

STUDENT DEVELOPMENT 150: **FALL 2008**

COURSE INFORMATION

Course Code:	SD 150 (Ticket # 3573), .5 units
Length of Class:	Sept. 2 nd – Dec. 16 th
Class Place and Time:	Work takes place on-line or in the library
Required Texts:	No text purchase is required; however, students will have to check out books on reserve in the library and view materials on the Learning Center website; in addition, students will be required to sign up for one library workshop (available at a variety of times). If you do wish to purchase the book on your own, here is the book information: <i>The Master Tutor</i> , 2nd Edition, by R. McDonald. Cambridge Stratford, Limited, 2000. Williamsville, New York. ISBN: 0-935-637-27-3. You will also read chapters from <i>The Bedford Guide for Writing Tutors</i> (which you can borrow from the Learning Center).

To add this class: Register in class # 3573, Student Development 150. It is an open-entry class. Enrollment in this class does not guarantee a job, but this class IS required for those who wish to work as tutors. You must meet additional department qualifications to be actually employed (including having at least a 3.0 GPA and being recommended by an instructor). Check with Andy Stires for more information: ext.5330, astires@glendale.edu.

How this class works: This is a self-paced course which operates similar to a guided independent study. Be sure touch base with me regularly to apprise me of your progress through the lessons. Students must complete eight hours of work which consists of the assignments listed in this syllabus (reading, quizzes, writing assignments, the completion of at least one of the Library Research workshops—please let me know when you’ve completed the workshop, and at least one and a half hours of practice/observation in either the Learning Center OR the Math Science Center, which you will arrange with Andy Stires of the Learning Center or the Shogher Baghdasarian of the Math Science Center).

Outcomes to be met in this course:

Students successfully completing this course should be able to do the following:

- ☞ Maintain professional boundaries with students, helping and encouraging them without doing their work for them
- ☞ Promote independent learning in students being tutored
- ☞ Motivate students
- ☞ Work with students who have diverse cultural backgrounds, learning styles, & language limitations
- ☞ Respect individual differences
- ☞ Educate the students being tutored about success-producing study habits and memory techniques
- ☞ Help students break large assignments into manageable tasks
- ☞ Understand specific techniques for tutoring math OR writing
- ☞ Understand the Code of Ethics from National Association of Tutorial Services

INSTRUCTOR INFORMATION

Instructor: DENISE EZELL (Phone: 818-240-1000, ext. 5516); (e-mail: dezell@glendale.edu)
(Office: AD 229 inside the Learning Center, AD 232)

My hours:

	7:30 – 8:30	8:30 – 10	10 – 11	11 – 12	12 – 1	1 – 2	2 – 3	3 – 4	4 – 5	5 – 6	6 – 7
Mon		LC (9:30)	LC	LC	LC	LC	LC	LC	LC	LC	Office
Tues	LC	ENG 102	Office hour	LC	LC						
Wed										By appt	By appt
Thurs	LC	ENG 102	Office hour	LC	LC						
Fri			LC (10:30 - 11)	LC	LC	LC	Office	Office	Office	Office	

(Please call before coming during LC hours since I teach some workshops during those hours.)

GRADING AND COURSE POLICIES

Grading Criteria

Students will receive a passing grade after the following requirements are met:

- ☞ Passing of all quizzes on SD 150 link to Learning Center website passed
- ☞ Completion of one library workshop class
- ☞ Satisfactory completion of two written responses to questions (see below for assignment)
- ☞ Satisfactory completion of observations (with response forms filled out):
 - Tutor observes one tutoring session**
 - Tutor is observed for one tutoring session** (observed by Andy, Maria, Sevada, or Shogher)
 - Tutor is observed for one tutoring session** (observed by Denise)

✎ **ALL OBSERVATIONS MUST BE COMPLETED BY NOVEMBER 26TH** ✎

✎ **ALL OTHER REQUIREMENTS MUST BE COMPLETED BY DECEMBER 10TH** ✎

ACADEMIC MISCONDUCT: Any students involved in academic misconduct (cheating on quizzes, including giving answers and/or copying another's answers, or plagiarizing writing—published or another student's or ANYBODY else's writing but your own—or other work, etc.) will receive one or more of the following responses: the test or paper in question will receive a zero; the student may be removed from the class and receive an F in the course. This conduct will be reported to administration. It will be kept on your record—future incidents may lead to your dismissal from the college.

INCOMPLETES: Incompletes will only be given in case of emergency situations (accident, serious illness, death in the family). Please make every effort to complete this work before the last day of the semester.

ORGANIZATION & PROFESSIONALISM: You are responsible for keeping a copy of your tutor observations, your library completion form, and written assignments. At the end of the semester, if there are questions as to whether you turned in an assignment, you should have a copy of it.

COURSE WORK

Please do the coursework in the order you find it. If you have trouble with any of the websites or quizzes, please let me know. I'll be happy to help you.

Section 1: The Role of the Tutor ~ “*Role of the Tutor*” quiz to be completed by OCT. 3rd

1. Overview ~ “[The Role of a Tutor](#)”
 2. Read Chapter 1 in *The Master Tutor* (on reserve at the circulation desk in the library)
 3. Click on and read this link: [Tutoring Scenarios & Potential Problems](#)
 4. Click on and read this link: [The GCC Learning Center](#)
 5. Read Chapter 2 in *The Master Tutor* (on reserve at the circulation desk in the library)
-

Section 2: Teaching and Learning Strategies ~ “*Learning Styles*” quiz and “*Critical Thinking Quiz*” to be completed by OCT 17th

1. Read Chapter 3 in *The Master Tutor*
2. Diverse Learning Styles ~ Click on and read these links:
 - a) Click on and read this link: [What is your Learning Style?](#)
 - b) Click on and read this link: [Learning Styles](#) (from Three Rivers Community College)
 - c) Click on and read this link: [Tutoring Students with Short Attention Spans](#)
 - d) Click on and read this link: [Tutoring LD Students](#)
3. Success-Producing Study Habits ~ Click on and read these links:
 - a) Click on and read this link: [Study Skill Basics](#)
 - b) Click on and read this link: [SQ3R Study Reading](#)
 - c) Click on and read this link: [What's Wrong with this picture...](#)
 - d) Click on and read this link: [Listening Skills](#)
4. Improving Memory ~ Click on and read these links:
 - a) Click on and read this link: [Improving Your Memory](#)

b) Click on read this link: [Memory and Study Skills](#)

b) Click on and read this link: [Reading and Memory](#)

5. Critical Thinking ~ Click on and read these links:

a) Click on and read this link: [Critical Thinking Skills](#)

Section 3: Tutoring in Specific Areas: Math & Writing ~ “Math Tutoring” quiz and “Writing Tutor” quiz and “Tutors in Subjects Other Than Math and Writing” quiz to be completed by NOV 14th, 2008

TUTORING MATH & SCIENCE (MATH & ALL SCIENCE TUTORS ONLY)

1. Click on and read this link: [Math Tutoring Tips](#)
2. Click on and read this link: [A Summary of "The Science of Scientific Writing"](#)
3. Click on and read this link: [Working with Math Anxiety](#)
4. Click on and read this link: [Math/Science Center](#)

TUTORING WRITING (WRITING TUTORS ONLY)

1. Borrow a copy of *The Bedford Guide for Writing Tutors* from the Learning Center staff and read chapters 2, 4, and 5.
2. Click on and read this link: [“The English Tutor’s FAQs”](#)
3. Click on and read this link: [I’m a Student, I’m a Tutor, and I’m Confused](#)
4. Click on and read this link: [Same Problem, Different Origin](#)
5. Click on and read this link: [“Keep Session Productive, Lone Ranger Style](#)
6. To see the GCC Writing Center website, click on this link: [GCC Writing Center](#)
7. Check out the book *Peer Tutoring* at the reservation desk in the library and read “Working with ESL Writers” (pp. 117 – 126).

For other articles on writing, you can check out more readings in the following journal and newsletter: [Praxis: A Writing Center Journal](#) and [The Dangling Modifier Newsletter](#) (for other writing center issues)

TUTORING CHEMISTRY (CHEMISTRY TUTORS ONLY)

1. Click on and scroll down to “Study Aids for Chemistry,” and browse through various handouts for chemistry tutoring: [Chemistry Handouts](#)
2. Click on and browse through the terms in this website that may be helpful in your tutoring sessions with students: [Chemistry Terms](#)

TUTORING PHILOSOPHY (PHILOSOPHY TUTORS ONLY)

1. Click on and browse through list of terms to determine whether this might be a resource for the students you tutor: [The Internet Encyclopedia of Philosophy](#) (if you click the cursor in the alphabet box, a list will appear).

TUTORING ECONOMICS (ECONOMICS TUTORS ONLY)

1. Click on and browse through list of terms to determine whether this might be a resource for the students you tutor: [Economics Basics](#)

TUTORING PHYSICS (PHYSICS TUTORS ONLY)

1. Click on and browse through list of terms to determine whether this might be a resource for the students you tutor: [Understanding Physics](#)

Section 4: Special Issues in an Educational Environment ~ “*Cultural Sensitivity*” quiz and “*Tutoring Scenarios*” quiz to be completed by NOV. 26th

1. Read Chapter 5 of *The Master Tutor*.
 2. Click on and read this link: [Equal Employment Opportunity Policies at GCC](#)
 3. Click on and read this link: [Cultural Sensitivity in Teaching](#) (Cultural sensitivity)
 4. Click on and read this link: [Code of Ethics from National Association of Tutorial Services](#)
 5. Click on and read this link: [Tutoring Non-traditional Age College Students](#)
 6. Check out the book *ESL Writers* at the reservation desk in the library and read “Insights into Cultural Divides” (pp. 1 – 15).
-

Section 5: Overview of Library Resources ~ *workshop attendance to be completed by DEC. 2nd, 2008*

Students may select from any one of these Library Workshops during the semester:

- ☞ Searching the Online Catalog
- ☞ Locating Journal and Newspaper Articles
- ☞ Research Strategies
- ☞ Internet Essentials
- ☞ Academic Research on the Web
- ☞ Critical Evaluation of Web Resources

Click on this link to see the library workshop schedule: [Library Workshop Schedule](#). Be sure and sign up at the reference desk in the library.

Observations, Meeting Times, and Papers

Meet at least once with Denise (you initiate scheduling the meeting) for about 10 – 15 minutes BEFORE NOV. 3rd, 2008.

✎ ALL OBSERVATIONS MUST BE COMPLETED BY NOVEMBER 26TH ✎

For math observations, talk to Shogher Bagdasarian or Jeremy Talaoc in the Math Science Center at ext. 5362 or by e-mail (shogher@glendale.edu or jtalaoc@glendale.edu)

For other observations, contact Andy Stires in the Tutoring Center (e-mail: astires@glendale.edu or ext. 5330) or Maria Shufeldt in the Writing Center (ext. 5335 or e-mail: shufeldt@glendale.edu).

For observations with Denise, please see Denise within three week of your hire date when you have students scheduled to set up an observation time or e-mail (dezell@glendale@glendale.edu).

After doing your observations, be sure to return the forms to Denise Ezell.

PAPERS DUE by DEC. 5TH! Write a two-page paper (Times New Roman 12-font, double spaced, one-inch margins on all four sides) on the following topic: Discuss your personal struggles in the subject area you tutor (whether math, writing, music, Spanish, or whatever) and explain how you believe that makes you a better tutor or how your personal struggle *could* make you a better tutor.

Some guidelines to remember (adopted from **the National Association of Tutorial Services**)

- ☞ My ultimate tutoring goal is my student's independence. Improving each student's ability to learn is my top priority. Both the student and I will always understand that my role is never to do the student's work. I will guide the student to do his/her own work and to become actively involved as a learner. I count on my student to also be my tutor and teach me ways to do a better job.
- ☞ My major motivation is building the student's self-confidence. Since one of the best ways I can improve learning potential is by building self-confidence, I will interact with each student in ways that foster self-esteem. I will respect each student's personal dignity and accept each individual without judgment. My student will constantly be encouraged but never insulted by false hope or empty flattery. I will strive for a relationship of mutual openness and honesty as I work with students.
- ☞ I will do my best to be punctual and keep appointments, not only out of courtesy but as an example for my students to follow.
- ☞ Good tutoring enables my student to transfer learning from one situation to another.
- ☞ I will strive to use language with each student that is mutually understandable.
- ☞ Each student deserves—and will receive—my total attention during a session.
- ☞ I will not impose my personal value system or learning style on other students.
- ☞ I will freely admit my own learning difficulties and subject areas where I lack expertise and will suggest alternative sources of assistance in those areas if necessary.
- ☞ I will not comment negatively to students on instructors' grading policies, their teaching, or their personality. I will evaluate students' work in terms of the progress they have made during the tutorial rather than in terms of a grade.
- ☞ I will honor the confidentiality of the tutorial relationship so that I maintain students' trust.

REMEMBER ~ THE POINT OF THE CLASS IS TO HELP YOU IMPROVE YOUR TUTORING, SO THE FASTER YOU READ AND RESPOND TO THE MATERIAL IN THIS COURSE, THE SOONER YOU'LL HAVE TOOLS TO MAKE YOU A MORE CONFIDENT AND EFFECTIVE TUTOR.