L A 113 P: Instructing Males through Peer Advising Course Tracks (IMPACT) - Fall 2015 Syllabus

Co-Instructor Co-Instructor
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Teaching Assistants
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Meeting Times
(29290) Tuesday, 9:30 am - 10:30 am, SZB 284
José Del Real Viramontes
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(29295) Tuesday, 2:00 pm - 3:00 pm, CAL 221
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Office Hours: **By appointment**

**COURSE DESCRIPTION**

This course is designed to enhance college student engagement and academic achievement by offering active and experiential learning opportunities through near peer advising and service learning. Service-learning courses involve reflection as well as action and combines community work with classroom instruction and course requirements (Schutz & Gere, 1998), and to that end we propose to create a service learning course (IMPACT) that will engage and connect undergraduate students who attend the University of Texas at Austin (UT-Austin) to Latino and African American male youth at the middle school and high school levels in the Central Texas community through near peer advising and mentoring (Schmidt & Moust, 1995).

The design and structure of this service learning course (IMPACT) will provide students with first-hand experiences working within local schools in the Austin Independent School District (AISD) to advise and mentor young middle school and high school males about college pathways (e.g., tracks), and the importance of learning the necessary soft-skills that will make them successful students whether they are transitioning from middle school to high school, or high school to a higher education institution. Students will also engage in leadership training with emerging and established community leaders. Overall, this service-learning course will focus on leadership development, mentoring theories, research presentations and discussions about males of color in education.

Additional readings and discussions will focus on the dual issues of gender and educational equity. Students will also produce brief writing assignments that will ask them to critically reflect on their experiences and how they are bringing transformative change to their communities and their own educational experiences at UT-Austin. Through this service learning course (IMPACT), we will emphasize
active learning in different environments, allow students to see and experience the relationship between theory and practice, engage them in meaningful service benefitting the community, and provide them with opportunities to use newly acquired skills and knowledge in real-life situations. Students in this service-learning course will also have an opportunity to join the Project MALES (Mentoring to Achieve Latino Educational Success) Student Mentoring Program.

References


Course Textbook, Readings, and Resources

No textbook is required for this course. Readings for this course will be accessible via CANVAS. It is strongly suggested that all students purchase a copy of the American Psychological Association’s Publication Manual (now in its 6th edition). There are numerous online sources for the APA stylebook as well (https://owl.english.purdue.edu/owl/resource/560/01). All assignments submitted in this course should be written incorporating the APA Publication Manual, 6th Edition stylebook.

COURSE READING SCHEDULE

Week 1 September 8th “First Class Day” Latina/o Educational Pipeline

• Review Syllabus


Week 2 September 15th Students of Color in Education

  [Required Reading: pgs. 443-447]

Week 3 September 22nd Students of Color in Education (Cont.)

  [Required Reading: pgs.20-32]

Week 4 September 29th Latinos in Education

  [Required Reading: 239-250, 251-264]
Week 5  October 6th  School to Prison Pipeline

• Guest Speaker: Morgan Craven, Director of School-to-Prison Pipeline Project
  https://www.youtube.com/watch?v=4FCGUaOKRks

Week 6  October 13th  Male Identities

  (Required Readings: 246-252)

Week 7  October 20th  Male Identities (Cont.)

• Martinez, E., and Castellanos, M., (Forthcoming) Different Friends, Different Experiences: Exploring Latino Middle School Males Social Group Formation.

**MID-TERM REFLECTION PAPER DUE (1-page, double spaced, 1-inch margins, Times New Roman)

Week 8  October 27th  Male Identities (Cont.)

• Guest Speaker: Gender and Sexuality Studies Office – The University of Texas at Austin

Week 9  November 3rd  Culture & Family

  (Required Readings: pgs. 1-6)

Week 10  November 10th  Culture & Family (Cont.)

  (Required Readings: pgs. 176-183)

Week 11  November 17th  Successful Latino Males Across the Educational Pipeline


Week 12  November 24th  **THANKSGIVING (NO CLASS)**

Week 13  December 1st  Final Group Presentation

**FINAL REFLECTION PAPER DUE (1-2 page, double spaced, 1-inch margins, Times New Roman)
ASSIGNMENTS & GRADING

1.) Attendance/Participation (15% of final grade)
Class attendance/participation will be worth a total of 15 points. It is imperative that you complete the readings and not get behind in your assignments. Attendance/Participation will be taken from Week 3 to Week 12. It is expected that you contribute to the discussion in every class session. This will factor greatly into your final grade.

2.) Discussion Board Post (20% of final grade)
Students have to submit at least one entry per assigned week on CANVAS. For up to 10 weeks throughout the semester, a new discussion thread will be added on CANVAS based on assigned readings, emerging issues, or to extend a classroom discussion. Your entries can be reflective, they can respond to an existing thread, they can respond to someone else’s entry, etc. The Teaching Assistants will moderate the discussion board.

3.) Midterm Paper (20% of final grade)
Students are required to prepare a 1-page reflection on a topic of interest discussed in class.

4.) Group Presentation (20% of final grade)
Students will be required to group with classmates and choose to present on a topic of their choice from the syllabus. If you choose not to present on a syllabus topics, please check with instructor for prior approval.

5.) Final Reflection Paper (25% of final grade)
Students are required to prepare a reflection tying the topics discussed in class with their mentoring experience. This reflection should be written in APA format, with at least two citations included within your reflection. There will be no page limit on this assignment.

Grading Summary
1.) Attendance/Participation (10-dates) 15%
2.) Discussion Board Post (10-posts) 20%
3.) Mid-Term Paper 20%
4.) Group Presentation 20%
5.) Final Reflection Paper 25%
=100%

The final grades will be given as follows:
A 95+
A- 90-94.5
B+ 87-89.4
B 83-86.4
B- 80-82.4
C+ 77-79.4
C 73-76.4
C- 70-72.4
Less ???

COURSE POLICIES

University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Documented Disability Statement
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or http://www.utexas.edu/diversity/ddce/ssd

Use of E-Mail for Official Correspondence to Students
E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at http://www.utexas.edu/its/policies/emailnotify.php

Religious Holy Days
By UT Austin policy, you must notify us of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, we will give you an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL)
If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal

Use of CANVAS in Class
In this class we will use CANVAS—a Web-based course management system with password-protected access at http://canvas.utexas.edu/ —to distribute course materials, to communicate and collaborate online, to post grades, and to submit assignments. You can find support in using Blackboard at the ITS Help Desk at (512) 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

Feedback Statement
During this course we will be asking you to give us feedback on your learning in informal as well as formal ways, including through anonymous surveys about how our teaching strategies are helping or hindering your learning. It is very important for us to know your reaction to what we are doing in class, so we encourage you to respond to these surveys, ensuring that together we can create an environment effective for teaching and learning.

Emergency Evacuation Policy
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.