i> |
| D+ 67 - 69   | <i>requirements not fulfilled</i>    |
| D 64 - 66    | <i>poor work</i>                     |
| D- 60 - 63   | <i>very poor work</i>                |
| E below 60 % |                                      |

According to University policy, a C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or College Basic Distribution Credit.

**EVALUATION CRITERIA (Content, Structure, Sources)**

<http://www.professorevans.com/TravisBroadEvans%20Grading%20Rubric.pdf>

Unless otherwise noted, grades will be assigned in the following three areas:

- **Structure** (Organization with unified beginning, middle, and end; clear flow of ideas in paper and appropriate transitions; paragraphs and sentence structure; proper punctuation and appropriate language, evidence of editing errors)
- **Content** (Clear main idea, relevant question, answer that matches the question type, thesis, argument development)
- **Sources** (Valid sources that support but also complicate argument, appropriate scholarly journals, books, and dissertations; use primary documents with nuanced interpretation; correct citation in text and bibliography; correct citation style for academic discipline—either MLA, APA, Chicago)

**ASSIGNMENT DETAILS**

**Personal Journals**

**No grade**

Keep a two part reflection journal: 1) class reading/discussion and 2) service experiences. This reflection journal will be shared in class mid-semester and will help recall details/sources for all assignments. You should record four aspects of your material and experience: 1) identify a critical moment/idea; 2) identify a question/learning type; 3) use appropriate data & sources for analysis and as evidence; and 4) make sure reflections are organized, and professionally presented and relate to main theme of community agency . By the mid-semester in-class review of journals, you should have 10 pages (typed double-spaced).

**1 Educational autobiography**

**50 points**

Using sources from class and the following three frameworks, define yourself in three pages (750 words max).

\*A. Ecology & Standpoint

- o Ecology (Richards ) <http://www.professorevans.com/Worksheets%20&%20data.asp>

- Cultural Identity <http://www.professorevans.com/CulturalIdentityWorksheet.pdf>
- Social Location: Self, Communities, Institution/Nation, World (Kirk & Okazawa Rey)
- Personal history of education (locations, key events/people, books, challenges, & victories)

**\* B. Questions, Values, & Philosophy**

- What is the main question you have about education?  
<http://www.professorevans.com/Six%20Types%20of%20Questions.asp>
- Educational beliefs / philosophy
- Values <http://www.professorevans.com/Values.asp>

**\* C. Academic & Professional Goals & Competence**

- Educational goals and reason for choosing major
- Professional goals
- Three academic/professional role models (in three different eras of history--must share your major or job)

**Extra Credit Opportunity:** *The NIA Project* <http://www.niastatement.net/>

For 5 points of extra credit, the Educational Autobiography assignment can be made into a “3-D” personal statement.

A. Write the “Educational Autobiography” assignment in a three part structure:

- Haiku
- Spoken word
- Standard essay (this part is already done on the assignment)

FOR COMPLETE INSTRUCTIONS SEE: <http://www.niastatement.net/NIA%20instructions.html>

\* Even if you choose not to do the extra credit, look at the online resources (especially the Def Poetry samples and MyPLAN.com) for additional sources for your essay.

**2 Short reflection papers (4 pp each)                      75 points (25 pts x 3 papers)**

Three short papers:

1. Definitions: compare and contrast 6 sources that define “at-risk youth” and 6 that define “mentoring”.
2. Disciplinary Theories: Discuss 3 relevant theories from your academic discipline and 1 theory from African American Studies with relevance to cultural identity, adolescent development, and mentoring.
3. State and National Youth Resources: Locate and describe 6 resources that may be useful to the youth at your agency.

**3 Discussion questions & facilitation                      50 points**

Students (4-5 per group) facilitate discussion of the assigned reading.

- Each student identifies 3 main concepts and 2 questions for the class to consider; together students facilitate discussion
- *Do not* provide an extensive summary (surely all students will have read and are prepared!) - rather, outline main points in the chapter to add to the study guide and offer questions to explore chapter content
- Type up one copy of questions (with page references) and turn them in *before* facilitation. Dr. Evans will give contextual lectures during and after class discussion

**4 Debates (1 debate & 3 judge)                      125 points**

Four debates during the semester; each student debates once and judges three times.

- Teams of 3 will present argument and evidence. Audience will decide winning team. Teams assigned weeks in advance; debate questions revealed one week before each debate.
- Each student on the team will speak for 2 minutes.
- Points assigned for debating (50 points) and for judging (25 points).

- **Students debating will turn in a 2 page paper** outlining (in essay form) pros and cons of each side, argue one side over the other, and include 3 pieces of evidence to support argument-- papers due at the beginning of class on the day of the debate.
- Make up for missing either debate: 7 page paper. Make up for judging 5 page paper.

### **5 In-class Blue Book exam** **50 points**

In 50 minutes, answer 5 identification, 3 short answer, and 1 essay question.

- Bring a Blue Book (available at the UF bookstore); exams turned in on loose paper will incur a 5-point penalty.
- One 8x11 sheet of notes allowed for exam (open note); NO books are allowed. Dictionaries permitted.
- Points awarded for content and structure, ability to present observations with appropriate citations, and use of scholarly evidence to support reasonable arguments. Five points deducted for severe illegibility.

### **6 HIPAA certification** **50 points**

Each student must adhere to UF policies and complete the online training and certification for HIPAA certification (Health Insurance Portability and Accountability Act 1996)

<http://privacy.health.ufl.edu/training/visitors/instructions.shtml>

- This procedure complements resources offered by the UF Center for Leadership and Service and training at the community agencies regarding youth laws and policies, liability, and confidentiality.
- Though not required, those interested in pursuing graduate studies should become familiar with Human Subjects Research certification and how to develop an on-line IRB protocol application <http://irb.ufl.edu/irb02/>.

### **7 Final group presentation** **25 points**

Oral presentation based on findings for the final paper research.

- Presentations to highlight 1) how academic discipline intersects with cultural identity and youth development and 2) the primary, secondary, and reference sources used to answer your research question about a major theme in mentoring youth at chosen agency.
- Community agency representatives and CLS staff will be invited. Presentations should be 3-4 minutes per person; no more or less.
- Each presenter will identify a critical moment where they connected the course texts with their service experience and address agency's theme of interest.
- Like the journals, there will be four aspects of evaluation: make sure to 1) identify a critical moment; 2) identify a question/learning type; 3) use appropriate data & sources for analysis and as evidence; and 4) make sure reflections are organized, and professionally presented and relate to main theme of community agency.

### **8 Final research paper (8-10 pp)** **110 points**

Grades will be given for the final research paper (8-10 pages, including bibliography).

- Individually chosen topics reflect combination of student professional interests, course material, and agency mission/purpose. Choose a topic of relevance and use to professional and intellectual goals.
- Final papers are FOR the agency, not ON OR ABOUT the agency. Collect resources that will be of interest to administrators, staff, and students. Discuss the course reading, disciplinary perspective, and individual service experience. Keep in mind that the agency will use this document for their purposes and write accordingly. Choose a clear THEME and offer a THESIS with ample citation.
- Final papers due at the beginning of class on the last day of class. Late papers will be graded down 10%. Turn in one hard copy of your paper and email one copy to the designated supervisor with a cc to Dr. Evans. Both copies are due by the beginning of class on Tuesday, April 16<sup>th</sup>. Papers will not be accepted after Thursday, April 29<sup>th</sup> at 10:40am.

Grading criteria:

- **Writing Process (35 points)**

- ✓ Topic proposal (5 points)
  - ✓ Working bibliography, ten citations (5 points)
  - ✓ Outline (5 points)
  - ✓ First draft, 5 pages (10 points)
  - ✓ Second draft, 10 pages (10 points)
- **Final Paper (100 points)**
- ✓ Historical and empowerment reference (5 points)
  - ✓ Holistic education models (10 points)
  - ✓ Five comparative definitions of ‘at-risk’ (5 points)
  - ✓ Youth development and cultural identity theories (Cite Damon, Tucker and Mahaffy) (5 points):
    - Race, Economic and Social Class, Gender, Age
    - Geographic Location, schools, families, peer networks
    - Addressing culturally appropriate theories of development and intervention
    - Mentoring youth and implication of positive development theories
  - ✓ Disciplinary framework (5 points): consider how the your agency work engages any of the following disciplines:
    - Health, medicine, and life sciences
    - Business, journalism, and communication
    - Education, fine arts, and the humanities (history, literature, philosophy etc.)
    - Law and social science (sociology, psychology, social work etc.)
  - ✓ Six cited references (2 each) from Manufacturing Powerlessness, Reaching Up and Smart and Sassy & 2 course films (20 points)
  - ✓ Two newspaper articles (one prior to 1980, one after 1980) and 1 dissertation (15 points)
  - ✓ Two cited references from scholarly journal articles (10 points)
  - ✓ Writing mechanics, paper structure (15 points)
  - ✓ Reflection on service, critical analysis of agency’s issue, and thesis about theme relevant to agency’s mission (10 points)

## **9 Evaluation & agency paperwork 100 points**

The UF Center for Leadership and Service provides online resources to help partnership process run smoothly. These forms are located at <http://www.dso.ufl.edu/cls/programs/servicelearning/resourceguide.php>.

- Contracts signed by the agency supervisor and the student are due by **Friday, January 23rd**. Those not having signed contracts in to Dr. Evans by the beginning of class, on that day will incur a **10 point penalty**. Those not handing in the contracts by **Wednesday, January 28th will incur a 50 point penalty to their final grade**.
- Professionalism is key to working in your agency placements. Dr. Evans (not the agency supervisor) assigns points for agency participation; however, points depend heavily on the agency evaluation of UF student performance. Students also evaluate the agency, so evaluation is not one-sided. Evaluations are confidential. Both students and agencies sign an agreement form to clarify expectations.
- If the student does not complete the required **36 hours during the semester**, **TWENTY FIVE POINTS WILL BE DEDUCTED FROM AGENCY EVALUATION POINTS**. Agencies are not required to accommodate students in the final weeks of the semester to “get hours”; hours should be 3 per week, spread over at least 11 weeks of the semester.
- Any illegal or inappropriate behavior at the site (i.e. drugs, drinking, abusing or endangering the children in ANY way, willful disobedience of agency policies) will result in your immediate termination from the community agency and, depending on the severity of the infraction, you could be dropped from the class. You will be instructed on agency policies about confidentiality and appropriate behavior with program’s youth. Each rule must be observed for the safety of community members and well being of the partnership. Adhere to policy; when in doubt contact the agency supervisor AND Dr. Evans. Liability issues need to be strictly understood in order to maintain positive relationships with community partners.

**10 Attendance**

**40 points**

Sign in at every class session; attendance will be taken from the sign in sheet in order to eliminate attendance oversights. In case of disputed absences, the sign in sheet will be considered the verification of records. This grade also reflects *consistent, informed, and thoughtful* contributions to class.

- Those who miss more than three classes due to medical illness might consider dropping the course in accordance with the UF illness guidelines. Students should consult the attendance policy <http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html> of the *University of Florida Catalogue*. Students are expected to take notes on the assigned readings and review notes before coming to class. *Be in class on time and to stay until class is finished.*
- Do not show up 10 minutes into a class and expect to be counted present. Be on time to sign in—no retroactive sign in will be permitted.
- On the fifth missed class, (regardless of reasons), there will be a ten- point penalty to your final grade. This is a discussion-centered course, attendance and participation are very important parts of your grade. Absences count and excessive tardiness will be counted towards absences.

**SEMESTER AT A GLANCE**

|  | Tuesday   | Thursday  |
|--|---|---|
| <p><b>Week</b><br/>1:<br/><br/>Jan<br/>5-7</p>   | <p>Introductions/roll; review syllabus</p> <p>Tools (Course structure: WHAT? SO WHAT? NOW WHAT?)</p> <p><b>What?</b> <u>Functional History of Education</u>: <b>History can solve problems</b> Problem: Lack of educational voice = powerlessness (preparedness, access, curriculum)</p> <p><b>So What?</b> <u>Holistic teaching &amp; learning</u>: <b>Holistic education can give voice</b> Explore aspects of social justice education (humanization, socialization, professionalization) &amp; provide structure for rigorous education (ecology, questions, competence)</p> <p><b>Now What?</b> <u>Manufacturing Empowerment</u> <b>Models of inspiration</b></p> <p>Purchase books, access CLS website, &amp; consider agency choices</p> | <p>Reading: <b>Damon</b>, "Positive Youth Development"</p> <p><b>Guest Speakers: Community Agencies</b><br/>*Sheila Walker: Eastside High School<br/><br/>*Katie Southwick: PACE<br/><br/>*Byers Hickmon: Reichert House<br/><br/>*Paul Halpern: Big Brothers / Big Sisters</p> <p>Dr. Evans' Research Overview</p> |
| <p><b>Week</b><br/>2:<br/><br/>Jan<br/>12-14</p> | <p><b>ETHICS &amp; STUDENT INFO FORMS DUE</b></p> <p>Reading: <b>Mahaffy &amp; Tucker</b> counter culture, culture, and control articles</p> <p><u>Guest Speaker</u>: Center for Leadership &amp; Service Staff: Dr.</p>  | <p><b>Reflection paper # 1: Definitions</b></p> <p><u>Smart &amp; Sassy Prologue</u> &amp; <u>Reaching Up for Manhood Preface</u></p> <p><u>Video</u>: <i>First Year</i></p>  |

|                             |  |   |
|-----------------------------|--|---|
|                             | <p>Tracy Reeves</p> <p><i>Tools: Question types</i></p>  | <p><i>Tools: Cultural Identity; Census Maps</i></p> <p><i>Lecture Notes: How Do I Get Started? &amp; Getting Ready</i></p>  |
| <p>3:<br/>Jan<br/>19-21</p> | <p><u>Reaching Up Mentors</u></p> <p>TA Lecture/<br/>Facilitation: Mentoring</p> <p><i>Tools: Disciplinary Theory</i></p> <p><i>Lecture Notes: Looking in the Mirror</i></p> | <p>TA Lecture/ Facilitation II:<br/>Adolescent Development Theories &amp; At-Risk Definitions</p> <p><u>Smart &amp; Sassy Adolescent Development Theories</u></p> <p><i>Tools: Debate - Arguers as Lovers</i></p> <p><b>SIGNED STUDENT/AGENCY &amp; PROJECT AGREEMENT CONTRACTS DUE</b></p> |
| <p>4:<br/>Jan<br/>26-28</p> | <p><u>Smart &amp; Sassy Risk and Resiliency in Social Contexts &amp; Reaching Up Risk</u></p> <p><b>Reflection paper #2: Theories from disciplines</b></p>                   | <p><u>Video: Colors Straight Up</u></p> <p><u>Smart &amp; Sassy Person-Process-Context</u></p> <p>ANYONE NOT HAVING A SIGNED CONTRACT AND FIRST VISIT BY THIS TIME WILL INCUR A 50 POINT PENALTY</p>  |
| <p>5:<br/>Feb<br/>2-4</p>   | <p>DEBATE I</p>  | <p><b>HIPAA Certification Due</b></p> <p><u>Smart &amp; Sassy Role Commitment</u></p> <p>Agency group meetings I</p> <p><i>Lecture Notes: What... Am I Doing Here? Is it Getting Better Yet? &amp; What Should I Do Now?</i></p>  |
| <p>6:<br/>Feb<br/>9-11</p>  | <p><u>Reaching Up Sex &amp; Drugs</u><br/><u>Reaching Up Fatherhood</u></p> <p>Tools: Values</p>   | <p><u>Video: Beyond Beats &amp; Rhymes</u></p> <p><u>Smart &amp; Sassy Care Protective Sensibility</u></p> <p><i>Lecture Notes: Special Needs, To Touch?</i></p>  |

|                              |   |   |
|------------------------------|---|---|
| 7:<br>Feb<br>16-18           | <p><u>Smart &amp; Sassy Opportunity Mobility Reaching Up Self-Worth &amp; Work</u></p> <p><i>Lecture Notes: Shocking Statements</i></p>   | <p><b>Due by 5pm: Email Dr. Evans 20 terms (with definitions &amp; sources) for 5 pts. extra credit</b></p> <p><u>Video</u>: The Souls of Black Girls</p> <p><u>Smart &amp; Sassy Decision Making</u></p> |
| 8:<br>Feb<br>23-25           | <p><u>In-class Blue Book exam</u></p>   | <p><u>Smart &amp; Sassy Core Principles of Intervention</u></p> <p><i>Reflection: Critical incident</i></p> <p>[LONG BEACH]</p>   |
| 9:<br>March<br>2-4           | <p>DEBATE II</p>  | <p><u>Manufacturing</u>, Globalization Powerlessness, and the Urban Crisis</p>  |
| 10:<br>March<br>9-11         | <p><b>No Classes, Spring Break</b></p>  | <p><u>Manufacturing</u>, Saga of the Crisis in the U.S. Black Belt</p>  |
| 11:<br>March<br>16-18        | <p><u>Final Paper Topics Due</u></p> <p><u>Manufacturing</u>, Urban Nemesis (Caribbean)</p> <p><u>Manufacturing</u>, Urban Storm (East Africa)</p> <p>TA Lecture/<br/>Facilitation III: TBA</p> | <p><u>Manufacturing</u>, Urban Problem (Comparative View)</p> <p><i>Reflection: Material culture</i></p>  |
| 12:<br>March<br>23-25        | <p>DEBATE III</p>   | <p><b>RESEARCH SOURCE LIST &amp; OUTLINE OF FINAL PAPER</b></p> <p><u>Manufacturing</u>, Moral Bankruptcy and <u>Manufacturing Empowerment</u></p>  |
| 13:<br>March<br>30-<br>Apr 1 | <p>DEBATE IV</p>  | <p>Agency group meetings II</p> <p><i>Reflection: Song lyrics; Truth stranger than fiction</i></p> <p><b>Reflection paper #3: Youth Resources</b></p> <p><i>Lecture Notes: Time to Say Goodbye?</i></p>   |
| 14:<br>Apr<br>6-8            | <p><b>FINAL PAPER FIRST DRAFT; IN CLASS PEER REVIEW</b></p>   | <p><b>Presentations: BB/BS &amp; Eastside</b></p>   |
| 15:<br>Apr<br>13-15          | <p><b>AGENCY &amp; STUDENT FINAL EVALUATIONS DUE</b></p>  | <p><b>SECOND DRAFT OF FINAL PAPER</b></p>   |

|                      | <i>Presentations: Reichert</i>   | <i>Presentations: PACE</i> |
|----------------------|--|----------------------------|
| 16:<br><br>Apr<br>20 | Last Day of Classes<br><br><u>Reaching Up</u> <b>Faith &amp; Healing</b><br><br><i>Reflection: Quotes</i><br><u>Reaching Up</u> <b>Epilogue</b><br><br><b>FINAL PAPERS DUE IN CLASS</b><br><br><i>Reflection: Endings and Beginnings</i> |                            |

\*Guest lecture, Zuri Obi, TBA

### **IMPORTANT INFORMATION**

#### **OFFICE HOURS, SPECIAL NEEDS, AND CAMPUS RESOURCES**

**Please come and see me during office hours about ANY questions, comments, special needs or concerns regarding the course.** If my office hours conflict with your schedule, we can set up an appointment. Email or call at any time--allow 48 hours for my response.

- “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation” (UF policy). I will be more than happy to work with any campus resource and accommodate needs for any student who brings a *campus-generated written request within the first two weeks of class* (Disability Resource Center: 392-8565).
- For academic counseling needs, please see me (preferably in the first two weeks of the semester). When these needs are complicated by other counseling needs, please call Student Mental Health Services: (392-1161)
- African American Studies Library Specialist: Merrie Davidson 273-2649 [merdavi@uflib.ufl.edu](mailto:merdavi@uflib.ufl.edu)
- Reading & Writing Center <http://at.ufl.edu/rwcenter/index.html>

#### **ACADEMIC HONESTY**

**All students are expected to know and adhere to the University’s guidelines for Academic Honesty** (see <http://www.dso.ufl.edu/judicial/academic.htm> for details). I do not tolerate students submitting a collection of ideas without citation--plagiarism whether intended or not. If I have any reason to believe that any student has taken part in “cheating, plagiarism, misrepresentation, bribery, conspiracy, or fabrication,” the minimum penalty is a “0” for the assignment and I will complete a faculty adjudication form to submit to the Dean of Students Office. I have had the unfortunate experience of having to turn students in for academic dishonesty; though it is a time-consuming and unenjoyable process, I will not hesitate to report students in accordance with UF policies.

#### **LATE WORK & MAKE UP EXAMS**

**Late work is accepted.** For regular course assignments, a 10% penalty will be applied to all late work. The final paper penalty is one letter grade reduction per day. Work will be considered late after *the beginning* of class on the due date.

#### **WORK EXPECTATIONS**

**As a professor,** students and the university expect me to guide learners to a grounded understanding of the course topic by: 1) presenting relevant, critical, and useful material; 2) offering ideas in a positive, challenging, and

engaging manner; 3) facilitating a respectful and collaborative environment; and 4) providing fair evaluation of student work with an eye toward enhancing personal, intellectual, and professional development.

**In return**, I expect students to be active learners and take ownership-responsibility for their own personal, academic, and professional lives by 1) showing up prepared for class—having studied the material rather than simply skimming assignments; 2) working independently and collectively to critically engage the material in a positive manner; 3) respecting others by being on time, participating, and not interrupting the learning process; and 4) accepting that evaluation will reflect completed assignments not intent or effort: exemplary evaluation will not be awarded for mediocre work.

- **All written assignments are to be typed**, double-spaced using Times Roman 12 font in MS Word with the standard 250 WORDS PER PAGE. [Large fonts such as Arial, Century Schoolbook, Courier New, boldfaced fonts, or Bookman Old Style ARE NOT ACCEPTABLE.] Borders should be the standard (one-inch) and only MLA, APA, or Chicago styles should be used for all written work (use the style of your academic discipline). **Do not** take up extra space on papers by using name, date, course, assignment title as ways to extend the start line of the paper. Do not include a cover sheet. Put all information in the top *right hand corner*, single spaced. Assignment title or paper title may be centered. The professor and your peers will offer feedback on the final paper; take the comments graciously...they are meant to improve your work. Take full advantage of the library and campus writing center resources...your grade (and your professional future) depends on it.
- **Activate your Gator ID, library card, and UF email accounts**. Important notices are sent via email to the class listserv so make sure your UFL email account is functional.
- **DO NOT email assignments** they will not be acknowledged...only hard copies count. Staple all papers or suffer **1 point penalty!** Technical difficulties happen often: back up your work frequently and make sure to complete assignments in plenty of time to print without interfering with class attendance or assignment deadlines.
- **Electronic distractions will count against your participation grade**. TURN OFF ALL CELL PHONES, PAGERS, & BEEPERS BEFORE CLASS! THOUGH COMPUTERS ARE ALLOWED IN CLASS FOR NOTE TAKING PURPOSES, WHEN THEY INTERFERE WITH YOUR ATTENTION OR PARTICIPATION OR DESTRUCT OTHERS, YOU WILL BE REQUIRED TO SHUT THEM OFF. THIS IS A DISCUSSION BASED COURSE.
- **Do not bring food or eat in class** – it is a distraction...manage time to eat before or after class
- **A note on the learning process, attendance, and participation points**. Dialogue, debate, editing, questioning, and correction are part of the learning process—try to take constructive feedback professionally. I will engage all students, so be prepared to speak when called upon or it will negatively reflect on your participation grade. Conversely, if you talk constantly, do not cite references to back up your arguments, and do not listen to your peers, that does not represent critical participation. My two main questions for speaking and writing are simple: 1) WHAT IS YOUR POINT? 2) WHAT IS YOUR SOURCE? If you do not talk at all or talk too much, I might reasonably assume that you do not have a point with valid sources—at the very least, either of these extremes do not represent the best model of participation. As facilitators the professor, TAs, and your peers will respond to your comments and writing using alternative perspectives and editing tools. These responses will replicate the kinds of comments that you can expect to receive in the workplace—from a supervisor assessing your annual performance report at work, a grants-officer evaluating your application for funding, a dissertation director commenting on your thesis, etc. Responses will present strengths and weaknesses and offer suggestions for improvement where necessary. Clear thinking and good writing derive from constant dialogue, debate, and close editing; if you do not want to improve your oral and written communication, this is not the class for you. If you do want to improve your professional preparation, enjoy the process!

**This syllabus represents an outline of the course.** Details of the course may change; however, students will be notified in advance if there are any changes made.