



*Division of*  
**UNDERGRADUATE STUDIES**  
*Academic Center for Excellence*

## Spring 2017 Course Syllabus

### A. Course Prefix, Title and Credits

SLS3717: Peer Tutoring, 1 Credit  
Mondays, 3:35 PM - 4:50 PM, WJB G039

Instructor: Dr. Courtney Barry  
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Office hours: Wednesdays 4pm-5pm or by appointment

The *Liberal Studies for the 21st Century Program* at Florida State University builds an educational foundation that will enable FSU graduates to thrive intellectually and materially and to engage critically and effectively in their communities. In this way your Liberal Studies courses provide a comprehensive intellectual foundation and transformative educational experience. This course has been approved as a Liberal Studies **Formative Experience** and is thus designed to help you use and develop knowledge by engaging in a hands-on experience outside of the classroom.

### B. Prerequisites or Co-requisites

None

### C. Objectives/Description

This one credit course is designed as a learning opportunity for any student interested in exposure to issues regarding targeted learning assistance. This course provides training in various areas related to peer tutoring for both group and individual tutoring and is applicable across disciplines. Course content will be analyzed through the exploration of contemporary theory, group activities, readings, lectures, class discussions and online assignments. Critical inquiry, tutoring 'best practices,' and service learning will play important roles throughout the semester.

By the end of this course, it is expected that you will be able to:

- Demonstrate communication competencies
- Identify basic learning styles
- Identify appropriate study skills needed
- Demonstrate ability to maintain accurate log sheets for tutee.
- Demonstrate active listening techniques needed for tutoring sessions
- Demonstrate knowledge of FERPA and confidentiality
- Demonstrate knowledge of Ethics/ Sexual Harassment/Academic honor policy as they relate to tutoring
- Demonstrate the appropriate way to begin and end tutoring session
- Demonstrate knowledge about intercultural communication
- Demonstrate knowledge regarding tutoring students with disabilities
- Identify appropriate referral skills

#### **D. Required Texts, Readings, and/or other Resources**

Lipsky, S. A. (2011). *A training guide for college tutors and peer educators*. Boston, MA: Pearson Education Inc.

#### **E. Topical Course Outline**

##### Module 1: Introductions

- Syllabus review
- Course expectations

##### Module 2: What is a Tutor?

- New Tutor Activity
- Definition of a Tutor
- Peer Education: Expectations and Goals
- Various Tutor Roles
- Expanding the Tutoring Cycle

##### Module 3: Basic Tutoring Guidelines

- Dos and Don'ts in Peer Education
- Components of the Tutoring Session
- Ingredients for a Good Tutoring Session
- Closing/Ending a Session

##### Module 4: Study Skill Presentation

- Helping Skills
- Group Discussion
- Basic Peer Education Strategies

##### Module 5: Learning Styles

- Learning Styles
- Multiple Intelligences

#### Module 6: Ethics/Policies

- Sexual Harassment
- Academic Honor Policy
- FERPA

#### Module 7: Communication Skills

- Communication Theory
- Multicultural Communication
- Peer Education: Communication Application

#### Module 8: Group Presentation – Tutoring Research/Literature

#### Module 9: Setting Goals/Planning

- Academic Realism
- Achievement and Motivation
- Time Management

#### Module 10: Referral Skills

- Resources
- Need Identification
- Referral Strategies

#### Module 11: Critical Thinking Skills

- Evaluating and Expanding Critical Thinking Skills

#### Module 12: Course Summary

### F. Teaching Strategies

This class will include lecture/discussion, group activities/videos utilized both in class and through the Blackboard website.

### G. Field/Clinical Activities

Service Learning is experiential learning and service for students that is a part of a course or a structured project or activity. Service learning projects in this course include working with students as peer tutors for at least 25 hours, providing academic assistance, and engaging in structured reflection.

Each student will be expected to bring all course materials and completed assignments prior to class. A substantial portion of this class consists of live tutoring sessions. Students will be required to tutor for a **minimum of 25 hours** during the semester and have a minimum of five tutees as clients. All tutoring hours acquired will need to be documented and submitted no later than **the 15<sup>th</sup> week of the semester**. There will be a reduction in the final grade if the minimum number of hours is not met. Students will be evaluated on their performance during tutoring sessions based on the generation of an original oral message (during the tutoring process) which clearly presents ideas and/or information, making effective use of both vocal and physical delivery in the tutoring presentation, adapting the presentation to the particular tutee, and being receptive to questions or feedback from the tutee.

## H. Additional Expectations

### Attendance Policy

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Students are expected to attend class on a regular basis and take an active, participatory role in class discussions and assignments. The focus of this course will be discussions and group activities; therefore, attendance is essential. A student will be counted absent if they are more than 10 minutes late. Three tardies will be considered an unexcused absence; an unexcused absence is equal to 3 points. Absences will affect your participation grade. It is essential for everyone to participate in group discussions and activities.

### Sexual Harassment Policy

Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by The Florida State University, whether by faculty, students, or staff or by others while on property owned by or under the control of the University

### Communication

Email using an FSU account is required for this course. Students take responsibility for ensuring that they receive all course information communicated via email and Blackboard.

## I. Grading/Evaluation

One of the two required Scholarship in Practice courses may be fulfilled with a Formative Experience. In order to fulfill this requirement, the student must earn a "C-" or higher or an "S" in the course if taken on an "S/U" basis.

Grades in this course will be assigned as follows:

30pts	Attendance and Active Participation
30pts	Homework Assignments
25pts	Group Presentation
15pts	Observations
100pts	Total Points

**Daily Attendance and Active Participation** (30pts total) are required on a daily basis. Attendance will be taken at the beginning of class, and students entering after 10 minutes late will be counted as tardy. **Since class will begin with an activity, students entering late will receive a 1 point deduction if they are too late to complete the activity.** A student who comes in late is responsible for notifying the instructor after class on the same day that he or she did, in fact, attend class. Failure to do so will result in the student being counted as absent.

**Homework assignments** (30pts total) will be given on a weekly basis. Each week students will be required to post a comment to a tutoring vignette, respond to questions from the text, or discuss service learning activities. Homework assignment due dates will be listed on the course calendar, and instructions for each assignment will be posted on Blackboard. In order to receive full credit for an assignment, a student must follow all instructions and **submit the assignment to Blackboard** by the due date and time deadlines. **No emailed assignments will be accepted.** Penalties for late assignments will be assessed as follows: -10% for one day late, -20% for two days late, and -30% for three days late. Without an excused absence, any assignment turned in more than three days late will receive a grade of zero. Each “day” is a 24-hour period beginning at the end of the assignment due date and time. For example, an assignment due on Monday by 8am but submitted on Thursday at 4:15pm is considered three days late.

**Group Presentation** (25pts total) will be completed in class on a topic directly related to *providing academic support through peer education.*

**Observations** (15pts total) will be completed during service learning hours. Each student will be expected to shadow three tutors in the Learning Studio during an appointment. After each observation, each student is expected to write a one-page reflection paper discussing different techniques observed during each appointment, as well as what techniques were not observed that would also enhance the tutoring appointment.

Grading Scale based on these points:

	B+	87-89.99	C+	77-79.99	D+	67-69.99			
A	93-100	B	83-86.99	C	73-76.99	D	63-66.99	F	Below 60
A-	90-92.99	B-	80-82.99	C-	70-72.99	D-	60-62.99		

## J. Honor Code

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

## **K. ADA Requirements**

### **AMERICANS WITH DISABILITIES ACT:**

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
sdrc@admin.fsu.edu  
<http://dos.fsu.edu/sdrc/>

## **L. Syllabus Change Policy**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

## **M. Bibliography**

Pugh, K. H., & Phi Delta Kappa. (2005). *Peer tutoring do's and don'ts*. Bloomington, Ind: Phi Delta Kappa Educational Foundation.

Roscoe, R. D. (2007). Understanding tutor learning: knowledge-building and knowledge-telling in peer tutors' explanations and questions. *Review of Educational Research*, 77(4), 534.

Schmidt, H. (2011). Communication patterns that define the role of the university-level tutor. *Journal of College Reading and Learning*, 42(1), 45.

Slavin, R. E. (1999). Comprehensive approaches to cooperative learning. *Theory into Practice*, 38(2), 74.