

EDUC 360/547: Partners in Authentic Learning in Schools (PALS)

Overview of Course

Partners in Authentic Learning in Schools (PALS) is designed to give undergraduate and master's students experience working with students, teachers, and community members in K-12 public school settings. Students will gain insight into university-school partnerships and the ways that such partnerships can support the academic, social, and emotional development of children and youth. The course is framed from a positive youth development perspective and emphasizes the personal, familial, school, and community factors that promote resilience and optimal development of racially minoritized and/or socioeconomically marginalized children and youth. Students will need to provide their own means of transportation to engage in the fieldwork component of the course (the instructor will coordinate carpools, if possible, but students may need to drive themselves or take a rideshare or the bus to reach the fieldwork site).

Course Objectives

By the end of the course, PALS students will: (1) contribute to the positive academic and social/emotional development of local students, (2) develop and cultivate mentoring and tutoring skills, (3) explore their own identities and assumptions, and (4) be introduced to a range of topics related to schools and student learning. The course will also provide opportunities for students to explore education as a future field of study and career.

Course Design

Please log into our course management site, Canvas, on a weekly basis to access course materials and to complete assignments. Starting Week 4, every class will explore a particular concept or set of theories related to positive youth development, co-facilitated by the instructor and students. Logging into canvas regularly will ensure that you are up to date with the suggested readings.

Learning Community Expectations

All participants in this course are members of a learning community. Our primary commitment is to learn from each other, from course materials, and from our work. While there are differences amongst us in our backgrounds, skills, interests, values, scholarly orientations, and experiences we hope we can create the type of learning environment that fosters success for all. Our commitments to each other will be particularly important as we individually and collectively navigate the stress and ambiguity of the COVID-19 pandemic, climate change, and the ongoing struggle for

racial and other forms of justice. To this end, we ask that all members of our community:

- Share their energy, ideas, and experiences with the group
- Speak their truth
- Challenge themselves throughout the semester
- Know when to step up and when to step back in conversations
- Assume that others are doing the best that they can to learn from and engage with the material
- Express disagreement with ideas, statements, and ideologies rather than with individual's personhood and humanity
- Be open to receiving feedback and challenge from others in the group
- Grant others and ourselves grace

Assignments and Grading

This course is not graded on a curve, so your grade is not based on competition with other students. The breakdown of what letter grades correspond to earning a particular percentage of the 100 available points follows: **A+** = 98-100%; **A** = 93-97%; **A-** = 90-92%; **B+** = 88-89%; **B** = 83-87%; **B-** = 80-82%; **C+** = 78-79%; **C** = 73-77%; **C-** = 70-72%; **D+** = 68-69%; **D** = 63-67%; **D-** = 60-62%; **F** = below 60%.

Assignment Type	Point Value
Mentoring/Tutoring	35 points (3.5 points per week)
Class Participation	20 points (Attendance & Discussion)
Reading Responses & Questions	10 points (1 point per response)
Class Facilitation	5 points
Midterm Paper (SWOT) Analysis	12 Points
Final Field Notes Paper	18 points
Total Points	100 points

** Master's students have additional coursework (such as a lesson plan), and readings which more accurately represents the University's requirements for graduate courses.*

1. Mentoring/Tutoring (updated as per Canvas announcement on 1/19/24)

35 points will come from service-learning through mentoring and tutoring, a central component of this course. This service opportunity is held in person through our partner school, Scarlett Middle School.

Required hours and important dates: You will complete 20 service hours between the weeks of February 6 and April 12 (with exceptions of the weeks of Feb 26 during

the UofM Spring/Winter break, and March 25 during Scarlett's mid-winter break). Tutoring and mentoring spots are opens only on Tuesdays and Thursdays each week. The volunteer program will run in two sessions. PALS Session 1 takes place from Feb 6 to March 21 (additional spots available in late afternoon for after school program from 3-5 pm). Session 2 will take place from April 1 to April 12 (only morning and early afternoon slots are available).

- PALS Session 1 (Feb 6-March 21) : Students have the option to provide support in Scarlett's math and literacy intervention classes that run from 8:30-11:10 am and 12:07-3:03 pm **AND/OR** Scarlett's after school program that runs from 3-4:45 pm At the end of PALS session 1, all students should have completed 14-16 hours of mentoring.
- PALS Session 2 (April 1 -April 12): Students have the option to provide support in Scarlett's math and literacy intervention classes that run from 8:30-11:10 am and 12:07-3:03 pm. At the end of PALS session 2, all students should have completed the remaining 4-6 hours of mentoring.

If you have an emergency or illness, please contact both your site AND me 4 hours BEFORE your field placement. There are cases, however, when low enrollment or student absences might hinder you from completing your hours. If this situation arises, we will identify alternative mechanisms to gain field experience. Note that you cannot pass the course without completing your mentoring hours; please keep this in mind as you schedule time for tutoring sessions.

It is critically important that you fulfill your field site commitments, beginning with arriving on time for all scheduled sessions. As participants in a university-school collaborative effort, we must model the behavior appropriate to fostering a positive mentor/mentee relationship and to maintain the relationships built by Michigan colleagues over the past few years. Most importantly, we need to maximize the amount of time spent with students--for their learning and development, as well as our own.

Field sharing: As we cover material during the semester, you will reflect on how our discussions relate to your experiences at Scarlett. Although you do not have to share each week, it is important that you participate on a regular basis. Ideally, this will allow everyone to reflect on their experiences and the development of their thinking over the semester. This is also a time to mention things that are going well or that you would like feedback on from the instructors or your peers. You are also always welcome to speak

with me before or after class, during office hours, or via email if you are having trouble with anything related to your mentoring experience.

Time documentation: We will be using a [shared google sheet](#) to keep track of the mentoring hours completed by each student. You will be responsible for maintaining your Mentoring Timecard and for getting a signature from a representative from Scarlett, preferably the teacher or staff member you will work alongside, as a means of tracking your attendance and engagement. Regardless of the service experience, all time must be tracked in order to gain the full 35 points for the tutoring/mentoring component of your course grade.

There is flexibility in how you decide to spread your 20 hours across the semester however you must meet the minimal guidelines i.e., 1) you should plan to complete 14-16 hours of volunteering by March 21, and 2) you need to volunteer for at least 45 min each week. For example, you can look at your schedule and decide to volunteer for 2 hours on Tuesday (Feb 6) and another 2 hours on Thursday (Feb 8) one week, and next week only spend 1 hour in school.

2. Class Participation & Attendance

20 points will come from your active, engaged participation in class. Participation in each class period is worth 2 points – 1 for attendance, and 1 for participation. You are expected to come to class prepared to engage in discussion to the fullest of your ability on a given day. During discussions, it is important that we allow everyone to contribute and that we each listen carefully, respect others' (non-harmful) opinions and maintain the confidentiality of our peers and of the students with whom we work.

As active, engaged participation is varied and can be constrained by global or personal crises, attending my office hours during a given week can also serve as the basis of your participation points. Attending office hours is not a means of replacing active, engaged participation in and/or regular, on-time attendance to section, making up participation points, gaining bonus participation points, etc.

You may miss 2 classes without penalty, which does not include university or health-related absences (i.e., sports, sickness, etc.). It is highly recommended that this be reserved for emergency situations.

Every student begins the semester with the full 20 points. This is based on the assumption that everyone will attend and actively participate in every class. However, points will be deducted for each unexcused absence or lack of participation.

3. Reading Responses

10 points will come from your completion of 10 weekly reading responses (see Reading Schedule on Canvas for weekly readings). These responses should briefly review your thoughts about the week's readings, as well as questions you want to discuss in class. You should combine what you learn from the readings with your own experiences and opinions. Responses are due to the course Canvas site no later than **Tuesdays at 11:00 AM (24 hrs. before class)**. You will not receive credit for late response papers.

You may miss *two* reading responses without a grade penalty (Note: out of 12 potential responses, 10 will be graded; additionally, you do not have to submit a reading response if you are facilitating during a given week and will receive full credit). Extra credit will be given to students who complete all 12 reading responses by their assigned due dates. The extra credit will be added to their final grade in an amount equal to the grade on the final reading response (e.g., your grade will appear in the Canvas gradebook as all 12 responses/10; in other words, if you hypothetically scored 100 points and completed all reading responses, your grade would be 102/100).

Format: Responses should be 1-2 pages, double-spaced, saved as Word documents, and submitted under Assignments on Canvas. At the top of the first page, please include only your name, module name, and the week number (e.g., Anushree Bhatia, Identity Development in Schools, Week 5).

Rubric: Reading Responses will receive full credit if they:

- Address this week's topic thoughtfully and coherently and use evidence to support claims.
- Incorporate ideas from this week's reading
- Incorporate examples from personal experiences.
- Written clearly and in the correct format, using fully formed sentences that are as grammatically correct as you can make them.

Grading will be similar to pass/fail. Therefore, responses that meet some, but not all, of the requirements listed above or were not submitted by the deadline will not receive credit.

4. Class Facilitation

Starting week 5-week 13, each student will facilitate a weekly 45–50-minute discussion. As the designated facilitator, students will have the opportunity to shape how members of the course engage with the material and deepen their understanding of it as they make connections between the readings and service. This assignment will also provide

students with the opportunity to practice and to improve their group facilitation skills. You do not need to submit a reading response during the week you are facilitating. Students will be given a chance to express preference for class topics (*see Course/Reading Schedule on Canvas for weekly readings/topics*) during the first week of class.

Guidance: Once you have been assigned a week/topic, I will request a time to meet with you 1:1 about two weeks before your facilitation, and we can discuss your lesson plan and ideas. My role will be to support you during the planning and development phases of your facilitation and to ensure the session will provide rich opportunities for your classmates to engage deeply. You may opt to schedule additional meetings with me during office hours to discuss your lesson plan as you develop it. Submit your final facilitation materials (e.g., PowerPoint, video clips, activity instructions, articles) to Canvas before **11:00 am EST** on the date you are assigned lead class.

Rubric: Your grade on the class facilitation will be determined by:

- The timeliness and thoughtfulness of your pre-class preparation.
- Your demonstrated knowledge of the course readings and abilities to combine it with your service-learning experience or educational practice in general.
- Your ability to facilitate/engage the group.
- Your ability to provoke thought and enhance understanding of the assigned readings.

Additionally, you will receive peer feedback on your performance as a discussion leader.

***Master's students** will be required to additionally submit a draft lesson plan (including any supporting materials) via email to me by **11:59 pm on Friday** of the week before you present. For example, if you are scheduled to facilitate on Wednesday, February 14th, your lesson plan is due on Friday, February 9th at 11:59 pm for review. I will provide feedback as needed.

5. Midterm Paper: Personal (SWOT) Analysis*

You will complete a 4-5 page, double-spaced, "Strengths, Weaknesses, Opportunities, and Threats" (SWOT) analysis of your previous community and school contexts. A SWOT analysis guides you to identify the positives and negatives of your personal experiences (strengths and weaknesses), as well as the context in which those experiences occurred (opportunities and threats). Further assignment details will be posted to Canvas, and papers will be due by **11:59 pm on Wednesday, March 6th.**

***Master's students** will complete a 6–8-page, double-spaced SWOT analysis, following the above guidelines, as well as referencing relevant readings and topics from the semester.

6. Final Paper: Critical Reflection on Mentoring Experience**

Students will write a 6-8 page, double-spaced, critical reflection paper on their mentoring experiences at Scarlett. This paper should cover a number of topics, including your strengths and areas of improvement as a mentor, the progress you've seen your student(s) make during the semester, thoughts about the pedagogical practices used in tutoring sessions, relevant readings and topics from the semester, and advice you would give to a new mentor about "things you wish you had known" or "things that worked particularly well for you." Further assignment details will be posted to Canvas, and papers will be due by **11:59 pm on Wednesday, April 24th**. To build a variety of scholarly communication skills and as many students' (academic) anxiety is triggered not by preparing analysis but the act of writing or typing it out, students may choose to record a 15-20-minute narrated PowerPoint presentation that covers the sections articulated in the forthcoming rubric as an alternative. We will touch base towards the end of the semester to see if a final paper as described above or some other equally deep form of summative assessment fits our needs.

****Master's students** will complete a 10–12-page final paper/20-25-minute narrated PowerPoint presentation, following the above guidelines.

Important Dates to Remember (see reading/course schedule on Canvas for details)

- 1/14: Intro Survey Due
- 1/24: In-class Volunteer Logistics Survey Due
- 2/6: Volunteering at Scarlett Begins
- 2/7: Student Facilitation Begins
- 3/6: Midterm Paper Due
- 4/12: Volunteering at Scarlett Ends
- 4/24: Final Paper Due

Instructor Expectations and Course Policies

Communication through Canvas Announcements

I will regularly post announcements related to the course on Canvas. Please check Canvas and your university email regularly to access this information. My general policy is that if I receive the same question from more than two students, I answer it for the whole class on Canvas Announcements, as it might be a common question or concern.

Office Hours and Email Communication

If you would like to meet with me to discuss the course, please sign up for an appointment at least 12 hours in advance ([here](#)). Attending office hours provides students the opportunity to receive immediate course support. While office hours operate on a first come, first served basis, appointments can be scheduled should conflicts or personal matters arise. If you are unsure whether to attend office hours for this course (or other courses), I recommend reading following articles:

- <https://academicguides.duke.edu/reasons-to-attend-office-hours/>
- <https://voices.uchicago.edu/bridgetocollege/2022/02/03/the-importance-of-office-hours/>

Email communication is also a viable contact option. I check email regularly and will respond within two business days (48 hours, M-F). It is my expectation that students send inquiries well before assignment deadlines to ensure queries are sufficiently addressed. When sending emails, please include the course number in the subject line of any email you send (e.g., Question about class: EDUC 360 PALS).

Assignments, Due Dates, and Feedback

All written assignments should adhere to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (7th ed.). All papers must be typed, double-spaced, using 12-point font and one inch, left-justified margins unless otherwise specified.

Please plan to submit your work electronically as a Microsoft Word attachment to Canvas unless the assignment instructions indicate otherwise. Your assignments should be submitted with the following nomenclature: Last Name_Assignment Name (e.g., Bhatia_SWOT Analysis).

In-class facilitation will be graded within one week. Papers will be graded within two weeks; detailed feedback will be provided via the grading rubrics and electronic notes in your written assignments. Grades for assignments will be posted after all assignments that have been submitted on time have been graded.

Late Assignments

Email me at least 48 hours ahead if you need an extension on the assignments. All unapproved late submissions will have 0.25 points deducted per day after the deadline.

Electronics Policy

Cell phone use is not permitted in class. Laptops will be allowed in discussion for learning purposes only. If I notice that people seem distracted and not participating, I reserve the right to no longer allow laptops in discussion.

Academic Integrity

It is imperative that you submit your own original work and cite all sources. Papers will periodically be checked for plagiarism. Please discuss with me if there is any confusion about what this entails. Dishonesty will not be tolerated. Instances of cheating or plagiarizing will be reported, and you will receive a zero for the assignment. See the full University policy [here](#).

Special Accommodations

I am happy to accommodate any special circumstances that are necessary to enhance your learning so, please email or come talk to me during the first three weeks of the semester so we can make a plan for your success in the course.

Campus Resources

Sweetland Writing Center: 1310 North Quad, 734-764-0429,

www.lsa.umich.edu/sweetland

Services for Students with Disabilities: G664 Haven Hall, 734-763-3000,

www.ssd.umich.edu

English Language Institute: 555 S. Forest Ave, 3rd Floor, 734-764-2413,

www.lsa.umich.edu/eli

Counseling & Psychological Services: 3100 Michigan Union, 734-764-8312,

caps.umich.edu

Advice on Note Taking:

www.lsa.umich.edu/advising/academicsupport/strategiesforsuccess/makingthemostofclasstime

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