

**EDUCATION 301: WORKSHOP IN ACADEMIC SUCCESS STRATEGIES
TUTORING-LEARNING CENTER**

Section 3—Tuesdays: 11:00-11:50

Section 4—Thursdays: 2:00-2:50

Instructor: Megan Sippel, Academic Success Coordinator and Tanya Copas, TIMS Tutor Coordinator

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Office Hours: by appointment, Monday- Friday 9:00-4:00

Education 301 is a one-credit, graded course offered the first eight weeks of the semester. This course is designed for UWSP and UWSP at Wausau Math and Science tutors and will serve as the primary training for these tutors. This is a designated GEP Experiential Learning course. Each of you in this course has two critical qualities in common: your demonstrated ability to succeed in the university classroom and a commitment to helping others succeed.

Week One will include new tutor trainings, staff meetings, and/or group leader trainings. Weeks Two through Eight, classroom instruction takes place, concurrent with group and/or individual tutorials.

ATTENDANCE:

Students must attend class each week and either lead a tutoring group and/or conduct a minimum of four hours of weekly tutorials. Absences: students must inform instructor and make up any missed material.

As this is a Workshop in Academic Success Strategies, classroom and online participation are required. At times you will work in groups, discussing strategies, techniques, and tutorial situations. Tutoring is concurrent to this course, with a minimum of four hours weekly from Weeks Two-Eight (28 hours).

LEARNING OUTCOMES:

- Participants will understand the importance of collaborative learning.
- Participants will promote a greater understanding of course concepts through discussion, review, and practice of course content while enhancing students' study skills and test-taking strategies.
- Participants will acquire through practical experience skills needed to become effective peer educators.

TEXT AND MATERIALS:

- Course readings available on Canvas.

COURSE REQUIREMENTS:

1. *Attendance and Participation.* Attend and engage in all Education 301 sessions. The course is largely seminar-style, which means that you have a major role to play in its success. Participation in class activities and regular attendance is required. Attend weekly sessions.
2. *Tutor.* Four hours weekly are required. Your time in the center begins week two.
3. *Assigned Readings.* Engage with the readings as you read and respond in order to challenge and stimulate your thinking about learning.
4. *Canvas Discussions.* You will post your reply to the discussion prompt on Canvas by Sunday each week as this course is a hybrid course that is both online and in person. You will respond to discussion posts by your classmates before class the following week. Subsequent (in-class) discussions will be based on these posts.
5. *Formal Essay.* Write a final two-page essay, double-spaced, size 12, Times New Roman font, topic to be given in class/on Canvas.

6. LED Talk. This five-minute presentation will require you to engage deeply with a concept and communicate succinctly.

GRADES:

Your grade is based upon the degree to which you successfully complete all six requirements (above).

A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: 59% and below

| Assignment | Point Value & Due Date |
|-----------------------|--|
| Class Attendance | 16, <i>Ongoing throughout the semester</i> |
| Class Participation | 16, <i>Ongoing throughout the semester</i> |
| Canvas Discussions | 12, <i>Ongoing throughout the semester</i> |
| Tutoring 4X/Week | 16, <i>Ongoing throughout the semester</i> |
| Essay | 20, <i>October 15th, In Class</i> |
| LED Talk Presentation | 20, <i>October 22nd, In Class</i> |
| TOTAL Points | 100 |

DISCUSSION:

You will have six discussions throughout the course which take the place of 1 class period per week (you only have 8 class periods for this class!). You must post your reply to the discussion prompt each week by Sunday and reply to at least 1 classmate’s discussion post before class the following week.

- Make an initial contribution of 350 words no later than Sunday night
 - The goal is not merely summarizing what you have learned, but analyzing it, questioning it, comparing it to your and others’ experiences, sharing perspectives and insights.
- Ideally, you would include quotes from readings and/or connections to prior small group discussions or class periods.
- Canvas will give you the option of adding images, video, links and more to your posts. All are encouraged!
- Replying to others is a lot easier if you close your initial contributions with questions for peers. Otherwise, you may find plenty of “I agree,” or “that’s interesting” responses that can be affirming, but do not necessarily create or sustain dialogue.
 - What do you want to learn about their reactions, experiences?
- You should read everything peers post and reply as many times as you feel is necessary to achieve learning goals.

RUBRICS:

A grading rubric is a list of specific and measurable criteria for evaluating course work. Grading rubrics will be provided for assignments as needed, such as your final presentation. Grading rubrics should be viewed prior to beginning work on a graded discussion or assignment, to help guide the successful completion of the task, and again after a grade has been posted to view instructor feedback. This rubric will serve as a framework for our feedback and your performance. Rubrics and more information will be provided for the Final Presentation.

LATE AND MAKE-UP WORK POLICY:

Due to the nature of this course, arrangements for late assignments need to be made with instructors. A point will be deducted for every day it is late.

CLASS CLIMATE & HONORING DIFFERENCE:

The Tutoring-Learning Center strives to honor the uniqueness of all learners. We are dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed.

This course is a Safe Zone for LGBTQ issues and more. We will not condone disrespectful or discriminatory language or behavior. We extend an open-door invitation to all students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let us know. We can address the issue together, confidentially.

As educators, we align our policies and choices with this university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](#).

EXCEPTIONAL NEEDS POLICY:

We are dedicated to accommodating the needs of our students. Equal treatment is not the same as equitable (fair) treatment. Therefore, a course requirement like a deadline may be unfair to you, based on a life event or a disability. If we agree that the requirement is unfair, then we are happy to make an accommodation. Here are some exceptional needs we have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

When reporting a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course, etc.).

We align our policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](#). If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#) and then contact me. If you are unfamiliar or uneasy with this process, please contact me regardless and we'll work through it together.

INTEGRITY POLICY:

We expect you to come to class promptly and regularly, prepared to participate in the activities actively and fully. We expect you to treat me, your colleagues, and anyone else with respect and tolerance. We expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), we expect you to communicate with me and anyone else affected (e.g., colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

We expect you to complete your assignments with integrity. We expect you to give proper credit for anything that is not your original work. We urge you to make intellectual integrity a central part of your professional identity. We align our policy on academic misconduct (e.g., cheating) with the [UWSP Community Bill of Rights and Responsibilities \("UWSP Chapter 14"\)](#).

Lecture materials and recordings for EDUC 301 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record our lectures without our permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Course Schedule

| Date | Due | Class Activities | Instructor |
|-------------|---|--|-------------------|
| Week 1 | | | |
| 09/01/20 | | No Class this Week Tutor Training 08/31/20 and 09/02/20 or 09/03/20 | N/A |
| Week 2 | | | |
| 09/08/20 | Canvas Discussion 1 Due 09/13/20 | Introduction to Tutoring | Tanya |
| Week 3 | | | |
| 09/15/20 | Canvas Discussion 2 Due 09/20/20 | Study Strategies Time Management, Test Taking, and Stress Reduction | Megan |
| Week 4 | | | |
| 09/22/20 | Canvas Discussion 3 Due 09/27/20 | Active Listening | Tanya |
| Week 5 | | | |
| 09/29/20 | Canvas Discussion 4 Due 10/04/20 | Mindset Working with Underprepared learners | Megan |
| Week 6 | | | |
| 10/06/20 | Canvas Discussion 5 Due 10/11/20 | Ethics and Empathy | Tanya |
| Week 7 | | | |
| 10/13/20 | Discussion 6 Due 10/18/20 Final Essay Due 10/18/20 | Bloom's Taxonomy Metacognition | Megan |
| Week 8 | | | |
| 10/20/20 | LED Talk Presentations Due TBD | Presentations | Both! |