Curricular Request Syllabus Template

1. **Course Prefix, Number, Title and Credits**

SLS3717: Peer Learning Assistance, 1 Credit

1. **Prerequisites or Co-requisites**

None

1. **Objectives/Description**

This one credit course is designed as a learning opportunity for any student interested in exposure to issues regarding targeted peer learning assistance. This course provides training in various areas related to peer learning assistance, 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, peer instructional ‘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 active listening techniques needed for facilitating student learning
* Demonstrate knowledge of FERPA and confidentiality
* Demonstrate knowledge of Ethics/ Sexual Harassment/Academic honor policy as they relate to learning assistance
* Demonstrate skills in scaffolding course material for student learning
* Demonstrate knowledge about intercultural communication
* Demonstrate knowledge regarding learning assistance for students with disabilities
* Identify appropriate referral skills

1. **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.

McGuire, S. Y., & McGuire, S. (2015). *Teach students how to learn: Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation.* Sterling, VA: Stylus.

1. **Topical Course Outline**

Module 1: Introductions

* Syllabus review
* What is a Learning Assistant (LA)?
* Peer Instruction: Expectations and Goals

Module 2: Ethics/Policies

* Sexual Harassment
* Academic Honor Policy
* FERPA
* Role of the LA

Module 3: Basic Learning Assistant Guidelines

* Dos and Don’ts in Peer Instruction
* Key Elements of Peer Instruction
* Setting Student Expectations
* Assessing Student Learning
* Closing/Ending a Session

Module 4: Critical Thinking Skills

* Bloom’s Taxonomy
* Evaluating and Expanding Critical Thinking Skills

Module 5: Study Skill Presentation

* Helping Skills
* Group Discussion
* Basic Peer Instructional Strategies

Module 6: Learning Styles

* Learning Styles
* Multiple Intelligences
* Instructional Learning Formats

Module 7: Communication Skills

* Communication Theory
* Multicultural Communication
* Peer Education: Communication Application

Module 8: Group Presentation – Peer Education Research/Literature

Module 9: Setting Goals/Planning

* Academic Realism
* Achievement and Motivation
* Time Management

Module 10: Campus Resources and Referral Skills

* Resources
* Need Identification
* Referral Strategies

Module 12: Course Summary

1. **Teaching Strategies**

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

1. **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 learning assistants 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 formative experience with engaging in learning assistance (LA). Students will be required to engage in LA activities for a **minimum of 25 hours** during the semester and have a minimum of five meetings with students. All LA hours acquired will need to be documented and submitted no later than **the last week of classes, prior to finals week.** 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 LA sessions based on the generation of an original oral message (during the LA process) which clearly presents ideas and/or information, making effective use of both vocal and physical delivery in the LA presentation, adapting the presentation to the particular LA, and being receptive to questions or feedback from the student receiving the LA.

1. **Course Expectations/Attendance**

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, one percentage point is deducted from the final grade. 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.

It is essential for everyone to participate in group discussions and activities, thus, absences will affect your participation grade. **Three or more unexcused absences will result in a failing grade (F) for the entire course.**

**University 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. 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.**

**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 Canvas.

1. **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) Attendance is required and will be taken at the beginning of each class. 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 they did, in fact, attend class. Failure to do so will result in the student being counted as absent. **Three or more unexcused absences will result in a failing grade (F) for the entire course.**

Class members are expected to contribute to class discussions. The purpose of these discussions is to help us as individuals, and as a group, develop meaningful interpretations of the ideas conveyed by the readings and to make connections to the Learning Assistant teaching experience. Keeping a teaching journal for the course is also extremely beneficial. Actively participating in these reflections will make your experience more relevant to you and will give us a chance to continue to improve the time we spend with you.

**Homework Assignments** (30pts total) will be given on a weekly basis. Each week students will be required to post a comment to an instructional vignette, respond to questions from the text, or discuss service learning activities. **Learning Assistant Reflections** will be completed at regular intervals throughout the semester. This will be one page reflections that students will submit on their instructional techniques and on student learning. Reflections should be a critique of student instruction and students will be expected to cite effective strategies used in sessions as well as provide recommendations for how they may improve.

Homework assignment due dates will be listed on the course calendar, and instructions for each assignment will be posted on Canvas. In order to receive full credit for an assignment, a student must follow all instructions and **submit the assignment to Canvas** by the due date and time deadlines. **No emailed assignments will be accepted.** Penalties for late assignments will be assessed as follows:  **-10% of the assignment grade 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.

**Group Presentation** (25pts total) will be completed in class on a topic directly related to providing academic support through peer education. **Field Activities/Observations** (15pts total) will be completed during service learning hours. Each student will be expected to shadow three leaning assistants engaged in peer instruction. After each observation, each student is expected to write a one-page reflection paper discussing different techniques observed during each instructional event, as well as what techniques were not observed that would also enhance the instruction.

Grading Scale based on 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

**Free Tutoring from FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

1. **Academic Honor Policy**

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*.*

Please be aware that using social media to collaborate on and share course exams or assignments with other students that are not identified by the course instructor as group work is a violation of the FSU Academic Honor Policy.

1. **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 accommodations 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://www.disabilitycenter.fsu.edu/>

1. **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.