

Mentoring “At-Risk” Youth

SYLLABUS

AFA 3915C Section 5778
Dr. Evans - Spring 2009

Updated January 18, 2009

Dr. S. Y. Evans
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Class Location: FAC 120
Class hours: MWF 10:40-11:30
Period 4

Office Location: 304 Ustler Hall
Office Hours: Wednesdays 9:00 am - 10:00 am
or by appointment

TA: Shanae Staples lilscoop@ufl.edu

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 for 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.

Course Objectives

- ◆ To think critically about 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 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 and provide **35 hours per student** of mentorship for youth in the and Gainesville Housing Authority's Reichert House and PACE programs as well as BB/BS and Eastside High School
- ◆ To assist college students in formulating questions and finding systematic ways of gaining mentoring support, through mentoring relationships, during and after college
- ◆ To allow student reflections of their own youth experiences to provide much of the class content and context
- ◆ To allow student reflections to inform community agencies about central issues on which they would like feedback

Action-based Learning Objectives In this course, students will:

- ◆ Analyze models of oppression, resistance, and social justice and apply those models to their own life experiences

- ◆ Analyze power, privilege, and socialization within the models listed above, and apply these concepts to life experiences of local Gainesville youth
- ◆ Consider theories of mentoring presented in readings and course discussion, apply these theories to UF students' work as mentors
- ◆ Consider the themes of identity and relationship development in the lives of youth and record how the youth they work with understand and express these themes

COURSE REQUIREMENTS

Required Reading

If you would like to support local booksellers, buy books at: [Orange and Blue Textbooks](#) 309 NW 13th Street. 352-375-2707 (Also available online or through UF bookstore)

Books

1. Geoffrey Canada, Reaching Up for Manhood: Transforming the Lives of Boys in America
2. Joyce West Stevens, Smart and Sassy: The Strengths of Inner-City Black Girls

Articles (online)

1. 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.
2. 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).

SEMESTER AT A GLANCE

	Monday	Wednesday	Friday
Week 1: Jan 7-9		Introductions/roll; review syllabus <u>Video: First Year, Part I</u>	<u>Video: First Year, Part II</u> Purchase books, access CLS website, & consider agency choices
Week 2: Jan 12-16	ETHICS & STUDENT INFO FORMS DUE Class discussion: Mahaffy & Tucker articles <i>Tools: Question types</i>	Reflection paper # 1: Definitions <u>Smart & Sassy Prologue & Reaching Up for Manhood Preface</u> <i>Tools: Cultural Identity</i> <i>Lecture Notes: How Do I Get Started? & Getting Ready</i>	Guest Speakers: Community Agencies Sheila Walker: Eastside High School Katie Southwick: PACE Byers Hickmon

<p>3: Jan 19-23</p>	<p>No Class - MLK Day</p>	<p>TA Lecture/ Facilitation I: Adolescent Development Theories & At-Risk Definitions</p> <p>Smart & Sassy Adolescent Development Theories</p> <p><i>Tools: Debate - Arguers as Lovers</i></p> <p><i>Lecture Notes: Looking in the Mirror</i></p>	<p>SIGNED STUDENT/AGENCY & PROJECT AGREEMENT CONTRACTS DUE</p> <p>Reflection paper #2: Expectations</p> <p>Guest Speaker: Center for Leadership & Service Staff: Dr. Tracy Reeves</p> <p>Dr. Evans' Research Overview</p>
<p>4: Jan 26-30</p>	<p>Smart & Sassy Risk and Resiliency in Social Contexts & Reaching Up Risk</p>	<p><u>Video</u>: Colors Straight Up</p> <p>ANYONE NOT HAVING A SIGNED CONTRACT AND FIRST VISIT BY THIS TIME WILL INCUR A 50 POINT PENALTY</p>	<p>No Class: Debate Prep</p> <p>[North Carolina A & T]</p>
<p>5: Feb 2-6</p>	<p>DEBATE I</p>	<p>Smart & Sassy Person-Process-Context</p> <p><i>Tools: Theory</i></p> <p><i>Lecture Notes: What... Am I Doing Here?</i></p>	<p>HIPAA Certification Due</p> <p>Smart & Sassy Role Commitment</p> <p>Agency group meetings I</p> <p><i>Lecture Notes: Is it Getting Better Yet? & What Should I Do Now?</i></p>
<p>6: Feb 9-13</p>	<p>Reaching Up Sex & Drugs</p>	<p>Reaching Up Fatherhood</p> <p>Tools: Values</p> <p><i>Lecture Notes: Special Needs, To Touch?</i></p>	<p>Reflection paper #3: Theories from disciplines</p> <p><u>Video</u>: Beyond Beats & Rhymes</p>
<p>7: Feb 16-20</p>	<p>Smart & Sassy Care Protective Sensibility</p>	<p>Due by 5pm: Email Dr. Evans 20 terms (with definitions & sources) for 5 pts. extra credit</p>	<p><u>Video</u>: The Souls of Black Girls</p>

	Guest Lecture: Zuri Obi	Smart & Sassy Decision Making <i>Lecture Notes: Shocking Statements</i>	
8: Feb 23-27	In-class Blue Book exam	TA Lecture/ Facilitation II: Mentoring Reaching Up Mentors	No Class - Debate Prep
9: March 2-6	DEBATE II	Smart & Sassy Opportunity Mobility	Reaching Up Self-Worth & Work <i>Reflection: Critical incident</i>
10: March 9-13	No Classes, Spring Break		
11: March 16-20	Final Paper Topics Due TA Lecture/ Facilitation III: TBA	Smart & Sassy Core Principles of Intervention <i>Reflection: Material culture</i>	No Class - Debate Prep [National Council of Black Studies]
12: March 23-27	DEBATE III	RESEARCH SOURCE LIST & OUTLINE OF FINAL PAPER Reaching Up Faith & Healing <i>Reflection: Quotes</i>	Reaching Up Epilogue
13: March 30-Apr 3	FINAL PAPER FIRST DRAFT; IN CLASS PEER REVIEW	Agency group meetings II Reflection: Song lyrics; Truth stranger than fiction	Reflection paper #4: Youth Resources <i>Lecture Notes: Time to Say Goodbye?</i>
14: Apr 6-10	Presentations (4)	Presentations (4)	Presentations (4)

15: Apr 13-17	AGENCY & STUDENT FINAL EVALUATIONS DUE <i>Presentations (4)</i>	SECOND DRAFT OF FINAL PAPER <i>Presentations (4)</i>	No Class (writing day) [Vassar]
16: Apr 20-22	<i>Presentations (4)</i>	Last Day of Classes FINAL PAPERS DUE IN CLASS <i>Reflection: Endings and Beginnings</i>	

WORK EXPECTATIONS

Much work for this class is done independently and you should manage time with care. This class meets three hours/week; this does not count the approximately nine study hours worth of work each week required to do well in the class. Plan to go beyond merely reading for the class, work ahead on each paper/project. Budgeting your time is necessary if you hope to complete polished, well-researched assignments. Final grades will reflect this expectation.

Assignment Details

Personal Journals: Not graded

Keep a three part journal: 1) class reading; 2) class discussion; 3) service experiences. This reflection journal will not be collected but will be essential to recalling details and sources for all assignments.

1 Short reflection papers (3-4 pp each)	100 points (25 pts x 4 papers)
2 Discussion questions & facilitation	50 points
3 Debate (1 debate & 2 judge)	75 points
4 In-class Blue Book exam	50 points
5 HIPAA Certification	25 points
6 Final group presentation	75 points
7 Final research paper (8-10 pp)	110 points
8 Evaluation & agency paperwork	100 points
9 Attendance	40 points
TOTAL	600 POINTS

1 Short reflection papers (3-4 pp each) 100 points (25 pts x 4 papers)

Four short papers:

1. Definitions: compare and contrast 6 sources that define “at-risk youth” and 6 that define “mentoring”.
2. Expectations: Describe 3 expectations you have for your site and 3 for the class.
3. Theories from Discipline: Discuss 3 relevant theories from your academic discipline with relevance to cultural identity, adolescent development, and mentoring.
4. State and National Youth Resources: Locate and describe 6 resources that may be useful to the youth at your agency.

2 Discussion questions & facilitation 50 points

Students (2-3 per group) facilitate discussion of the assigned reading.

- Each student identifies 3 main concepts, leads the discussion, and presents 5 questions for the class to consider.
- *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 mini-lectures during and after class discussion.

3 Debates (1 debate & 2 judge) 75 points

Three debates during the semester; each student debates once and judges twice.

- Teams assigned weeks in advance; debate questions revealed one week before each debate.
- Each student on the team will speak for 3 minutes then one person on each team will give rebuttal (3 minutes) and one closing statement (3 minutes).
- Points assigned for debating (25 points) and for judging (25 points).
- **For each debate all students (whether judging or debating) will turn in a 2-3 page paper** outlining what side they would argue 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: 6-7 page paper.

4 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 will be 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.

5 HIPAA certification 25 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/genawareness/online.asp#> .

- 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 <http://ohsr.od.nih.gov/cbt/nonNIHpeople.html>, and how to develop an on-line IRB protocol application <http://irb.ufl.edu/irb02/>.

5 Final group presentation

75 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 mentoring youth at chosen agency.
- Community agency representatives and CLS staff will be invited. Presentations should be 4-5 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.

6 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.
- Final papers due AT THE BEGINNING OF CLASS on the last day of class. Late papers will be graded down one letter grade for each day late.

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 (75 points)**
 - ✓ Adolescence and cultural identity formation theories (Cite 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
 - ✓ Disciplinary framework (5 points): consider how the your agency work engages any two 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.)
 - ✓ Four cited references from Reaching Up and Smart and Sassy & 1 course film (15 points)

- ✓ Two newspaper articles (one prior to 1980, one after 1980) and 1 dissertation (10 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 (15 points)

7 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 **35 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.

8 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 a *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*.
- 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.
- Do not show up 10 minutes into a 50 minute class and expect to be counted present. Be on time to sign in if you wish to be counted.

IMPORTANT INFORMATION:

- **Do ALL work in a professional manner.** 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.
- **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.
- **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 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.
- **"Lecture Notes"** taken from *Reaching Out to Children and Families: Students Model Effective Community Service*. M. Dunlap, 2000; not required reading, but highly recommended.
- **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.
- **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. For special needs requests, 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).

Reminders:

- ✓ Activate your Gator ID, library card, and UF email accounts immediately. Important notices are sent via email to the class listserv so make sure your ufl email account is functional.
- ✓ Read all assignments BEFORE class.
- ✓ Bring notes and questions everyday. Come to class ready to discuss detailed aspects of the reading; the class will not be time for basic summaries or uninformed rants.
- ✓ TURN OFF ALL CELL PHONES, PAGERS, & BEEPRS BEFORE CLASS!
- ✓ DO NOT BRING FOOD OR EAT IN CLASS...manage time to do so before or after.

A Note on Rubric Grading and Editing Responses

The professor and your peers will respond to your writing using 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. Editing responses will discuss strengths and weaknesses, and make suggestions for improvement where necessary. You will be in a situation to receive this kind of feedback once you graduate, and your supervisors and colleagues will expect you—as I do—to respond appropriately and professionally. Good writing derives from close editing; if you do not want to improve your writing, this is not the class for you. If you do want to improve your writing, enjoy the attention!

UF GRADE SCALE *(updated Spring 2009)*

90-100% = A	66-69= D+
86-89= B+	60-65= D
80-85= B	Less than 60= E
76-79= C+	
70-75= C	*Percentage = your points ÷ 600

GRADING RUBRIC & WRITING TIPS

<http://www.professorevans.com/The%20Basics%20of%20Writing.asp>

- African American Studies Library Specialist: Merrie Davidson 273-2649
merdavi@uflib.ufl.edu
- Reading & Writing Center <http://at.ufl.edu/rwcenter/index.html>