Developing Leadership Skills through Tutoring and Mentoring in Education

Portland State University Senior Capstone: UNST 421
Fall 2012

COURSE DESCRIPTION
This course explores education as a key influence on an individual’s social and economic future and existing opportunities to contribute to the educational process in a leadership capacity. Through course material, students are exposed to leadership development, theory, and skills. During service activities like tutoring at mentoring at Jefferson High School, the community partner for the course, PSU students will be challenged to use and develop communication, relationship-building, and leadership skills. Each student will mentor at the school for 20 hours over the course of the term and using those experiences as a foundation for discussion and reflection will explore issues like educational capital, social responsibility, communication, and leadership.

Senior Capstone courses, including this one, are designed to build cooperative learning communities by taking students out of the classroom and into the field. Students from a variety of majors and backgrounds work as a team, pooling resources, and collaborating with faculty and community leaders to understand and find solutions for issues that are important to them as engaged citizens.

Primary course goals:
- To provide students with an understanding of leadership and mentoring as applied to PPS (Portland Public Schools) students
- To facilitate linkages between leadership theory and practice by providing practical experience in using mentoring skills when working with PPS students
- To encourage students to develop their own responsible ‘working theory’ of leadership
- To facilitate understanding of the importance of educational capital and opportunities in today’s society

Primary course learning objectives:
1. Demonstrate awareness of the importance of effective interpersonal communication and relationship building for school and community settings [UNST goal: Communication]
2. Examine techniques to foster communication with others [UNST goal: Communication]
3. Learn and demonstrate team-building and collaborative activities [UNST goal: Diversity of human experience]
4. Demonstrate knowledge of conflict resolution skills [UNST goal: Diversity of human experience]
5. Gain an increased awareness of working with multicultural and multiethnic individuals, groups and communities [UNST goal: Diversity of human experience]
6. Begin building a leadership portfolio that demonstrates and integrates classroom learning, leadership experiences, and personal reflections [UNST goal: Critical thinking]
7. Develop and demonstrate critical thinking skills through written assignments and presentations [UNST goal: Critical thinking]
8. Gain awareness about civic engagement and social responsibility [UNST goal: Ethics and social responsibility]

**see Appendix A for complete description of University Studies Goal Areas**
COURSE LOGISTICS

Instructor contact information:
Sarah A. Bunton, PhD
Email: sbunton@pdx.edu
Campus mail address: ED 504 (Graduate School of Education Building [Broadway/Harrison])
Office hours by appointment.

Course Readings:
Course readings are available:
1. On e-reserve at the PSU Branford P. Millar Library,
2. Online (links in course Desire2Learn site), or
3. Handed out in class.
Check syllabus for location.

To access e-reserve:
1. Go to library website: http://library.pdx.edu
2. Click on Find Course Reserves
3. Search by instructor’s last name (Bunton), then click SEARCH
4. Select the course, click ACCEPT/VIEW
5. Select a document or folder
6. Enter password (Bunton)
7. Click VIEW
8. Select the document that you want

To access course D2L site:
1. Go to: https://d2l.pdx.edu/
2. Click on the Login button
3. The Login page will open where you use your ODIN ID as the user name and your ODIN password to log in
4. If you have not used D2L before, visit: http://www.pdx.edu/psuonline/node/37 for a tutorial
5. If you are unable to log in, contact the OIT Helpdesk for assistance at 503-725-4357

Course community partner:
Jefferson High School
5210 N. Kerby
Portland, OR 97217
Phone: (503) 916-5180
http://www.pps.k12.or.us/schools/jefferson/

Jefferson High School is a public school located in Portland, OR. This Portland Public school is a focus high school open to neighborhood students and students from outside the neighborhood through the school choice lottery. According to their website, in the 2009-10 academic year, Jefferson High School was the only school in Oregon to have a majority of non-white students.

Class Activities:
The format of class sessions is based on the understanding that students actively construct their own learning. Class sessions will emphasize active and collaborative learning, including discussions focused largely on assigned readings, student experiences at the community partner site, interactive lecture, and in-class projects. As such, attendance is required.
COURSE EVALUATION AND OTHER POLICIES

Grading:
Grades for this course will be determined according to performance on the following assignments:

1. Course attendance and participation in class activities 25% (25 points)
2. Reflective essays (2) 30% (30 points)
3. Service work at community partner site (20 pts); project (5 points); in-class final reflection (5 pts) 30% (30 points)
4. In-class final reflection 15% (15 points)

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<tr>
<th>Grade</th>
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<td>90%-93%</td>
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<td>B+</td>
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<td>B</td>
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<td>B-</td>
<td>80%-83%</td>
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<td>C+</td>
<td>77%-79%</td>
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<tr>
<td>C</td>
<td>74%-76%</td>
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<tr>
<td>C-</td>
<td>70%-73%</td>
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Attendance and participation:
Class attendance and participation are required and attendance is taken each class period. Preparation includes completing readings on time, having discussion points for class, active participation in class activities and peer grading exercise, and leading discussions, when assigned.

Reflective essays:
The topics for each reflective essay will be posted on D2L a week prior to the due date. Written reflective essays should be approximately 1000 words (4 pages, double-spaced), typed, follow APA or MLA format, and include a separate reference page. Essays should demonstrate synthesis with course components, must include at least 3 references to course content and readings (course and related) and should incorporate activities with the community partner). Hard copies of papers should be brought to class on due date. See Appendix B for reflective writing guidelines.

Community service activities:
Informed community work comprises this portion of the grade. Students are expected to spend approximately 2 hours per week (20 hours total for the term/20 points) engaged in tutoring and mentoring at Jefferson High School. Students will attend an orientation session at the school (time/date in syllabus). Students will have the opportunity to choose times at the community partner site to fit schedules (though times are during school hours). A log of time at the site will be submitted at the end of the term and students will deliver an oral in-class reflection on their time at the school (5 points). Students will also develop a group project/resource for the school (5 points). See Appendix C for log.

In-class final:
Students will be asked to respond to a series of questions and write a mini reflective essay on the content covered in the class. Notes and materials may be utilized during this writing exercise, which is to reflect on the integration of the Universities Studies goal areas (communication, diversity of human experience, critical thinking, and ethics and social responsibility) in the course and related materials and work with the community partner.

Assignment and course rules:
- Late reflective essays will drop a point for each day they are late (each essay worth 15 points)
- Midterm grade updates will be given to those receiving a “C” or below during week 5; individual check-ins will also take place this week
- Incompletes must be negotiated before the end of the term
PSU code of conduct:
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in Portland State University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. It is strongly encouraged that you read the Portland State University Student Conduct Code, which details your rights and responsibilities as a student and as a member of the PSU community:
http://www.pdx.edu/dos/psu-student-code-conduct

Students with disabilities:
Accommodations are collaborative efforts between students, faculty and the Disability Resource Center (DRC). Students with accommodations approved through the DRC are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through the DRC center should contact the DRC immediately at: 503-725-4150.

Writing assistance programs:
High quality writing is expected for this Senior Capstone course. If students feel they need additional assistance on the papers beyond what is provided in the course itself, Portland State University offers a writing center that provides writing help at all stages of the process. For example, the center can help you get started on papers or other writing projects, provide comments on drafts, and teach you how to revise, edit, and proofread your own work. For more information, contact the center at: (503) 725-3570; 188 Cramer Hall; http://www.writingcenter.pdx.edu/

Use of laptops:
Laptops may be used during class for note-taking, downloading class material from D2L, or working on in-class exercises. They are not to be used for entertainment during class (e.g., email, instant messaging, surfing the web, reading the news, or playing games) and materials on the laptop which may be distracting or offensive to fellow students are prohibited. Laptops may be used during final reflection to access reading material and to respond to questions only.
COURSE OUTLINE:
Our tentative weekly schedule follows. Please note that the schedule is subject to change.

WEEK 1  Introduction and Overview; Mentoring and Leadership
Tuesday, September 25:
- Introduction to the course and syllabus
- Course and community partner expectations
- PPS forms and survey

Thursday, September 27:
- Community partner orientation prep
- Mentoring and tutoring intro
- Leadership intro
- Article presentation/discussion lead sign-up

Readings and assignments
[Thursday]
- Review school website: http://www.pps.k12.or.us/schools/jefferson/
- Brungardt, C.L. The New Face of Leadership. [Link to online article through D2L site or at: http://www.nwlink.com/~donclark/leader/lead_edu.html]

WEEK 2  Leadership Theory; Mentoring
Tuesday, October 2: **CLASS MEETS AT COMMUNITY PARTNER FOR ORIENTATION**
(REQUIRED, 4:15 (promptly) - 5:15)
Jefferson High School

Thursday, October 4:
- Leadership theory, continued
- Mentoring
- Article assignment for next Tuesday

Readings and assignments
[Thursday]
WEEK 3  Educational Capital; Diversity in Education and Leadership

Tuesday, October 9:
- Jigsaw activity: Educational capital, outreach programs

Thursday, October 11:
- Diversity in education and leadership
- Unconscious bias
- Reflective essay #1 topic handed out

Readings and assignments
[Tuesday – 1 article] Article/Jigsaw activity: [all articles on library e-reserve]

[Thursday]
- Review Implicit Association Test web site (https://implicit.harvard.edu/implicit/demo/) and take any 2 of the tests on the website (e.g., age, race, gender-career, etc.)

WEEK 4  Personal Leadership

Tuesday, October 16:
- Personal leadership
- Community partner activity reports

Thursday, October 18:
- MBTI/Myers Briggs personality type
- Article assignment for next week
- Reflective essay #1 due

Readings and assignments
[Tuesday]

[Thursday]
- Assignment: Completed Jung Typology. http://www.careertest.net/index.htm Bring in results (4-letter type) and description. (Do not pay for results, just print out the type and description given at the end of the test).
- Reflective essay #1 due
WEEK 5  Groups and Teams; Feedback  
_Tuesday, October 23:_
- Groups and teams
- Community partner activity reports

_Thursday, October 25:  **class meets 4:00-5:00 only**_
- Giving and receiving feedback; SBI model
- Project brainstorming
- _Reflective essay #2 topic handed out_
- _Individual check-ins (if needed)_

Readings and assignments  
[Tuesday – 1 article]

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WEEK 6  Community Partner Check-in; Communication and Conflict  
_Tuesday, October 30:  **CLASS MEETS AT COMMUNITY PARTNER** (REQUIRED, 4:15 - 5:15)  
Jefferson High School_

_Thursday, November 1:_
- Conflict: What is conflict? What is the role of conflict in leadership? What does it mean to negotiate? What is the role of negotiation in leadership? What role does conflict play in education?

Readings and assignments  
Instructor handouts
WEEK 7   Ethics

Tuesday, November 6:
- Reflective essay #2 due today, bring hard copy to class
- Peer grading exercise
- Project work time

Thursday, November 8:
- Ethics
- Social and civic responsibility

Readings and assignments
[Tuesday]
- Reflective essay #2

[Thursday]
- Malley, J. Ethics Corner: Should we teach ethics K-12? Online at:

WEEK 8   Women in Leadership

Tuesday, November 13:   NO CLASS TODAY: PROJECT WORK TIME

Thursday, November 15:
- Women in Leadership
- Hot topics

Readings and assignments
[Thursday]
WEEK 9  Individual leadership development; Course review

Tuesday, November 20:
- Personal mission statement
- Tying everything together, content review
- Community partner debrief

Thursday, November 22: NO CLASS TODAY: UNIVERSITY HOLIDAY

WEEK 10  End of semester, final

Tuesday, November 27:
- Individual presentations of service activities

Thursday, November 29:
- In-class final reflection

Readings and assignments
- Individual presentations
- In-class final reflection
Appendix A
The Four Goals of University Studies

<table>
<thead>
<tr>
<th>Inquiry and Critical Thinking</th>
<th>Communication</th>
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<tbody>
<tr>
<td>Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.</td>
<td>Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.</td>
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<tr>
<th>The Diversity of Human Experience</th>
<th>Ethics and Social Responsibility</th>
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<tbody>
<tr>
<td>Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.</td>
<td>Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.</td>
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For more information see:  http://www.pdx.edu/unst/goals.html
Appendix B
Process for Reflective Essays

The following process of Kolb’s Experiential Learning Model should be used for reflective essays:

1. **Concrete Experience (doing/having an experience).** This segment of writing is descriptive and informative, answering questions like: What are you going to be talking about and reflecting on? What happened? What are the main ideas? It’s a brief description of what happens at the community partner site and comprehending the behaviors and experience in relation to the reflection topic.

2. **Reflective Observation (reviewing/reflecting on the experience).** Reflecting on personal reactions to the concrete service experience. The initial description of the service experience is now transformed into something that is personally relevant through the intentional process of reflection.

3. **Abstract Conceptualization (concluding/learning from the experience).** This next step is tying course-related and content-focused material to re-describe the experience from a conceptual rather than a descriptive perspective. You may explore what you learned about the issue, yourself, and others. Sample ideas questions include: What connections between readings and practical applications are there? What did you learn about your perceptions on the topic? What biases/perspectives did you learn about yourself?

4. **Active Experimentation (planning/trying out what you have learned).** Using new understanding of the service experience developed during the abstract conceptualization stage to stimulate an application of the new understanding of this situation within the context of a set of options for personal choices in the world. Another way to think about this section is to think strategically about how to apply new knowledge and understanding. Sample questions include: How will you integrate this knowledge into your daily life (e.g. home, work, school)? What implications does this issue have for you, others, and society?

Notes:
- The topics for each reflective essay will be posted on D2L one week prior to the due date.
- Papers should be approximately 1000-1200 words (4-5 pages, double-spaced), typed, follow APA or MLA format, and include a separate reference page.
- Papers should be both spell-and grammar-checked (for writing assistance please contact the PSU Writing Center at: [http://www.writingcenter.pdx.edu/](http://www.writingcenter.pdx.edu/))
- These essays should demonstrate synthesis with course components (i.e., include at least 3 references to course content and required and related readings, and incorporate reflections on relevant activities with the community partner.)
Appendix C
Service Activity Log

Name: ________________________________

Sponsoring teacher at Jefferson High School: ________________________________

Description of service activities:

Activity Log (20 hours)

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<th>Date</th>
<th>Time spent (e.g., 1hr.)</th>
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Student Signature: ________________________________  Sponsoring Teacher Signature: ________________________________

Date: ________________________________  Date: ________________________________