

STUDENT DEVELOPMENT 150:

SPRING 2013

All enrolled students are required to attend an orientation session, the dates and times for which are posted in the Learning Center (AD 232). Failure to attend an orientation session could result in a permanent drop from the class.

COURSE INFORMATION

Course Code:	SD 150 (Ticket # 3382), .5 units
Length of Class:	February 19 th – June 5 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. Writing tutors 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 # 3382, Student Development 150. It is an open-entry class and 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 course which operates similar to a guided independent study. Be sure to 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, and at least one hour 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). Each student must observe one tutoring session and must be observed at least once while he or she is tutoring. For more information, see highlighted portion below.

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

Attendance Policy: Students must complete the work by the due date or it will not count. Students may not complete quizzes after the deadlines posted below for any reason. Failure to complete the first round of quizzes and assignments by March 13th is grounds for dismissal from the course.

Quiz makeup policy: Quizzes must be completed by the due dates stated in this syllabus.

Students with Disabilities: All students with disabilities requiring accommodations are responsible for making arrangements in a timely manner through the Center for Students with Disabilities.

Electronic device policy: Please turn off cell phones and electronic devices while working in the Learning Center or the CAI Lab. Any student who answers a phone in the lab will be asked to leave.

INSTRUCTOR INFORMATION

Instructor: Shant Shahoian; office phone: 240-1000, ext. 5341; e-mail: shants@glendale.edu; Office Location: Admin. Bldg. Room 229 (Inside the Learning Center, AD 232).

Office Hours ~ Spring 2013

Monday: 8:30-4:00
Tuesday: 8:30-10:30 and 12:15-1:45
Wednesday: 8:30-4:00
Thursday: 8:30-10:30 and 12:15-12:45
Friday: 8:30-1:45

NOTE: I have occasional meetings during these hours, so call ahead before dropping in (just in case).

GRADING AND COURSE POLICIES

Grading Criteria

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

- ☞ Passing of all required quizzes on the SD 150 Moodle site with a score of 75% or higher
- ☞ Satisfactory completion of observations (with response forms filled out):
 - 1) You will observe another tutor and complete an observation form based on your observation. Please ask any staff member for a copy of this observation form before you observe another tutor. You may observe a tutor in ANY discipline because the point of this observation is not to study how another tutor approaches your discipline but how he or she approaches the tutoring process, applies tutoring philosophy, and adheres to the guidelines set forth in this course.
 - 2) You must also be observed by Andy, Michael, Maria, Sevada, Shogher, or me at least once this semester.

Want to pass this course? Just complete this short checklist:

Question	Yes or No
Did I pass the first quiz labeled “The Role of the Tutor” by March 13 th ?	
Did I pass the quiz labeled “Learning Styles” y March 27 th ?	
Did I pass the quizzes for math, writing, or other subject tutors by April 10 th ?	
Did I pass the quizzes labeled “Cultural Sensitivity & Other Issues” and “Tutoring Scenarios” by April 24 th ?	
Was I observed by a faculty member or staff member by May 22 nd ?	
Did I observe another tutor in the Learning Center and submit a report of this observation (report forms are available in the Learning Center) by May 22 nd ?	
If you have answered “Yes” to all of these questions, you pass. If you answered “No” to even one question, you do not pass.	

⚡ ALL OBSERVATIONS MUST BE COMPLETED BY
MAY 22ND ⚡

⚡ ALL OTHER REQUIREMENTS MUST BE
COMPLETED BY MAY 22ND ⚡

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 NC in the course. This conduct will be reported to the administration. It will be kept on your record—future incidents may lead to your dismissal from the college. Obviously, you will be barred from tutoring for the Learning Center or any other center associated with Glendale Community 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 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: Read all of the following materials by *March 13th*. Then, complete the quiz labeled “Role of the Tutor” on the Moodle portal for this course by *March 13th*. This quiz must be completed by ALL tutors in ALL disciplines.

1. Overview: Read all shown links ~ “[The Role of a Tutor](#)” and [Common Mistakes](#)
 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. Familiarize yourself with all the links on this site: [The GCC Learning Center](#)
 5. Read Chapter 2 in *The Master Tutor* (on reserve at the circulation desk in the library)
 6. Complete the quiz labeled “**Role of the Tutor**” by *March 13th*.
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Section 2: Tutoring and Learning Strategies : Read all of the following material by *March 27th*. Then, complete the quiz labeled “Learning Styles” on the Moodle portal for this course by *March 27th*. This quiz must be completed by ALL tutors in ALL disciplines.

1. Read Chapter 3 in *The Master Tutor*
2. Diverse Learning Styles ~ Click on and read these links:
 - a) Click on and take this quiz: [What is your Learning Style?](#)
 - b) Click on and read this link: [Learning Styles](#)
 - c) Click on and read this link: [Tutoring Students with Short Attention Spans](#)
 - d) Click on and read this link: [Tutoring LD Students](#)
 - e) Open to the file on Moodle labeled “Video Library & Kurzweil.” Watch the video labeled “[Hidden Disabilities - A Tutorial for Tutors - no captioning](#)”
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](#)
- b) Click on and study all the links on this page: [Logical Fallacies](#)

6. Complete the quiz labeled “Learning Styles” by **March 27th**.

Section 3: Tutoring in *Specific Areas*: Read *only* those sections that pertain to the subject(s) you tutor. If you tutor students in multiple areas, choose the category to which you dedicate most of your tutoring hours.

Math tutors complete ONE QUIZ in this section.

Other Subject Tutors complete TWO QUIZZES in this section.

Writing Tutors complete THREE QUIZZES in this section.

Math tutors will read all of the selections in their section before completing the quiz labeled “Quiz for Math Tutors” ” on the Moodle portal for this course by **April 10th. Be sure to answer the final question in this quiz completely!**

Writing tutors will read all of the selections in their section before completing the quizzes labeled “Quiz for Writing Tutors” and “Grammar Quiz” on the Moodle portal for this course by **April 10th. (For the Grammar Quiz, you may want to consult the resources I’ve provided on Moodle or a grammar handbook.) Submit your typed responses to me via email or submit a hard copy of your typed quiz to my mailbox in the Learning Center. Writing tutors must also complete the entire unit titled “HOW TO TUTOR READING.” Read all the materials in the unit, watch the video, and finally, take the quiz labeled “How to Tutor Reading Quiz.”**

Those tutors in **all** other disciplines – such as art, Korean, geography, physics, accounting, chemistry, biology, or any other subject that is NOT writing or math – read all of the appropriate sections below. For example, chemistry tutors should read the links under “TUTORING MATH & SCIENCE (MATH & ALL SCIENCE TUTORS ONLY)” and “TUTORING CHEMISTRY (CHEMISTRY TUTORS ONLY).” If there are no sections below that apply to your discipline, skip straight to completing the quizzes. No extra reading is *required* in order to complete the quiz for this section, but the links below – if they pertain to your discipline – may help you improve the quality of the short essay you will write for this quiz. **Center.** Complete the quiz labeled “Tutors in Subjects Other Than Math and Writing” on the Moodle portal for this course by **April 10th**. **Submit your typed responses to me via email or submit a hard copy of your typed quiz to my mailbox in the Learning.** Other subject tutors must also complete the entire unit titled “HOW TO TUTOR READING.” Read all the materials in the unit, watch the video, and finally, take the quiz labeled “How to Tutor Reading Quiz.” Complete BOTH of these quizzes by **April 10th**.

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](#) (Study this link to learn what resources are available in the Math Discover Center. Read each link in the menu on the left.)

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](#)
5. Study the following subjects in a grammar handbook of your choice: comma splice, fragments, capitalization rules, apostrophes, subject-verb agreement, and pronoun-antecedent agreement.
6. To see the GCC Writing Center website, click on this link: [GCC Writing Center](#) (Study this link to learn what resources are available in the Math Discover Center. Read each link in the menu on the left.)
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](#)

Section 4: Special Issues in an Educational Environment: Read all the links below by *April 24th*. Then, complete **two quizzes -- labeled “Cultural Sensitivity & Other Issues” and “Tutoring Scenarios” on the Moodle portal for this course by *April 24th*. Both of these quizzes must be completed by ALL tutors in ALL disciplines.**

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).
7. Complete **two** quizzes -- labeled “Cultural Sensitivity & Other Issues” and “Tutoring Scenarios” by *April 24th*.

Observations, Meeting Times, and Papers:

1) You will observe another tutor and complete an observation form based on your observation. Please ask any staff member for a copy of this observation form before you observe another tutor. You may observe a tutor in ANY discipline because the point of this observation is not to study how another tutor approaches your discipline but how he or she approaches the tutoring process, applies tutoring philosophy, and adheres to the guidelines set forth in this course.

2) You must also be observed by a staff or faculty member in your respective area at least once this semester. Please read the explanation below to learn whom you should contact.

 ALL OBSERVATIONS MUST BE COMPLETED BY
MAY 22ND

Complete observations as early as possible. If you wait too long, staff or faculty may not be available to observe you. Also, fewer students seek tutoring in the final days of the semester.

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

For observations in the Learning Center, please contact the appropriate liaison first. Math tutors, contact Michael Nouh. Writing tutors, contact Maria Shufeldt. Tutors in other subject areas, contact Sevada Avakian. If the appropriate liaison is not available, you can contact another (i.e. writing tutors may be observed by Michael or Sevada if Maria is not available) or you may contact Andy Stires (e-mail: astires@glendale.edu or ext. 5330) or me, Shant (shants@glendale.edu or ext. 5341).

You must also observe another student tutoring and complete a tutor observation form. (Ask Sevada, Michael, Maria, Andy, or me for one of these forms.) After doing your observation, be sure to return the form to me.

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 a vocabulary 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.