

**Student Development 132:  
Foundations of Effective Tutoring and Mentoring—Level One  
Fall 2014, First Block  
Wednesday, 5:00-6:40 p.m., 3712 HBLL**

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**Textbook:** *The Master Tutor: A Guidebook For More Effective Tutoring*, Ross B. MacDonald, Ph.D. The textbook does not have to be purchased. It will be provided during the first class period and must be turned in at the end of the block with the final.

**Course Purpose:** To fulfill the training requirements for CRLA (College Reading & Learning Association) national tutor certification and to provide a practical background for academic assistance and to teach student tutors how to empower other students with the skills and the confidence needed to succeed academically.

**Course Objectives:** The objectives which follow are indicators of what you should accomplish in this course:

*A. Develop a Tutor Skill set:*

1. Understand the Definitions of Tutoring and tutor responsibilities.
2. Comprehend the Goals of Tutoring and basic tutoring guidelines.
3. Understand the difference between tutoring and teaching and basic tutoring do's and don'ts.
4. Learn to structure a tutoring meeting and methods for successfully beginning and ending a tutor session.
5. Develop your own version of the tutoring cycle.
6. Reflect on your own philosophy of tutoring.
7. Consider ethical issues in tutoring.
8. Apply topics covered in class to practical tutoring experiences throughout the block

*B. Learn to empower other students with the skills and confidence needed to succeed academically:*

1. Understand the factors critical to Academic Success
2. Be a positive role model for the student(s) you tutor
3. Learn about reading techniques
4. Know how to assist a student with a problem with reading
5. Understand the benefits of note-taking
6. Know how to assist a student with a problem with note-taking
7. Be aware of different ways to prepare for tests
8. Learn test taking techniques

**Grading:** Your final grade will be based on attendance, participation, a service-learning experience, a peer tutor evaluation, a reflection essay, and performance on the final exam.

Attendance	10%
Participation	20%
Service-Learning Experience	10%
Peer Tutoring Evaluation	10%
Reflection Essay	10%
Final Exam	40%

The grading scale is as follows:

A 94-100%	B+ 88-89.9%	C+ 78-79.9%	D+ 68-69.9%
A- 90-93.9%	B 84-87.9%	C 74-77.9%	D 64-67.9%
	B- 80-83.9%	C- 70-73.9%	

**Attendance and Participation:** As we only have seven class periods together, attendance at class and participation in class are vital to your success in this class. It is my expectation that students will arrive on time for class, participate in class discussions and activities and complete all class assignments. Failure to do so will adversely affect your grade.

**Service-Learning Experience:** As part of the course, you will be required to tutor someone for one hour each week we have in class. An hour a week equals seven hours of tutoring experience with any given program or population (meaning, you could tutor with BYU's Tutoring Services, or with TOPS, high school student, a roommate, etc... it simply must be seven hours of tutoring experience.) If you have questions as to whether a particular tutoring situation will work, please talk to me—sooner rather than later! You will be asked to report this experience on the final.

**Peer Tutoring Evaluation:** At some point during your tutoring experiences this block, you will need to observe and evaluate another tutor. You will be provided with a peer tutor evaluation form to complete and it should take about one hour. This evaluation is graded either credit or no credit. If you follow the instructions and do the evaluation, you will get full credit. You may turn it in at any time during the block.

**Reflection Essay:** Because your tutoring service this block is part of a service-learning experience, I want to give you the opportunity to reflect on how classroom instruction has been applicable during your practical tutoring experiences. The reflection exercise consists of a 2-page essay (typed, double-spaced), in which you will describe to me how at least one concept we have studied in class has been applicable in your own experience. Do not be too general. Tell me specifically how you have applied what you have learned in class in your practical tutoring experiences. You may turn it in at any time during the block.

**Final Exam:** This is an open-book final which will be administered on Wednesday, 15 Oct 2014 from 5:00 p.m. to 7:00 p.m. in 3712 HBLL. University policy dictates that the final must be given on the designated day and time. Textbooks must be turned in at the end of the final exam.

## **Honor Code Standards**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact **be** your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## **Preventing Sexual Discrimination or Harassment**

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440 WSC).

## **Students with Disabilities**

If you have a disability that may affect your performance in this course, you should get in touch with the University Accessibility Center which provides services for students with disabilities (2170 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

## Class Schedule

<i>Date</i>	<i>Topic/In-Class Discussion</i>	<i>Readings and Assignments Due</i>
3 Sep	Getting acquainted with class members. 10 Keys to Academic Success. Definitions of Tutoring.	<ul style="list-style-type: none"> <li>▪ Know the syllabus and class requirements.</li> </ul>
10 Sep	Goals of Tutoring Difference between tutoring and teaching.	<ul style="list-style-type: none"> <li>▪ Read Chapter 1 <i>The Master Tutor</i> (pp. 2-21).</li> <li>▪ Be prepared to talk to the group about the six goals of tutoring.</li> </ul>
17 Sep	Role plays. Structuring a tutoring meeting. Tutoring Cycle.	<ul style="list-style-type: none"> <li>▪ Read Chapter 2 <i>The Master Tutor</i> (pp. 24-42).</li> <li>▪ Develop your own version of the tutoring cycle to share with the class.</li> </ul>
24 Sep	Reading Skills. SQ3R Reading Technique. Note-taking Skills. Cornell Note-taking system.	<ul style="list-style-type: none"> <li>▪ Read Chapter 3 <i>The Master Tutor</i> (pp. 44-73).</li> </ul>
1 Oct	Test Preparation. Test-Taking Skills. Group and Individual preparation.	<ul style="list-style-type: none"> <li>▪ Come prepared to discuss your experience using the SQ3R reading technique.</li> <li>▪ Turn in copy of the notes from the class in which you used the Cornell note-taking method.</li> </ul>
8 Oct	Ethics of Tutoring. Tutoring Tips.	Read Ethics handout. Prepare for Final Exam.
15 Oct	Final Exam – 5:00 pm to 7:00 pm	<b>Peer tutor evaluation and reflection essay are due if you have not yet handed them in. Text books should be turned in after completing the final.</b>

**NOTE: The procedures and schedules in this course are subject to change in the event of extenuating circumstances.**