

GEN ST 350B:  
OMA&D High school Tutor/Mentor  
Program Course Syllabus

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Office Hours: Dr. Gallardo: By appointment

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Office: 171 Mary Gates Hall, Center for Experiential Learning and Diversity

Course Website: <http://depts.washington.edu/uwtutors>

## COURSE DESCRIPTION

This course provides an introduction to tutoring and mentoring high school students. You will learn about yourself, different learning and communication styles, and working with diverse students. This tutor/mentor program sends University of Washington students to local high schools to work as tutors, mentors, and classroom assistants to support the schools in improving retention and ultimately college admissions rates. The combination of the course work and tutoring/mentoring experience allow you to explore the successes and challenges in public education.

## COURSE OBJECTIVES

- Engage in self-reflection as a backdrop to a tutoring/mentoring practicum experience.
- Provide an opportunity for critical reflection and inquiry about what it means to teach in diverse settings.
- Challenge and refine your own personal philosophies about teaching and learning.
- Be able to articulate the personal development resulting from the tutor/mentor experience.

## ASSIGNMENTS

**Participation** – Be courteous and show up for your scheduled volunteer hours on time.

**Tutoring/Mentoring Log** – Keep a log of your volunteer hours to be signed by your school site coordinator and turned in at the end of the quarter. The log should include: Full Name, Student No., Quarter and Year, Tutoring/Mentoring Site, Site Coordinator Contact Info, Dates and Hours completed, a signature line for both you and the site coordinator, there is a sample log on the website.

**Reflection Papers** – A 1 to 2 page reflection on the assigned reading(s) for that week. Include responses to the following questions in your reflection: Why is the topic important? How can learning more about this topic benefit the education system? What is something that stood out and you would like to learn more about? You also have the option of finding your own article, just be sure to submit a copy of the article along with your paper. Please submit reflection papers via email to [uwtutors@uw.edu](mailto:uwtutors@uw.edu) by the **following Monday unless otherwise posted**.

**Final Paper** – You are required to write a final paper for this course. The paper length is dependent on the number of credits for which you are registered. Be prepared to submit your paper, hard copy or electronically, by the **last day of instruction – Friday, June 2, 2016 by 5:00 pm**. Late papers will be subject to a penalty. Paper components include a cover page, introduction, body, conclusion, and reference page. It is not enough to summarize or to narrate your experience. You need to analyze the meaning of the experience and explain its significance. A large part of your paper should contain analysis.

**Journal (optional)** – You are encouraged to keep a journal. The space proves valuable to record any challenges, inspirations, or stories that have come up for you including reactions, comments, or thoughts you would like to include in your reflections or final paper.

## READINGS

Readings will be available on the class Catalyst website. You are strongly encouraged to seek out additional articles, books related to tutoring and mentoring.

<https://catalyst.uw.edu/workspace/uwtutors/25095/>

## COURSE GRADING

GS350B is a credit/no credit class. You must complete your scheduled volunteer hours according to the number of credits you are registered for and submit; Tutor/Mentor Log, Reflection Papers and Final Paper to receive credit.

***Participation/Volunteer hours (30%)***

***Tutor/Mentor Log (5%)***

***Reflection Papers (5%)***

***Final Paper (60%)***

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## ACADEMIC HONESTY & PLAGIARISM

Plagiarism is a serious academic offense. You should not use someone else's words or ideas without citing your source and giving them credit. Any act of plagiarism will not be tolerated and will be turned over to the Dean's Representative for Academic Conduct and may result in a failing grade. For further explanation of university policy about what constitutes academic misconduct, please consult the cited website <http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>.

The key to avoiding plagiarism is that you show clearly where your own thinking ends and someone else's begins. There are a number of citation guides including MLA, APA, etc. that can be of great service if you have questions, please visit any of the writing centers on campus or come see us.

## DISABILITIES ACCOMODATIONS

*The University of Washington is committed to providing access and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information or to request disability accommodation contact:*

*Disability Resources for Students (Seattle campus, matriculated students) at (206) 543-8924/V, (206) 543-8925/TTY, (206) 616-8379 (FAX), or e-mail at [uwdss@u.washington.edu](mailto:uwdss@u.washington.edu)*

**READINGS SCHEDULE (note if this IS NOT the first time you are taking this course then you MUST research new articles to read. Be sure to include them (w/a link) with your reflection papers)**

<p>April 3, 2017 <i>Benefits</i></p>	<p><b>Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review</b> David L. DuBois,<sup>1</sup> Bruce E. Holloway, Jeffrey C. Valentine, and Harris Cooper</p>	<p><b>Due Monday 4/10/2017</b> via catalyst</p>
	<p>University of Missouri at Columbia <i>American Journal of Community Psychology, Vol. 30, No. 2, April 2002 (©C 2002)</i></p> <p><b>Roles, Risks, and Benefits of Peer Mentoring Relationships in Higher Education</b> Janet W. Colvin and Marinda Ashman <i>Mentoring &amp; Tutoring: Partnership in Learning</i> Vol. 18, No. 2, May 2010, 121–13</p>	
<p>April 17, 2017 <i>Learning Styles</i></p>	<p><b>The Relationship between Learning Styles/Multiple Intelligences and Academic Achievement of High School Students</b> Rebecca Finley Snyder <i>The High School Journal</i> Vol. 83, No. 2 (Dec. 1999 - Jan., 2000), pp. 11-20</p> <p><b>An Investigation of Learning Styles and Perceived Academic Achievement for High School Students</b> Doris B. Matthews <i>The Clearing House</i> Vol. 69, No. 4 (Mar. - Apr., 1996), pp. 249-254</p>	<p><b>Due Monday 4/24/2017</b> via catalyst</p>
<p>May 1, 2017 <i>Diversity</i></p>	<p><b>English Language Learners: Developing Literacy in Second-Language Learners--Report of the National Literacy Panel on Language-Minority Children and Youth</b> Journal of Literacy Research : A publication of the Literacy Research Association December 1, 2009 41: 432-452</p> <p><b>Linguistic Diversity, Access, and Risk</b> Review of Research in Education March 1, 2009 33: 272-282</p>	<p><b>Due Monday 5/8/2017</b> via catalyst</p>
<p>May 15, 2017 <i>Importance, Influences</i></p>	<p><b>Peer Tutoring and Mentoring as a Drop-Out Prevention Strategy</b> Susan B. Turkel and Theodore Abramson <i>The Clearing House</i></p> <p><b>Home Influence on School Learning: Direct and Indirect Effects of Parental Involvement on High School Grades</b> Paul G. Fehrmann, Timothy Z. Keith and Thomas M. Reimers <i>The Journal of Educational Research</i> Vol. 80, No. 6 (Jul. - Aug., 1987), pp. 330-337</p>	<p><b>Due Monday 5/22/2017</b> via catalyst</p>

May 29, 2016	<b>Final Paper due</b>	<b>Due Friday by 5 pm 6/2/17 via catalyst</b>
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