

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

Fall 2022 Syllabus

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Meeting Times

Section 30625: Monday's: 5:00 PM – 6:00 PM CST

Location: **SZB 5.624** (in-person)

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 combine 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, 7th Edition stylebook.

LAND ACKNOWLEDGEMENT

As the flagship institution in our state university system, it is important that The University of Texas at Austin demonstrate respect for the historic and contemporary presence of Indigenous Peoples in Texas and, particularly, in the greater Austin area.

To that end, it is incumbent upon The University of Texas at Austin to recognize that our campus resides on what were historically the traditional territories of Indigenous Peoples who were dispossessed of their homelands. Land Acknowledgements are an expression of gratitude and appreciation to the Indigenous Peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn. In this spirit, we encourage all the faculty, staff, students, and guests of The University of Texas at Austin to open public events and gatherings

with the following Land Acknowledgement, and/or to include this statement in printed materials associated with your events:

(I) We would like to acknowledge that we are meeting on Indigenous land. Moreover, (I) We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

From the Native American Indigenous Studies (NAIS) program:

<https://liberalarts.utexas.edu/nais/land-acknowledgement/index.php>

Read more about why land acknowledgments matter:

<https://locallove.ca/issues/what-are-land-acknowledgements-and-why-do-they-matter/>

<https://www.teenvogue.com/story/indigenous-land-acknowledgement-explained>

COURSE READING SCHEDULE

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

Literature Topics (4) Mentoring Practices (4) Pláticas (3)

Week	Date	Topic	Assignments & Readings
1	08/29	Literature Topic #1 Introduction to Project M.A.L.E.S. (Go over syllabus)	Discussion Post #1: Introductions Reading: 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	09/05	NO CLASS: LABOR DAY	
3	09/12	Plática #1 Guest Speaker Series	Positionality Statement <i>Due Sunday, September 11 at 11:59 pm on Canvas</i> Platica Speaker: Clint LaFuente
4	09/19	Mentoring Practices #1 Supporting BYMOC: Fostering Meaningful Relationships and addressing Deficit perspectives	Discussion Post #2 <i>Due Sunday, September 18 at 11:59 pm on Canvas</i> Reading: Watson, W., Sealey-Ruiz, Y., & Jackson, I. (2016). Daring to care: The role of culturally relevant care in mentoring Black and Latino male high school students. <i>Race Ethnicity and Education</i> , 19(5), 980–1002. https://doi.org/10.1080/13613324.2014.911169
5	09/26	Literature Topic #2 Introduction to Education in the United States	Discussion Post #3 : <i>No discussion Post</i> Reading: Spring, J. (2016). “Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States,” pgs. 1-19. Curriculum Proposal <i>Due September 26th at 11:59 pm on Canvas</i>

6	10/03	Mentoring Practices #2 Engagement Classroom Strategies	Discussion Post #4 <i>Due Sunday, October 2nd, at 11:59 pm on Canvas</i> Reading: Emdin, C. (2010). Affiliation and alienation: Hip-hop, rap, and urban science education. <i>Journal of Curriculum Studies</i> , 42(1), 1–25. https://doi.org/10.1080/00220270903161118
7	10/10	Plática #2 Guest Speaker Series	Platica Speaker: Martha Cotera & Voto Latino
8	10/17	Literature Topic #3 Criminalization of BYMOC: Zero Tolerance Policies & The School to Prison Pipeline	Discussion Post #5 <i>Due Sunday, October 16 at 11:59 pm on Canvas</i> Reading: 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)
9	10/24	Mentoring Practices #3 Developing College Going Identities for Young Men of Color	Discussion Post #6 <i>Due Sunday, October 23 at 11:59 pm on Canvas</i> Reading: 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	10/31	Mentoring Practice #4: Testimonio Practice	Discussion Post #7 <i>Due Sunday, October 30 at 11:59 pm on Canvas</i> <u>*Will go over Testimonio guidelines</u> Reading: González, M. S., Plata, O., García, E., Torres, M., & Urrieta, L. (2003). Testimonios de Inmigrantes: Students Educating Future Teachers. <i>Journal of Latinos and Education</i> , 2(4), 233–243.

			<p>https://doi.org/10.1207/S1532771XJLE0204_4</p> <p>Reyes, K. B., & Curry Rodríguez, J. E. (2012). <i>Testimonio: Origins, Terms, and Resources</i>. <i>Equity & Excellence in Education</i>, 45(3), 525–538.</p> <p>https://doi.org/10.1080/10665684.2012.698571</p>
11	11/07	Plática #3 Guest Speaker Series	Plática Speaker: Julissa Muniz
12	11/14	Literature Topic #4 Achievement: Learning from our Students	<p>Discussion Post #8 <i>Due Sunday, November 13 at 11:59 pm on Canvas</i></p> <p>Reading: Harper, Shaun R. (2015). Success in These Schools? Visual counternarratives of young men of color and urban high schools they attend.</p> <p><u>Optional Reading:</u> "The Counter Narrative: Reframing Success for Black and Latino Males in Los Angeles County"</p>
13	11/21	NO CLASS: THANKSGIVING BREAK	Testimonials Draft <i>Due Sunday, November 20 at 11:59 pm on Canvas (not graded)</i>
14	11/28	Testimonio Presentations	

15	12/05	Testimonios (Cont.) Last Class/Closeout Reimagining Education	Written Testimonio <i>Due Monday, December 6th at 11:59pm on Canvas.</i>
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(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, 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. All papers should be submitted as **PDF or Word documents** via Canvas by the due date and time. Students should keep an electronic backup copy of all submitted work.
3. **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.
4. Papers should employ the correct citation style (APA 7th edition). 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.

Grading Summary

	Assignments	Grade Weight
1	Mentoring Site/Class Attendance	25
2	Participation	15
3	Weekly Discussion Posts (6 out of 8 total posts)	10
4	Positionality Statement	10

5	Curriculum Proposal	15
6	Testimonio Draft	5
7	Testimonio Presentation	20
	TOTAL POINTS	100

1) Mentoring Site and Class Attendance (25 points)

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 **(3 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 three absences, you will only be able to acquire up to 15 points of the total attendance grade.

NOTE: Pláticas are considered class and will be counted toward attendance.

2) Participation (15 points)

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 and participation will be taken each class day and at every mentoring site.

3) Weekly Discussion Posts (10 points)

Students are **required** to submit a reflection (**100-150 words**) for at least **6 out of the 8 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 to the discussion section of Canvas every week. **Please have discussion posts submitted prior to the course meeting.**

NOTE: If you do not submit at least 6 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.

4) Positionality Statement (10 points)

Students will be required to submit a **1-1.5 page essay** based on their personal reflections about their family, place(s) of upbringing, and their past and current education and schooling

experiences. The statement **must** include a reflection on how the student's experiences and identities will influence how they will engage as mentors within Project MALES.

In this paper, students will reflect on their multiple and intersectional identities and how they have been impacted by their schooling and educational experiences. **The paper should consider some of the following questions but not all, these should be guiding questions towards writing your positionality paper:**

- What, if any, privileges did you enjoy in your schooling experience, and why do you think you did?
- What disadvantages did you experience throughout your schooling experience?
- How was race discussed or played out in your school and home experiences?
- What messages did you receive/not receive about gender in your upbringing?
- How did social class shape the quality of the education that you received?
- How were your school and classes stratified racially?
- What lessons did you learn about race, class, & gender in your neighborhood?
- What students seemed to receive the most privileges in your schools?

5) Curriculum Proposal (15 points)

Students will be required to submit, and present briefly, a 1- 2 page proposal in class on any one of the mentoring pillars (**Identity, Health & Wellness, Brotherhood, Leadership, and college, and Career Readiness**). The proposal should be developed to target either a middle school or high school target audiences. Student have the freedom to come up with creative ways to create a mentoring activity that is both creative and engaging for their target audience that relates to **ONE** of the mentoring pillars. Then, **Students will have the opportunity to facilitate and implement their proposed curriculum at one of their school sites of choice at the discretion of the Mentoring Coordinator at the school site.** The purpose of this assignment will be to develop students mentoring skills, intentionality, and leadership development opportunity. This is intended to allow mentors to lead their own site sessions and provide unique and innovative ways to implement literature into practice. **Additional information on the assignments and an example of a mentoring proposal will be provided two weeks prior and students will have the opportunity to implement their activity at any point in the semester up until the last mentoring day.**

6) Testimonio (25 total points)

At the end of the semester, students will compose and present their own testimonio. Students will also submit a 2-3 page written testimonio. This written final and presentation will be an important way for us to put into practice what we have learned about *testimonials* and *positionalities* over the course of the semester.

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.

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 instruc tor) 72 – 0
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Extra Credit

Students will have the opportunity to make up any missing points by attending a Project MALES Student Organization meeting or event.

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.

Personal Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center (<https://diversity.utexas.edu/genderandsexuality/publications-and-resources>). We will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise us of any changes early in the semester so that I may make appropriate updates to my records.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the

Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one.

Before talking with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu. For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

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.

UNIVERSITY POLICIES

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:

<http://deanofstudents.utexas.edu/conduct/standardsofconduct.php>

Q Drop Policy

If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>