

# LA 113 P: Instructing Males Through Peer Advising Course Tracks (IMPACT)

## Fall 2020 Syllabus

### Co-Instructor

**Dr. Victor Saenz** (he/him/his)  
Associate Professor  
Executive Director of Project MALES  
Office: SZB  
Contact: (512) 475-8585  
[vsaez@austin.utexas.edu](mailto:vsaez@austin.utexas.edu)

### Co-Instructor

**Dr. Emmet Campos** (he/him/his)  
Director of Project MALES / TECMSC  
Centennial Towers / DDCE Office  
505 E. Huntland Dr. Ste. 270  
Contact: (512) 471-1781  
[ecampos@austin.utexas.edu](mailto:ecampos@austin.utexas.edu)

### Teaching Assistants

**Christopher Estrella-Ramirez**  
[Cestrellaramire@utexas.edu](mailto:Cestrellaramire@utexas.edu)

**Celine Norman**  
[Celinen@utexas.edu](mailto:Celinen@utexas.edu)

### Lesley Rivera

[Lesrivas@utexas.edu](mailto:Lesrivas@utexas.edu)

### Meeting Times:

**Section 29600:** Monday's: 5:00 PM – 6:00 PM

### Course Style:

**Virtual**

### Office Hours:

**Virtual 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. This course will be based on the integration of theory and practice. Service-learning courses involve reflection (theory) as well as action (practice) and combines community work with classroom instruction and course requirements (Schutz & Gere, 1998). This course 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, youth development, 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 benefiting the community, and provide them with opportunities to use newly acquired skills and knowledge in real-life situations.

### **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 using diverse experiences
- Participate in community outreach projects
- Explore personal goals and engage in meaningful academic activities
- Examine the U.S. K-12 educational sector through a critical 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 creation of a community project with the mentors and mentees they work with

### **Methods:**

- Circle-Seminar open class discussion
- Small group discussion and exercises
- Instructor led 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
- Turn off cell phones, etc.
- Responsible for making up missed work
- Be open to learning more about yourself and others
- Complete assignments, and let us 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

### **Course Textbook, Readings, and Resources**

No textbook is required for this course. Readings for this course will be accessible via **CANVAS**. 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, 7<sup>th</sup> Edition stylebook.**

## COURSE READING SCHEDULE

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

Literature Topics (4) Mentoring Topics/Scenarios (4) Platicas (3)

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assigned Readings/Videos &amp; Activities</b>
1	8/31	<b>Literature Topic #1:</b>  Introduction to Project M.A.L.E.S.	Sáenz, V. B., Ponjuan, L., Segovia Jr, J., & Del Real Viramontes, J. (2015). Developing a Latino mentoring program: Project MALES (mentoring to achieve Latino educational success). <i>New directions for higher education</i> , 2015(171), 75-85.
2	9/07	<i>No Class: Labor Day</i>	<b>Reading Reflection</b>
3	9/14	<b>Mentoring Scenario #1</b> Support: Fostering Meaningful Relationships	<b>Reading Reflection</b> Reading: Culturally Relevant Care  <b>Optional:</b> Reciprocal Love
4	9/21	<b>Platica #1:</b> Guest Speaker Series	<b>Reflection Paper #1: Why Me: Why Am I A Mentor</b> Due 11:59 pm Sunday Platica Speaker: TBD
5	9/28	<b>Literature Topic #2</b> Criminalization of BYMOC: Zero Tolerance Policies & The School to Prison Pipeline	<b>Reading Reflection</b> Kilgore, J. W. (2015). <i>Understanding Mass Incarceration: A People's Guide to the Key Civil Rights Struggle of Our Time</i> . The New Press. (Chapter 8: The School-to-Prison Pipeline, p. 119-137)
6	10/05	<b>Mentoring Scenario #2</b> Engagement: Classroom Strategies	<b>Reading Reflection</b> Emdin C. (2010). Affiliation and alienation: hip-hop, rap, and urban science education
7	10/12	<b>Literature Topic #3</b> Achievement: Successful Narratives of Young Men of Color	<b>Reading Reflection</b> Harper, Shaun R. (2015). Success in These Schools? Visual Counternarratives of Young Men of Color and Urban High Schools They Attend
8	10/19	<b>Platica #2</b> Guest Speaker Series	<b>Reflection Paper #2: Social Justice in Education</b> Due 11:59 pm Sunday Platica Speaker: TBD
9	10/26	<b>Mentoring Scenario #3</b> Developing College Going Identities for Young Men of Color	<b>Reading Reflection</b> Huerta, H. et al. (2018). "You Can Go to College Too" Employing a Developmental Perspective to Examine How Young Men of Color Construct A College Going Identity
10	11/02	<b>Literature Topic #4</b>	<b>Reading Reflection</b>

		Learning from Our Students	The Counter Narrative: Reframing Success for Black and Latino Males in Los Angeles County
11	11/09	<b>Mentoring Scenario #4</b> Rethinking Discipline: “Managing Problem Behavior”	<b>Reading Reflection</b> Godsil, D. Tools for Addressing the Disproportionate Discipline of Boys of Color in Schools
12	11/16	<b>Platica #3:</b> Guest Speaker Series	<b>Reflection Paper #3: Virtual Mentoring &amp; Supporting Students</b> Due 11:59 pm Sunday Platica Speaker: TBD
13	11/23	<b>Last Class/Closeout</b> Reimagining Education	<b>Reading Reflection</b> A Note to Educators: Hope Required when Growing Roses from the Concrete.

*(We reserve the right to change the syllabus as the semester progresses)*

### **ASSIGNMENTS & GRADING**

#### Guidelines for Submitting Assignments:

1. Papers should be completed with letter size (8.5” x 11”) settings and 1” margins. Font size should be 12 point, using Times New Roman only including headers and page numbers. All assignments should have an APA-style cover sheet with your name, the title of the assignment (an actual title, not “Individual Project,” etc.), and the date. *Follow APA rules for page headers.* Page numbers (if submitting more than one page) should appear at the top of the page.
2. There is an APA formatted template in Course Documents – feel free to download and use to ensure that your assignments are correctly formatted. It is expected that your paper formatting should be exemplary, given the available resources.
3. All papers should be submitted as PDF or Word documents via Canvas by 11:59 PM on the due date. Students should keep an electronic backup copy of all submitted work.
4. Please proofread your work and make sure your work is as polished as possible. Consider working with a classmate to proofread written assignments. Your class TA’s are resources. We are happy to offer feedback and advice on assignments before you submit them.
5. Correct citation, in APA 7<sup>th</sup> edition style. All papers should have a references section citing all works used, and citations should appear in text. Poor or spotty citations can

often lead to charges of plagiarism. If you have any questions about the use of APA style consult the APA Publication Manual.

### **1.) Mentoring Site and Class Attendance/Participation (50% of final grade)**

You will be held accountable for attending and participating in class and at your respective mentoring sites. In case of an emergency you are allowed to miss (2 TIMES, either class or mentoring) without penalty. You are required to contact your site coordinator beforehand to explain why you will be missing the session. After two absences, you will only be able to acquire 60% of the total participation grade. It is imperative that you show up to class prepared. At mentoring sites that means ready to participate, engage with the mentees and facilitate sessions; In class that means having completed the readings and ready to discuss questions you have, share what you learned/ found interesting, share opinions etc. Attendance/Participation will be taken each class day and at every mentoring site.

### **2.) Weekly Reading Reflections (20% of final grade)**

Students are **required** to submit a reflection (**100-150 words**) for at least **7 out of the 9** the readings. Your reflection could be a brief discussion of what you found interesting about the reading and why, it could be a reaction to the reading, or it could be a set of questions that you have. This is a chance for you to share your questions, opinions and other thoughts. This will be uploaded on the discussion section of Canvas every week.

**NOTE:** If you do not submit at least 7 you will not get credit for any of the reflections.

**NOTE:** Some weeks discussions may have prompt questions. In those weeks respond to those questions in your discussion post.

### **3) Reflection Papers (3 papers for 30% of final grade)**

Students will prepare 2-3-page reflections on an assigned topic. The purpose of these papers will be to engage in a reflective process about what you are learning about in this course along with why you are participating in this program, class, and your experiences as a mentor. This is intended to allow you space to see where you enter and how your past experiences, knowledge, and experience influence what you bring to the table and how you are growing as a mentor with the provided course information. **Each reflection should reference at least 1 article read in the course.** The prompts to these assignments are available on Canvas.

**NOTE:** Each reflection is worth 10% of your final grade

### **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. If you miss class please reach out to your peers to catch up on missed assignments and updates to syllabus changes.

### **Grading Summary**

- 1.) Mentoring Site/Class Attendance and Participation 50 %
- 2.) Weekly Reading Reflections 20 %
- 3) Reading Reflections 30%

The final grades will be given as follows:

A 100 – 94	A- 93 – 90	B+ 89 – 86	B 85 – 83	B- 82 – 80	C+ 79 – 77	C 76 – 73	F (see instructor ) 72 – 0
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### **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 email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your email address. You should check your email 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 email 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.