

**UNIV 1820/UNIV 2230**  
**Fall 2013**  
**PA<sup>2</sup>SS Peer Mentor Program**  
**Student Union 407**  
**African American Cultural Center**  
**Office Hours by Appointment & during Center Hours**  
**Dr. Willena Kimpson Price**  
[Willena.price@uconn.edu](mailto:Willena.price@uconn.edu)  
**Office Phone (860)486-4901**  
**Class Meetings Thursdays 5:30-6:20 PM**

**Course Description:**

The PA<sup>2</sup>SS (Preparing African American Students to Sustain Success) Program is designed to assist first year and transfer students with their transition to the University of Connecticut. The peer relationships will give students opportunities to learn of the University resources that are available to them, develop cultural awareness, participate in leadership opportunities, and experience the richness of the intercultural aspects of UConn life. Students will conduct research in areas of cultural awareness and cultural competence. Through interactions with successful African American students, faculty, and staff, new and transferring students will be encouraged to develop into their fullest potential.

**Learning Objectives:**

LO1: Students will work with African American Cultural Center and Studies faculty and staff to develop a connection with this academic and social resource on campus.

LO2: Students will engage actively in the academic life of the university, in and out of the classroom, especially the African American Cultural Center programming.

LO3: Students will conduct directed research in cultural awareness and competence as it relates to historical and contemporary intersectional issues.

LO4: Students will recognize and work to develop their strengths and weaknesses through participation in peer mentorship and reflection.

**Required Readings:**

In this course students will engage with contemporary news and scholarship as it is published. All required articles will be handed out in class or posted on HuskyCT.

**Grading:**

Class Participation	15%
Mentee/Mentor Documented Meetings	20%
PA <sup>2</sup> SS Activities	20%
Campus/ Community Events/Activities/Programs	20%
Semester Research Presentation	25%

Grade Scale			
<b>A</b>	= 94 – 100%	<b>B</b>	= 84 – 87%
<b>C</b>	= 74 – 77%	<b>D</b>	= 64 – 67%
<b>A-</b>	= 91 – 93%	<b>B-</b>	= 81 – 83%
<b>C-</b>	= 71 – 73%	<b>D-</b>	= 61 – 63%
<b>B+</b>	= 88 – 90%	<b>C+</b>	= 78 – 80%
<b>D+</b>	= 68 – 70%	<b>F</b>	= 0 – 60%

### **Assignment Descriptions:**

Below is a brief description of the graded course requirements. Detailed discussion of full expectations will occur in class.

#### **1) Class Participation Expectations (15%):**

- Students are expected to attend all classes.
  1. **Attendance will be taken at each class meeting.**
  2. Under no circumstances should you sign the attendance roster for someone other than yourself.
  3. Please contact Dr. Price in advance (if possible) of all anticipated late arrivals and [Willena.price@uconn.edu](mailto:Willena.price@uconn.edu)
- Your class participation grade will be based on your active engagement in class. All are expected to contribute to the richness of class discussions, activities, and conversations. Students are expected to be actively engaged in all class activities and to have read all required materials prior to attending class.

#### **Due Dates: Every scheduled class meeting**

##### *Tips for Participation Success*

1. Consider that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist.
2. Acknowledge that we may be systematically misinformed about our own ethnic group and about members of other groups, including so called privileged and non-privileged groups.
3. We will not blame ourselves or others for misinformation we have learned about others.
4. We will accept the responsibility for not repeating misinformation we have heard about others.
5. We will not engage in blaming victims for the conditions of their lives.
6. We will assume that the groups we are studying and our classmates are trying to do their best.
7. We will share information about other populations with our classmates and will never demean, devalue, or in any way "put down" people for their experiences.
8. We will agree to actively combat myths and stereotypes that limit group cooperation and group gain.
9. We will create a safe environment for open discussion in the classroom.

#### **2) Mentee/Mentor Documented Meetings (20%):**

Peer mentees will meet with peer mentors on a weekly basis outside of the classroom setting to engage in mutually agreed upon topics, activities, programs and events that will support and develop our commitment to academic achievement and student success in all aspects of University life. In the weekly meetings, mentors and mentees may focus on academic issues, study skills development and practice, issues of personal concern, time management strategies, general advice, and domestic/roommate issues. [How will these be assessed? I think you mentioned using weekly HuskyCT journals. Is this correct?]

#### **Due Dates: Weekly**

### **3) PA2 SS Activities (20%):**

PA2SS Activities will include student led discussions, panels, and presentations that focus on the development of academic excellence, cultural preservation, quality leadership, though a culturally based approach to academic support, cultural advocacy, and community outreach. The class will give first year and transfer students access to a network of UConn administrators, department heads, professors, and graduate students of color. Student participation in PA2SS Activities will be evaluated on the HuskyCT discussion board for Pre- and Posts- reflecting on the assigned activities.

**Due Dates: Weekly**

### **4) Campus/ Community Events/Activities/Programs (20%):**

Mentors and mentees are expected to participate, lead, and/or attend at least six campus/university events during the semester. Students will complete a Campus and Community Involvement Form which includes event name and date, location, specific feedback on the value of, strengths, and weaknesses and any suggested improvements.

**Due Dates: Due Dates will be announced in class as events are assigned and scheduled.**

### **5) Semester Research Presentation (25%):**

**Research for this class will be derived from an inquiry-based learning approach that involves “posing questions/problems, “conducting” original surveys/research, “responding to questions/problems and being actively engaged in the process of learning. Students will prepare a PowerPoint Slide Show using language, vocabulary, images, details and presentation techniques including multimedia that are appropriate for the class. Students will use effective organizational strategies, techniques, and methods on technology to develop oral presentations. Students will use oral language to demonstrate comprehension and knowledge of the presentation topic. Students will compare and contrast different perspectives and will analyze, explain, and inform the audience of the myriad aspects of the presentation topic.**

**Due Date: To Be Assigned in Class**

#### **Tips for Effective Research Presentations:**

1. Take the time to do your research in order to give an effective, engaging presentation.
2. Use Power Point, film clips.
3. Be sure that your research presentation is clear, memorable, and concise.
4. Include all of the points for discussion listed in the syllabus.
5. Hand in a written copy of your presentation to Dr. Price.
6. All members of the group must actively participate in the actual class research presentation and document their specific contribution to the research presentation.

#### **Late Assignments:**

All written assignments are due at the beginning of class on the due date. You will lose one letter grade for every day an assignment is late.

#### **Accommodations:**

Contact the Center for Students with Disabilities (486-2020) if you need academic accommodations in this class. For more information, please go to <http://www.csd.uconn.edu/>.

### **Academic Integrity:**

"A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned."

-University of Connecticut, Student Code, Section VI  
The Student Code: [http://www.dosa.uconn.edu/student\\_code.html](http://www.dosa.uconn.edu/student_code.html)

What is considered academic misconduct for undergraduate students?

Academic misconduct includes, but is not limited to:

- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor
- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research
- Plagiarism
- Doing academic work for another student
- Presenting the same, or substantially the same, papers or projects in two or more courses without the explicit permission of the instructors
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

### **Plagiarism:**

Plagiarism can be a deliberate action, in cases of downloading or purchasing pre-written essays or accidental, when a student paraphrases incorrectly or assumes that because the information is online, it needs no attribution. Presenting the same paper in two or more courses without the explicit permission of the instructors involved is also considered a form of academic misconduct. Recycling papers addresses various ethical issues, including "self-plagiarism," providing individuals with an unfair academic advantage, and undermining the objectives associated with a particular assignment. For academic misconduct, typical sanctions for serious offenses are generally considered to be failure in the course. For less serious offenses, it is generally failure in that portion for which you are accused of academic misconduct. If you find yourself with additional questions about the policy, contact me immediately. If you are desperately tempted to plagiarize, stop. Come see me or e-mail me. As you will see in our Information Literacy unit, there are much better solutions to the problem.

### **Course Calendar:**

August 29, 2013

- Critical Issues
- Introductions
- Goals and Expectations
- Overview of Program Mentee/Mentor Pairing
- Peer Mentoring: The Process

- Introduction of TAs

September 5, 2013

- Celebration of the Life and Legacy of Dr. H. Fred Simons
- Former Vice President-Student Affairs
- University of Connecticut
- Student Union Theatre
- **Attendance Mandatory**- All will sign in with the TAs.

September 12, 2013

- Critical Issues--“Civility, Tolerance, and Justice in the Black Community: Carrying the Torch Beyond Trayvon”
- Elevating the Mind and the Spirit: Resetting Fall 2013
- Student Entertainment
- Announcements
- Attendance
- Record Sheets

September 19, 2013

- Critical Issues--“Civility, Tolerance, and Justice in the Black Community: Carrying the Torch Beyond Trayvon”
- Jim Wohl, University Ombudsman- What is it?
- Volunteers needed for Suicide Prevention Awareness Panel(September 26, 2013)
- Questions and Answers
- Turn in Weekly Record Sheets

September 26, 2013

- Critical Issues--“Civility, Tolerance, and Justice in the Black Community: Carrying the Torch Beyond Trayvon”
  - Suicide Prevention Awareness Student Panel-Cosponsored with Counseling and Mental Health Services
- Hear from students who have experienced suicide in their communities. Learn to recognize the warning signs.
- **Announce schedule for CPR Training in the AACC**
- TA meet with mentoring pairing for fall semester-Check list for Mentees

October 3, 2013

- Critical Issues---“Civility, Tolerance, and Justice in the Black Community: Carrying the Torch Beyond Trayvon”
- Michael Mallery, School of Business, esteemed speaker and motivator
- Questions and Answer
- Record Sheets

- **October 5, 2013- Student Union Theatre-Pipeline Connects Fall Student Conference**  
Pipeline Connects is a mentorship program in collaboration with Hartford Communities That Care, the African American and Puerto Rican Latin American Cultural Centers of UConn, The Office of the Vice Provost for Diversity and the Office of the Provost, University of Connecticut.

October 10, 2013

- Critical Issues-Retention of African Americans
- UConn Homecoming Events
- Record Sheets

October 17, 2013

- Critical Issues
- Record Sheets
- Dr. Katrina Higgins(CLAS) and Kimeta Straker(ACES), Strategies for Achieving Academic Success
- Questions and Answers

October 24, 2013

- Critical Issues
- Journey House Residents Speak From the Heart about their Experiences in Juvenile Detention and the Juvenile Justice System”-Journey House-a Community Service Project of the African American Cultural Center. Introductions by Ken Gwozdz and Christy Caulkins.
- Journey to Journey House-Service Project-Van leaves the Student Union at 6:30 PM
- Record Sheets
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October 31, 2013

- Critical Issues
- Mona Lucas- Director UConn Financial Aid Department
- Study Groups and Study Skills
- How -To Guide to Academic Achievement- Successful Students’ Panel- “Advice, Counsel, Motivation, and Encouragement”

October 31, 2013

- Critical Issues-Crime and issues of gun violence in urban communities. Discussion of improving relationships between police officers and communities of color. “Rediscovering Officer Friendly”.
- Police Chief Barbara McConnell
- UConn Alum-State Policeman-Patrolman Rupert Laird
- Public Safety and Urban Communities; Careers in Law Enforcement

November 7, 2013

- Critical Issues
- Student Skit/Presentation- Student Research Project and Presentation Topic and guidelines to be announced
- Journey to Journey House-Service Project-Students travel to Residential Detention Center for girls 11-18 on the grounds of Natchaug Hospital, Willimantic , CT to visit with girls who are in the court mandated lock up.
- Peer Evaluations

November 14, 2013

- Critical Issues
- Student Research Project/Presentation-Topic and guidelines to be announced.

November 21, 2013

Critical Issues

- Countdown to Finals and other Mentoring Matters of Closure
- Embracing Change and Growth
- Redefinition of the Ongoing Mentoring Experience
- Mentoring as a Way of Life

W. Brad Johnson & Charles R. Ridley. (2008). The elements of mentoring. New York: Palgrave Macmillan.

November 28, 2013                      Thanksgiving Break

December 5, 2013-

- Evaluation
- Class Photo
- Mentor Presentation-Spoken Word, Oratory, Performances, and Words of Wisdom from Graduating Seniors, National PanHellenic Society Greek Stroll and Stepping.
- Awarding of Certificates of Distinction
- Pizza and Drinks

Good Luck on Finals

\*\*\*I reserve the right to alter this syllabus. However, if I do I will give you ample notice. \*\*\*