A. Course Prefix, Title and Credits

SLS3717, Peer Tutoring, 1 Credit
Fall 2013, Mondays 4pm-5pm in WJB G060

Instructor: Peter Hanowell, G050 WJB
phanowell@fsu.edu, 645-9361
Office Hours: Monday 3pm-4pm and by appointment.

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


E. Topical Course Outline

Module 1, August 26th: Introductions
- Syllabus review
- Course expectations

Module 2, September 9th: 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, September 16th: 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, September 23rd: Study Skill Presentation
- Helping Skills
- Group Discussion
- Basic Peer Education Strategies

Module 5, September 30th: Learning Styles
- Learning Styles
- Multiple Intelligences

Module 6, October 7th: Ethics/Policies
- Sexual Harassment
- Academic Honor Policy
- FERPA

Module 7, October 14th: Communication Skills
- Communication Theory
- Multicultural Communication
- Peer Education: Communication Application

Module 8, October 21st, 28th, and November 4th: Group Presentations
- Tutoring Research/Literature

Module 9, November 18th: Setting Goals/Planning
- Academic Realism
- Achievement and Motivation
- Time Management

Module 10, November 25th: Referral Skills
- Resources
• Need Identification
• Referral Strategies
Module 11, December 2nd: Critical Thinking Skills and Conclusion
• Evaluating and Expanding Critical Thinking Skills
• 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 - 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.

H. Expectations/Attendance

Attendance Policy
Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students with dependent children who experience serious illness.

Students are expected to attend class on a regular basis and take an active, participatory role in class discussions and assignments. For every unexcused absence, two percentage points are deducted from the final grade. The focus of this course will be lectures 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. 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.

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 15th 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.

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

Grades in this course are based on the following:

1. Homework assignments will be given on a weekly basis. Each week students will be required to respond to questions from the text, discuss service learning activities, or other assignments. The homework assignments will count for 30% of the final grade.

2. Communication presentations will count for 30% of the final grade.

3. Participation in group discussions, activities, and peer tutoring is a vital component of this class and will account for 40% of the final grade.

Grading Scale based on percentages:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92.99</td>
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<tr>
<td>B</td>
<td>83-86.99</td>
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<tr>
<td>B-</td>
<td>80-82.99</td>
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<tr>
<td>C</td>
<td>73-76.99</td>
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<tr>
<td>C-</td>
<td>70-72.99</td>
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<tr>
<td>D</td>
<td>63-66.99</td>
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<tr>
<td>D-</td>
<td>60-62.99</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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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://dof.fsu.edu/honorpolicy.htm.)

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. This
should be done during the first week of class.

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://www.disabilitycenter.fsu.edu/

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


