**L A 113 P: Impacting Males Through Mentoring – Spring 2017 Syllabus**

Co-Instructor Co-Instructor

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Meeting Times

**(29835)** Wednesday, 7:00 pm – 8:00pm, SZB 284

Office Hours: ***By appointment***

**COURSE DESCRIPTION**

This course is designed to continue to offer undergraduate students active and experiential learning opportunities through mentoring and service learning. Additionally, this course is a continuation of the fall semester service-learning course, LA 113 P: IMPACT (Instructing Males through Peer Advising Course Track). The goal for the spring semester is to provide mentoring opportunities for students to continue working with young middle and high school males of color. The mentoring will revolve around discussions on college pathways (e.g., 2 and 4-year institutions) and the importance of learning the necessary soft-skills that will make mentees successful students.

Undergraduate students taking this course will become familiar with a wide variety of literature on historical and contemporary issues males of color face within the U.S. education system, specifically U.S. higher education. Existing literature and other resources (e.g., current events) along with student’s personal experiences and perspectives will be used to enhance the teaching and learning taking place in and out of the classroom setting. This course will provide students with the following **learning outcomes:**

At the completion of the course, students will be able to:

1. Employ best practices when it comes to mentoring.
2. Comprehend the issues males of color face within the U.S. higher education sector, and their social impact on male students of color.
3. Define and describe key social science concepts and theories and their application.
4. Interpret social science literature focused on males of color within the U.S. higher education sector.

**Course Textbook, Readings, and Resources**

No textbook is required for this course. Readings for this course will be accessible via **CANVAS**. It is strongly suggested that all students purchase a copy of the American Psychological Association’s Publication Manual (now in its 6th edition). There are numerous online sources for the APA stylebook as well (<https://owl.english.purdue.edu/owl/resource/560/01/>). **All assignments submitted in this course should be written incorporating the APA Publication Manual, 6th Edition stylebook.**

**COURSE READING SCHEDULE**

***Week 2 January 25th*** *First Class Day/The Plight of Latino Students in Higher Education*

* Review Syllabus
* Saenz, V. B., & Ponjuan, L. (2008). The vanishing Latino male in higher education. *Journal of Hispanic Higher Education.*

***Week 3 February 1st*** *The Plight of Latino Students in Higher Education*

* Huerta, A. H. (2015). I didn't want my life to be like that: Gangs, college, or the military for Latino male high school students. *Journal of Latino/Latin American Studies*, *7*(2), 119-132.

***Week 4 February 8th***  *Frameworks Used to Account for the Academic Difficulties and*

*Disproportionate School Failure of Latino and other Racial Minority Students*

* Valencia, Richard R. (2015) Chapter 2: Competing models to explain the achievement gap, pp. 34-78). In Students of Color and the Achievement Gap.

***Week 5 February 15th*** *Latino Students in the Community College Sector*

* Del Real Viramontes, J., Segovia, J., Gutierrez, M., & Lopez, J. (2015). An overview of transfer conditions: Exploring Latino community college students in Texas. *Texas Education Review, 3*(1), 12-20.

***Week 6 February 22th*** ***Plática #1: Dr. Joao Vargas)***

***Week 7*** ***March 1st*** *Latino Students in the Community College Sector*

* Sáenz, V. B., Mayo, J. R., Miller, R. A., & Rodriguez, S. L. (2015). (Re)defining masculinity through peer interactions: Latino men in Texas community colleges. *Journal of Student Affairs Research and Practice*, *52*(2), 164-175.

***Week 8 March 8th*** *Foreign and Native-Born Latino Students in Higher Education*

* Sáenz, V. B., Rodríguez, A. A., Martínez, M. A., & Romo, E. (2011). The College Pathways of Foreign-Born and Native-Born Latina/o College Students at Four-Year Institutions*. Association of Mexican American Educators Journal, 5(1).*

***Week 9 March 15th*** ***Spring Break (NO CLASS)***

***\*\*MID-TERM REFLECTION PAPER DUE (3-page, double spaced, 1-inch margins, Times New Roman)***

***Week 10 March 22nd Plática #2: Guest Speaker (TBD)***

***Week 11 March 29th***  *Undocumented Latino Students in Higher Education*

* Pérez, William (2012). Americans by heart: Undocumented Latino students and the promise of higher education. Teachers College Press. (Chapter 1: “Exceptional Students, Marginal Lives,” Chapter 2: “Growing Up American and Undocumented,” pp. 1-41).

***Week 12 April 5th*** *Theoretical Frameworks on Race, Race Relations, and Forms of*

*Racism in Higher Education*

* Minikel-Lacocque, J. (2012). Racism, college, and the power of words: Racial microaggressions reconsidered. American Educational Research Journal.

***Week 13 April 12th***  *Project MALES Research Affiliates*

* Allen, T. (2015). Experiences of Latino male students enrolled in historically black colleges and universities.

***Week 14 April 19th*** ***Plática #3: Guest Speaker (TBD)***

***Week 15 April 26th*** *Project MALES Research Affiliates*

* Rodriguez, S. (2016). How Latino male students cope with academic and social obstacles during college.

***Week 16 May 3rd*** *Final Group Presentation*

***\*\*FINAL REFLECTION PAPER DUE (3-pages, double spaced, 1-inch margins, Times New Roman)***

**ASSIGNMENTS & GRADING**

**1.) Attendance/Participation (15% of final grade)**

Class attendance/participation will be worth a total of 15 points. It is imperative that you complete the readings and not get behind in your assignments. Attendance/Participation will be taken from Week 3 to Week 12. It is expected that you contribute to the discussion in **every class session**. This will factor greatly into your final grade.

**2.) Discussion Board Post (20% of final grade)**

Students have to submit at least one entry per assigned week on CANVAS. For up to 10 weeks throughout the semester, a new discussion thread will be added on CANVAS based on assigned readings, emerging issues, or to extend a classroom discussion. Your entries can be reflective, they can respond to an existing thread, they can respond to someone else’s entry, etc. The Teaching Assistants will moderate the discussion board.

**3.) Midterm Paper (20% of final grade)**

Students are required to prepare a reflection paper (3-pages, double-spaced) on a topic of interest discussed in class.

**4.) Group Presentation** **(20% of final grade)**

Students will be required to group with classmates and choose to present on a topic of their choice from the syllabus. If you choose not to present on a syllabus topics, please check with instructor for prior approval.

**5.) Final Paper (25% of final grade)**

Students are required to prepare a reflection paper (3-pages, double-spaced) tying the topics discussed in class with their mentoring experience. This reflection should be written in APA format, with at least two citations included within your reflection.

Grading Summary

1.) Attendance/Participation (10-dates) 15%

2.) Discussion Board Post (10-posts) 20%

3.) Mid-Term Paper 20%

4.) Group Presentation 20%

5.) Final Reflection Paper 25%

 =100%

The final grades will be given as follows:

A       95+

A-      90-94.5

B+     87-89.4

B       83-86.4

B-      80-82.4

C+     77-79.4

C       73-76.4

C-      70-72.4

Less ???

**COURSE POLICIES**

**University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**Documented Disability Statement**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or<http://www.utexas.edu/diversity/ddce/ssd>

**Use of E-Mail for Official Correspondence to Students**

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at<http://www.utexas.edu/its/policies/emailnotify.php>

**Religious Holy Days**

By UT Austin policy, you must notify us of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, we will give you an opportunity to complete the missed work within a reasonable time after the absence.

**Behavior Concerns Advice Line (BCAL)**

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit<http://www.utexas.edu/safety/bcal>

**Use of CANVAS in Class**

In this class we will use CANVAS—a Web-based course management system with password-protected access at<http://canvas.utexas.edu/> —to distribute course materials, to communicate and collaborate online, to post grades, and to submit assignments. You can find support in using Blackboard at the ITS Help Desk at (512) 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

**Feedback Statement**

During this course we will be asking you to give us feedback on your learning in informal as well as formal ways, including through anonymous surveys about how our teaching strategies are helping or hindering your learning. It is very important for us to know your reaction to what we are doing in class, so we encourage you to respond to these surveys, ensuring that together we can create an environment effective for teaching and learning.

**Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.