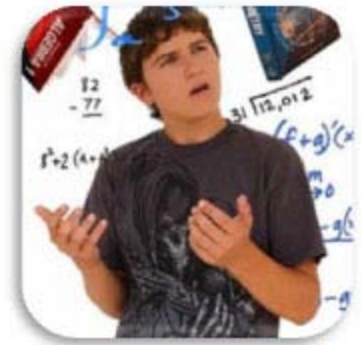


# Math and Statistics Tutor Training

MGT 2160 – Spring 2010



*If people do not believe that mathematics is simple, it is only because they do not realize how complicated life is.*

John von Neumann

**Class:** Friday 2:00-3:15  
**Room:** LIB 305  
**Instructor:** Dennis Kohler  
**Office Hours:** By Appointment  
Academic Resource Center – TSC 305  
**E-Mail:** dennis.kohler@usu.edu  
**Phone:** 797-0215

**Required Text:** A course packet will be provided to you

## Course Description

MHR 2160 is designed with lectures, training videos, in-class discussions, active learning activities, writing and skills assignments, faculty presentations, and tutor observations. Throughout this course, peer academic tutors assess and develop their knowledge of the learning process, tutoring skills, techniques, and personal learning strategies, and interpersonal and communication skills. Tutors are encouraged to work together and support each other as they gain tutoring expertise.

## Certification

Tutors who successfully complete all of the requirements for this course with a grade of B or higher will earn Level II Advanced Tutor Certification through the College Reading and Learning Association (CRLA).

## Prerequisites

To enroll in this course, a student must be hired as an academic tutor by a Utah State department, tutoring regularly at least four hours per week

## Class attendance

To meet the CRLA Level II Advanced Tutor Certification requirements, students must have a minimum of twenty hours of class instruction. This instruction will be provided through face-to-face instruction, as well as through readings and assignments outside of class. Class attendance is mandatory. If illness or an emergency requires a student to miss class, he/she must discuss with the instructor how to make up the missed class time and instruction.

## Course Assignments

Reading and Skill Application Assignments: 300 points

You must read all assigned text and complete all Skill Application Assignments in the Course Packet. The assignments supplement in-class instruction, requiring you apply and reflect on the concepts, strategies, and theory presented during class and in the assigned reading.

Self-Evaluation, Individual Plan For Improvement, Progress Checks, Final Analysis: 50 points

You must complete a Self-Evaluation, an Individual Plan For Improvement, two follow-up Progress Checks, and a Final Analysis of your Plan for Improvement. These assignments will help you identify and focus on tutoring skills that you want to strengthen and improve.

**Observation and Feedback Meeting: 50 points**

All tutors are observed and evaluated at least once each semester by your instructor, followed by a feedback meeting where the results are shared and discussed.

**Skills Demonstration: 50 points**

All tutors are required to select one content area for discussion and present in class. Presentation will include analysis of observation by tutors and instructor. Focus will be on continued education as well as good practices for tutoring.

**Tutor Shadowing/Observation 50 points.**

Tutors will observe experienced tutors and report back with specific actionable goals to improve individual tutoring. These observations may be conducted during regular lab hours.

**Course Grades**

Requirements	Points
Reading & Skill Application Assignments	300
Self-Evaluation, Plan for Improvement, Progress Checks, Final Analysis	50
Observation and Feedback Meeting	50
Skills Demonstration	50
Tutor Shadowing/Observation 50 points.	50

Points	Percent	Grade
475-500	95-100%	A
450-474	90-94%	A-
435-449	87-89%	B+
415-434	83-86%	B
0-414	< 82%	Not passing

**Disability Statement:**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

## Tentative Course Calendar

Date	Topic	Reading	Assignment
Week 1 1/21	Get Acquainted, Syllabus Review, Purpose of Class, Drop-in center procedures	1-7	
Week 2 1/28	Tutor/Student Roles, Responsibilities, and Relationships	1-26	
Week 3 2/4	Tutor Goals and Plans for Improvement The Tutoring Process	35-48	29, 30-31, 43-48
Week 4 2/11	Learning Styles, University Resources	49-66	53, 57, 63
Week 5 2/18	Active Listening Skills Communication Skills w/ Counseling Center guest speaker	67-78	72, 76, 77
Week 6 2/25	Questioning Techniques Learning Levels, Blooms and Six Facets (Categorize sample assignment according to Blooms and Six Facets) Strategies for error analysis and correction	79-84	29, 32, 84 Tutor observation 1
Week 7 3/4	Effective Problem Solving, effective tutoring techniques and strategies Story problems, business math w/ Refresher	85-88	87-88
Week 8 1/21	Student Beliefs About Learning (epistemology) Plagiarism case study	89-98	29, 32, 94-98
Week 9 3/18	Test Preparation and Study Strategies	99-118	106, 117-118 Tutor observation 2
Week 10 3/25	Math Anxiety and Stress Management (cognitive behavior model, relaxation techniques)	119-130	124, 130
Week 11 4/1	Math and Stats Refresher -- Boards		
Week 12 11/19	Working with Diverse Learners Inclusion Exercise/Discussion Sexual Harassment Prevention Training	131-148	133, 136, 137, 140, 147-148
Week 13 4/8	(Possible Sexual Harassment Prevention training) Course Evaluations Certifications Awarded		