Course Description

Who are the mentors in your life? How did they shape who you are? Might you have an interest in mentoring others? This course examines mentor/mentee relationships, identifies factors that enhance outcomes for mentors and mentees, and various mentoring contexts. It builds a multilevel mentoring framework drawing on successful mentoring in athletic, educational, and business contexts. Participants will learn components of effective mentoring, including activities, interventions, reflective listening, and growth mindset while attending to the youth development process. It addresses cultural, gender and economic issues in mentor relationships and challenges associated with mentoring. It also explores and provides local mentoring opportunities.

Course outcomes

**Mentor/Self**
- To define, understand theories about, and develop personal beliefs about self as mentor and soul
- To self-assess, reflect on, and grow areas of personal life (heart, soul, mind, body)
- To understand mentors’ obligations and appropriate roles
- To develop reflective listening skills
- To develop conflict/resolution practices

**For Mentee/Other**
- To understand cultural, gender, and economic issues that influence youth identities
- To develop strategies for engagement inclusive of culturally relevant practices
- To identify components of Growth Mindset and its use in mentor/mentee relationship to monitor and develop mentee’s aspirations and outcomes
For Mentoring Relationships

- To understand various mentoring frameworks
- To learn about how to develop and maintain mentor/mentee relationships
- To develop and model effective communication practices that involve mentee, family, teachers, and coaches
- To advocate for equity, cultural responsiveness, and positive social change
- To learn about resources available to support mentoring

Required Course Texts


Online readings & other materials

Supplies

- 80-100 page notebook tabbed with 5 sticky notes (better if unlined)
- Awesome writing utensils
  - Go to Artist & Craftsman (143 Calhoun Street)
- Spotify account (free version) Link to The Tao Spotify Playlist

Resources

Google site: fye-mentoring website

Google Classroom: Go to classroom.google.com, on the homepage click “Add,” “Join Class” and then enter this code: coccuxd

CofC Writing Lab

Assignments

(15 total- with 10 from Synthesis Seminar)

Being a mentor means committing to community. To that end, this course community needs you to be present. Come to each class prepared, actively participate through sharing reflections and insights, respond constructively to
and build upon classmates’ ideas, and act professionally (in word and action). You must be present for the entire class to receive credit.

**Writer’s Notebook (WN) (30):**
You will keep a writer’s notebook to record your thinking, reflections, and growth over the semester, submitting it periodically for grading. Your notebook needs 5 sections: goals, gratitude, seed ideas, class notes, and quick writes. You are expected to write everyday for about 45 minutes and date each entry. Entries are considered in-process. That is, they will not be graded on grammar, punctuation, or spelling; they will be graded on depth of content. Entry formats will vary. They can be handwritten and/or typed and printed and glued into the notebook. They are meant to deepen and illustrate your thinking about mentor/self, mentee/other, and mentor relationships in community.

- **Goals** - After taking the “Living Compass” assessment, you will tape your compass result in the front of this section. Over the course of semester you will identify a series of goals and reflect on your work toward them.
- **Gratitude** - Being grateful for what is in front of us is a form of waking up to life. Each day you’ll spend 5 minutes jotting an entry that specifically names 3-4 things for which you’re grateful from that day. Entry: lists
- **The Tao** - This section is for your ruminations on the Tao listed in the course calendar and on a song you choose to connect to it from the Spotify playlist. Entries are written in response to the day’s Tao. Entries: Lists, drawings, charts, graphic organizers, zentangles, etc.
- **Notes** - Here you’ll keep notes of the day’s assigned readings as you prepare for class and will reference these for in-class discussion. Entries: your choice
- **Quick Writes** - This section is reversed for longer drafts (usually 2-3 handwritten pages) you will keep in draft form throughout the semester. Entries: prose

**Text Clubs (TC) (20):**
Throughout the semester, you will work in a Text Club of 4 members. In it, you will read several texts (a book, two movies, and a playlist of songs) and participate in discussions of themes of mentor/self/soul, mentee/other, and mentorship as community. Your work will be graded on participation and insights.
Learn it, Live it, Give it: Mentoring through CofC (20)
You will conduct research on a mentoring program (via CofC or in the Charleston community). You will use readings from class and independent research conducted outside of class to learning about the program, its mentoring philosophy, its definitions of mentor/mentee, and its activities. Your final project can be 5-8 page paper or a video (3-5 minutes).

Final: Soulfood Playlist & Reflection (15)
To be a mentor involves personal growth, allowing the mentor to hold together disparate ideas for the benefit self and other in the context of community. You will create a Spotify playlist demonstrating your understanding of three areas of mentoring: self, other, and community and provide a 2-page reflection or a 3 minute video describing your learning and growth over the semester.

General tidbits

Attendance Policy
- Class attendance is expected because the community of learners needs your participation. You are responsible for all content and assignments for each class. If you arrive 10 or more minutes late to class you will not be allowed to enter and will be considered absent. Three absences for ANY reason will be allowed; all assignments are due on date noted. You may submit work prior to any absence. Upon a fourth absence, you will automatically be withdrawn from a course with the grade of WA. *WA becomes an F on a transcript.*
- If a you exceed allowable absences due to extenuating circumstances beyond your control, a panel of professors will review the circumstances and make a final decision about the student’s continuation in the course.
- If you qualify for SNAP please see me within the first two weeks of the course if you choose special accommodations.
- *Athletes* who will miss class due to athletic events must see me within the first two weeks of the course and submit athletic schedule for the semester, identifying classes to be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.
Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Please see the Honor Code for further information.

Grading

** Late submissions of assignments are unacceptable under normal circumstances. Please do not attempt to submit any assignments after the due date. I will NOT accept late work.

Miscellaneous
I do not hear well. If you ask me a question and I don’t answer, please ask again. Likely I didn’t hear you the first time.

Please be attentive to the environment and print responsibly.

Class always begins with Announcements. Please wait until class starts and share questions and comments during this allotted time.
<table>
<thead>
<tr>
<th>Wk</th>
<th>Dates</th>
<th>The Tao</th>
<th>Topics and readings due on this date</th>
<th>Assignments due on this date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aug. 21</td>
<td>When the student is ready, the teacher will appear (Buddha).</td>
<td>Course overview: Why are you here?</td>
<td>Plan to write everyday in your WN: checking in on your goals, making lists of your gratitudes, ruminating on <em>The Tao</em> (poems, quotes, and Spotify Playlist), and/or composing quick writes, and taking notes from assignments.</td>
</tr>
<tr>
<td></td>
<td>Aug. 23</td>
<td>if you are far away from yourself, how could you ever be close to another? yung pueblo</td>
<td>Keeping a writer’s notebook</td>
<td>Who have been the mentors in your life? How did they mentor you? What were the skills and characteristics that made that person an excellent mentor? What was/is going on in your life to have a mentor? Why do we need mentors? WN: Quick write</td>
</tr>
<tr>
<td></td>
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<td>What’s the difference? Teachers, Coaches, and Mentors</td>
<td>Writer’s notebook</td>
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<td>WN: Notes- Make a comparison chart</td>
<td>What’s the difference between a teacher, a coach, and a mentor? WN: Notes-</td>
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<td>Read &quot;Life lessons: When the student is ready the teacher will appear.&quot;</td>
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<td>Date</td>
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<td>Aug. 28</td>
<td>5 min</td>
<td>Overview of Mentoring</td>
<td>WN: Quick write- How does this lesson apply to learning? Read <a href="#">Mentoring: A guide for mentors</a>. WN: Notes: 1. What are the 4 key mentoring skills? 2. What are the 4 stages of formal mentorship? 3. What experiences and learning can I bring to a mentoring relationship?</td>
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<td>John O’Donohue &quot;What you encounter, recognize or discover depends to a large degree on the quality of your approach... When we approach with reverence, great things decide to approach us.&quot;</td>
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<td></td>
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<td>How are you outfitted for the journey of mentorship?</td>
<td>Take this <a href="#">Living Compass assessment</a>. When finished, subscribe to the site. Take screenshots of the results (both the picture of the compass and the numeric chart) and print them. Put in front of your WN: Goals</td>
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<td></td>
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<td>Living Compass Analysis</td>
<td>Read <a href="#">Living Compass Assessment Introduction</a>. WN: Notes on the 4 quadrants and 8 areas. Why are all parts of the quadrant important? How are the quadrants viewed in mentoring relationships vs teaching or coaching relationships?</td>
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<td>Types of mentorship personalities</td>
<td>Mentorship Personalities WN: Notes on personalities and which most resonate with you</td>
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</table>
### Aug. 30

**Mentoring** is one way of receiving guidance in our movement towards an authentic life. The process is distinct from therapy in that there are no defined goals or outcomes, nothing to be fixed or resolved. What remains is a deepening of attention to recognize what has been there all along, often unseen, obscured by the intensity of modern living (Francis Weller).

**Goal setting**

- **How mindful are you?**
- **What is mindfulness?**
- **Why does mindfulness matter?**

#### Principles of Goal Setting
- Print **Goals Sheet**: Choose 2 goals to work on for the next month
- Take **Mindfulness Assessment**
- Screenshot your results and print. **WN: Paste results in Goals Section**

#### Read
- **What is mindfulness explained?**
- **Brain Training: Why mindfulness matters**
- **List benefits of mindfulness**

### Sept. 4

**Self assessment: Growth Mindset**

- **Research behind Growth Mindset**

#### Take this **Growth Mindset assessment**
- **WN: Quickwrite**
- How do you think you fared on the initial growth mindset assessment? What life experiences do you attribute to your perceived assessment results? (Results will come to me as a composite for the class, which I'll share in class.)

#### Watch
- **Adopting a Growth Mindset**
- **WN: Notes**
<table>
<thead>
<tr>
<th>Sept. 6</th>
<th>5 min med</th>
<th>What is Growth Mindset?</th>
<th>What are the three areas for growth mindset to take hold in the brain? What parts of your life have you stuck in a fixed mindset filled with negative thoughts and growth mindset?</th>
</tr>
</thead>
</table>
|         |           |                        | Watch [Growing your mind](#)  
WN: Quick write on why challenges are so important to the brain  
WN: Notes-  
**Subtopic 1:** What do you think of your abilities?  
**Subtopic 2:** The basics of growth mindset?  
**Subtopic 3:** Why is adopting a growth mindset important for youth?  
**Subtopic 4:** What areas outside of school are important to cultivate growth mindset?  
How can GM be helpful to you personally and to an identity as mentor. Be ready to discuss in small groups and cite evidence from your notes. |
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<tr>
<th>4</th>
<th>Sept. 11</th>
<th>5 min</th>
<th>med</th>
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</table>

| Is my soul asleep?  
Have those beehives that labor  
at night stopped? And the water-wheel of thought,  
is it dry, the cups empty,  
wheeling, carrying only shadows?  
No, my soul is not asleep,  
It is awake, wide awake.  
It neither sleeps nor dreams, but watches,  
its clear eyes open,  
far-off things, and listens  
at the shores of the great silence.  
- Antonio Machado (1875–1939) |
|---|---|---|---|

| How mentors support growth mindset |
|---|---|

| Complete **Topic 2**: How mentors support growth mindset |
|---|---|

| Subtopic 1: How mentors and growth mindset go hand-in-hand  
**WN: Notes**: Make a list of people who have been your “oxygen of human development.” List next to each person the kind relationship you had with them and then if the person was a mentor, teacher, or coach. How did this mentor help you develop cognitively, social/emotionally, and/or with your identity? |
|---|---|

| Subtopic 2: Embracing your own growth mindset journey  
**WN: Notes**: Make a list of ideas of how you approach challenges, how you emphasize effort and continuous improvement, and the strategies you use for motivation.  
**WN Quickwrite**: A time in your life--a story--about a challenge you’ve overcome |
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<td>Sept. 13</td>
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| **The Man In The Glass**
Peter “Duke” Windrow Jr.
When you get what you want in your struggle for self
And the world makes you king for a day,
Just go to the mirror and look at yourself
And see what that man has to say.
For it isn't your father or mother or wife.
Whose judgment upon you must pain.
The fellow whose verdict counts most in your life
Is the one staring back from the glass.
You may be like Jack London and chant a psalm
And think you're a wonderful guy.
But the man in the glass says you're only a plum
If you can't look him straight in the eye.
It's the fellow to please or never mind at all the rest;
For he's with you close to the end.
And you've passed your most dangerous, difficult test.
If the man in the glass is your friend.
You may find the whole world down the pathway of years
And yet put on the back as you pass.
But your final reward will be health and ease
If you've cheated the man in the glass. |
| How mentors support growth mindset |
Subtopic 3: Strategy Box

WN: Notes Jot a list of something you’ve always wanted to be better at, a new thing to learn, or a lingering issue that you finally want to address—something that's a bit outside of your comfort zone, since expanding that comfort zone is one of the key principles of growth mindset. Complete a **strategy box** about successes and an area of interest to improve in.

**Subtopic 4: Meeting mentees where they are**

WN: Notes Make a list of your own interests, strengths, and hobbies. Reflect on how they connect to your Living Compass Results

Submit writer’s notebook |
| 5 | Sept. 18 5 min med | How to support Growth Mindset | Subtopic 5: Teaching mentee’s Growth Mindset
Read the article and watch the three videos embedded in the article on building the brain neurons for growth mindset.
WN: Notes- How can your intelligence be changed? Give examples from the three videos. |
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<tr>
<td>Sept. 20 5 min med</td>
<td>Using Growth Mindset Language</td>
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### Subtopic 1
In “praise” of using the right support language
WN: Quick write: How well did you do on “using the right support language”? Reflect on experiences had of being supported (or not) by mentors, teachers, and coaches to develop Growth Mindset thinking in you. Which statements tripped you up? Why?

### Subtopic 2
One powerful word for growth mindset
WN: List: Three things you cannot do.
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| **Explain why is YET such a powerful word to Growth Mindset?** | **Subtopic 3:** The right message in the right situation  
WN: Notes Make a list of some messages you can deliver about mindset in response to common situations you may face as a mentor | **WN: Goal setting 2**  
Revisit your goals. Record progress and adjustments. |
| **Sept. 25**  
No In-Class meeting | **Reframing Challenges, Failures and Mistakes Take**  
Topic 4: Key Strategy: Reframing Challenges, Failures, and Mistakes  
**Subtopic 1:** What do you think when the going gets tough?  
WN: Quick write--what did your results show on the “When going gets tough” self assessment. Why is that so?  
What life experiences have put you here?  
**Subtopic 2:** The importance of reframing mistakes |   |
<table>
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<tr>
<th>Date</th>
<th>Notes</th>
<th>Activities</th>
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<tr>
<td>Sept. 27</td>
<td></td>
<td>Working with Growth Mindset--Always</td>
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<td>WN: Quick write--When has someone made you see a mistake as a place for individual growth and self deepening?</td>
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<td>WN: Notes</td>
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<td>Complete Topic 5: Additional Tips and Strategies</td>
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<td>Subtopic 3: Using mistakes and failure to your advantage</td>
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<td>WN: Quick write which tip stands out to you as easiest to implement with a mentee? Which one do you feel is most challenging? Why?</td>
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<td>Subtopic 2: Additional resources for mentors</td>
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<td>Watch Dweck Video about Growth Mindset</td>
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<td>WN: Quick write: what stood out to you in the video about getting to YET. Reflect on if YET is part of your natural perspective.</td>
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<td>TC: Initial Meeting- Team Building</td>
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Understanding Other/Mentee

Reflective listening

WN: When you think of “other” what comes to mind?
WN: Quick write a list, an experience.

TC: *The Alchemist*

Take [Listening Awareness Inventory](http://example.com) in class
WN: Quick write reflect on your results

Watch "*The Nail in the Head*"
WN: Quick write- write about a time you’ve experienced being the listener or speaker in the video. What happened? How did you feel?

Read materials
Read “*The Four Attributes of Empathy*” and watch the video
WN: Notes on- definition of empathy, 4 attributes, how do people use empathy to be reflective listeners?

Submit writer’s notebook
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Oct. 16</td>
<td>5 min</td>
<td>Pitfalls of Mentoring: Victim, Villian, Hero</td>
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<tr>
<td>Oct. 18</td>
<td>5 min</td>
<td>The importance of setting boundaries for building compassion and self trust.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pitfalls of Mentoring: Victim, Villian, Hero</td>
</tr>
</tbody>
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**Oct. 16**

**A Ritual to Read to Each Other**

It cannot be the kind of personal I am and I don’t know the kind of person I am. A person to me is by my personal actions and by the lessons I give to the world.

There is no way to stop the mind from racing, racing through the broken piles.

And no plan is a plan but a speculation, speculation from the mind to the heart. The mind is the heart of the soul.

Let it not be a voice, commenting shadow, a mind imparting items to all of us.

But why should a child be the light it cannot see?

For it is important that we become people of love, and so we call for rings for the change back to us when the upship is gone.

---

**“I Am Not I”**

*BY JUAN RAMÓN LIMÉNEZ*

*TRANSLATED BY ROBERT J.***

I am not I.

I am this one walking beside me whom I do not see, whom at times I manage to visit, and whom at other times I forget; who remains calm and silent while I talk, and forgives, gently, when I hate, who walks where I am not, who will remain standing when I die.

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**Oct. 18**

**Developing Empathy**

**Self/Others identities**

**Read Victim, Villain, Hero persona descriptions, 100% Responsibility, and watch “The Drama Triangle”**

WN: Notes

When have you been caught in the drama triangle? How have you been each character on the triangle? What are some strategies to become present? How does mindfulness get you out of it?

**Watch Brene Brown “Boundaries”**

Read “Brene Brown’s formula for self trust”

WN: Quick write

Do you believe people are doing the best they can do? What is difference between compassion and empathy? How do we use boundaries?

**TC: The Alchemist**

Take “Empathy Quiz”

WN: Print results and put in Goals section.

Notes: what suggestions are given for you to develop more empathy

See online notes

**Read “What is Self Identity” “What is otherness” and “Everyone is”**
<table>
<thead>
<tr>
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<th>Oct. 23</th>
<th>Oct. 25</th>
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<td>10</td>
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**Learn it, live it, give it: Q&A**

WN: Notes on differences between self identity and otherness. Quick write: How do these concepts change when we approach the world as everyone being our mirror?

TC: *The Alchemist*

WN: Notes - jot questions and thoughts

**RESEARCH WEEK**

Starbucks meet-up to discuss your projects

1-1 Conferences on Learn it, live it, give it

WN: Goal setting 3
<table>
<thead>
<tr>
<th>Date</th>
<th>Oct. 30</th>
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<tbody>
<tr>
<td>Nov. 1</td>
<td>5 min</td>
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**The Distance**
The distance between us
is holy ground
to be traversed
feet bare
hands raised
in joyous dance
so that once it is
crossed
the tracks of our pilgrimage
shine in the darkness
& light our coming together
in a bright & steady light.
© Rafael Jesús González, 2010

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**11**

“WE HAVE LOST COMMUNITY, CLAN, COSMOS in our culture; when this happens, we are left with a personal psychology devoid of wider cosmology” (Francis Weller).

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<th>Date</th>
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<td>Nov. 1</td>
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Honoring and building communities (home, school, neighborhood)

What makes up community?
Who’s in/who’s out

Read “The complexity of defining community”
WN: Notes- create a visual of the communities of which you are a part at the College of Charleston. Show the overlap and distinct characteristics

TC: New Membership
Discuss group rules and set plan for viewing and reporting

Read “What constitutes community?”
And “What are actions that build community?”
WN: Notes - what are the various components of a community.
Quick write: Write about a time that a group of people built community. What actions did they take to make the community viable and sustaining to its members?

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>12</td>
<td>Fall Break</td>
<td>TC: Movie Discussion 1</td>
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<td></td>
<td>Nov. 8</td>
<td>WN: Goal setting 3</td>
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<tr>
<td></td>
<td>5 min med</td>
<td>Submit writer's notebook</td>
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<tr>
<td>13</td>
<td>Nov. 13</td>
<td>TC: Movie Discussion 2</td>
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<tr>
<td></td>
<td>5 min med</td>
<td>WN: Goal setting 3</td>
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<td></td>
<td>Nov. 15</td>
<td>Submit research project</td>
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“"The idea of community really needs reviving; it has got lost in the idea of institution. Community and person are correlative. No community without persons; no persons without community. Too organized an institutional life tends to stifle both community and personality. Privacy tends to be given to an organizational task. Community is an end in itself, not a means to carry out tasks. Community is ordered to life, as a good in its own right. It is life-centered, person-centered. Hence we should not be too anxious about 'getting anywhere' with community, except that community itself should 'be' and celebrate itself in love. Probably one of the things about it is that it is too simple. We have forgotten how to be that simple." — THOMAS MERTON, "THE SCHOOL OF CHARITY"”

“"The deepest level of communication is not communication but communion. It is useless. It is beyond words, and it is beyond speech, and it is beyond concept. Not that we discover a new unity. My dear brothers and sisters we are already one. But we imagine that we are not. And what we have to recover is our original unity."”

“"Your hand opens and closes, opens and closes. If it were always a fist or always stretched open, you would be paralyzed. Your deepest power is in every small contracting and expanding, the two as beautifully balanced and coordinated as bridges' spans." — Rumi, The Essential Rumi

“"Our perfection does not consist of doing extraordinary things, but to do the ordinary well." — St. Gabriel Possenti"
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 27</td>
<td>5 min</td>
<td>Self evaluation</td>
<td>Take the Living Compass assessment again. Take a screenshot of the Compass results and the numerical results and print them. Compare your results to the one taken in August.</td>
</tr>
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<td></td>
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<td></td>
<td>WN: Goals Reflect on your change and set goals for next semester as your final entry in the goals section of your WN.</td>
</tr>
<tr>
<td>Nov. 29</td>
<td>5 min</td>
<td>Course evaluation</td>
<td>Take the Growth Mindset assessment again.</td>
</tr>
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<td>WN: Goals Reflect on your change over the semester</td>
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<td>Take the Mindfulness Assessment Again. Screenshot your results and print.</td>
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<td></td>
<td>WN: Paste results in Goals Section Reflect on your change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentoring: A community celebration</td>
<td>Sign up to bring a dish to share</td>
</tr>
<tr>
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<td></td>
<td>Submit Writer’s Notebook with Goals 4 Final: Soulfood Playlist</td>
</tr>
</tbody>
</table>
Same same but different
Lands and beliefs separate
But I know
We are watching the same sunset.
I catch the beginning
Colors waltzing
As the sun brushes against
The mountains;
Battling whether or not
I should send you
A message.

Yours is about to disappear
There is an order
In this mess of colors
Clashing into each other;
Disappearing fast
Behind the curtains of the sea
As far as the eyes can see;
Wondering if you will get
A message
From me.

We are thinking
The same thing
Guaranteed our longing will kill
The merit of this moment
When in fact, we alone
Want it tragic.
Hearts aligned
Into the darkness;
Such fools in the process
To believe you and I are that different.