



**Course** UNIV 3030-001  
**Course Title** Peer Facilitators in the Supplemental Instruction Program  
**Instructor** Annie Benjamin / Marie Schier  
**Term** Fall 2017  
**Meetings** Sunday (dates and times vary)

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### **Instructor's Contact Information**

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**Other Information** Please allow 24 hours for a response.

### **General Course Information**

**Co-requisites** Currently serves as a Peer Leader in the Student Success Center  
This is a required course for all students selected to serve as Peer facilitators in the Supplemental Instruction program.

**Course Description** The participants in this course will study issues related to peer facilitated instruction. Leaders will learn how to help each student accentuate his/her individual learning skills within a group setting, work efficiently with diverse learners, and apply strategies to help the group to solve their own problems while creating a sense of independence. This course analyzes theories, methods, and strategies associated with peer facilitated instruction through group activities, readings, lectures, class discussions and online assignments. Critical inquiry and "best practices" will play important roles throughout the semester. Peer leaders will continue and build upon required discussion group participation through deliverables related to specified learning outcomes.

**Learning Outcomes** Understanding of the Supplemental Instruction Model, Knowledge of Effective Session Management Tools and Study Skills, and Becoming Level 1 CLRA Certified.

**Required Texts & Materials** *A Training Guide for College Tutors and Peer Educators* **Sally A. Lipsky (provided); Handouts**

## Assignments & Academic Calendar

<b>August 17</b>	Day 1	SSC Training Day
<b>August 18</b>	Day 2	<p>Overview of SI Program</p> <p>Peer Education - Expectations and Goals</p> <p>SI Leaders responsibilities</p> <p>Relationships</p> <p>Session Preparation and Planning</p> <p>Group Facilitation</p> <p>Mock Sessions</p> <p>Veterans Panel</p> <p>Team Meet and Greet</p>
<b>August 27</b>	Week 1: Tutor Training Course	<p>Peer Education - Expectations and Goals</p> <p>Establishing Rapport &amp; Motivating Mentees</p> <p>Elements of effective peer-led sessions</p> <p>Study Strategies &amp; SI Sessions</p> <p>Receiving constructive feedback and enhancing your session</p> <ul style="list-style-type: none"> <li>➤ Mock Sessions + Peer Observations</li> </ul> <p>Campus Resources and Session Awareness</p> <p>Working with students with difficult situations</p> <p>Assignment:</p> <p>Read <i>A Training Guide for College Tutors and Peer Educators</i> (Chapter 1)</p> <ul style="list-style-type: none"> <li>➤ Box: Reflection Prompt for Week 1</li> <li>➤ Optional: Activity 1.5</li> </ul>
<b>September 3</b>	<p>Week 2:</p> <p>Becoming more than an answer key – focusing in on the SI model</p> <p>Session Awareness &amp; Active Learning</p>	<p>Reading:</p> <p><i>A Training Guide for College Tutors and Peer Educators</i> (Chapter 1,2)</p> <p>Assignment:</p> <ul style="list-style-type: none"> <li>➤ Complete Compliance training</li> <li>➤ Box: Reflection Prompt for Week 2</li> <li>➤ Optional: Activities 1.1, 1.2, 1.4, 2.1</li> </ul>
<b>September 10</b>	<p>Week 3:</p> <p>CRLA Session I Session Development &amp; Conducting Observations</p>	<p>Presentations</p> <ul style="list-style-type: none"> <li>➤ Adult Learning Styles</li> <li>➤ Listening and Responding</li> <li>➤ Office of Accessibility (Kerry Tate)</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>➤ Sign up for a peer observation</li> <li>➤ Read <i>A Training Guide for College Tutors and Peer Educators</i> (Chapter 2-6)</li> <li>➤ Box: Reflection Prompt for Week 3</li> <li>➤ Optional: Activities 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11</li> </ul>
<b>September 17</b>	<p>Week 4:</p> <p>Skills for Promoting Active Learning</p>	<p>Read: <i>A Training Guide for College Tutors and Peer Educators</i> (Chapters 3)</p> <p>Assignment:</p> <ul style="list-style-type: none"> <li>➤ Reflection/journal on class topics</li> </ul>

		<p>(including Adult Learning Styles &amp; Listening and Responding) and reading discussions</p> <ul style="list-style-type: none"> <li>➤ Box: Reflection Prompt for Week 4</li> <li>➤ Optional: Activities 3.4, 3.8</li> </ul>
<b>September 24</b>	Week 5: Observations	<p>Read: <i>A Training Guide for College Tutors and Peer Educators</i> (Chapters 4-5)</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>➤ Observe a fellow SI Leaders sessions</li> <li>➤ Please submit a reflection based on your session observations (observation and debriefing process)</li> <li>➤ Box: Reflection Prompt for Week 5</li> <li>➤ Optional: Activity 4.4</li> </ul>
<b>October 1</b>	Week 6: Preparing Engaging Sessions	<p>Reading: <i>A Training Guide for College Tutors and Peer Educators</i> (Chapters 5)</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>➤ Box: Reflection Prompt for Week 6</li> <li>➤ Optional: Activities 5.2, 5.3, 5.5, 5.6</li> </ul>
<b>October 8</b>	Week 7: CLRA Session II (in class)	<p>Critical Thinking &amp; Redirecting Active Learning Atmosphere Confrontation Role Play Counseling (Guest Speaker) Campus Resources</p> <ul style="list-style-type: none"> <li>• Referral Skills</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>➤ Please submit a reflection based on the UNIV 3030 presentations (including Critical Thinking &amp; Confrontation)</li> </ul>
<b>October 15</b>	Week 8: Reflection	<p>Reading: <i>A Training Guide for College Tutors and Peer Educators</i> (Chapter 6)</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>➤ Box: Reflection Prompt for Week 7</li> <li>➤ Optional: Activities: 6.3, 6.4, 6.5, 6.6</li> </ul>
<b>October 22</b>	<b>Week 9:</b> Diversity in the Learning Process	<p>Reading: <i>A Training Guide for College Tutors and Peer Educators</i> (Chapter 7)</p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>➤ Activities: 7.8, 7.9</li> <li>➤ Optional: Reflection on diversity</li> </ul>
<b>October 29</b>	<b>Week 10:</b> Peer Tutor Approaches	<p>Assignments:</p> <ul style="list-style-type: none"> <li>➤ Observe a tutoring session OUTSIDE of SI</li> <li>➤ Reflection: How did the session differ/why do approaches vary among disciplines?</li> </ul>
<b>November 5</b>	Week 11:	<p>Reading: <i>A Training Guide for College Tutors and Peer Educators</i> (chapter 9)</p>

		Assignments: ➤ Optional: Activity 9.1, 9.2, 9.3
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<b>November 12</b>	Week 12: CLRA Session III (in class)	Presentations: <ul style="list-style-type: none"> <li>• Stress Management</li> <li>• Health &amp; Wellness</li> <li>• Gender Awareness (Guest speaker)</li> </ul> Announce Final Project
<b>November 19</b>	Week 13: Workshops	➤ Reflection/journal on class topics (including Stress Management & Health & Wellness)
<b>November 26</b>	Week 14: Fall Break	No class!
<b>December 3</b>	Week 15: Final Project	<b>Workshop Presentation</b> <ul style="list-style-type: none"> <li>➤ Complete End of Semester Evaluation</li> <li>➤ Box: Final Reflection Prompt</li> </ul>

## Course Policies

<b>Grading (credit) Criteria</b>	This course is mainly focused on participation. This includes attending in class sessions and completing readings and assignments. Failure to participate in class and to complete assignments and end of the year project will impact your eligibility criteria for re-hire.
<b>Late Work</b>	Points will be deducted 10% each day the work is late.
<b>Class Attendance</b>	All in class sessions must be attended, if you are absent for an in-class session, you must make up those hours via office hours and/or attending another CLRA training.
<b>Classroom Citizenship</b>	Policies outlined in the Handbook are expected to be followed.
<b>Comet Creed</b>	<p><i>This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:</i></p> <p><i>“As a Comet, I pledge honesty, integrity, and service in all that I do.”</i></p>
<b>UT Dallas Syllabus Policies and Procedures</b>	<p><i>The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.</i></p> <p><i>Please go to <a href="http://go.utdallas.edu/syllabus-policies">http://go.utdallas.edu/syllabus-policies</a> for these policies.</i></p>

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.***