Languages, Cultures and Communication
Mentoring Communication
Communication 401.1
Monday- Wednesday 1:00-2:15 pm
Human Services Bldg. Room 321
Spring Semester 2016

Professor: Dr. Jim Towns
jtowns@sfasu.edu
Phone: 468-1084
Office: Liberal Arts North Bldg. Room 411

Class Schedule and Office hours:

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Office Hours:</th>
<th>Classes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday &amp; Wednesday</td>
<td>8:00 to 10:45</td>
<td>1:00 / 401.1 Human Services .321</td>
</tr>
<tr>
<td>Tuesday &amp; Thursday</td>
<td></td>
<td>8:00 / 170.1 Ferguson 375</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:30 / 170.2 Ferguson 375</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:30 / 170.6 Ferguson 182</td>
</tr>
<tr>
<td></td>
<td>2:00 to 3:00</td>
<td>LAN # 411</td>
</tr>
<tr>
<td>Friday</td>
<td>8:00 to 10:20</td>
<td>LAN # 411</td>
</tr>
</tbody>
</table>

Course Description: An in-depth study of topics in communication. This course examines concepts of identity, relationships in the context of mentoring.

COURSE LEARNING GENERAL OBJECTIVES

Program Learning Outcomes (PLO’s)

1. Student should be able to demonstrate a comprehension of theories central to mentoring.
2. Students should be able to understand and conduct research in the area of mentoring.
3. Students should be able to demonstrate knowledge of ethical and philosophical principles that guide mentoring.
4. Students should be able to apply major in the field of to communicate effectively in a variety of mentoring settings.
5. Students should be able to demonstrate knowledge of historical context of mentoring. Students should be able to demonstrate comprehension of mentoring and leadership communication.

General Education Core Curriculum Exemplary Educational Objectives/Outcomes (EEO’s)

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
2. To understand the importance of critical thinking.
3. To develop the ability to research and give an oral presentation.

Student Learning Outcomes (SLO’s)

1. Develop an understanding of key concepts in mentoring communication.
2. Identify and understand critical issues in the study of mentoring and communication
3. Critically reflect on ones beliefs and assumptions on mentoring.
4. To provide practice and structure for active mentoring techniques.

SPECIFIC TERMS OF COURSE:

Mentoring:

The voluntary, development relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.

Objectives for Mentor:

Personal Satisfaction. Mentors generally report a sense of pride in watching the mentee they mentor develop, and in a sense of contribution. It is an opportunity to pass on a legacy to the next generation.

Sharpen Skills: Mentors sharpen their own skills as they challenge and coach the mentee. Mentoring is an important competency to have in the leader’s own development.

Develop Professional and Personal Contacts: Mentors develop many rewarding professional contacts by interacting with other mentors and contacts made because of the mentorship relationship with the mentee.

Objectives for the Mentee:

Role Model: Mentees are provided a role model and sounding board.

Success: Mentees have a better understanding of what is required to succeed and advance.

Expand Capabilities: Mentees have an opportunity to try more advanced tasks and demonstrate expanded capabilities. In doing so, they may receive more visibility

References and Readings:
Mentoring by John Maxwell
Mentoring Handbook by U.S. Government
See You at the Top by Zig Ziglar
Seven Habits of Highly Effective People by Stephen Covey
Reverse Mentoring by Jim Towns
Class Expectations:
1. Read specific sections in the 2016 SFA General Bulletin entitled University Policies.
2. The SFA Way Honor Code will be the standard. The five points are: caring, respect unity, responsibility and integrity. If you disrespect the professor or disrupt the class, you will be required to leave the class.
3. Dressing appropriately. Appropriate clothing communicates a positive image that causes others to respond meaningfully. Hats/caps are not to be worn in this classroom. They distract from your performance by making it difficult for your audience to receive important nonverbal cues. It is also difficult to recognize you and interact with significant feedback.
4. This class is an opportunity to study and research how mentoring works, what makes it work more and less effectively, and how to improve it. It is an opportunity for you to ground that knowledge by associating it with your own situation and experiences. It is a scholarly forum. It is an upper college-level class, so you must provide your best academic work to earn a high grade. There are no opportunities allowed for extra credit in this course. No make-up work allowed. The professor reserves discretion for documented emergencies or absences. Documentation must be presented within one week of the absence.
5. No electronic devices used in class other than note taking. These must be turned off and kept in backpack during class. If cell phone goes off during class, you will be asked to leave class and be counted absent for that class. If you use any electronic devices during an exam you will receive an F (0) for the exam.
6. Due to department budget, long distance cell phone calls will not be returned.
7. Acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Students with Disabilities:
To obtain disability related accommodation, alternate formats and/or auxiliary aids, students with disabilities must contact the office of Disability Services (ODS), Human Services Building, and Room 324, 468-3004 / 468-12004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http:www.sfasu.edu/disabilityservices/.

Attendance
During the course of the semester your attendance is expected and considered as part of your course work. After the third absence, five percentage points will be deducted for each absence from your course grade. For an example, if your final course grade is 84 and you are absent four days, your final course grade will be lowered to 79. Etc. It is the responsibility of the student to sign the class roll sheet each day. If you do not sign it, you will be considered absent. This is your responsibility and not the professor’s. It is required that you be in class on time. The door
may be locked at the designated time for class to start. If the door is locked, you will be counted absent for that day.

Withheld Grades: Semester Grades Policy (A-54) www.sfasu.edu/policies/semester_grds.asp
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a components of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Students are expected to read and abide by the university policy on academic integrity. You will find a copy of this policy web address below. If a student is found to be in violation of any part of this policy, he/she will be subject to receiving a failing grade for this course, and the violation will be reported to the proper university authorities. You will find the university policy on academic integrity at http://www.sfasu.edu/policies/academic_integrity.asp

COURSE GRADE
The course grade will be comprised in the following way:
25% Exam # 1
25% Exam # 2
25% Exam # 3
25% Exam # 4
100% Course Grade. (Attendance factors into course grade

Spring 2016 Tentative Calendar

M 1-18 No classes (Martin Luther King Holiday)
W 1-20 Introduction to the Course.

Get Acquainted.
Reboot the Basics of Communication

The Fine Art of Mentoring by Ted Engstrom

Exam # 1

Mentoring 101 by Dr. John Maxwell

What do I need to know before I start?
How do I adopt a mentor mindset?

Who should I mentor?
How can I set things up for success?

How do I help them do better work?
How do I create the right environment?

How do I help them become better people?
What should I do if they pass me by?

Exam # 2

Mentoring Handbook

Chapter 2 Questions and Answers

Mentoring Handbook

Chapter 3 Stages of Mentoring

Mentoring Handbook

Chapter 4 Building Mentoring Skills
M 3-7 Building Mentoring Skills
W 3-9 Exam # 3
M 3-18 Spring Break
M 3-21 Dr. Stephen Covey
    Seven Habits of Highly Effective People
W 3-23 Seven Habits of Highly Effective People
Th 3-24-28 Easter Holiday. No class. (Classes meet after 4:00 pm)
W 3-30 Mentoring in the Workplace
    Employee Development
M 4-4 Mentoring Theory
W 4-6 Mentoring Theory
M 4-11 Reverse Mentoring
W 4-13 Reverse Mentoring
M 4-18 Reverse Mentoring
W 4-20 Dr. Zig Ziglar
M 4-25 See You at the Top
W 4-27 See You at the Top
M 5-2 See You at the Top
W 5-4 Conclude the course
W 5-11 Exam # 4 at 1:00-3:00 pm