

West Virginia University
Agricultural and Extension Education
AgEE 202

SITE-BASED TUTORING
FALL 2008
CRN: 86861

1. Course Information:

Description: Application of models and paradigms of learning in content area through tutoring of individuals and small groups in an assigned public school site.

Level: Undergraduate

PR: Admission to the major, grade of "C" or better in Educational Colloquium.

Credit: 1 credit hour

Time: Must be completed by semester midterm.

2. Instructor:

Dr. Stacy A. Gartin, Professor & Chair

2056 Ag Sci Bldg

The Davis College

Phone: 293-4832 x 4480

Email: sgartin@wvu.edu

3. Course Objectives:

The primary objective of this course is to assist the student in: fostering student independence, stimulate active learning, foster mastery of the content material, and increase self-esteem.

Upon Completion of this course the learner will be able to:

- a. Assist students in becoming independent learners.
- b. Understand the difference between passive and active learning.
- c. Ascertain appropriate subject matter including facts and concepts important for the foundation of learning.
- d. Learn to think critically about topics within the subject matter area.
- e. Increase his/her self-esteem as a result of assisting students in learning how to learn.

4. Course Requirement:

- a. Tutors will be expected to complete and submit the study guide “TUTOR TUTOR” within the first two weeks of the semester.
- b. Tutors will assist in making the appropriate school contacts where they will serve as a tutor.
- c. Tutors will meet with prospective cooperating teacher(s) who they will be assisting to identify the students and subject matter area to be tutored.
- d. Tutors will dress, act and talk as educated professional.
- e. Tutors will be punctual and follow school/teacher policies.
- f. Tutors will spend a minimum of 1-3 hours per day tutoring for a minimum two-three weeks (20-30 hours). *Other arrangements may be made in consultation with Dr. Gartin.*

5. Grading:

Traditional grades (A=90%-100%, B=80%-89%, C=70%-79%, D=60%-69%, F=59% and below) will be assigned in consultation with the cooperating teacher.

6. Assignments and Expectations:

Before you are assigned a tutoring site, the learner must be able to:

- a. Name and discuss the four Goals of tutoring.
- b. Identify and concur with the seven items in the Tutor’s Code of Conduct.
- c. Explain the prompt-response method and identify types of leading questions.
- d. Use techniques identified in the Tutor’s Bag of Tricks.
- e. Discuss the advantages of group (small group) tutoring.
- f. Explain the tutor’s tasks in moving through the 10-step tutoring session.
- g. Prepare a plan for your first tutoring session.
- h. Be aware of common mistakes tutors make.
- i. Be aware of learning skill deficiencies of students.
- j. Be aware of expectations during your tutoring experience.

During your tutoring experience, you will:

- a. Meet the principal and teacher with whom you are going to work under. Observe the class one or two periods to become familiar with the program and the students.
- b. Be a professional. Be present and on time when you say you will be. Dress appropriately for the job/situation. Be a role model for students in every way. Discuss assignments with the teacher and understand your role as tutor. Be prepared!
- c. Maintain a diary of your activities and experiences, noting positive experiences and frustrations.

Upon completion of your tutoring experience, you will:

- a. Write a letter to the instructor who gave you the experience and the principal who allowed you to experience tutoring in his/her school; provide Dr. Gartin with copies of these letters.
- b. Prepare a brief report in which you provide an overview of your experiences, noting successes and frustrations. Part of your grade is based on your report. Your supervising teacher also evaluates your field experience.

Social Justice Statement

“West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class. Please advise me and make appropriate arrangement with Disability Services (293-6700).”

Academic Honesty Statement

All acts of plagiarism, cheating, forgery, misrepresentation, or other dishonest practices will be handled in accordance with official West Virginia University policies.

Grading Ruberic

	Maximum Points for Each Assignment						
	10	25	30	40	50	75	
Knowledge of Subject Matter - Student demonstrated knowledge of subject matter/ concepts included in the assignment.							20%
Excellent	1.8-2.0	4.5-5.0	5.4-6.0	7.2-8.0	9-10	13.5-15	18-20
Above Average	1.6-1.7	4-4.4	4.8-5.3	6.4-7.1	8-8.9	12-13.4	16-17.9
Average	1.4-1.5	3.5-3.9	4.2-4.7	5.6-6.3	7-7.9	10.5-11.9	14-15.9
Below Average	1.2-1.3	3-3.4	3.6-4.1	4.8-5.5	6-6.9	9-10.4	12-13.9
Poor	0-1.1	0-2.9	0-3.5	0-4.7	0-5.9	0-8.9	0-11.9
Application of Subject Matter - Student demonstrated the ability to apply the knowledge of subject matter/concepts to other situations.							30%
Excellent	2.7-3.0	6.75-7.5	8.1-9.0	10.8-12	13.5-15	20.25-22.5	27-30
Above Average	2.4-2.6	6-6.7	7.2-8.0	9.6-10.7	12-13.4	18-20.2	24-26.9
Average	2.1-2.3	5.25-5.9	6.3-7.1	8.4-9.5	10.5-11.9	15.75-17.9	21-23.9
Below Average	1.8-2.0	4.5-5.2	5.4-6.2	7.2-8.3	9-10.4	13.5-15.7	18-20.9
Poor	0-1.7	0-4.4	0-5.3	0-7.1	0-8.9	0-13.4	0-17.9
Appropriate Procedure Followed - Student followed all instructions in completing the assignment.							10%
Excellent	0.9-1	2.25-2.4	2.7-3.0	3.6-4.0	4.5-5.0	6.75-7.5	9-10
Above Average	0.8-.89	2-2.2	2.4-2.6	3.2-3.5	4-4.4	6-6.7	8-8.9
Average	0.7-.79	1.75-1.9	2.1-2.3	2.8-3.1	3.5-3.9	5.25-5.9	7-7.9
Below Average	0.6-.69	1.5-1.7	1.8-2.0	2.4-2.7	3-3.4	4.5-5.2	6-6.9
Poor	0-.59	0-1.4	0-1.7	0-2.3	0-2.9	0-4.4	0-5.9
Organization and Expression – Clarity, Conciseness, Arrangement of Information							10%
Excellent	0.9-1	2.25-2.4	2.7-3.0	3.6-4.0	4.5-5.0	6.75-7.5	9-10
Above Average	0.8-.89	2-2.2	2.4-2.6	3.2-3.5	4-4.4	6-6.7	8-8.9
Average	0.7-.79	1.75-1.9	2.1-2.3	2.8-3.1	3.5-3.9	5.25-5.9	7-7.9
Below Average	0.6-.69	1.5-1.7	1.8-2.0	2.4-2.7	3-3.4	4.5-5.2	6-6.9
Poor	0-.59	0-1.4	0-1.7	0-2.3	0-2.9	0-4.4	0-5.9
Format (Specified Style) – Appropriate Margins, Headings, Figures, Tables, Citations & References, and Correct Style							10%
Excellent	0.9-1	2.25-2.4	2.7-3.0	3.6-4.0	4.5-5.0	6.75-7.5	9-10
Above Average	0.8-.89	2-2.2	2.4-2.6	3.2-3.5	4-4.4	6-6.7	8-8.9
Average	0.7-.79	1.75-1.9	2.1-2.3	2.8-3.1	3.5-3.9	5.25-5.9	7-7.9
Below Average	0.6-.69	1.5-1.7	1.8-2.0	2.4-2.7	3-3.4	4.5-5.2	6-6.9
Poor	0-.59	0-1.4	0-1.7	0-2.3	0-2.9	0-4.4	0-5.9
Grammar and Usage – Correct Punctuation, Spelling, Grammar, and Word Usage							10%
Excellent	0.9-1	2.25-2.4	2.7-3.0	3.6-4.0	4.5-5.0	6.75-7.5	9-10
Above Average	0.8-.89	2-2.2	2.4-2.6	3.2-3.5	4-4.4	6-6.7	8-8.9
Average	0.7-.79	1.75-1.9	2.1-2.3	2.8-3.1	3.5-3.9	5.25-5.9	7-7.9
Below Average	0.6-.69	1.5-1.7	1.8-2.0	2.4-2.7	3-3.4	4.5-5.2	6-6.9
Poor	0-.59	0-1.4	0-1.7	0-2.3	0-2.9	0-4.4	0-5.9
Miscellaneous – Neatness, Adherence to Schedule, Initiative and Originality							10%
Excellent	0.9-1	2.25-2.4	2.7-3.0	3.6-4.0	4.5-5.0	6.75-7.5	9-10
Above Average	0.8-.89	2-2.2	2.4-2.6	3.2-3.5	4-4.4	6-6.7	8-8.9
Average	0.7-.79	1.75-1.9	2.1-2.3	2.8-3.1	3.5-3.9	5.25-5.9	7-7.9
Below Average	0.6-.69	1.5-1.7	1.8-2.0	2.4-2.7	3-3.4	4.5-5.2	6-6.9
Poor	0-.59	0-1.4	0-1.7	0-2.3	0-2.9	0-4.4	0-5.9