

**University of Toledo**  
**PSY 3940-159: The Star Mentee Program (SMP)**  
**(1-4 Credit Hours)\***

**Syllabus for Spring Semester 2013**

"The important thing is not so much that every child should be taught, as that every child should be given the wish to learn." ~ John Lubbock

**UT Mission Statement**

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

**UT Vision Statement**

The University of Toledo is a transformative force for the world. As such, the University will become a thriving student-centered, community-engaged, comprehensive research university known for its strong liberal arts core and multiple nationally ranked professional colleges, and distinguished by exceptional strength in science and technology.

**Professor:**

Dr. Mojisola F. Tihamiyu

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Ψ Blackboard course homepage (for syllabus, attendance vouchers, grades, & other course-related information) through Blackboard 9.1 Login <http://utoledo.edu/dl>

Ψ My Personal Web site (for my CV, research interests, useful psychology-related links, etc.): <http://homepages.utoledo.edu/mtihamiy/>

P.S. You can leave notes or messages for me at my office (UH1063); slide them under my office door if you do not meet me.

**Office Hours:**

My office hours are Mondays and Wednesdays: 10:00 - 11:00 AM, 12:30 - 1:30 PM, & by appointment. Please visit me during my office hours if you have any questions.

**Course Description:**

The purpose of this course is to participate in implementing an academic mentoring and tutoring program for students at St. Pius X School in Toledo, Ohio. This will involve you working with one of the Department of Psychology's community partners (i.e. the elementary school). You will be working with children that need academic mentoring and tutoring in the areas of Language Arts, including vocabulary, grammar, reading and writing, Math, Physical Education, Music, other subjects of interest, and the after-school program. As this is a service-learning course, you will be engaged in a process of experiential education. Service learning is a model for educational volunteers and some of its educational values include facilitating moral development, expanding students' cultural awareness, providing a testing ground for classroom instruction, and contributing to career planning.

Your learning objectives are: 1) to gain program implementation skills, which are specific to the

academic mentoring and tutoring of the target population; 2) to acquire knowledge of theories and empirical studies about youth mentoring and tutoring; and 3) to learn how to engage in university-community collaboration. Your service objectives are to provide tutoring in Reading, Writing, Math, etc., and to provide academic mentoring and tutoring. Your service-learning objective is to work with Dr. Tiamiyu and our community partner to learn how to implement a successful academic mentoring and tutoring program for children in an elementary school.

You will receive individual and group supervision from the teacher of the students you will be mentoring and tutoring at St. Pius X School. You will keep a journal in which you describe your reactions to and processing of your training experiences throughout the semester. You will identify reading materials related to youth mentoring and tutoring, and integrate new knowledge acquired from these readings as well as materials from your journal into your **end-of-semester structured reflection paper**. Through these experiences, you will continue to build on your knowledge of youth mentoring and tutoring, your academic mentoring and tutoring skills, and experience of participating in university-community collaboration. You will also complete the following evaluation forms: a pre- and post- mentor's questionnaire, and a student feedback form.

**Prerequisite:**

Completion of PSY 1010 or equivalent

**My Teaching Philosophy:**

I am committed to facilitating students' understanding of the lived experiences of various groups in western and non-western societies from multiple perspectives. Thus, in sharing my understanding of the lived experiences of these groups with my students, the issue of diversity (as defined in its broadest sense), is always emphasized. I began teaching in a Nigerian university nearly 30 years ago (this is my 16<sup>th</sup> year at UT), and having pursued my undergraduate studies in Nigeria and my graduate studies in Canada, I have firsthand experience of the challenges we all face because of our multiple roles in society. Juggling academic schedules, work and family commitments build character and resilience. I expect students to take responsibility for their learning by engaging in outside the classroom reading related to the course, submitting assignments when they are due, and always attending mentoring and tutoring sessions, eager to participate in discussions and activities. These are indications of a positive attitude, which is a key ingredient to realizing our goals in this course. The mentoring and tutoring experience should be interactive and cooperative in nature. It should also be an "AHA!" experience (i.e., insightful). In summary, my teaching philosophy guides my expectations of students.

**Electronics:**

Please, as a matter of courtesy, always remember to silence cell phones and other gadgets that may ring / beep when at St. Pius X School and at other sessions, too. Also no texting ... thanks!

Orientation Session 1

**Dates:** Thursday, January 10

**Time:** 12:15 - 1:45 PM

**Place:** FH 1100

Orientation Session 2

**Dates:** Tuesday, January 15

**Time:** 12:15 - 1:45 PM

**Place:** St. Pius X School

Mentoring Sessions (**minimum 48 hours** spread evenly through out the semester & as arranged with the teacher)

**Dates:** Wednesday, January 16 – Tuesday, April 23\*\*

**Time:** As arranged with teacher(s)

**Place:** St. Pius X School, 2950 Ilger Avenue, Toledo, OH. 43606 [Directions: Drive west on Bancroft St. West to Middlesex Street, go north (turn right) past Central Street, get to a dead-end, go east (turn right) less than a block, school is to your right]

Mid-Semester Meeting

**Date:** Thursday, **March 14**

**Time:** 12:15 - 1:45 PM

**Place:** FH 1100

Wrap-up Session

**Dates:** Tuesday, **April 23**

**Time:** 12:15 - 1:45 PM

**Place:** St. Pius X School

#### **Attendance and Participation:**

You should plan to attend all orientation, mentoring and wrap-up sessions. I will greatly appreciate promptness and active participation at these sessions. Absences do have a bearing on your grade (will lower your grade). You **should** complete the sign in and sign out log for parents and volunteers at St. Pius X School. Also, you **should** complete an attendance voucher for the Star Mentee Program and obtain your teacher's signature every time you are at a mentoring session. (I will give you a template for this purpose and collect all vouchers at the end of the semester wrap-up session so as to include in your attendance score computation.) If you will be missing a mentoring session, you need to inform St. Pius X School general office staff at (419)535-7688 or the teacher of your mentees as soon as possible, and arrange your make-up mentoring hours. Program begins promptly at 12:15 pm or as arranged with the teacher – please be at St. Pius X School/other sessions on time. Thanks.

#### **\*\*Holidays:**

When St. Pius X School has a holiday, you will not have a mentoring session. Your teacher will also let you know ahead of time about other days that you would not come for a mentoring session because of a conflicting school event or other reasons. Kindly, inform your teacher about a forthcoming UT holiday ahead of time, if it falls on a day you were scheduled to be at the school and you will not be coming for the session.

**DRESS CODE:** There is a dress code for all mentors participating in the Star Mentee Program. Please dress professionally when going to St. Pius X School. Do **NOT** wear jeans, t-shirt, sweat pants/shirts, out-fits that expose chest, stomach, back, legs, arms, etc. No tennis shoes, please. Also, do not be overly dressed (as if you are going to a party). Kindly cover up tattoos, if possible and do not use nose/tongue/lip rings. Thanks for being a good role model to your mentees and representing

UT in the best light that you can.

**Evaluation:**

There is no formal exam. Grading will be done by Dr. Tiamiyu, based on your structured reflection paper (**hardcopy**, which is due on **Tuesday, April 23**), attendance, and input from St. Pius X School staff as to whether student has attained the learning and service learning objectives at the completion of externship. Students must meet all the stated course requirements in order not to earn an IN (incomplete) as a final grade.

**P.S.:** Attendance & input from school staff: 200 Points; Structured reflection paper: 100 Points;  
**Total Points: 300.**

*Grading:* The final course grade will be determined in accordance with the grading system below, which lists category floors (letter grade, %, & points):

	A 95% = 285	A- 90% = 270
B+ 85% = 255	B 80% = 240	B- 75% = 225
C+ 70% = 210	C 65% = 195	C- 60% = 180
D+ 55% = 165	D 50% = 150	D- 45% = 135
F 00% = 0		

I reserve the right to discretionary grade adjustments.

**THE STRUCTURED REFLECTION PAPER**

Reflection is the intentional consideration of an experience in the light of a particular learning objective (Bringle & Hatcher, 1999). To engage in critical reflection requires a moving beyond the acquisition of new knowledge and understanding, into questioning [of] existing assumptions, values, and perspectives (Cranton 1996, p. 76). Four elements are central to critical reflection: assumption analysis, contextual awareness, imaginative speculation, and reflective skepticism (Brookfield 1988, p. 325).

Structured reflection requires students to step back from their immediate experience to make sense of it in new ways (Colby, Beaumont, Ehrlich, & Corngold, 2007). Engaging regularly in structured reflection leads students to deeper understanding and better application of subject matter knowledge and increased knowledge of social agencies, increased complexity of problem and solution analysis, and greater use of subject matter knowledge in analyzing problems (Eyler & Giles, 1999). Reflective practices in the classroom have also been shown to help learners connect earlier experiences to new content in order to achieve better understanding of the new material (Lee & Sabatino, 1998).

Directions for the Structured Reflection Paper

- 1) Minimum 7 full pages (typed one-sided, double-spaced, font style Times New Roman, font size 12, with 1" margins, include page numbers) no longer than 8 pages.
- 2) Have a title/cover page, not included in your minimum 7-page paper, with your name and 4-digit #, complete course code, complete course title, **creative title for paper**, picture/image, semester, and professor's name (Dr. M. Tiamiyu). Do not include any page number on this page; your page numbering (i.e., page 1) should begin on the page following your title page (i.e., the main body of your paper).
- 3) Reflect upon program participants (i.e., interactions with mentees, mentors, school staff, etc.) and

program process. Journal entries should be useful here.

4) In your paper if need be, refer to your mentee by **first name** only (for confidentiality do not include last name).

5) Integrate relevant information from your journal entries **and** self-identified readings (i.e., EMPIRICALLY-based journal articles) about youth mentoring and tutoring into your reflection paper. Remember to include your citations in the body of your paper following APA style.

6) End your reflection paper with minimum one page of ways in which a university community can **collaborate** with its surrounding community (i.e. community groups or agencies) to address youth mentoring. That is, give creative suggestions as to how these various communities could work together, **NOT** separately, to address youth mentoring issues.

7) Have one separate APA-style reference page (not included in your minimum seven-page typed paper) to list your sources of information (excluding that for your picture/image from the Internet on your title page). Follow the APA, Publications Manual Style Guide (6th Edition) ... you can use a relevant link that I have posted on our course Web site to gain access to a site that illustrates how to write up your references. Note that if you obtain a journal article from the Internet, copying and pasting the link to your reference page will not be adequate; you need to give the complete reference information. (Minimum number of references = 6.)

**8) Your final submission will be minimum nine pages and maximum ten pages ... move more towards the maximum number of pages permitted (i.e., a title page, maximum eight-page main body of submission, and a reference page).**

9) Use a stapler to staple your paper at the top left-hand corner.

10) Your reflection paper will be graded on content (what you write, organization, logic, clarity, etc.) and creativity (**do not** just describe what you did with your mentees; look at the big picture -- interpret your experience, etc.).

**P.S.** You lose points for not following the above directions. You also **lose 4 points** for each day you submit a **hardcopy of your paper and attendance vouchers**, which should be stapled to the back of your paper, at the wrap-up session at St. Pius X after the due date (**Tuesday, April 23**) without acceptable excuse documentation.

#### **Academic Dishonesty:**

Academic dishonesty will not be tolerated. Please read The University's Policy Statement on Academic Dishonesty available at <http://www.utoledo.edu/dl/students/dishonesty.html>.

### References

- Bringle, R. G., & Hatcher, J. A. (1999). Reflection in service-learning: Making meaning of experience. *Educational Horizons*, 77(4), 179-185.
- Colby, A., Beaumont, E., Ehrlich, T., & Corngold, J. (2007). Learning through structured reflection. In A. Colby, E. Beaumont, T. Ehrlich, & J. Corngold (Eds.), *Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement*. (Chapter 12). San Francisco, CA: Jossey-Bass.
- Cranton, P. (1996). *Professional Development as Transformative Learning: New Perspectives for Teachers of Adults*. San Francisco, CA: Jossey-Bass.
- Eyler, J., & Giles, D. (1999). *Where's the Learning in Service-Learning?* San Francisco, CA: Jossey-Bass.
- Lee, D., & Sabatino, K. (1998). Evaluating Guided Reflections: A U.S. Case Study. *International Journal of Training and Development*, 2(3), 162-170.

\* Course credit hours are flexible so that a student can participate in the program without exceeding the related course requirements, the requirements for his/her major, etc.; however, program requirements are the same.