

CASPER COLLEGE COURSE SYLLABUS

EDEL 2010 - MENTORING IN EDUCATION

Help Yourself Academy with NCSD

Web Enhanced Meta Course with Moodle4Me



Semester/Year: Fall 2015

Lecture/Lab Hours: 1 Lab Hour; 1-2 Hours
Credit Hours: 1-2 per student choice

Class Time: 4-5:45 p.m.
Days: Tues or Wed. (1 credits)
Tues. and Wed. (2 credits)
(see attached schedule)
Please check Moodle4Me for reminders and messages

Room: Wold Physical Science Bldg. 202 (and other classrooms in same vicinity)

Instructor's Name: Renee Griffith

Instructor's Contact Information:

Office Phone: 268.2426; rgriffith@caspercollege.edu; LH 151D

HYA Coordinator/Teacher: Jennifer Grooms (ph. 259.4460) jgrooms11@bresnan.net

Office Hours:

Mondays 3-4 p.m.; Tuesdays 4-6 p.m. and Fridays 8:45-10:45 or by appointment

Course Description: This course will focus on specific teaching techniques and strategies utilized when mentoring third and fifth grade elementary students. Students in this course will also reflect upon strategies to continually improve teaching techniques. This course is associated with The *Help Yourself Academy* an after-school program designed to offer 50 plus Title I, NCSD, third through fifth grade students the opportunity to focus on a math and science curriculum through classroom activities and fieldtrips.

Statement of Prerequisites: Permission of Instructor

Goal: Students who complete this course will become knowledgeable of skills needed to effectively instruct, communicate, and mentor elementary age children in an educational environment designed to foster leadership, communication, team building, problem solving and critical thinking.

Outcomes: Students will be able to:

1. Facilitate small groups of children in activities design to teach inquiry-based science and mathematics skills.
2. Facilitate small group discussion with elementary age children.
3. Incorporate best practices in observable data collection.
4. Apply appropriate instructional strategies for learning.
5. Serve as a mentor through the modeling of professional behavior.

Methodology: discussion, service-learning, group activities, reflection exercises, journaling

Evaluation Criteria:

- Students will be required to attend all training, reflection, and activities session as scheduled.
- Students will be required to complete the reflection journal assignments.
- Students will be required to complete a final reflection assessment component.

GRADING SCALE:

The grade earned in this class will depend on the **AMOUNT** of work you choose to do as well as its **QUALITY**. Below is the list of required activities and their point earning capacity.

Point Scale and Percentage Equivalent

A	167 - 180	(93% - 100%)
B	153 - 166	(85% - 92%)
C	139 - 165	(77% - 84%)
D	124 - 138	(69% - 76%)
F	122 - BELOW	

GRADING PROCEDURE:

1. JOURNALS: 80 PTS

Journals are required as posted in Moodle and submitted on designated dates; **Journals are due as e-mail attachments in MS-Word format sent to instructor within Moodle. Each submission is worth 20 pts for a total of 80 pts. See specific schedule below.**

2. ATTENDANCE: 100 pts

Attendance to all training sessions, activity sessions and reflections sessions is mandatory. Students will be serving as facilitators and mentors for students enrolled in the Help Yourself Academy. Perfect attendance helps to reinforce the value of dependability and responsibility. Facilitators must be prepared to assist the Head Teacher with the weekly lessons. Proper attitudes and preparation reinforces the value of the learning activities to the students. The role of the mentor is to provide an academic role model for the children and encourage those children to think of themselves as successful college students. Because it is necessary for the mentor to develop a working relationship with the children in the program, attendance at the after school academy is crucial to the success of the program. **Students missing more than three class sessions will not receive credit for the course. (If there is an unavoidable conflict in time scheduling, please see the Instructor, Jennifer Grooms and Renee Griffith prior to absence via phone/voice mail).**

Class Etiquette:

Students must display proper etiquette for themselves and others. Students should not speak while others are speaking. Attentive listening is essential to effective communication and conducive to a successful learning environment. Students should be attentive at all times to the lead teacher and to their mentee. All behavior should reflect the best practices for role modeling. **Except for authorized emergency personnel who are on duty (police, fire, EMT, etc) cell phone use OF ANY KIND (calling, texting, twittering, surfing the web) is not allowed during the block of class time! Please make sure your phone is turned OFF.**

Class Policies:

Attendance to all class sessions is MANDATORY! Students should plan to be present at ALL CLASS MEETINGS!

Please dress professionally. This means dressing appropriately as a future educator. Please no sweatshirts, t-shirts, worn jeans, flip-flops. Be aware of exposure with your clothing. Avoid perfumes or colognes as those around you may be allergic. If you smoke, please spray your clothing with a deodorizer to avoid allergic reactions by those around you. Avoid extreme piercings and exposure of tattoos. The focus should be on learning – not you and your attire.

Assignments are subject to revision and /or deletion based upon the instructor's assessment of needs and the progress of the class working from this syllabus.

If the student is participating in this program to meet the service-learning requirements of the education class in partnership with the Help Yourself Academy, please meet with the instructor of record for the partnering course to clarify assignment requirements.

Responsibilities and Expectations of Mentors for the Help Yourself Academy at Casper College:

- Mentors will attend a 1 – 2 hour orientation to the Help Yourself Academy; Wold Physical Science Building; **SEE ATTACHED SCHEDULE**
- Mentors will arrive **approximately 20 minutes prior** to class start for briefing on the activity scheduled for the day and to greet students at the bus.
- During class sessions, mentors will work closely with small groups of elementary students, monitoring safety and facilitating student involvement with the activity.
- During class sessions, mentors will model appropriate speaking and listening behaviors.
- Mentors will remain engaged and focused on the activity and the children throughout the class session.
- Mentors will assist students with activity cleanup and escort students to their departure bus.
- Mentors will meet with the instructor for approximately 20 minutes after session end to debrief the activity.

- Mentors are expected to notify the instructor if they are unable to attend a session.
- Mentors are highly encouraged to attend information or celebratory functions planned for parents and/or donors.
- Mentors are expected to make up missed sessions. This make up time will involve preparation of class materials, and/or assistance with parent and/or donor functions.
- Mentors will submit journal reflections to CC education faculty on scheduled basis to analyze and reflect upon developmental, cognitive, social/emotional development of mentees as related to educational pedagogy.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then the division chair, and lastly the vice president for academic affairs.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College Google email account as a primary method of communication. Students are responsible to check their account regularly.

Academic Dishonesty: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct. "Shared" work or "borrowed" work from another student is not representative of your work. **Do not ask another student if you can copy his/her work from his/her USB flash drive. Any student who shares work with another student or receives that shared work will receive failing grades.**

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students **must** first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

NOTICE OF BACKGROUND CHECK & VIDEOTAPING: All education students are subject to background checks and fingerprinting for education coursework involving student contact and future employment as professionals in education and related fields. CC students will be videotaped throughout the semester and used for evaluation of teaching effectiveness.

Last Date to Change to AUDIT status: See Casper College Semester Schedule.

Mentoring in Education - Requirements for Credit

The role of the mentor is to provide an academic role model for children to encourage children to think of themselves as successful college students. Because it is necessary for the mentor to develop a working relationship with the children in the program, attendance at the after school academy is crucial to the success of the program. **Students missing more than three class sessions will not receive credit for the course. Students are to contact both Jennifer Grooms and Renee Griffith PRIOR to his/her absence by phone/voice mail.**

Mentors will gain experience working with elementary students in an academic setting. The academic focus for the semester session will be inquiry-based science and mathematics.

John Wold Help Yourself Academy Calendar 2015-2016

Fall 2015 Semester

- **Mentor Orientations** 4-5 p.m. – Wold Physical Science Building, Rm. 202
Tuesday, September 29 AND
Wednesday, September 30
- **Fall Kick-Off with Parents Tuesday, September 29 -- 5:30-6:30 p.m.** – Wheeler Auditorium
Career Services Bldg – South End of Campus

Classes with HYA students 4:30 – 5:30 PM

October 6, 7, 13, 14, 27, 28 (no classes week of Oct. 19 due to CC Fall Break)
November 3, 4, 10, 11, 17, 18 (no classes week of Nov. 23 due to Thanksgiving)
December 1, 2, 8, 9

Journal Submission Schedule

Journal #1 DUE on or by Friday, October 16

Journal #2 DUE on or by Friday, Nov. 6

Journal #3 DUE on or by Friday, Nov. 20

Final Summary Journal DUE Friday, Dec. 11

**Please check Moodle4Me REGULARLY for journal questions and submission due dates.
Journals should be uploaded in the assignment link WITHIN Moodle.**

What You Can Do To Prepare for Help Yourself Academy Mentorship

1. Design a strategy to help you learn the names of the children, as well as the other mentors, in your assigned classroom quickly.
2. Design a strategy to help children, ages 9-12, avoid bullying behaviors on the bus. How can you redirect children to healthier interactions with each other? (Games, stories?)
3. Be prepared to share your college and school experiences with these children. For example, what classes are you taking? Are you preparing for a career? What do you like about college?
4. Be prepared with questions that you can ask the children, avoiding too personal questions, of course. What do you like best about school? What do you want to be when you grow up? What is difficult for you to do? What is easy for you to do?
5. Review the metric system (linear, mass, and volume). Know how to use a metric ruler and a protractor for angles.