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.

Course Goals:
- Engage in critical thinking and dialogue
- Understand the significance of critical mentoring and social emotional learning
- Develop meaningful relationships with classmates with the intent to uplift and support each other academically and build community
- Understand and engage in equity root and diversity of experiences
- Participate in community outreach projects
- Explore personal goals and engage in meaningful academic activities
- Examine U.S. K-12 educational sector through a critical race theoretical lens

Learning outcomes:
At the completion of the course, students will be able to:
- Employ best critical mentoring practices
- Achieve an understanding of the experiences of male students of color in the U.S. K-12 educational sector
- Define and describe key social science concepts and theories and their application
- Interpret social science literature focused on male students of color within the U.S. K-12 educational sector
- Describe and critique developmental, social, environmental factors that males of color navigate within the U.S. K-12 educational sector
- Apply theoretical frameworks, course literature, and additional relevant research in the form of a written final paper and oral presentation
- Demonstrate understanding and knowledge of course content through completion of final exam

Methods:
- Small group discussion and exercises
- Instructor workshops and guest lectures
- Individual exercises
- Community building activities
- Writings and reflections
- Outreach to local schools
- Participation in on-campus/community events
- Other methods TBD by students and instructor

Expectations:
- Attend every class: be on time and turn off cell phones, etc. (you are responsible for making up missed work)
- Be open to learning more about yourself and others
- Respect other points of view and life goals
- Complete assignments, and let me know what will make this class most helpful for you
- Comply with the UT Austin Student Code of Conduct and the Code of Academic Integrity
- Understand male identity and intersectionality
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/](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**

*Readings/Assignments to be completed **BEFORE** each class day*

<table>
<thead>
<tr>
<th>Class Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings &amp; Activities</th>
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<tbody>
<tr>
<td>1</td>
<td>September 11</td>
<td>Introduction</td>
<td>Review Syllabus/Rationale for Project MALES</td>
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<td>Project MALES</td>
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<td>2</td>
<td>September 18</td>
<td><strong>Plática #1</strong></td>
<td>Plática Speaker: TBA</td>
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<td>Location: SAC 1.106</td>
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<td></td>
<td>Critical Mentoring: Chapters 1 &amp; 2</td>
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<td>Science of Mentorship by Shawn Blanchard</td>
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<td>4</td>
<td>October 2</td>
<td>Types of Critical Mentoring</td>
<td>Guides for Mentoring Young Boys and Men of Color (Pages 4-23)</td>
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<td>School To Prison By InsideOut</td>
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<td>October 16</td>
<td><strong>Plática #2</strong></td>
<td>Plática Speaker: TBA</td>
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<td>Location: SAC 1.106</td>
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<td>Critical Mentoring: Chapters 3 &amp; 4</td>
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<td><em><strong>MID-TERM REFLECTION PAPER DUE (2-3 pages, double spaced, 1-inch margins, Times New Roman)</strong></em></td>
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<td>Date</td>
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<td>What It Takes To Advance Black Male Achievement In Higher Education In ROC</td>
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<td>9</td>
<td>November 6</td>
<td>Male Identities</td>
<td>Class Scheduled Movie “The Mask You Live” In By The Representation Company</td>
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<td>Location: SZB Al-Kiva</td>
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<td>10</td>
<td>November 13</td>
<td>Plática #3</td>
<td>Plática Speaker: TBA</td>
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<td>Location: SAC 1.106</td>
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<td>Critical Mentoring: Chapters 5 &amp; 6</td>
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<td>Mentoring Graduate Students of Color Article (Multicultural Mentoring)</td>
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<td>Elements of Effective Practice for Mentoring Article (Multicultural Mentoring (Cont.))</td>
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<td>The Latino Education Crisis &amp; The Color of Success</td>
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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 each class day. 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 are required 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. Each discussion post should be at least 250 words. The Teaching Assistants will moderate the discussion board.

3.) Midterm Paper (20% of final grade)
Students are required to prepare a 2-3 page reflection on a topic of interest discussed in class.

4.) Group Presentations (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 topic, please check with instructor for prior approval.

5.) Final Reflection Paper (25% of final grade)
Students are required to prepare a 3-5 page 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.

Missed Assignments/Class
Students are required to complete any missing assignments. Failure to complete all of the required assignments can result in failure of the course.

Please inform instructor if you do not plan to attend a class prior to missing class. Failure to inform instructor will affect attendance/participation grade. Students are allowed 1 unexcused class absence. If you plan on having more than 1 unexcused absence, please see instructor, as this can impact your grade.

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  (See instructor)

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.