

**COURSE OUTLINE Spring 2020**  
**EDUCATION 301: WORKSHOP IN ACADEMIC SUCCESS STRATEGIES**

**TUTORING-LEARNING CENTER**  
Section 1--Tuesdays: 11:00-11:50  
Section 3--Thursdays: 2:00-2:50

Instructor: Tanya Copas, Tutoring in Math and Science Coordinator  
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Office Hours: by appointment, Monday- Friday 9:00-5:00

Education 301 (Sections 1 & 3) is a one-credit, graded course offered the first eight weeks of the semester. This course is designed for UWSP Tutoring in Math and Science (TIMS) Tutors, Math Room Tutors, MathPad Tutors, and Technology Tutors and will serve as the primary training for TIMS Tutors. This is a designated GEP Experiential Learning course.

Week One will include new tutor trainings, staff meetings, and/or group leader trainings. Weeks Two through Eight, Education 301 specific 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 participation is required. At times students 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.

**COURSE REQUIREMENTS**

1. Attend weekly sessions.
2. Contribute actively in class.
3. Tutor.
4. Complete weekly reflective writing, topic to be given in class. Reflections are to be turned in *by the beginning of the next class period*.
5. Write a final two-page summary paper, topic to be given in class.

## **GRADES**


Your grade will be based upon the degree to which you successfully complete all of the five requirements listed above.

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

## **CLASS CLIMATE & HONORING DIFFERENCE**



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

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

As a teacher, I align my policies and choices with my university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](#) .

## **EXCEPTIONAL NEEDS POLICY**


I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. Here are some exceptional needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

As a teacher, I align my 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're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together.

When contacting me about 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).

## **INTEGRITY POLICY**

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I 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), I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

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