

**EDUC 387: Peer Tutoring  
Fall 2019**

**Section 002:** Wednesdays, 5:00-8:00pm, Dey 206

**Instructor:** Sara Brame  
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**Office Hours:** TBD

**Course Prerequisites:** This course is open to students who have completed at least one semester of coursework at UNC and have a GPA of 3.0 or higher. Students who wish to be enrolled should apply through the Learning Center website. Students are selected based on the needs of the tutoring program.

**Course Goals and Key Learning Objectives:** EDUC 387 is a 3-credit hour APPLES service-learning course offered through the Learning Center that gives students the opportunity to explore how learning works and to use their understanding of learning to support their fellow students through peer tutoring. The class meets for an initial three hours of tutor training during the first two weeks of class. Subsequently, the class meets weekly in Dey Hall 206 from 5:00-6:00pm as a class. Tutoring takes place from 6:00-8:00pm in assigned rooms on the second floor of Dey. Assigned readings and written assignments encourage students to reflect on both their own learning habits and strategies and on their peer tutoring experiences. This course is designed to meet three primary objectives:

1. To build students' understanding of how learning works;
2. To expose students to various strategies and study skills that promote learning;
3. To develop students' capacity to support others in their learning through peer tutoring.

**Materials and Resources:**

EDUC 387 Sakai Site

UNC Learning Center website ([learningcenter.unc.edu](http://learningcenter.unc.edu))

Textbooks:

- Barbara Oakley, *A Mind for Numbers: How To Excel at Math and Science (Even If You Flunked Algebra)* (New York: Penguin Group, 2014) — [Available at the Bookstore or online retailers]
- Sandra Yancy McGuire, *Teach Yourself How to Learn: Strategies You Can Use to Ace Any Course at Any Level* (Sterling, VA: Stylus, 2018) — [Available on Sakai]
- Carol S. Dweck, *Mindset: The New Psychology of Success* (New York: Random House, 2006) — [Available on Sakai]

**Grading:** EDUC 387 is a pass/fail course. To earn a Pass, **you must earn an overall average of 75% AND must complete all written assignments as well as the final exam.** Grades are calculated in the following way:

**Self-Assessment:** 10%

**Peer Observation:** 10%

**Essays:** 25%

**Reflection Papers:** 15%

**Participation/Tutor Performance/Classwork:** 10%

**Quizzes:** 10%

**Final Exam:** 20%

**Late Work:** Most written assignments are due the day of class before 5:00 pm. Turning in your work on time is part of modeling academic responsibility. Please pay attention to due dates for assignments. If you have extenuating circumstances that prevent you from completing an assignment on time, please request an extension in advance. Late submissions from students without approved extension requests cannot earn an A. Work that is more than 1 week past the due date will not be accepted.

**Reflection Papers (Personal Learning History, Metacognition Questions, and Time Management) and Essays (Tutoring Philosophy and Studying and Learning Strategies Essay):** Over the course of the semester, you'll complete short reflections, longer essays, and a peer observation assignment that ask you to consider the

course readings, your peer tutoring experience, and your own learning experiences. These assignments are your opportunity to engage critically with the central ideas of the course and to reflect on and improve your own learning and tutoring practices. Specific requirements for each reflection will be made available on the Assignments tab on Sakai. **Each assignment should be uploaded to Sakai, and a paper copy should be submitted in-class the same day.**

**Quizzes:** Quizzes are designed to ensure that you are keeping up with the course readings, to help you check your understanding of course content, and, as you will learn in this class, to help you learn. Dates of some quizzes are noted in the course schedule, but there might also be unscheduled pop quizzes. If you have more than one absence and those absences correspond to quiz days, you may only make up **ONE** quiz.

**Classwork:** Classwork includes group and individual assignments completed in class and assignments completed between classes other than major written assignments. These assignments might not be included on the syllabus, but you will be given clear instructions for completing them. These assignments are generally short tasks that ask you to reinforce what you have learned or to prepare for the next week's class discussion. If you miss a class meeting, be sure to check whether there are assignments you'll need to complete before the next week.

**Final Exam:** The final exam for this course will be held on Thursday, December 12<sup>th</sup> at 8:00am. University policy requires you to take the final exam at the time scheduled for your section of EDUC 387 unless you have an [official exam excuse](#). If you have 3 exams within 24 hours or another exam scheduled for the same time, please let your instructor know as soon as possible. **Note: The university does not recognize personal travel plans as an exam excuse, so please plan accordingly.** More details about final exam content will be provided.

**Participation/Tutor Performance:** Your participation grade includes your active engagement in initial tutor training and in class meetings over the course of the semester. To earn a passing grade in participation, you should:

- Fully participate in group activities and small group discussions. Not all students are comfortable speaking in a large class, but you are encouraged to do so! All students will have ample opportunity to contribute in small groups.
- Be respectful of your peers and instructors during class activities.
- Stay on task and avoid using your phones and computers for tasks unrelated to class.

**Attendance:** Your attendance is essential. The success of the peer tutoring program depends on tutors being present and prepared to help the students we serve each week, and you must be present to do so. You are permitted **ONE** absence over the course of the semester. Students who miss more than one class meeting may fail the course. Please let your instructor know as soon as possible if you are unable to make it to class. **You may not use your absence during the first two weeks of class.** Reasonable accommodations may be made on a case-by-case basis for absences after the first. If you have more than one absence and those absences correspond to quiz days, you may only make up **ONE** quiz.

**Tutoring Performance:** Each of you comes to this class with varying levels of experience tutoring and teaching and various levels of knowledge in your discipline. We ask that you all approach tutoring with a growth mindset and the understanding that everyone, no matter how skilled or experienced, can improve as a tutor. To earn a passing grade for tutor performance, you should:

- Make a sincere effort to follow the tutoring model as taught during training. Tutors who do not attempt to follow the model will be taken off the tutoring list and asked to observe other tutors until they can demonstrate an understanding of expectations.
- Review course content as necessary for the classes you are supporting to help ensure that you are prepared to help students who come in for tutoring.
- Be open to constructive feedback and make improvements based on instructor recommendations.

- Be respectful of students and your fellow tutors in your tutoring rooms and follow guidelines regarding maintaining your tutoring spaces.
- Have each student fill out an evaluation at the end of the tutoring session. All tutors should have evaluations completed for at least 75% of your sessions (but ideally 100%!).

Students who are not fulfilling the above requirements will be invited to discuss their performance with the instructor before the semester midpoint.

### Other Policies and Resources

**Honor Code:** As tutors, you are role models for the students you work with. You are expected to uphold the highest standards of academic integrity both in your tutoring sessions and in your work for this course. Please note: **tutors are not allowed to work directly with students on assignments that are to be turned in for credit.** Students may show you their assignment and discuss difficulties completing it, and you may work similar problems or review the concepts they need to complete their assignment. Further instructions on helping students with course assignments will be provided in training. If you have questions about these policies, your instructor is always happy to answer them.

The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student, are outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code are expected.

**The Learning and Writing Centers:** As tutors, you represent the Learning Center and should familiarize yourself with the services offered by the Learning Center and Writing Center so that you can share relevant information with students. The best way to speak confidently about our services is to take advantage of them for yourself! The Learning Center offers academic coaching, drop-in and appointment peer tutoring, STEM support programs, and workshops throughout the semester; the Writing Center offers online and in-person writing coaching as well as writing workshops. Go to [learningcenter.unc.edu](http://learningcenter.unc.edu) and [writingcenter.unc.edu](http://writingcenter.unc.edu) for more information and to make an appointment or register for an event.

**Accommodations:** The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, call 919-962-8300 or email [accessibility@unc.edu](mailto:accessibility@unc.edu). Please contact ARS as early in the semester as possible.

## Course Calendar

Readings and assignments listed on class dates must be completed **before** class. Major due dates are highlighted in yellow. The instructor reserves the right to make changes to the syllabus, including assignment due dates. These changes will be announced as early as possible.

Date	Topic	Assignments/Readings
<b>Week 1: Aug 19<sup>th</sup> -Aug 23<sup>rd</sup></b> (T Aug 20/ <b>W Aug 21</b> /Th Aug 22)	Introduction to Peer Tutoring and the Learning Center	
<b>Week 2: Aug 26<sup>th</sup>-30<sup>th</sup></b> (T Aug 27/ <b>W Aug 28</b> /Th Aug 29)	Active Listening + Beginning and Ending a Session	<b>Before class, 5:00 pm: Personal Learning History</b>
<b>Week 3: Sept 02<sup>nd</sup>-Sept 06<sup>th</sup></b> (T Sept 03/ <b>W Sept 04</b> /Th Sept 05)	Tutoring Policies and Procedures:	Read: Policies and Procedures In-class Quiz
<b>Week 4: Sept 09<sup>th</sup>-13<sup>th</sup></b> (T Sept 10/ <b>W Sept 11</b> /Th Sept 12)	Metacognition and Critical Thinking	Read: McGuire, Chps. 3 and 4 (Sakai), Bloom's Taxonomy handout, and Study Cycle handout <b>Before class, 5:00pm: Metacognition Questions</b>
<b>Week 5: Sept 16<sup>th</sup>-20<sup>th</sup></b> (T Sept 17/ <b>W Sept 18</b> /Th Sept 19)	Difficult Tutoring Situations	
<b>Week 6: Sept 23<sup>rd</sup>-27<sup>th</sup></b> (T Sept 24/ <b>W Sept 25</b> /Th Sept 26)	Peer Observation Overview and Practice	<b>Before class, 5:00 pm: Self-Assessment</b>
<b>Week 7: Sept 30<sup>th</sup>-Oct 04<sup>th</sup></b> (T Oct 01/ <b>W Oct 02</b> /Th Oct 03)	Growth Mindset	Read: Dweck, Chps 1 and 3 (Sakai) Watch: <a href="#">Growth Mindset video</a> (LC Website) <b>Before class, 5:00 pm: Peer Observation for those completed previous week</b> In-class Quiz
<b>Week 8: Oct 07<sup>th</sup> -11<sup>th</sup></b> (T Oct 08/ <b>W Oct 09</b> /Th Oct 10)	Resources and Referrals	<b>Before class, 5:00 pm: Peer Observation for those completed previous week</b>
<b>Week 9: Oct 14<sup>th</sup>-17<sup>th</sup></b> (T Oct 15/ <b>W Oct 16</b> /Th Oct 17)	<b>NO CLASS (FALL BREAK)</b>	
<b>Week 10: Oct 21<sup>st</sup>-25<sup>th</sup></b> (T Oct 22/ <b>W Oct 23</b> /Th Oct 24)	How Learning Works	Read: Oakley, Chps 1-4 and 7 <b>Before class, 5:00 pm: Tutoring Philosophy Essay</b> In-class Quiz
<b>Week 11: Oct 28<sup>th</sup>-Nov 01<sup>st</sup></b> (T Oct 29/ <b>W Oct 30</b> /Th Oct 31)	Time Management	Read: Oakley, Chps 5-6 and 8-9 Watch: <a href="#">Time Management and Smart Goals video</a> (LC Website)

<b>Week 12: Nov 04<sup>th</sup>-Nov 08<sup>th</sup></b> (T Nov 05/ <b>W Nov 06</b> /Th Nov 07)	<b>Metacognitive Study Strategies</b>	<b>Read:</b> Oakley Chps 10–11; <a href="#">Metacognitive Study Strategies handout</a> <b>Watch:</b> Studying 101 <a href="#">video</a> <b>Before class, 5:00 pm: Time Management Assignment</b> <b>In-class Quiz</b>
<b>Week 13: Nov 11<sup>th</sup> -Nov 15<sup>th</sup></b> (T Nov 12/ <b>W Nov 13</b> /Th Nov 14)	<b>Testing</b>	<b>Read:</b> Oakley, Chps 16–17 <b>Watch:</b> <a href="#">Preparing for an Exam video</a> <b>In-class Quiz</b>
<b>Week 14: Nov 18<sup>th</sup>-22<sup>nd</sup></b> (T Nov 19/ <b>W Nov 20</b> /Th Nov 21)	<b>Creating Effective Study Guides</b>	Bring to class: Materials (syllabus, textbook, old exams, etc.) to create a study guide for one of your classes (Do <b>not</b> choose one in which a study guide is provided!) <b>Before class, 5:00 pm: Studying and Learning Strategies Essay</b>
<b>Week 15: Nov 25<sup>th</sup>-29<sup>th</sup></b> (T Nov 26/ <b>W Nov 27</b> /Th Nov 28)	<b><u>NO CLASS (THANKSGIVING BREAK)</u></b>	
<b>Week 16: Dec 02<sup>nd</sup>-06<sup>th</sup></b> (T Dec 03/ <b>W Dec 04</b> /Th Dec 05)	<b>Reflecting on Tutoring</b>	
<b>Final Exam: Thursday, December 12th, 8:00 AM</b>		