University of Washington Dream Project Syllabus
EDUC 260 (Mentorship & Mentoring Strategies) – Spring 2014

Class Meetings: Monday 3:30-4:20 PM, GUG 220 (EDUC 260)
OR Monday 5:30-6:20 PM, MGH 241 (EDUC 260B)
EDUC 369: High School Breakouts, 4:30–5:20 PM in various classrooms; High School Visits, various times

Class Leads:
Rachael Sherman (shermanr@uw.edu), Office Hours: Fri 1:00pm-2:00pm, or by appointment, MGH 274
Kelly Marlow (kellym15@uw.edu), Office Hours: Mon 11:30am-12:30pm, or by appointment, MGH 274

Dream Project Staff:
Jenée Myers Twitchell (myersja@uw.edu) Director, Mary Gates 274
Jessica Hunnicutt (hunjni@uw.edu) Assistant Director of Program Operations, Mary Gates 274
Nicole Guenther (ngq324@uw.edu) Assistant Director of Curriculum and Student Services, MGH 274
Amrita Heer (heera@uw.edu) Program Support Coordinator, Mary Gates 274
Jeremy Webb (webbi3@uw.edu) -- Americorps Member, Mary Gates Hall 274
Michael Zhang (mxzhang@uw.edu) -- Americorps Member, Mary Gates Hall 274

Course Websites: www.dreamproject.org & www.dreamsis.org

Introduction
The University of Washington Dream Project is a Service Learning Course designed to educate University of Washington students about the issues surrounding educational opportunity and social mobility. The method employed by the Dream Project to further this education is a hands-on, direct-mentoring relationship with high-school students (Dream Scholars). The Dream Project lecture on Mentorship and Mentoring Strategies meets as a class in Guggenheim 220 on Mondays 3:30–4:20PM (Lecture A) or in Mary Gates Hall 241 on Mondays 5:30-6:20PM (Lecture B); and high-school breakouts meet 4:30–5:20PM in various classes all over campus (please review your personal course schedule for rooms).

Our Mission
The mission of the University of Washington Dream Project is to assist low-income and first-generation high school students in attaining higher education and to raise awareness among university students about the issues of educational opportunity and social mobility.

Core Values of the UW Dream Project:

We believe that every student has the right to higher education.
Poverty, familial background, and access to resources should not preclude any student from accessing higher education. We work closely with our high school Dream Scholars to help them overcome adversities and to achieve the highest level of education in order to reach their dreams. Higher education includes technical colleges, community colleges, four-year colleges and universities.

We believe in the power of education to inspire empathy.
Through learning about and discussing issues of social inequality and access to education,
undergraduate Dream Team mentors develop the communication skills necessary for open dialogue with others from different backgrounds. Through shared experiences and stories, we strive to create stronger relationships with our Dream Scholars knowing that we can learn from them as much as they can learn from us.

**We believe in providing vehicles for student leadership and engagement.**
College students become critical thinkers by developing creative solutions to complex problems. Students in the Dream Project run the day-to-day operations of the program and maintain relationships with donors and community partners. Students have real power to bring about change in the organization and the greater community by holding various positions of leadership.

**We believe that we are one part of a larger effort and collaboration is critical to our success.**
We see ourselves as serving only one part of the P-20 continuum; therefore, we coordinate our efforts with schools, community organizations, colleges and universities to maximize student achievement. We work closely with administrators, families, and partner programs to tailor our efforts to the needs of the students at each high school.

**We believe in the impact of meaningful student-to-student relationships.**
Dream Project mentors, all of whom went through the college admissions process just a few years earlier, develop interpersonal relationships with our Dream Scholars in order to establish trust and to foster long-lasting friendships. We create a “community-in-waiting” for them on the college campus that will support them throughout their higher education experience. Our primary goal: all students – Dream Scholars and Dream Team mentors alike - complete their degrees.

**Learning Outcomes for First Quarter Mentors:**
- Become comfortable in a position of supporting students in achieving higher education.
- Support our mentees in learning the different pathways after high school and finding the best fit for themselves.
- Learn about and incorporate what it means to be a Social Justice Ally when being a mentor and reflect on our development as allies.
- Understand the implications of our work in the context of increasing college-going rates in the Road Map Region
- Become familiar with high school graduation requirements and college entrance requirement and know how to effectively relay that information to diverse mentees.
- Support mentees in preparing for standardized tests (including ACT, SAT, and COMPASS) necessary for college access.
- Understand ways that race and socioeconomic status play a role in accessing higher education.

**Expectations of UW Students (the "Dream Team")**
UW Dream Project students are expected to meet the following criteria in order to receive credit for successful completion:

**Expectations:**
- Participate in classes regularly (by completing weekly reflection and participation assignments) and on-time and participate in class discussions, exercises, etc.
- Participate in high school breakouts (4:30-5:20PM each Monday) and adhere to the guidelines of your high school’s syllabus.
- Complete assignments listed below as requested by the instructors or guest speakers and come to class ready to discuss the issues contained therein.
● Regularly update the status of your mentee(s) using DreamSIS (www.dreamsis.org).
● Participate in a New Mentor workshop in order to attend High School visits.
● Participate in two events throughout the quarter (see below). RSVP on DreamSIS.

Participation:

- APPAREL: Purchase Dream Team apparel/uniform required to be worn at all high school visits and Dream Project events: Dream Team t-shirt ($8), Dream Team v-neck ($10), Dream Team hoodie ($14), Dream Team zip-up hoodie ($22), or Dream Team crewneck sweatshirt ($12). Apparel will be available for purchase in the Dream Project Center (MGH 274). You must purchase apparel and materials by Week 2 with Credit/Debit only.
- MATERIALS: Purchase required Dream Project Workbook, $15.
- EVENTS: Participate in at least two of many Dream Project events throughout the quarter:
  ○ Spring BBQ and
  ○ At least one What’s Next Event or 9th/10th Grade Outreach Event.
- NEW MENTOR WORKSHOP: Mentors must go to a New Mentor Workshop (all of which are during the first two weeks of the quarter) before attending their first high school visit.
- BACKGROUND CHECK: Complete required background checks and Acknowledgement of Risk forms (DreamSIS).

High School Visits

Dream Project students meet regularly with Dream Scholars throughout the quarter at their high schools and are expected to participate in at least one of these sessions per week. These sessions, EDUC 369, offer an opportunity to apply the material learned in class to the real world. These experiences then inform our dialogue and discourse in future classes and in high-school breakouts. These weekly sessions are a key element in building strong mentoring relationships, and this is often where you will witness the greatest impact of your work.

Most high school visits leave from and return to the N-1 parking lot between the William H. Gates Law Library and the Burke Museum. Confirm with your High School Leads about the exact location of departure for visits.

Dream Project Participation, Credit, & Volunteer Policies

To earn academic credit for the Dream Project, you must be enrolled in both a lecture (EDUC 260, EDUC 360, or EDUC 361A) and EDUC 369 for a breakout and high school visit time. These are “concurrent enrollment” classes, so you must register for both a lecture and a breakout/visit, each 1 credit. In order to earn credit, you must:

- Participate in a minimum of 80% of all High School Breakouts (Mondays, 4:30-5:20pm). If you are absent from a breakout, you will be unable to participate in important preparation for visits at your specific partner school and community building within your mentor group.
- Participate in a minimum of 80% of all weekly High School Visits and Mentor Engagement Sessions. Missing a visit means that you miss out on the most vital part of the Dream Project experience: the opportunity to form connections with students and apply what you learn in lectures and breakouts.
- Participate in a minimum of 2 Dream Project events outside of your normal visits, including Spring BBQ, What’s Next events, 9th/10th Outreach events, or others as announced in class. These events allow you to connect more deeply with your mentees and to better support the communities we partner with to increase college readiness for all students across the region.
- Meet all expectations for your lecture (EDUC 260/360/361A) including:
  ○ Weekly reflection and participation assignments: Each week, you will participate in lecture in a variety of ways. In addition to verbal participation in discussions, you will be expected to complete a short written reflection assignment that you will turn in during lecture in order to fulfill your participation requirement. More details about each assignment will be discussed in
class each week.

- **Mid-quarter reflection paper:** You will turn in a reflection paper by **11:59PM on Monday, April 28th (Week 5).** It should be 1-2 pages in length, double spaced, Times New Roman, 1” margins. You will upload it to the course catalyst site (URL will be emailed out to the class the week before). This reflection will be related to your experience as a mentor during the first five weeks of class. More specific prompts will be reviewed in class and emailed out to class the week before.

- **End-of-quarter reflections:** You will turn in a final, summarizing reflection paper by **11:59PM on Monday, June 2nd, (Week 10),** same length and upload method. You will reflect on your overall experience as a mentor this quarter as well as give suggestions for improvement to the course and the program in general. More specific prompts will be given in class and emailed out to class the week before.

- **Regular documentation of mentees’ progress:** After each visit archive and update any new information on DreamSIS (www.dreamsis.org). A brief in-class tutorial of DreamSIS will be provided by your High School Leads.

**Credit Policy & Communication**

Credit is awarded based on these requirements by our Director, **Jenee Myers Twitchell,** and our Assistant Director, **Nicole Guenther.** Credit-related issues and other concerns should be directed to Nicole. High School Leads should be kept informed but cannot grant exceptions to these expectations.

**Volunteer Expectations**

The participation policies of the Dream Project are designed to prepare mentors to work effectively with their mentees. Whether you are enrolled for credit or participating on a voluntary basis, **we hold the same expectations** of consistent participation in lectures, breakouts, and visits. If you are a returning volunteer mentor and you face an **unavoidable conflict** with some part of the expectations but would like to remain involved, please email Nicole to see if we can arrange appropriate accommodations for your efforts with the program.

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**Unexcused Absence/Non-Participation (for credit and for volunteers)**

In the Dream Project, **consistent participation is key.** It is **unacceptable to miss Dream Project for reasons such as:** oversleeping, wanting to study for another class, being called into work, or having a conflict with another club/organization/extracurricular activity. However, in extreme circumstances such as serious illness or family emergencies, we do understand that you may need to miss Dream Project. You may be required to provide a doctor’s note or proof of familial/other circumstances. If you must miss a lecture, breakout, or visit due to one of these extreme circumstances, please do your best to let your high school lead know in advance so that they can make adjustments as necessary. If such extenuating circumstances cause you to not be on track to meet the 80% participation requirement, please email Nicole about potential accommodations for making up work. Accommodations are not guaranteed so please take your commitment to your mentees seriously and participate reliably.

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**Writing credit** is available by participating in an extra writing and revision assignment. Learn more and sign up at [www.dreamproject.org/wcredit](http://www.dreamproject.org/wcredit)

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**Questions or Concerns**

Questions and feedback about class may be directed to [uwdpclass@uw.edu](mailto:uwdpclass@uw.edu).
**Students with Disabilities**

Your experience as a Dream Project mentor is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course. Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu.

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**New Mentor Workshops**

First-quarter mentors are required to attend a Mentor Workshop BEFORE participating in their first high school visit. Please sign up by April 4th at [www.dreamsis.org/event_groups/42](http://www.dreamsis.org/event_groups/42) This link is also in the weekly email.

<table>
<thead>
<tr>
<th>Mentor Workshop</th>
<th>Location</th>
<th>Time</th>
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<tbody>
<tr>
<td>Mentor Workshop 1</td>
<td>MEB 238</td>
<td>Tuesday, April 01, 2014, 5:00 PM to 7:00 PM</td>
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<tr>
<td>Mentor Workshop 2</td>
<td>MEB 238</td>
<td>Thursday, April 03, 2014, 5:30 PM to 7:30 PM</td>
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<tr>
<td>Mentor Workshop 3</td>
<td>Johnson 111</td>
<td>Saturday, April 05, 2014, 1:00 PM to 3:00 PM</td>
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<tr>
<td>Mentor Workshop 4</td>
<td>Bagley 154</td>
<td>Wednesday, April 09, 2014, 5:00 PM to 7:00 PM</td>
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<tr>
<td>Mentor Workshop 5</td>
<td>MEB 238</td>
<td>Friday, April 11, 2014, 4:00 PM to 6:00 PM</td>
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**Spring 2014 EDUC 260 Class Schedule**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Guest Speakers</th>
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| Week 1    | Welcome to Dream Project!                       | Jenee Myers Twitchell  
Dream Project Director and Co-founder  
Rachael & Kelly  
Dream Project Class Leads |
| March 31  |                                                 |                                                                               |
| Week 2    | Meeting your Mentee: Good First Impressions     | Rachael Sherman & Kelly Marlow  
Dream Project Class Leads |
| April 7   | SAT/ACT: Why is it important?  
**Split lecture** |                                                                               |
| Week 3    | Moving the Needle: Strategies to Impact College Going Rates | Elisa Tran & Luwam Alemayehu  
EDUC 360 Class Leads |
<p>| April 14  |                                                 |                                                                               |</p>
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<tr>
<th>Week 4</th>
<th>Social Justice Allies: Exploring our Motives for Mentoring and Growing as Allies</th>
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| April 21 | Tyreesha Jenkins  
Dream Project Mentor  
Chief Sealth High School Lead  
Nicole Guenther  
Dream Project Assistant Director of Curriculum and Student Services |
| Week 5 | Mentee Panel: Mentees’ Perspectives on Great Mentorship  
DUE: Mid-Quarter Reflection |
| April 28 | Rachael Sherman & Kelly Marlow  
Dream Project Class Leads |
| Week 6 | Understanding Your Mentee’s Transcript: High School Graduation Requirements and College Academic Distribution Requirements |
| May 2 | Jenee Myers Twitchell  
Dream Project Director and Co-founder  
Rachael Sherman & Kelly Marlow  
Dream Project Class Leads |
| Week 7 | Compass Test Prep: Supporting Mentees on the Path to Community College  
AND  
Resume Building: Learning how to Build an Effective Résumé |
| May 12 | Rachael Sherman & Kelly Marlow  
Dream Project Class Leads  
Guest Speaker TBD |
| Week 8 | School to Prison Pipeline: Anti-Racism and the Dream Project |
| May 19 | Jade Graddy  
Dream Project Mentor,  
Dream Project Seminar Lead |
| Week 9 | MEMORIAL DAY - NO LECTURE |
| May 28 |  |
| Week 10 | End-of-Quarter Celebrations & Documenting Our Work  
DUE: Final Reflection |
| June 2 | Rachael Sherman & Kelly Marlow  
Dream Project Class Leads  
Elisa Tran & Luwam Alemayehu  
360 Class Leads |