Developing Leadership Skills through Tutoring and Mentoring in Education
Portland State University Senior Capstone
UNST 421, Winter 2014

COURSE DESCRIPTION
This course explores education as a key influence on an individual’s social and economic future and 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 Portland high schools, PSU students will be challenged to use and develop communication, relationship-building, and leadership skills. Each student will mentor at the school throughout the term and using those experiences as a foundation for discussion and reflection in class will explore educational capital, social responsibility, and leadership. A background check will be required for this class.

Senior Capstone courses 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 social issues (in this course the focus is on educational equity). Experiential learning facilitates the creation and ownership of mutually beneficial goals, as well as underscores the meaning and power that an engaged citizen has or can have on her/himself and on the communities in which s/he is and will be a part.

Educational Equity Capstone Cluster Goals:
• To facilitate an understanding of education, civic engagement and social responsibility and education as essential to a healthy, functioning, and democratic society
• To explore and dismantle barriers to educational access (power and privilege)
• To gain an awareness to educational experiences as fostering pathways to success
• To develop leadership

Specific course goals:
• To facilitate understanding of the importance of educational equity and educational capital in society
• To develop an understanding of the social change leadership theory and to develop students’ leadership potential to become more civically engaged
• To encourage students to develop their own responsible working theory of leadership and to empower students to participate in social change
• To provide students with an understanding of leadership as applied to high school students
• To facilitate linkages between leadership theory and practice by providing practical experience in using tutoring and mentoring skills when working with high school students

Primary course learning objectives:
• Gain awareness of civic engagement and social responsibility and their importance to our democratic society [UNST goal: Ethics and social responsibility]
• Demonstrate awareness of the importance of effective interpersonal communication and relationship building for school and community settings; demonstrate knowledge of conflict management skills [UNST goal: Communication]
• Develop an increased awareness of power, privilege, and unconscious bias; gain an increased awareness of working with multicultural and multiethnic individuals, groups, and communities; learn and demonstrate team-building and collaborative activities; [UNST goal: Diversity of human experience]
• Begin building a leadership portfolio that demonstrates and integrates classroom learning, leadership experiences, and personal reflections; develop and demonstrate critical thinking skills through written assignments and presentations [UNST goal: Critical thinking]

**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: Cramer Hall 117
Office hours by appointment

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

To access e-reserve:
1. Go to library website: http://library.pdx.edu and click on Find Course Reserves
2. Search by instructor’s last name (Bunton), then click SEARCH
3. Select the course, click ACCEPT/VIEW, and then select a document or folder
4. Enter password (Bunton)
5. Click VIEW; 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
http://www.pps.k12.or.us/schools/jefferson/
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 30% (30 points)
2. Reflective essay and in-class reflections 30% (30 points)
3. Service work at community partner site (20 pts); project (5 points); in-class summative reflection (5 pts) 30% (30 points)
4. In-class final 10% (10 points)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94%-100%</td>
<td>A</td>
</tr>
<tr>
<td>90%-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87%-89%</td>
<td>B+</td>
</tr>
<tr>
<td>84%-86%</td>
<td>B</td>
</tr>
<tr>
<td>80%-83%</td>
<td>B-</td>
</tr>
<tr>
<td>77%-79%</td>
<td>C+</td>
</tr>
<tr>
<td>74%-76%</td>
<td>C</td>
</tr>
<tr>
<td>70%-73%</td>
<td>C-</td>
</tr>
</tbody>
</table>

Attendance and participation:
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, 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 discussions and peer grading exercise,
- participating in in-class reflections,
- and leading discussions, when assigned.

Reflective essay and in-class reflections:
The topics for the reflective essay will be posted on D2L and handed out in class. The written reflective essay should be approximately 1200 words (5 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 substantive references to course content and readings, and should incorporate activities with the community partner. Hard copies of paper should be brought to class on due date. In-class reflections are one-page responses to in-class prompts around the material being discussed and activities in the community. 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 (minimum of 20 hours total for the term/20 points) engaged in tutoring and mentoring high school students. Students will attend an orientation session at the school. Students will have the opportunity to choose times at the community partner site within the school week. Students must maintain a log of time spent at the school, and submit the log with a sponsoring teacher’s signature at the end of the term. Students will also deliver an oral in-class reflection on their time at the school (5 points). Students will work together throughout the term on group projects 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 full point for each day they are late. Assignments will not be accepted more than a week after their due date, except in cases of emergency.
- 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/

Technology etiquette and use of laptops:
To foster a productive environment, free of distractions for all participants, there is a zero-tolerance cell phone policy (including text messaging). When you enter the classrooms, turn off or silence your phone and put it away. Similarly, other technological devices are not allowed in class unless you are using them for the sole purpose of taking notes, downloading class material from D2L, or working on in-class exercises. Laptops may be used during final reflection to access reading material and to type your responses.
COURSE OUTLINE:
Our tentative weekly schedule follows. Please note that the schedule is subject to change.

WEEK 1
Introduction and Overview; Mentoring and Leadership

Monday, January 6:
- Introduction to the course and syllabus
- Course and community partner expectations
- Background forms for working in schools
- Mentoring and tutoring intro
- Leadership intro
- Article presentation/discussion lead sign-up

Wednesday, January 8:
- Orientation prep
- Scheduling for work at Jefferson
- Mentoring; Ethics in Mentoring

Readings and assignments [Wednesday]
- Review school website: http://www.pps.k12.or.us/schools/jefferson/

WEEK 2
Leadership

Monday, January 13:
**CLASS MEETS AT COMMUNITY PARTNER FOR ORIENTATION**
3:15-4:00 at Jefferson High School (meet at Jefferson in main office)

Wednesday, January 15:
- Leadership and leadership theories
- Article assignment for next Wednesday

Readings and assignments [Wednesday]
- 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 3  Educational Capital

Monday, January 20: NO CLASS TODAY: UNIVERSITY HOLIDAY

Wednesday, January 22:
- Leadership theories, continued
- Jigsaw activity: Educational capital, outreach programs
  - In-class reflective writing

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

WEEK 4  Personal Leadership

Monday, January 27:
- Personal leadership; MBTI; Giving and receiving feedback; SBI model
- Community partner activity reports, project brainstorming

Wednesday, January 29:
- MBTI, continued
- Community partner activity reports, project brainstorming
  - Reflective essay topic handed out

Readings and assignments
[Monday]
- Assignment: Completed Jung Typology. [http://www.careertest.net/index.htm or on course D2L site] 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).
[Wednesday]
- Article: Kise, J. & Russell, B. Are they really problem students? Bridging differences through understanding. [Available at: http://www.personalitpathways.com/MBTI_articles4.html or on course D2L site]
WEEK 5  Diversity in Education and Leadership; Groups and Teams

Monday, February 3:
- Diversity in education and leadership: Unconscious bias

Wednesday, February 5:
- Groups and teams
- Project work time
- Community partner check-ins

Readings and assignments
[Monday]
- Review Implicit Association Test web site [https://implicit.harvard.edu/implicit/demo/ or link on course D2L site] and take any 2 of the tests on the website (e.g., age, race, gender-career, etc.)

[Wednesday]

WEEK 6  Educational Equity: The Pedagogy of Poverty

Monday, February 10:
- *Reflective essay due today, bring hard copy to class*
- Peer grading exercise
- Project work time
- Community partner check-ins

Wednesday, February 12:
- In-class reading and discussion (time to read article in class):
  - Haberman, M. *Pedagogy of Poverty: The Pedagogy of Poverty vs. Good Teaching*. Available at: [http://www.educationnews.org/ed_reports/32472.htm](http://www.educationnews.org/ed_reports/32472.htm) (copies provided in class)
- Catch up

Readings and assignments
[Monday]
- *Reflective essay due*

[Wednesday]
- Instructor handouts (Haberman article)
WEEK 7  Project Development

Monday, February 17:
- Community partner reflections, discussion, and course check-ins
- Educational equity discussion, continued

Wednesday, February 19:
- Community partner activity reports and reflection
- Project work time
- *In-class reflective writing*

Readings and assignments

WEEK 8  Women in Leadership

Monday, February 24:
- Women in Leadership
- Hot topics
- Project work time

Wednesday, February 26:
- Project work time and delivery

Readings and assignments

[Monday – pick 1 of the following articles to read for class]
- Chandler, D. What do women bring to the exercise of leadership. Journal of Strategic Leadership, 3(2); 2011:1-12. Available at: 
WEEK 9

Integration; Individual Leadership Development

Monday, March 3:
• Integrating pieces
• Group presentations and reflections of final projects
• Tying everything together, content review

Wednesday, March 5:
• Individual presentations of service activities
• Personal mission statement

Readings and assignments
• Come with questions for content review
• Individual presentations

WEEK 10

End of Term: Individual Presentations

Monday, March 10:
• Individual presentations of service activities

Wednesday, March 12:
• In-class final reflection

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

<table>
<thead>
<tr>
<th>Inquiry and Critical Thinking</th>
<th>Communication</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The Diversity of Human Experience</th>
<th>Ethics and Social Responsibility</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>

For more information see: [http://www.pdx.edu/unst/goals.html](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 1200 words (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 or administrator at high school: ________________________________

Description of service activities:

## Activity Log (20 hours)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time spent (e.g., 1hr.)</th>
<th>Activity description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_________________________                      ___________________________
Student Signature                        Sponsoring Teacher or Administrator Signature

_________________________                      ___________________________
Date                                     Date