



# Syllabus

## Mentoring Program

2018

August 13 – Nov. 18, 2018

### Course Format

This is a fully online course. In order to complete this course successfully students need access to a computer and the Internet on a daily basis. This course is both synchronous, (through webinars) and asynchronous (discussion board, group work, etc.).

### Duration:

A total of 8 instructional weeks divided into four 2-week modules. Each module is taught by a different set of instructor(s).

### Prerequisite:

The only prerequisite for the Mentoring program course is a U.S. high school diploma or college/university diploma (i.e. an associate, bachelor, master’s or doctorate degree) from a U.S. institution of higher education. Students without US high school diploma or college degree from a US institution should enroll and successfully complete a two-week long American Culture and Life program before they can start the mentor program. The content of this two-week training is at the last page of this syllabus.

### Instructors

<b>Week 2-3</b> <b>American</b> <b>Life and Culture</b>	<b>Week 4-5</b> <b>Effective</b> <b>Mentoring</b>	<b>Week 7</b> <b>Academic</b> <b>Achievement</b>	<b>Week 8-9</b> <b>Academic</b> <b>Counseling</b>	<b>Week 11-12</b> <b>Universal</b> <b>Moral</b> <b>Values</b>	<b>Week 13-14</b> <b>Social Impact</b>
Kemal Budak <a href="mailto:kbudak@na.edu">kbudak@na.edu</a>	Hulya Dogan <a href="mailto:dogan@na.edu">dogan@na.edu</a>	Mavluda Oripova <a href="mailto:oripova@na.edu">oripova@na.edu</a>	Tugba Ozden <a href="mailto:tozden@na.edu">tozden@na.edu</a>	Irfan Soylemez <a href="mailto:isoylemmez@na.edu">isoylemmez@na.edu</a>	Necmi Mutlu <a href="mailto:necmi@na.edu">necmi@na.edu</a> and Abdullah Ficici <a href="mailto:ficici@na.edu">ficici@na.edu</a>

### Student Learning Outcomes

For those students enrolled in the “Module 1 American Culture and Life”, students will be able to



- understand to basic values that make American society who it is
- learn about the summative version of the American history.
- At the end of “Module 2 Effective Mentoring”, students will be able to:
- Understand mentoring & its application in today's world
- Learn how to use mentoring in the development of other people
- Learn how to create, maintain & transition a mentoring relationship
- Master specific behaviors to maximize the impact of a mentoring relationship
- Learn which behaviors to stay away from in a mentoring relationship

At the end of “Module 3 Mentoring Styles”, students will be able to:

- understand concepts and techniques of developmental and instrumental mentoring
- evaluate and apply principles of effective academic mentoring

At the end of “Module 4 Academic Counseling”, students will be able to:

- learn Incorporating Effective Mentoring Styles into College and Career Guidance

At the end of “Module 5 Universal Moral Values”, students will be able to:

- explore the basics of teaching moral values
- get exposed to sample activities on methods of teaching character

At the end of “Module 6 Social Impact”, students will be able to:

- identify the root causes of assimilation and isolation
- understand the Renzulli education system that leads to positive social change

### **Virtual Office Hours**

This is an online course. You can reach instructors via email or through course website on Moodle. You can also email your criticism and suggestions to [mentoring@na.edu](mailto:mentoring@na.edu) or call (832) 230-5557.

### **Accessing the Course Materials**

This course will be delivered through NAU Moodle course management system at Office 365 Portal named NAU Moodle. Students can get access through [Office 365 portal](#) with their NAU accounts provided by IT department. For login issues and account problems with NAU Moodle, please contact with Distance Education Support via [moodle@na.edu](mailto:moodle@na.edu) or visit <http://www.na.edu/nau-distance-education/>

For hardware and software problems other than NAU Moodle system, please contact with IT Department via [support@na.edu](mailto:support@na.edu) and make sure to clearly state the technical problem you are facing.

### **Course Structure**

This course will consist of a combination of webinars, online class discussions, videos, and assignments. Class lectures will be through webinars that will allow for your contribution, questions, and comments. In addition to webinars, you are expected to read the articles, watch videos and follow materials covered on a weekly basis.

### **Technical Requirements**

To access this course, students will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, Safari or Chrome). For detailed hardware and software requirements, please visit the following website: <http://www.na.edu/nau-distance-education/>



## Course Technologies

This course requires a webcam and a built-in microphone to attend web conferences. This course requires assignments to be submitted in Microsoft Office or Adobe Acrobat (pdf) file formats. Assignments created using other applications, such as Google Documents, Microsoft Works or WordPerfect, are not acceptable.

## Grading

Every two weeks are independently graded. The student should amass 70 percent of the grade in each module to successfully complete that module. Student should pass all four modules separately to pass the program and receive a certificate.

The following table summarizes the requirements and grading of the assignments in each module. The specific instructions for each activity are included in the appropriate forum, assignment, or quiz on the course NAU Moodle website.

<b>Module Content for grading</b>	<b>Total Maximum Points</b>	<b>Percentage</b>
<b>Discussion Forum</b> (2 Discussions – 20 points each)	40	40%
<b>Attendance</b> (2 webinars)	10	10%
<b>Quizzes</b> (2 quizzes – 25 points each)	50	50%
<b>TOTAL</b>	100	100%

## Discussion Forums

Students should participate in discussion forums and complete discussion activities with correct English usage, accurate spelling, and standard grammar. Students are expected to post a response to the discussion questions early in the week and maintain a thread of discussions throughout the week as they respond to their classmates.

Points will be given for:

- Following the timeline and quantity of posts to discussion questions
- Offering ideas or resources and inviting a review of them based on readings
- Articulating, explaining and supporting positions on ideas
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions based on readings
- Offering a review, challenging, discussing and expanding ideas of others
- Negotiating interpretations, definitions, and meanings
- Responding to at least two other students' responses

## Webinars

The instructors will be conducting 30 to 90 minutes' webinar sessions every week. The webinars will include lecturing, reviewing course requirements, and answering any questions students may have. For this the student should use the chat box.

Webinar links will be posted on course website. Make sure that you installed [Gotomeeting](#) software/app to participate in the webinar sessions. Please refer to our technical support website to get more technical information: <http://www.na.edu/nau-distance-education/video-tutorials/>



### **Other Assignments or Activities**

There will be no exams in this certificate program, only discussions and quizzes, which you can virtually take at your own pace.

### **Students are responsible for:**

- reading any assigned reading as stated in the weekly blocks of the course page
- reviewing the web-page resources posted in the NAU Moodle course site for each week
- reading all discussion postings in the weekly blocks as assigned
- posting weekly discussion postings as assigned
- assuring that their computer/device is compatible and working to engage effectively in this online course
- uploading assignments before or on the assigned due date/time

### **Students can expect:**

- The instructor will return email communications within 24 hours unless otherwise announced in the course page.
- discussion participation will be responded to/graded after 7 days of the due date
- Assignments and tests will be graded after 7 days of the due date.

### **Academic Honesty**

Academic honesty is a fundamental principle of learning and a necessary foundation for all academic institutions. North American University expects students to be honest and demonstrate integrity in all aspects of their relationship with the university (e.g., application, transfer evaluation, course work, internships, student teaching, and interactions with faculty, staff, and students).

Violation of this principle includes, but is limited to, cheating, plagiarism, unauthorized collaboration, forgery, and alteration of records, along with lying, deceit, bribery, coercion, or intimidation for the purpose of influencing a grade or for any other academic gain.

Such violations are unacceptable and resulting actions may range from a reduction of the grade on an assignment, through failure of a course, to suspension or even dismissal from the academic program or the university.

### **ADA Statement**

When possible, and in accordance with 504/ADA guidelines, we will attempt to provide reasonable academic accommodations to students who request and require them. Please call North American University at (832) 230-5555 for more assistance.

### **Course Content**

You can find course content in attached

**MODULE 0 Moodle Training**

<b>Date</b>	<b>Course Topic</b>	<b>Materials</b>
Module 0: Week 1  08/13/2018- 08/19/2018	How to use Moodle	How to use Moodle and how to login Videos

## MODULE 1 American Life and Culture

Instructor: Kemal Budak

Date	Course Topic	Materials
Module 1: Week 2  08/20/2018 -08/26/2018	American Values and Assumptions  1. Individualism; Freedom; Competitiveness; Privacy; Equality; Informality  2. Progress/Change; Time; Achievement ; Materialism  3. Directness and Assertiveness	<b>Reading:</b> Althen, G., & Bennett, J. (2011). <i>American Ways: A Cultural Guide to the United States of America</i> . Hachette UK.  <b>Video:</b> TBD  <b>Webinar:</b> TBD  <b>Discussion:</b> TBD
Module 1: Week 3  08/27/2018 -09/02/2018	American History  1. Colonial Period; Independence); Era of Good Feelings  2. Civil War; Reconstruction; Gilded Age; Progressive Era  3. Great Depression; Second World War; Cold War  4. Post Cold War	<b>Reading:</b> Althen, G., & Bennett, J. (2011). <i>American Ways: A Cultural Guide to the United States of America</i> . Hachette UK.  <b>Video:</b> TBD  <b>Webinar:</b> TBD  <b>Discussion:</b> TBD

## MODULE 2 Effective Mentoring

Instructor: Hulya Dogan, Ph.D.

Date	Course Topic	Materials
Module 2: Week 4  09/03/2018 -09/09/2018	Skills for Successful Mentoring	<b>Reading:</b> [1] <i>Skills For Successful Mentoring: Competencies of Outstanding Mentors and Mentees</i> by Linda Phillips-Jones, Ph.D.  <b>Video:</b> <i>5½ Mentors that will change your life</i>   Doug Stewart   TEDxRaleigh <a href="https://www.youtube.com/watch?v=quhcyPpCaSk">https://www.youtube.com/watch?v=quhcyPpCaSk</a>  <b>Webinar:</b> 1/26/2018 at 4:30 pm  <b>Discussion:</b> TBD
Module 2: Week 5  09/10/2018 -09/16/2018	Mentor-Mentee Relationship Parent engagement in mentoring	<b>Reading:</b> [1] Keys to Successful Mentoring Relationship [2] Guidelines for Engaging Parents, <i>Check &amp; Connect: Implementing with Fidelity</i> , published by the Institute on Community Integration [3] Mentoring Fact sheet, <i>Involving Parents in Mentoring Programs</i> .  <b>Video:</b> The Ron Clark Story <a href="https://www.youtube.com/watch?v=xVsldl1Wls10">https://www.youtube.com/watch?v=xVsldl1Wls10</a>  <b>Webinar:</b> 2/2/2018 at 4:30 pm  <b>Discussion:</b> TBD

**1 WEEK BREAK**  
09/17/2018- 09/23/2018

### MODULE 3 Mentoring Styles

Instructors: Mavluda Oripova

Date	Course Topic	Materials
Module 3: Week 7  09/24/2018 – 09/30/2018	Effective Mentoring Relationship Styles: 1. Developmental Approach 2. Instrumental Approach	<b>Reading:</b> [1] <i>PPT on Developmental and Instrumental Counseling</i> [2] <a href="http://www.michaelkarcher.com/School-based_mentoring_files/Karcher_10_TEAMframeworkNDYD.pdf">http://www.michaelkarcher.com/School-based_mentoring_files/Karcher_10_TEAMframeworkNDYD.pdf</a> <a href="http://www.youthmentoring.org.nz/content/docs/Karcher_2015_Handout.pdf">www.youthmentoring.org.nz/content/docs/Karcher_2015_Handout.pdf</a>  <b>Video:</b> Mentoring the Next Generation: Michael Benko at TEDxOU <a href="https://www.youtube.com/watch?v=YWyKdKY2HPU">https://www.youtube.com/watch?v=YWyKdKY2HPU</a>  <b>Webinar:</b> TBD  <b>Discussion:</b> TBD

### MODULE 4 Academic Counseling

Instructor: Tugba Ozden Turkey

Date	Course Topic	Materials
Module 4: Week 8  10/01/2018 – 10/07/2018  Week 9 10/08/2018- 10/14/2018	Incorporating Effective Mentoring Styles into College and Career Guidance	<b>Reading:</b> [1] <i>PPT on College Planning, Goal Setting and Testing</i> <a href="http://www.michigan.gov/documents/mentormichigan/Realizing_the_College_Dream_-_Advisor_Guide_315951_7.pdf">www.michigan.gov/documents/mentormichigan/Realizing_the_College_Dream_-_Advisor_Guide_315951_7.pdf</a> [2] <i>College Admission Tests: Everything You Need to Know:</i> <a href="https://www.collegexpress.com/articles-and-advice/test-prep/articles/test-taking-tips/standardized-test-glossary/">https://www.collegexpress.com/articles-and-advice/test-prep/articles/test-taking-tips/standardized-test-glossary/</a>  <b>Video:</b> TBD  <b>Discussion:</b> TBD



# 1 WEEK BREAK

10/15/2018- 10/21/2018

## MODULE 5 Universal Moral Values

Instructors: Irfan Soylemez

Date	Course Topic	Materials
Module 5: Week 11  10/22/2018– 10/28/2018	<ul style="list-style-type: none"><li>• Being a role model of moral values</li><li>• Effective way to teach character</li><li>• Methods to stay away from counterproductive approaches</li><li>• Samples lessons on teaching moral values</li></ul>	<p><b>Reading:</b> [1] Teachers as Role Models: Teaching Character and Moral Virtues, Angela Lumpkin Journal of Physical Education, v79 n2 p45-49 Feb 2008: <a href="http://csuchico.edu/kine/documents/teachersasrolemodels.pdf">csuchico.edu/kine/documents/teachersasrolemodels.pdf</a> [2] A Passionate Teacher: Teacher Commitment and Dedication to Student Learning, By Çağrı Tuğrul Mart , International Journal of Academic Research in Progressive Education and Development January 2013, Vol. 2, No. 1 <a href="http://hrmars.com/admin/pics/1658.pdf">hrmars.com/admin/pics/1658.pdf</a></p> <p><b>Video:</b> TBD</p> <p><b>Webinar:</b> TBD</p> <p><b>Discussion:</b> TBD</p>
Module 2: Week 12  10/29/2018– 11/04/2018	<ul style="list-style-type: none"><li>• Ways to address moral issues and current youth problem</li><li>• Social emotional Learning</li></ul>	<p><b>Reading:</b> [1] Character Education, Prevention, and Positive Youth Development <a href="http://character.org/wp-content/uploads/2011/12/White_Paper_Battistich.pdf">character.org/wp-content/uploads/2011/12/White_Paper_Battistich.pdf</a> [2] How to Approach Moral Issues in the Classroom <a href="http://edutopia.org/how-approach-moral-issues-classroom">edutopia.org/how-approach-moral-issues-classroom</a> [3] What is social emotional learning? <a href="http://casel.org/what-is-sel/">casel.org/what-is-sel/</a></p> <p><b>Video:</b> TBD</p> <p><b>Discussion:</b> TBD</p>

## MODULE 6 Social Impact

**Instructors:** Necmi Mutlu, Ph.D.; Abdullah Ficici, Ph.D.

Date	Course Topic	Materials
<p>Module 4: Week 13</p> <p>11/05/2018– 11/11/2018</p>	<p>Understanding of the Dangers that second generation would face</p> <p>1. Assimilation /disaffiliation and narcissism 2. Isolation and eventual shifting towards crime: The case of Turkish youth in Germany</p> <p>Root causes of Assimilation and Isolation. 1. Lack of understanding of the importance of Social integration and positive social impact 2. The deficit of idealism among youths</p> <p>The Renzulli Education Model as solution</p>	<p><b>Reading:</b> [1] <i>We are raising a generation of deluded narcissists</i>, by Keith Ablow <a href="http://foxnews.com/opinion/2013/01/08/are-raising-generation-deluded-narcissists.html">foxnews.com/opinion/2013/01/08/are-raising-generation-deluded-narcissists.html</a></p> <p>[2] <i>Building a society of noble ideals</i> by F. Gulen <a href="http://fgulen.com/en/fethullah-gulens-works/thought/recent-articles/48844-building-a-society-of-noble-ideals">fgulen.com/en/fethullah-gulens-works/thought/recent-articles/48844-building-a-society-of-noble-ideals</a></p> <p><b>Video:</b> <i>TedTalk : Do schools kill creativity?</i> by Sir Ken Robinson <a href="http://ted.com/talks/ken_robinson_says_schools_kill_creativity?utm_campaign=tedspread--a&amp;utm_medium=referral&amp;utm_source=tedcomshare">ted.com/talks/ken_robinson_says_schools_kill_creativity?utm_campaign=tedspread--a&amp;utm_medium=referral&amp;utm_source=tedcomshare</a></p> <p><b>Webinar:</b> TBD</p> <p><b>Discussion:</b> TBD</p>
<p>Module 4: Week 14</p> <p>11/11/2018– 11/18/2018</p>	<p>What is Renzulli Education Model ?</p> <p>All four stages of the Renzulli Education Model</p> <p>Example of Renzulli Education Model implementations</p>	<p><b>Reading:</b> [1] <i>Schoolwide Enrichment Model</i>. Professor Joseph Renzulli. [2] <a href="http://www.slideshare.net/wcgtc/joe-renzullis-keynote-20th-biennial-world-conference-wcgtc-louisville-ky-usa">http://www.slideshare.net/wcgtc/joe-renzullis-keynote-20th-biennial-world-conference-wcgtc-louisville-ky-usa</a></p> <p><b>Video:</b> [1] <i>If You Want to Change the World, Start Off by Making Your Bed</i> by McRaven, US Navy Admiral <a href="https://youtu.be/3sK3wJAxGfs">https://youtu.be/3sK3wJAxGfs</a> [2] 20th Biennial World Conference Keynote - Dr. Joseph Renzulli <a href="http://www.youtube.com/watch?v=c1QHycL_5Fc">www.youtube.com/watch?v=c1QHycL_5Fc</a></p> <p><b>Discussion:</b> TBD</p>

