

COURSE SYLLABUS
Murray State University

DEPARTMENT: Early Childhood and Elementary Education

COURSE NUMBER: EDU 106

CREDIT HOURS: 3

- I. TITLE:** Tutoring and Mentoring in Schools

- II. COURSE DESCRIPTION:** This elective course is intended to provide a collegiate level service learning experience for high school students who wish to provide service to their school or district in the form of tutoring or mentoring student. This course will also provide experiences for high school students interested in pursuing teacher education or other human service oriented careers. The course will include training in basic techniques of tutoring in a number of academic areas. The course may also provide techniques for peer mentoring for students who would benefit from support for the academic, social, or psychological aspects of the school experience. The course will include a minimum of 22 hours of tutoring or mentoring experiences.

- III. PURPOSE:** This course is intended to provide a collegiate level service learning experiences for high school students who which to provide serve to their school or district in the form of tutoring and mentoring as well as to provide experiences for high school students interested in pursuing teacher education or other human service oriented careers.

- IV. COURSE OBJECTIVES:** Class activities will be focused on the attainment of course objectives listed below. As a result of participation in this class students will
 - A. recognize the behavior of ethical peer interactions with respect to students' rights to privacy, appropriate discussion topics and information sharing, and guidelines for when student talk or behavior should be shared with a school authority;
 - B. study and practice the basic skills and techniques of peer tutoring;
 - C. review and role play the skills and techniques of peer mentoring;
 - D. locate resources for tutoring and mentoring that meet student instructional needs;
 - E. identify simple assessment techniques to provide feedback and information about student progress;
 - F. keep accurate and detailed records of tutoring and mentoring sessions;
 - G. write reflections to self-evaluate tutoring and mentoring skills;
 - H. complete a debriefing session of tutoring or mentoring sessions; and
 - I. successfully complete 22 hours of field experiences.

- V. CONTENT OUTLINE:**
 - A. Ethics for interaction with peers including confidentiality, appropriate behavior and topics for discussion, guidelines for referring student to a teacher or counselor

- B. Basics skills and techniques for tutoring students
- C. Basic skills and techniques for mentoring peers
- D. Location and use of resources for tutoring and mentoring including the internet, Kentucky Virtual Library, textbooks, Plato, school library, etc.
- E. Use of assessment instruments to track progress and document student learning
- F. Techniques of record taking or note making to document student tutoring or mentoring sessions
- G. Guidelines for writing reflections as self assessment to provide insight into developing skills as a tutor or mentor
- H. Final debriefing, discussion and reflection on learning resulting from the tutoring/mentoring experience

VI. INSTRUCTIONAL ACTIVITIES:

Lecture; Discussion; Reflection; Performance; Investigation (of methods and materials)

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students will tutor or mentor PK-12 peers for a minimum of 22 hours.

VIII. RESOURCES:

High school Media Centers; MSU Waterfield Library; Kentucky Department of Education Resources; Kentucky Virtual Library; and current websites and online resources in the field.

IX. GRADING PROCEDURES:

Grades are determined by tests and performance (course knowledge, reflections, record keeping). Course knowledge consisting of confidentiality requirements, ethical behavior, basic tutoring and mentoring skills and other guidelines for behavior will be tested. Students are also accountable for keeping records of their sessions, for using appropriate resources, and for writing reflections about their growth in skills and the quality of their tutoring/mentoring. Grades will be awarded for performance in accordance with the following grading scale:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	E

The grading scale for high school credit may adhere to the school district's policy.

X. ATTENDANCE POLICY:

This course adheres to the attendance policy stated in the current MSU *Undergraduate Bulletin*. This course will also adhere to the attendance policy of the individual school or district.

XI. ACADEMIC HONESTY POLICY:

The course adheres to the academic honesty policy stated in the current MSU *Undergraduate Bulletin*.

XII. TEXT AND REFERENCES:

None

XIII. PREREQUISITES:

None

XIV. NON-DISCRIMINATION POLICY STATEMENT:

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