

Mentoring At-Risk Youth

AFA 3915c – Section 4A27 – Spring 2025
African American Studies Program – The University of Florida
Dr. Vincent Edward Oluwole Adejumo- Senior Lecturer

Class Meeting Days: TR	Office: 1012 Turlington
Class Meeting Period: Online	Building: Online
Class Time: Online	Phone: 352-392-0936
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Catalog Description

An integrated interdisciplinary exploration of selected themes and resources that represent the experience of at-risk youth in North America, emphasizing continuity and change.

Course Description

The goal of this course is to provide critical perspective on the label and literature surrounding “At-Risk” youth. After deconstructing the theory and practices of mentoring vulnerable youth, students will then engage youth of the Gainesville community.

Course Objectives

1) To understand sociologic perspective on race, ethnicity, class, culture, gender, sexuality and their impact on adolescent development. To encourage UF students to think critically about issues concerning youth who are 2) at risk of being trapped in a cycle of poverty, crime, racism, sexism, substance abuse, academic failure, social stigma, and political disenfranchisement. 3) To meet the community defined need of providing local at-risk youth with responsible mentors who can learn to identify student’s needs and strength. 4) To assist class members in formulating questions and finding systematic ways of gaining mentoring support, through mentoring relationships, during and after college. 5) To allow student reflections of their own youth experiences to provide much of the class content and context. 6) To allow student reflections to inform community agencies about central issues on which they would like feedback

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

General Education Objectives and Learning Outcomes

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking to satisfy the 6,000-word requirement, International, and Social Behavioral Requirements.

Writing Requirement (6,000 Words)

The Writing Requirement for “The Wire” Course ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive writing credit, a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course. Satisfactory completion of the writing requirement entails receiving a grade of “C” or better on the final project report and a “C” or better average on the critical analysis question responses. Dr. Adejumo will evaluate and provide feedback within 48 hours of each student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization.

Important Considerations

- A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.
- Some majors require or recommend specific general education courses.
- Certain classes are approved to count for multiple general education program areas. Students can count a general education course toward one area only except for (D) and (N) credits, which must be earned concurrently with another area. For example, a course designated as HD can count toward both the H and D requirements, but a course designated CH can count only as C or H.
- Study abroad courses can fulfill international credit, in addition to fulfilling credit in other subject areas. Study abroad must be approved in advance by an academic advisor and the UF International Center.

Successful completion of these requirements will result in the student learning outcomes listed below.

International (N)

This designation is always in conjunction with another program area. Courses with International should demonstrate that a majority of the course addresses International content and engagement and it should be a substantial, defining feature of the course.

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

International		
<p><u>Content</u> Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.</p>	<p><u>Critical Thinking</u> Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.</p>	<p><u>Communication</u> The international designation is always in conjunction with another category. Communication outcomes are listed in those subject areas.</p>
<ul style="list-style-type: none"> • Students will understand sociologic perspective on race, ethnicity, class, culture, gender, sexuality and their impact on adolescent development • Achievement of this learning outcome will be assessed through quizzes, critical analysis question responses and rebuttals on 	<ul style="list-style-type: none"> • To encourage UF students to think critically about issues concerning youth who are at risk of being trapped in a cycle of poverty, crime, racism, sexism, substance abuse, academic failure, social stigma, and political disenfranchisement. 	<ul style="list-style-type: none"> • Students will communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms that are appropriate to the discipline of mentoring at risks youth from a social and behavioral science perspective, individually and in groups.

<p>Canvas, final project, and lead group presentations. All assessment activities will be evaluated within the paradigm of social and behavioral sciences and will also receive extensive feedback from Dr. Adejumo within 48 hours of submission on Canvas.</p>	<ul style="list-style-type: none"> Achievement of this learning outcome will be assessed from a social and behavioral science perspective by the final research project and the critical analysis question responses to peers on Canvas. 	<ul style="list-style-type: none"> Students will participate in directed class presentation based on social and behavioral science themes throughout the semester in the classroom and electronically via Canvas to reflect on assigned books and peer reviewed articles. Achievement of this learning outcome will be assessed through formal observation of student participation during discourse in the classroom and electronically via Canvas. Feedback will be provided by Dr. Adejumo within 48 hours of each critical analysis question post response on Canvas.
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Social and Behavioral Sciences (S)

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theories or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures, or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes

and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Social and Behavioral Sciences		
<u>Content</u>	<u>Critical Thinking</u>	<u>Communication</u>
<p>Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.</p>	<p>Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems</p>	<p>Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline</p>
<ul style="list-style-type: none"> • Students will demonstrate competence in systematic racism, destruction of institutions, and white flight which are associated with the discipline of mentoring at-risks youth. • Students will know the history of factors that led to the destruction of the Black nuclear family and qualitative and quantitative methods such as statistical analysis and in-depth interview techniques that are associated with the discipline of urban studies. 	<ul style="list-style-type: none"> • Students will analyze information by reading and critically writing about information from peer reviewed articles and published manuscripts that are specific to the discipline of urban studies, and develop reasoned solutions from a social and behavioral science perspective to problems that are presented 	<ul style="list-style-type: none"> • Students will communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms that are appropriate to the discipline of at risks youth from a social and behavioral science perspective, individually and in groups. • Students will participate in directed class presentation based on social and behavioral science themes throughout the semester in the classroom and electronically via

<ul style="list-style-type: none"> • Achievement of this learning outcome will be assessed through quizzes, critical analysis question responses and rebuttals on Canvas, final project, and lead group presentations. All assessment activities will be evaluated within the paradigm of social and behavioral sciences and will also receive extensive feedback from Dr. Adejumo within 48 hours of submission on Canvas. 	<p>in the course material.</p> <ul style="list-style-type: none"> • Students will identify and analyze key elements, biases and influences that shape thought within this course by preparing weekly thought papers to response questions that requires research of materials presented in the course and analysis of work done by multiple scholars of at-risks youth to understand the issues and concepts within the discipline. • Achievement of this learning outcome will be assessed from a social and behavioral science 	<p>Canvas to reflect on assigned books and peer reviewed articles.</p> <ul style="list-style-type: none"> • Achievement of this learning outcome will be assessed through formal observation of student participation during discourse in the classroom and electronically via Canvas. Feedback will be provided by Dr. Adejumo within 48 hours of each critical analysis question post response on Canvas.
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	<p>perspective by the final research project and the critical analysis question responses to peers on Canvas.</p>	
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Requirements and Evaluation

Vlog Post 25%

On the first week of the module, record a 10-minute reflection post about the assigned videos as well as your experiences mentoring up to the point in the semester. You will create your Vlog on Canvas and each post will be due each Saturday at 11:59 PM. Record your reflection by clicking reply on Canvas, mouse over to record/upload media, then click on Record. There will be a guideline for each post that is available in Canvas.

Discussions Question: Initial Response 25%

On the second week of each module, students will be expected to develop a critical analysis to the weekly discussion board question. Each discussion question will be a topic developed from the selected readings/videos in the module. In answering the question in an initial response, students will identify theories and concepts that are in the selected readings/video and explain why those theories and concepts answer the question. Each initial response to the question will be 300 words in length, double spaced, 12-point font and includes at least 3 *CITATIONS FROM THE SELECTED READINGS/VIDEOS!!!* Initial 300-word response will be due each Thursday night at 11:59 PM and will be graded on a 100-point scale. See the grading rubric for the discussion question on Canvas.

After the initial response to the question is completed, students will respond to at least 2 different initial responses of their classmates in at least 250 or more words using readings for that week and will be due the Friday of each week by 11:59 PM!

Failure to post initial 300-word response by 11:59 PM on Thursdays or 250-word response by 11:59 PM on Friday will result in a half grade deduction for the assignment. Failure to complete both tasks in the allotted time frame will result in a ZERO for the assignment.

Final Lead Discussion

25%

At the beginning of the course, groups will be formed for the purpose of leading class discussions for the day at the end of the semester. Each group will create a PowerPoint and atleast 1 interactive activity that is centered around the selected readings and information from your mentoring interactions. The lead discussions will be graded on a 100-point scale; the more interactive the discussion with everyone in the group playing a significant role, the higher the grade.

Final Paper

25%

Write a 5 page 1,250-word paper based on your experience mentoring at the community center throughout the semester. You will be required to use material from a reputable news organization, academic website, and selected readings from the class to bolster your paper. Please review the research paper rubrics for specific guidelines.

Requirements and Evaluation at a Glance

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|-----------------------|-----|
| 1. Blog Post | 25% |
| 2. Module Discussions | 25% |
| 3. Lead Discussions | 25% |
| 4. Final Paper | 25% |

Grading Scale

94-100=A, 90-93=A-, 87-89=B+, 84-86=B, 80- 83=B-, 77-79=C+, 74-76=C, 70-73=C-, 67-69=D+, 63-66=D, 60-62=D-, 57-59=F+, 57 and below = F

GRADES AND GRADE POINTS

The Office of the University Registrar records student grades.

The word *credit* refers to one semester hour, generally representing one hour per week of lecture or two or more hours per week of laboratory work.

PASSING GRADES AND GRADE POINTS

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	.67
S	0

FAILING GRADES AND GRADE POINTS

E	0
WF	0
I	0
NG	0

NON-PUNITIVE GRADES AND GRADE POINTS

W	0
H	0
I*	0
N*	0
U	0

Presentation of Work

All written assignments must be typed, double-spaced using Times Roman 12-point font in MS Word with 250 WORDS PER PAGE. You must use a standard **one-inch** margin – no **Bold-faced** or large fonts. Use the style APA, MLA or Chicago that is used in your academic discipline. All pages should be numbered. Do not include a cover sheet. Put identifying information in the top, right corner, single spaced. The assignment title or paper title may be centered.

ACCOMODATIONS

The Disability Resource Center approves accommodations for students based on an interactive on-going process with students to meet their individual needs. Students with disabilities requesting accommodation should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester

University of Florida Honor Code

Each student in this course is expected to abide by the University of Florida's Student Honor Code and Code of Conduct. Any work submitted by a student in this course for academic credit **will be the student's own work. Do not plagiarize.** All work must be cited. Students suspected of academic dishonesty or of violating the Honor Code **will be reported** to the Dean of Students Office. To learn more about the UF policy regarding Academic Honesty, please visit:

<http://www.dso.ufl.edu/judicial/academic.php>

Evaluation of all Assignments Criteria

1) Quality, scope and organization of documentation; 2) Clarity and coherence of expression; 3) Spelling, Grammar and Punctuation; 4) Quality of critical analysis; 5) Demonstration of an understanding of information and concepts addressed in the readings and/or discussed in class; 6) Following directions and completing assignments on time. See Grading rubric for specified distribution of points. *UF has an online writing for students Visit their site at <http://web.cwoc.ufl.edu/owl>*

Reading Material

Awakening the Natural Genius of Black Children 2nd edition by Amos Wilson (1992) Chapter 5: Afrikan Children and Afrocentric Society

Internalized Racism's Association with African American Male Youth's Propensity for Violence by Wesley W. Bryant in Journal of Black Studies, Vol. 42, No. 4 (MAY 2011), pp. 690-707
<http://www.jstor.org/stable/41151366>

What's in a Relationship? An Examination of Social Capital, Race and Class in Mentoring Relationships by S. Michael Gaddis in Social Forces, Vol. 90, No. 4 (June 2012), pp. 1237-1269
<http://www.jstor.org/stable/41683165>

Inequities in Educational and Psychological Outcomes Between LGBTQ and Straight Students in Middle and High School by Joseph P. Robinson and Dorothy L. Espelage in Educational Researcher, Vol. 40, No. 7 (OCTOBER 2011), pp. 315-330
<http://www.jstor.org/stable/41239204>

Programs and Policies to Assist High School Dropouts in the Transition to Adulthood by Dan Bloom in The Future of Children, Vol. 20, No. 1, Transition to Adulthood (SPRING 2010), pp.89-108 <http://www.jstor.org/stable/27795061>

Attendance Policy

Class attendance via consistent completion of assignments throughout the semester for the Mentoring At-Risk Youth Course is **MANDATORY!!** In general, acceptable reasons for failure to submit assignments include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. None submission of assignments for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused.

Office Hours

Dr. Adejumo will hold office hours each Friday from 9 am to 4 pm via Zoom. He will send out specific hours that he will be live the day before that office hours occur.

Mentoring At-Risk Youth Course Outline

Module 1- Risky Business January 13th– January 24th)

Date	Office Hours via Zoom	Readings Due	Assignment Due	Media
January 13th	9 am to 12 pm	Mentoring At-Risk Youth syllabus		
January 14th		Page 94 – 104 At-Risk Youth Natural Genius of Black Children		
January 18th			Vlog Post Due	AT RISK (2015) https://www.youtube.com/watch?v=k4ID5aTtxqk
January 21st	Natural Genius of Black Children	Page 104 - 110		
January 23rd	Zoom	Page 110 - 114	Initial Response to Question Due	
January 24th			Rebuttal to your Peers Due	

Module 2- Black Capital (January 27th– February 7th)

Date	Office Hours	Readings Due	Assignment Due	Media
January 28th		What's in a Relationship? An		Social Capital

		Examination of Social Capital, Race and Class in Mentoring Relationships Pg. 1237-1253		
January 30th	Social Capital	What's in a Relationship? An Examination of Social Capital, Race and Class in Mentoring Relationships Pg. 1254 - 1269		
February 1st			Vlog Post Due	Social Capital Theory https://www.youtube.com/watch?v=sts9upOA9EU
February 4th	Social Capital			Black Social Capital is the Real Issue https://www.youtube.com/watch?v=chtZg4QPug8
February 6th			Initial Response to Question Due	
February 7th			Rebuttal to your Peers Due	

Module 3- Internal Yard Dash (February 10th – February 21st)

Date	Office Hours	Readings Due	Assignment Due	Media
February 11th	Internalized Racism	Internalized Racism's Association with African American Male Youth's Propensity for		

		Violence Pgs 691 - 698		
February 13th	Internalized Racism	Internalized Racism's Association With African American Male Youth's Propensity for Violence Pgs 698 - 704		
February 15th			Vlog Post Due	Colorism https://www.youtube.com/watch?v=hH7mu3fG2Ek
February 18th				Expelled from Every Other School: Last Chance High https://www.youtube.com/watch?v=n-B_kmAebbQ
February 20th	Zoom		Initial Response to Question Due	
February 21st			Rebuttal to your Peers Due	

Module 4- Inequities of Sexualities (February 24th – March 7th)

Date	Office Hours	Readings Due	Assignment Due	Media
February 25th	Sexuality and Youth	Inequities in Educational and Psychological Outcomes Between LGBTQ and Straight Students in Middle and		

		High School pgs 315 - 322		
February 27th		Inequities in Educational and Psychological Outcomes Between LGBTQ and Straight Students in Middle and High School pgs 323 - 330		
March 1st			Vlog Post Due	Teen Tormented https://www.youtube.com/watch?v=AmuB9ByWyh4
March 4th				Gender Dysphoria in Children with Dr. Chelsea Gordner https://www.youtube.com/watch?v=GH1DLZ4I_fQ Obama issues guidelines on transgender students and bathrooms https://www.youtube.com/watch?v=ohlYQ5Bd65I
March 6th			Initial Response to Question Due	
March 7th			Rebuttal to your Peers Due	

March 11th and 13th--- Volunteer Hours at center of your choosing

March 15th – 22nd Spring Break

Module 5- Of Age (March 24th – April 4th)

Date	Lecture	Readings Due	Assignment Due	Media
March 25th	Adult Dropout	Programs and Policies to Assist		

		High School Dropouts in the Transition to Adulthood Pg 89 -99		
March 27th	Adult Dropout	Programs and Policies to Assist High School Dropouts in the Transition to Adulthood Pg 99 - 108		
March 29th			Vlog Post Due	Teen Stress https://www.youtube.com/watch?v=FhG-VoRtkKY
April 1st				Documentary, Part I: Challenging Circumstances: The Dropout Epidemic https://www.youtube.com/watch?v=n86rze8mu7k Documentary, Part II : Solutions To The Dropout Crisis https://www.youtube.com/watch?v=pj9Dp8mzT1Y
April 3rd			Initial Response to Question Due	
April 4th			Rebuttal to your Peers Due	

Module 6- Full Circle (April 7th – April 13th)

Date	Office Hours	Readings Due	Assignment Due	Media
April 11th			Final Lead Discussion	
April 13th			Final Paper due 11:00 PM	

Selected Websites

<http://www.jstor.org/>

<http://cms.uflib.ufl.edu/>

Access JSTOR Database using VPN

1. Go to <http://www.uflib.ufl.edu/>
2. If off campus, scroll down to “Download and Installation Instructions for the Following Devices”
3. Under option 2: Click on the type of operating system that your computer/device uses.
4. Follow the instruction on this page
5. After successful installation of the VPN, clear cookies in browser
6. Click on the client to login
7. Go directly to www.jstor.org to do search
8. If you need help with installation, call UF Helpdesk at (352) 392-HELP (4357)

Netiquette Guide for Course

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone
- Change your password if you think someone else might know it
- Always logout when you are finished using the system

General Guidelines

When communicating online, you should always:

- Treat instructor with respect, even in email or in any other online communication
- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING
- Limit and possibly avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Be careful with personal information (both yours and other's)
- Do not send confidential patient information via e-mail

Email Netiquette

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "reply all"
- Be sure that the message author intended for the information to be passed along before you click the "forward" button

Message Board Netiquette and Guidelines

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don't repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
- Do not make personal or insulting remarks
- Be open-minded

Course Do's and Don't's

- Do check the announcements page every Monday and Tuesday for assignment updates
- Do check syllabus page on CANVAS for due dates of assignments
- Do email if you have any questions or concerns regarding an assignment
- Do complete every assignment in full and on-time to increase your chance to receive maximum points on an assignment
- Don't assume if you are unsure about an assignment
- Don't request extra credit, especially if you missed or made an unsatisfactory grade on an assignment