



Psychology 304, Section 001, Winter Term, 2016
MICHIGAN Mentorship Program
Dr. Ellen Quart
Department of Psychology
1273 East Hall

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This experiential learning course is designed to provide mentoring experiences to students who are regarded at risk for low achievement. College students will be paired with students in the community in order to help students with class work, to encourage effective study skills, and to help them develop appropriate coping strategies. The focus of your study is the psychological needs of children. This course will provide a personal relationship as well as useful academic information about motivation and learning.

The course requirements include:

1. Weekly mentoring on site for approximately two hours per credit enrolled. (This means that students receiving 3 credits will spend 6 hours per week on site.)
2. An additional 1 hour per week for each credit enrolled is to be spent:
 - Reading related literature (see suggested list).
 - Keeping a daily or weekly journal describing your experiences and interactions with students. Include insights about your own beliefs about teaching and learning, motivation, psychological problems, and changes that you observe in your relationships with students. These journals will be turned in every week for comments. **Do not use real names of children – on paper or electronically.**

3. Attendance at weekly seminar meetings.

January 12	7:00PM	ORIENTATION	B247 East Hall
January 19	7:00PM	Development & Needs	B247 East Hall
January 26	7:00PM	Coping; behavior	B247 East Hall
February 2	<i>Small Groups meet this week</i>		<i>TBA</i>
February 9	7:00PM	Assessment	B247 East Hall
Week of February 15 th	<u>AAPS Vacation</u>		
February 24	7:00PM	Sped Ed and Labeling	B247 East Hall
Week, of February 29 th	<u>UM Vacation</u>		
March 8	7:00 PM	Motivation	
→ March 15	7:00PM	Learned Helplessness	B247 East Hall
📖 March 22	7:00PM	Goal Setting	B247 East Hall
March 29	7:00PM	Resiliency	B247 East Hall
April 5	<i>Small Groups meet this week; (AAPS vacation)</i>		<i>TBA</i>
📄 April 12	7:00 PM	Presentations	B247 East Hall

You are encouraged to meet with Dr. Quart individually or communicate via e-mail anytime. Meetings at 1273 East Hall can be arranged by appointment. Office hours are Tuesday and Friday afternoons. **Contact either of the offices or home with questions or problems.** Don't wonder what to do. Call.

4. A term paper, 8-10 pages long, typed, and double-spaced is due on April 12th, 2016 that analyzes student's self-regulated learning, motivation or behavior. It should be an integration of your readings and experiences. (See attached sheet for more information.) **Do not use any student's real name. Make references to readings you have done that show you have thought about the material as it relates to your experiences with your mentees.**

5. Course grades are based on participation in a mentoring role and seminar meetings (65%), journal writings (15%), and your paper (20%). See grading sheet for details.

Psychology 304 Grading

PARTICIPATION (65%)

On site:

- Take the initiative to help and interact with students
- Be a good role model
- Attend regularly and on time
- Follow school and classroom procedures
- Demonstrate positive attitude toward school and learning

Attendance at seminar is required. Whether excused or unexcused, if you miss, you must write a 3-page paper with 2 scholarly references, on the seminar topic missed. It is due the next week.

JOURNALS (15%)

Keep a daily or weekly journal. Record your interactions, thoughts, questions, etc. They are confidential, and only I will read them. **They are to be turned in every week.**

TERM PAPER (20%)

The main emphasis of this course is the interaction you have with the students. It is an opportunity for you to experience things you have read about. It should add meaning to what you have learned in other courses. It should stimulate your desire to learn more about child development, motivation, and learning. **Your term paper should reflect an investigation and application of theory and research from your readings to your experiences.** You may focus on one or more students.

Your paper should examine the characteristics of students and the ways that they do or do not establish goals, make plans, and use strategies to solve problems. You may examine academic motivation, study skills, hobbies and interests, and so on, for clues about how they organize their days to adapt to the demands in their environments. The general issue is whether or not they have adopted appropriate goals and strategies that will be productive for them beyond high school. You may want to comment on societal issue, school reform or intervention strategies.

For example, suppose you were to explore "Why Johnny Can't Read." Is it neurological dysfunction, school system dysfunction, societal dysfunction, family dysfunction, or a combination? Is it impossible to tell? What kinds of stresses add to the problem? How does Johnny cope?

Discuss your view and conclusions about why these students are not succeeding and what might help. This is not a research paper or a journal. It is your reflections on your readings and experiences. Your paper should be 8-10 pages in length, typed, and have at least 3 references from scholarly journals.

I expect you to think! I expect you to dig, investigate and synthesize your readings with your experiences. I want you to demonstrate that you worked to learn about what is going on with your student(s). It is not enough to describe a student with attentional problems and cite literature that confirms that. So what?

Paper topics are due March 15th, references March 22nd and final papers - April 12th 2016.

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NOTE:

>>>Building-based staff will be asked for input in determining your participation grade. They will be asked to respond in the following way:

PARTICIPATION **on a scale of 1-5 (5 being greatest)**

Takes the initiative to help and interact with students

Shows an interest in the students' progress

Is a good role model

Attends regularly and on time

Follows school and classroom procedures

Demonstrates a positive attitude toward school and learning

Term Paper

You must meet individually with Dr.Quart to discuss your paper topic and relevant references. Your topic and reading list must be approved by March 22nd.

The following rubric is used in determining the grade of your term paper.

5 points A description of the student, problem, or presenting issue you chose to investigate

5 points A minimum of three references from scholarly publications that are described in detail and analyzed

5 points An application of those readings to your student or situation

5 points Your opinion about what you think about this issue

Use APA format.

Your paper is to be an integrated report of your experiences and your readings. You do not, necessarily, have to spend 25% of your paper in each area and the order may vary.

>>>Do not take this assignment lightly. Do not wait until the end of term to begin. You must be reading and thinking throughout your experience. Your journal writings and reflections will help guide you. Ask me. Email me. Meet with me.

Important Dates:

Jan 18 MLK Day

Feb 1 Schools closed

Feb 2 MS & HS closed

Feb 15-19 AAPS Mid-Winter Vacation

Feb 29-March 4 UM vacation

March 25 No school

April 4-8 AAPS Spring Break

April 18 – Last day of mentoring

Suggested readings:

- Cobb, N. J. (1995). Adolescence: Continuity, Change and Diversity (2nd ed.). Mountain View, CA: Mayfield .
- Garbarino, J. & Stott, F.M.(1992) .What Children Can Tell Us. San Francisco, CA: Jossey-Bass Publishers.
- Haddon, M. (2003). The Curious Incident of the Dog in the Night-time. New York, New York: Random House, Inc.
- Haggerty, R.J., Sherrod, L.R., Garmezy, N. & Rutter, M. (1994). Stress, Risk, and Resilience in Children and Adolescents. New York: Cambridge University Press.
- Peterson, C., Maier, S. & Seligman, M. (1993). Learned Helplessness. New York: Oxford University Press.
- Pipher, M. (1994). Reviving Ophelia: The Saving of Selves of Adolescent Girls. New York: Ballantine Books.
- Raffini, J. P. (1993). Winners Without Losers. Needham Heights, MA: Allyn & Bacon.
- Rimm, S. (1995). Why Bright Kids Get Poor Grades and What You Can Do About It. New York: Crown.
- Shaywitz, S. (2003). Overcoming Dyslexia. New York, New York: Random House, Inc.
- Sicile-Kira, C. (2004). Autism Spectrum Disorders.New York, New York: Penguin Publishing Inc.
- Steele, Claude M, (2010). Whistling Vivaldi: How stereotypes affect us and what we can do. New York, New York: W.M. Norton & Company.
- Trozzi, M. & Massimini, K. (1999). Talking With Children About Loss. New York, New York: Penguin Putnam Inc.

