



## SLS 3717: PEER TUTOR TRAINING FALL 2017

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**Location: LIB 210**

**Credit Hours: 0**

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### **Course Description**

This course is designed to meet the College Reading Learning Association (CRLA) - International Tutor Training Program Certification (ITTPC) requirements for Certified Tutor, Level 1. The purpose of this course is to provide training in theory and tutoring strategies for individual and group peer tutoring. This course will analyze such topics through in class discussions, group activities, lectures, supplemental readings, and the exploration of learning patterns through the completion of the Learning Connections Inventory and peer interviews.

### **Course Objectives**

- To improve the tutor's understanding of the tutoring process
- To strengthen the tutor's awareness of how people learn and how learning theories apply to tutoring
- To broaden the tutor's understanding of ethical concerns related to tutoring and how to handle difficult/uncomfortable situations

### **Student Learning Outcomes**

Upon successful completion of this course, student will:

- Facilitate effective tutoring sessions from beginning to end.
- Apply the learning theories and identify/adapt to content and individual needs during tutoring sessions.
- Utilize appropriate listening and questioning strategies during tutor sessions.
- Demonstrate ethical practices related to tutoring and handling difficult students.
- Recognize appropriate memory and study skills needed.
- Understand group dynamics and how it relates to tutoring.

### **Grading Policy**

**\*\*\*\* If you are interested in enrolling in the zero credit course please email your u-number to [kkosmosk@usf.edu](mailto:kkosmosk@usf.edu) to receive the permit to register.**

This grading policy should be used as a general guide to ensure that you are progressing within the training course. Grades will only be granted for students registered in the zero credit course through OASIS. Grades in this course are based on the following:

- 20 points Attendance is mandatory and tutors must complete 12 hours of training
- 20 points Class participation in discussion and activities
- 10 points LCI completion
- 10 points Study Plan Design

20 points LCI Interviews  
20 points My LCI Profile and How I Teach/Tutor (In class)

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## **100 Points TOTAL**

### **Grading Scale**

A 90-100  
B 80-89  
C 70-79  
D 60-69  
F 0-59

Pass= A, B, C / Fail= D, F

Students must complete this course with an 80 or above to receive certification.

### **Assignments**

*Learning Connections Inventory (LCI)* - Visit <http://www.LCRinfo.com> and enter the case sensitive Group Code. This information will be given during class. Create a profile, read and accept the consent page, and click on the "Take LCI" to complete the learning inventory. Print the LCI results and bring to class.

*LCI Interviews* - Have one friend complete the LCI and have a discussion about the results. A handout is in the Training Manual to help guide the discussion.

*My LCI Profile and How I Teach/Tutor* - Reflect on how each pattern level influences how you tutor. Complete the handout in the Training Manual.

*5 Reflective Journals*- Reflective journals for the previous week should be emailed to [kkosmosk@usf.edu](mailto:kkosmosk@usf.edu) by the start of the following session.

### **Attendance**

Due to Level 1 Certification requirements, tutors must complete 12 hours of training making attendance in this course mandatory. Class will begin on time and it is expected that tutors are ready to begin by the designated start time. Tardiness will result in a loss of attendance points. Late assignments will receive 0 points. Please contact the instructor for EXTREME circumstances.

### **USF Policy On Religious Observances**

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term.

### **ADA Statement**

Students in need of academic accommodations for a disability may consult with the office of Students with Disabilities Services (SDS) to arrange appropriate accommodations. Student are required to give reasonable notice prior to requesting an accommodation.

## University Emergency Policy

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

## Course Outline

<b>Class</b>	<b>Topic</b>	<b>Assignments Due</b>	<b>Readings Due</b>
Week 1	Introductions Review Course/Syllabus Overview of Tutoring and Learning Services Benefits of Tutoring Ethics and Boundaries	Nothing Due Week I	<i>Put the Pencil Down</i> pages 7-8 Code of Ethics <b>* **Will read in class</b>
Week 2	Learning Connections Inventory Let Me Learn Process- understanding the model and validating your profile Identifying Patterns and Being Intentional	<u>LCI Profile</u> - email results before next session- bring printed copy  <u>Week I Reflection</u> - Send in email before next session	<i>Put the Pencil Down</i> Sections 1.1,1.2,1.3,1.6
Week 3	Bias and Judgement Task Analysis LCI Profile in a Team Setting GAMES Model	<u>LCI Interview</u> - Bring notes from the interview to next class  <u>Week II Reflection</u> - Send in email before next session	NO READINGS DUE
Week 4	Communication For Tutors Effective Questioning Gibbs Communication Model	<u>Study Plan Design</u> – Bring to session- do not need to email in.  <u>Week III Reflection</u> - Send in email before next session	<i>Put the Pencil Down</i> Sections 5.1, 5.2, 5.3, 5.4, 5.5  David A Lake Article
Week 5	Positive Reinforcement Communicating Feedback Passive vs Aggressive Assertive Communication Techniques	<u>Recorded Tutor Session</u> – To use for reflection  <u>Week IV Reflection</u> - Send in email before next session	<i>Put the Pencil Down</i> Sections 6.1, 6.2, 6.3  <b>*** BRING BOOK TO SESSION!</b>
Week 6	Cultural Awareness Within Tutoring Effective Techniques Conclusion of Tutor Training Level I	<u>Week V Reflection</u> - Send in email before next session	<i>Put the Pencil Down</i> Sections 3.1, 3.2, 3.3