

Portland State University Mentor Training Syllabus

Breakdown:

[Activities make up 150 points total]

Mentor and Main Session Observation Reports 1-3	30 points total
Creative “Building Your Toolbox” Activity	20 points total
Mentor Session Lesson Plan Development	20 points total
Core Writing Assignments 1-4	40 points total
Core Writing Assignment Final	40 points total

Mentor and Main Session Observation Reports – 3 Total *30 points (10 points each)*

As a UNST mentor, you will design, develop, and lead your own mentor sessions (with or without faculty input) each week to accompany a course’s “main session,” which is always led by the faculty member. In order to understand the nature, purpose, goals, and activities of mentor sessions, these assignments are experiential and meant as a means for you to observe these activities firsthand to gain insights in the field. No mentor session is like another!

For this course, *you must visit 2 mentor sessions and 1 main “theme” session*, arranged by you or with the assistance of a mentor project leader. Mentor sessions are led by mentors, and main sessions are led by faculty members. Viewing each type will help prepare you for mentoring. IDEALLY, visiting 1 main theme and 2 mentor sessions that are CONNECTED to each other would be helpful; otherwise, you may visit any that fit your schedule as observing different types can also be informative as well.

Your experience is to observe, listen, take notes, and engage only as an observer in the session with permission of the mentor. You must contact the mentor, arrange for a visit, and follow up by attending the session and thanking the mentor and students at the end of the visit.

Criteria: You will write a brief 1-2 page report for each required visit, including

1. Mentor or Main Session Theme, Date, and Mentor Name for the one you attended.
2. Whether it was a FRINQ or SINQ course you observed (UG- FRINQ; GR-SINQ).
3. Brief summary of the session’s activities, highlights, or UNST goals met in the session.
4. Brief reflection of your observations as you watched the mentor session and mentor’s role.
5. Statement about something you learned through this observation about main or mentor sessions, including any great practices, challenges, successes, or unique student responses to the activities.
6. Conclusions you drew about the session goals and questions you had after observing.

Due Dates (see syllabus schedule):

Mentor Visit 1 Report – due week 3

Mentor Visit 2 Report – due week 5

Mentor Visit 3 Report – due week 8

Mentor Resource Campus Engagement
Creative “Building Your Toolbox” Activity

20 points

BUILD yourself an initial “toolbox” by engaging directly with PSU campus resources, choosing a set from the required and additional options below (or by identifying new ones):

- **3 REQUIRED TOOLS/VISITS:** Visit in person (*and* view online) the resources of the **Writing Center (WRC)**, **Academic Skills Resource Center (ASRC)** and **Campus Library**, even if this means revisiting them in person to learn more about their resources, meet the staff, and find cards or brochures for your own reference as a mentor.
- Then visit in person (and online) **3 more** different campus life or student resource centers or offices to gather brochures, cards, information, Web info, and learn about how students might connect in UNST FRINQ/SINQ courses or how you might make appropriate referrals to students in your sessions with respect to their needs, confidentiality, and dignity.
- *Examples:* Disability Resource Center, Multicultural Student Center, Residence Life and U Success (Ondine), Queer Resource Center, Dean of Students, Native American Student Center, Women’s Resource Center, Ombuds Offices, Student Legal Services, SHAC (Student Health and Counseling), Student Recreation, Student Conduct, OIT (Office of Information Technology or Help Center), International Student Office, Student Advising Offices, Student Athletics, and many, many more ...

Criteria:

Create a visual “map” (1-page) along with a brief narrative (1-page) of the 6 resources you visited, dates of your visit, and interconnections you can draw among them to diagram how UNST students in FRINQ or SINQ courses may utilize these in their work *in relation to any of the 4 UNST goals*. On your map show all the resources you visited and visually note the relationship(s) you see for students and their mentors in the diagram or toolbox you have illustrated. **Get creative in your format for this one!**

Due:

Week 6

Mentor Session Lesson Plan Development – 2 Stages (1 final plan)

20 points total

This activity is to plan a lesson for an imagined Mentor Session you will be leading. This is a practice and feedback-oriented activity to allow you to gain insights about the pros and cons of developing ideas for mentor session. There is no right or wrong approach but to try (and try again)! That is mentoring.

There are many useful models for lesson planning, and you will need to develop or experiment with your own as a mentor. For your lesson plan this time, you may develop your own format but should at least include the following:

1. Goals statement for the session (tied to the main class).
2. Description of the course activity.
3. Timeline (minute-based) for each course activity, such as opening introduction by mentor (5 minutes), getting students in groups (3 minutes), instructions to group by mentor (2 minutes), activity (10 minutes brainstorm, 5 minutes sharing), etc.
4. Physical configuration instructions (tables in rounds, people in pairs, etc.).
5. Handouts or materials needed to run the class (as attachments).
6. Relationship of elements of plan to course theme, UNST goals, or other items that shape it.
7. Anything else ... art materials, video/AV needs, etc.

Please also imagine what your lesson plan would look like to someone else who needed to step in at the last minute to teach your class or who wanted to use or design a similar lesson. This is KEY.

Also, in your lesson plan please minimally incorporate at least ONE (or more) of these UNST goals with your imagined Mentor session lesson:

Addressing and Deepening Approach to Diversity Issues related to Class Theme or Assignment

Technology Lesson Development or Utilizing Technology for this Course Theme

Writing Lesson Development for Student Research Papers for Class Theme

Addressing a Social and Ethical Perspective related to Sustainability or Class Theme

Criteria: Typically lesson plans are 1-2 pages in length, or 3+ if additional items or materials are needed.

Due:

Week 9 (draft to be used for feedback activity)

Week 10 (final/revised version)

**Core Writing Assignments – 5 Total:
(10 points each for Writing 1-4; plus 40 for Final Writing 5)**

The **Core Writing Assignments** form the reflective and analytical component of the class to help you, the director, and your peers become part of the UNST mentoring community. The individual assignments (Writing 1-4) will help you develop the final (Writing 5) assignment, which culminates in a revised vision of your teaching and learning through mentoring philosophy. This will also form the basis for your future work as a mentor once hired.

FOR ALL WRITING ASSIGNMENTS, PLEASE NOTE:

Double Spaced, 1-inch margins, Times New Roman or Garamond, Cover Page (separate or a header with your name, UG/GR, date), ***fully edited***, and APA References when cited or where required

Submitted in hard copy in class; email *only* if necessary (attach as Word .doc or .docx. or .rtf formats)

**Writing 1: Student Success Essay
(10 points)**

This is a short paper reflecting on your own memories and experiences with student success or challenges you faced or overcame along the way to becoming a mentor candidate for others. You may wish to start by revisiting your application essay you wrote for the position. The purpose is to root yourself in the mindset you had as an undergraduate student (1st– or 2nd year), what your needs and learning style(s) were, and the pathways you walked to your current level of student success that will make you a good mentor.

In this paper, critically and thoughtfully consider your habits of mind, ways of knowing, prior knowledge, community or home-based discourse(s), study techniques, and other factors that contributed to your success or learning in college. Analyze your own background and current work as a student (advanced undergraduate or graduate) and what you have developed or changed over time. Do you consider yourself a successful student, or what other ways do you frame your own learning? From this standpoint then, how can you or are you positioned now as a future mentor to effectively help students gain and develop their own awareness, confidence, and habits of mind or ways of knowing to become a successful undergraduate? You may refer to any readings if you wish, but it is not required as this is reflective.

Criteria:

Please write a 3-4 page reflection paper using criteria for all writing assignments in this course.

Due:

Week 2

Writing 2: Defining Mentoring (10 points)

This is a short paper combining reflection and analysis to help you define mentoring for yourself and for an ongoing dialogue with others in the program about what it means to be a mentor. Your definitions of mentoring may change over time, and in fact, this is an anticipated and exciting part of the process.

For this assignment, first please think deeply about your past experiences with mentoring and knowledge of what mentoring can mean in education, workplace, or community settings. In coming to a definition of mentoring, many of you have identified a mentor (or lack of) in your own lives who shaped you toward your own desire to mentor others. What would you define a “mentor” to be, and how would you define a mentor in your initial understanding of the UNST program and its 4 goals? There is no right or wrong answer; in fact, peer mentoring becomes an ongoing dialogue among the community of mentors.

You may also wish, though it is not required, to seek out additional readings or resources that may contribute to and shape your definition of mentoring. There are many experts who have worked on this concept, and our program exists within this dynamic concept of mentoring in the academic world. Be sure to give proper credit where you engage with the work of others as you would also expect of your students.

Criteria:

Please write a 3-4 page analytical paper using criteria for all writing assignments in this course. If you cite any information for references, it must be in correct APA style.

Due:

Week 3

Writing 3: Inclusive Teaching and Learning Environments (10 points)

This is a short paper describing your experiences, vision, and actual means for creating respectful, inclusive learning environments for all students as you become a mentor and lead mentor sessions

You will need to develop, in addition to a definition of mentoring and student success, a framework for creating supportive classroom environments in your work as a mentor. What does it mean to teach and learn as a student in a classroom where all identities can have a respected position, voice, and access to ideas and course goals? What would that mean for you as a mentor to help facilitate and engage students in mentor sessions designed with inclusivity in mind? Specifically, what might an example be where this can occur ideally, and conversely, what conditions might create barriers for students in a mentor session or classroom? If you can, identify what an inclusive approach to mentoring and session design might mean for you related to at least one of the 4 UNST goals in a FRINQ or SINQ course. What might your own background bring to the classroom as a mentor, and how will you work across multiple backgrounds, abilities, and approaches to learning as you engage students and support them toward academic success?

Criteria:

Please write a 3-4 page analytical paper using criteria for all writing assignments in this course. If you cite any information for references, it must be in correct APA style.

Due: Week 4

Writing 4: Building Your Core Mentoring Skills *(10 points)*

This short paper describes, inventories, and builds upon your own academic skills, knowledge assets and background, and expertise with the 4 UNST goals and other skills for academic success at PSU in the FRINQ and SINQ courses.

You will begin by identifying several of your current core strengths in the areas of writing, technology, critical thinking, quantitative literacy, and communication skills. You should also identify areas such as ethics and social responsibility knowledge and working with diverse populations. Additionally, think of and describe any additional “core skills” you have, such as motivation, dedication, persistence, ability to work quickly, or anything else that comes to mind that has helped you become a successful student (or review your student success essay).

Once you identify some core skills you have academically, culturally, and socially above, then analyze or identify some other areas of growth that you may need to focus on for future learning and building of your own mentoring skill set. Example: technology training in specific areas, work with your writing skills, practice with clear communication, working with boundaries and conflict, etc. Overall, what you need to analyze and report in this short paper are your “core mentoring skills” and areas for focus and future development as it relates to your definition and job of mentoring for the UNST program.

Criteria:

Please write a 3-4 page analytical paper using criteria for all writing assignments in this course. If you cite any information for references, it must be in correct APA style.

Due:

Week 7

Writing 5: Philosophy of Teaching and Learning Through Mentoring (40 points)

This is a longer paper that will form a core, revised piece of writing that ties together the previous 4 short assignments with the goal of forming a statement of your “Philosophy of Teaching and Learning Through Mentoring.” Teaching philosophy statements are very common and externally used pieces of writing in areas such as the academic job market, education courses and training programs, and other areas where a statement of your teaching is required. For this program, it will become a piece you “publish” for your ePortfolio that is required of mentors and all UNST students taking FRINQ/SINQ.

In this piece, you will ideally want to **START EARLY** and make sure your final paper has clear flow, organization, and key points or headers to identify the sections that are typical in a philosophy of teaching and learning statement. Some examples will be shown in class, and yours can be uniquely shaped to fit your own vision and expression of a mentoring philosophy that will evolve as you do in the program.

At the core, this paper will focus on your underlying philosophies of learning and any theories you may view as pertinent to your work, your own approaches, your views of student learning and their characteristics, and the role of a mentor as the means through which you express your own work as a teacher, learner, and mentor in the world of education. You may find that using the 4 papers and their frameworks can help you shape your paper, and you may also see another way to engage the reader around the key points and philosophical understanding you bring to mentoring. Other areas are best practices for teaching, student support and development frameworks, and other academic areas that you feel support your own statement.

Criteria:

Please write a 5-7 page paper using criteria for all writing assignments in this course. If you cite any information for references, it must be in correct APA style. Headers are advisable to help clearly draw the reader to the main points and sections of your philosophy statement. (Imagine showing this to future employers, for example, or posting it on a Web page such as ePortfolio.)

Due: Week 11
