Winter 2010 Information Sheet
LEARNING ASSISTANCE/SPEECH 96
Introduction to Peer Tutoring in Groups (2 units)
Class Time: Fridays 9:30-11:10 in L75

Instructor:
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Office: L-47

Tutor Supervisor (Adjunct Skills):
Jeannie Kastelic
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Office: L-47

COURSE DESCRIPTION AND OUTCOMES
This course trains De Anza students to be study group leaders, either for Adjunct Skills (Skills 232) groups or other group tutoring or academic support programs. In this course you will explore effective leadership, team-building, communication and learning strategies and will practice designing and reflecting on group activities that promote active and collaborative learning.

Student Learning Outcomes
After completing this course, and in the context of tutoring at a designated De Anza center, student tutors will be able to:
• Plan and conduct tutoring sessions using student-centered communication strategies;
• Apply appropriate tutoring strategies for helping students at various levels;
• Adapt communication and tutoring practices to students from diverse backgrounds and with diverse learning styles;
• Demonstrate professional and ethical behavior when tutoring

MATERIALS
A variety of handouts based on the following texts and web sites:
• Groups in Context: Leadership and Participation in Small Groups by Gerald L. Wilson
• Designing Groupwork: Strategies for the Heterogeneous Classroom by Elizabeth Cohen
• Collaborative Learning Techniques by Elizabeth Barkley, K. Patricia Cross, and Claire Howell Major
• Students Helping Students: A Guide for Peer Educators on College Campuses by Steven C. Ender and Fred B. Newton
• Supplemental Instruction: New Visions for Empowering Student Learning, Marian E. Stone and Glna Jacobs, editors.

CLASS WEB PAGES:
http://deanza.edu/studentsuccess/tutorial/tutorialcenter/LRNA98G-Assignments.html
(Includes current course info, downloads, and links to resources.)
https://catalyst.deanza.edu
(Catalyst course management system—all homework posted to Forums.)
See instruction sheet below for login info.
ATTENDANCE & PARTICIPATION
LRNA/EWRT 96 meets only six times (in addition to paid meetings), so your regular attendance and participation are essential. You may be dropped from the course if you are marked absent three times. You will be marked absent if you are not present or if you miss more than 15 minutes of any class session. We expect you to actively participate in class and online discussions, and we expect you to respond to at least one of your classmates’ assignments each week.

Makeup Assignments: You are responsible for any information provided in class. If you miss a class, please complete the makeup assignment by the Monday following the class you missed. E-mail it to Diana, Jeannie and your senior tutors. Makeup assignments are listed on Catalyst and at http://deanza.edu/studentsuccess/tutorial/tutorialcenter/LRNA98G-Assignments.html.

GRADING
This is a Pass/No Pass class. However, to be rehired as a tutor, you must receive an "internal" grade of A or B.

A passing grade is 70 points or more. Letter grades will be based on cumulative total points, assigned according to the following scale:

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See the Assignments page (after the course calendar, below) for the points value of each assignment.

ASSIGNMENTS
Submit all assignments online to the appropriate Forum on the class Catalyst web page: https://catalyst.deanza.edu. (See instruction sheet for login info.)

Please read the assigned materials before each class, prepare for the assignments that need advance planning, and submit your assignments on time! Let us know right away about any problems with assignments so we can help your resolve them.

This is a collaborative class, so be aware that others in the class will be reading your assignments. We also expect you to support your classmates' by reading and responding to their assignments.

(See information about responding to your makeup assignments under “Attendance and Participation” above.)
SENIOR TUTORS
You will be assigned a Senior Tutor to support and mentor you through your first quarter as a group tutor. Communication with your senior tutor is part of your grade in the class.

Here’s what you need to do with your senior tutor:

- Meet with in person or by phone before your first group session. You might want to get suggestions on your LEAD plan at this time.
- Your senior tutor will respond to your assignments on the Catalyst forum. If your senior tutor does not respond to your assignment within one week, please let Diana know.
- Arrange to observe a session for your Assignment #3: Observation Report
- Arrange to watch a segment of your videotape together for your Assignment #6: Videotape Self Reflection.

TUTORING
The assignments for this class require that you tutor actual students in groups. Your tutor supervisor is in charge of helping you coordinate your groups and supervising your work as a tutor. You will be paid for the hours you tutor as long as you meet student employment eligibility requirements.

If you haven’t done so already, you must fill out a Tutor Application (available at http://www.deanza.edu/studentsuccess/tutorial) and schedule an interview before the class begins or as soon as possible. Please maintain close communication with your supervisor throughout the quarter.

Information about employment guidelines, hiring, and payroll is covered in your Orientation and Handbook. You must complete all required employment paperwork before you can be paid.

In order to be re-hired as a tutor in subsequent quarters, you must receive an A or B in the class and be recommended by your supervisor.

Your work as a tutor is worth 15 points. Points break down as follows:

1. Responsibility/Professionalism (4 points)
   Follow all policies and procedures as described in the new tutor orientation. Complete process to begin tutoring (application, letter of recommendation, interview, schedule confirmation), arrive on time to all sessions, complete and submit all attendance sheets, time sheets, and other paperwork.

2. Communication with supervisor (4 points):
   Check and respond to e-mails, keep supervisor informed of tutee’s status (i.e. drops, no-shows), meet informally with supervisor at least once a month, seek feedback and try to resolve issues.

3. Communication with tutees (4 points):
   Clarify goals and expectations with group, demonstrate patience and friendliness, use effective group leadership practices as discussed in class to foster active and collaborative learning, seek feedback from group and try to address issues that may arise.

4. Evaluations from tutees (3 points)
   If requested, distribute written evaluations to tutees encouraging honest feedback, follow up to be sure evaluations are submitted. Evaluations are anonymous and will be interpreted in context; credit will be given for your attempts to respond with professionalism to student and staff feedback.
# WEEKLY TOPICS AND HOMEWORK

If you miss a class, please e-mail the makeup assignment by the following Monday. See Catalyst or [http://www.deanza.edu/studentsuccess/tutorial](http://www.deanza.edu/studentsuccess/tutorial) for makeup assignment instructions.

| Wk 1 Fri 1/8 | Kickoff Meeting | **Kickoff Meetings 1:30-2:30 in L47 (all group tutors)**  
Mentoring/team building  
Goals and expectations  
Administrative procedures  
**Orientation (all new group tutors) 2:30-3:30 in L47**  
Intro to class, pre-class homework, senior tutor assignments |
| Wk 2 Fri 1/15 | Round table Meeting | **Roundtable in L47**  
Preparation for “LEAD” and first session  
Role-playing “Strategies” |
| Wk 3 Fri 1/22 | Class #1: Effective Leadership and Group Dynamics | **Discussion:**  
Intro to class: reflective tutoring and leadership  
What makes an effective group leader?  
Stages of group formation and characteristics of effective teams  
Activities to build trust, interdependence, accountability  
Arranging space, introductions and icebreakers, establishing ground rules  
**Homework posted by today:**  
Assignment #1: LEAD Planning Sheet  
**Plan Ahead:**  
-- For next class: Complete the paper Adjunct Study Skills questionnaire or the online inventory: [http://www.sarc.sdes.ucf.edu/inventory.php](http://www.sarc.sdes.ucf.edu/inventory.php)  
-- Arrange with Senior or other tutor to observe a group session for Assignment #3  
-- Schedule yourself to videotape one group session during weeks 5 or 6 for Assignment #5 |
| Wk 4 Fri. 1/29 | Class #2: Active Learning & Study Strategies | **Discussion:**  
Reflection on groups so far, staying organized  
What is active learning? What is metacognition?  
Tutor’s role in modeling effective learning  
Study strategies to promote active learning  
Combining “how to learn” with “what to learn” in your sessions  
**Homework posted by today:**  
Assignment #2: Research on Active Learning Strategies  
**Plan Ahead:**  
-- Arrange with Senior or other tutor to observe a group session for Assignment #3  
-- Schedule yourself to videotape one group session during weeks 5 or 6 for Assignment #5 |
| Wk 5 Fri. 2/5 | Class #3: Collaborative Learning: Designing Group Work (Pt. I) | **Discussion:**
What is collaborative learning? Why use it?
Types and formats of group activities
Training your group for cooperation

**Homework posted by today:**
Assignment #3: Observation Report

**Plan Ahead:**
-- Schedule yourself to videotape one group session during weeks 4 - 6.
-- For class #4:
  ☐ Take an online Learning Styles quiz:
    - http://www.engr.ncsu.edu/learningstyles/ilsweb.html
  ☐ View the video on learning styles
    - http://maclife.mcmaster.ca/academicskills/online_resourc.es.cfm
  ☐ Bring your Adjunct students’ Information Sheets to class.

| Wk 6 Fri. 2/12 | NO CLASS | **PRESIDENT’S DAY HOLIDAY** |
| Wk 7 Fri. 2/19 | Class #4: Learning Styles, Learning Differences & Campus Resources | **Discussion:**
Multisensory (input) learning preferences
Four dimensional (processing) learning styles (Felder)
Learning differences, disabilities and resources

**Homework posted by today:**
Assignment #4: Reflection on Learning Styles and Groupwork

**Planning Ahead:**
-- You should have finished videotaping.
-- For next class: Review your own Learning Styles results

| Wk 8 Fri. 2/26 | Class #5: Reflecting on Group Work | **Discussion:**
Collaborative learning and student diversity
Maximizing students' learning styles and strengths
Assessing and improving group activities
Potential pitfalls/troubleshooting

**Homework posted by today:**
Assignment #5: Videotape Self-Assessment

| Wk 9 Fri. 3/5 | Class #6: Self-Reflection & Wrap-up | **Discussion:**
What have you learned this quarter?
What are the best practices to improve participation and dynamics in diverse groups?

**Homework posted by today:**
Assignment #6: Final Reflection
Please also bring a print out to class so we can discuss
Assignments

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How to Submit Your Assignments:

1. **Write your assignment.** Write, revise, and edit your assignments in a word processing program such as Word and save your file. Please DO NOT compose in the text box in Catalyst... you may lose your work!

2. **Post your assignment to the appropriate Forum.** So that your classmates can see and respond to some of your assignments, please post to the appropriate section of the Catalyst Forum. To do so, click on the link in the week the assignment is due. Click “Add a new discussion topic,” complete the subject line with your first and last name and the assignment number, then paste your text.

4. **Respond to your classmates on Forums.** To extend class discussion and help you learn from each other, please respond to your classmates. To do so, click on the forum link in the appropriate week, then the message you want to reply to. Read it, and then click “Reply” under the message. Type or paste your response in the text box, then click "Post to Forum."

**IMPORTANT NOTE:** Some assignments may include material that is personal or confidential. Please be aware that any tutor in this class, as well as senior tutors can read the assignments and responses posted on the Forum. Please do not use names or identifying information for any student or tutor, and maintain a professional, respectful tone. If you prefer to submit your assignment privately, via email to Diana, Jeannie and your Senior Tutor, please feel free to do so.

Throughout the quarter, please check the News and use the Dialogue Chamber to reflect on your tutoring experiences, ask questions and seek and provide advice. We expect you to post in the Dialogue Chamber at least 3 times as part of your Class Participation grade—the more the better!

Assignment #1: LEAD Planning Sheet (see handout)

Assignment #2: Research on Active Learning Strategies

Use the paper or online survey [http://www.sarc.sdes.ucf.edu/inventory.php](http://www.sarc.sdes.ucf.edu/inventory.php) to assess your own learning and study strategies in the area of goal setting, time management, active listening/note taking in class, textbook reading and preparing for tests. Depending on your results, choose one strategy to research on the web, or watch one video from [http://www.dartmouth.edu/~acskills/videos/index.html](http://www.dartmouth.edu/~acskills/videos/index.html) or [http://maclife.mcmaster.ca/academicskills/online_resources.cfm](http://maclife.mcmaster.ca/academicskills/online_resources.cfm).

Write (at least) one page describing
- Your own strengths and weakness as a student;
- What you learned about the strategy you researched;
- How you will incorporate this strategy with course content in your group sessions this quarter.
Assignment #3: Observation Report
Arrange with your Senior Tutor or another experienced group tutor (i.e. not first quarter, not someone in the class) to observe one session. If possible, choose a senior tutor in your subject, or a similar one.

Take notes during your observation, and then write (at least) one page answering the following questions:

- What stage of formation do you think this group is in, and why?
- What leadership strategies, learning activities and leadership styles did you see in action?
- What worked or did not work well in this session and why?
- What did you learn that might help you with your own group tutoring sessions?

Assignment #4: Reflection on Learning Styles
Complete the either the paper learning style inventory (available in the Skills Center) or the online surveys [http://www.metamath.com/lsweb/dvclearn.htm](http://www.metamath.com/lsweb/dvclearn.htm) and [http://www.engr.ncsu.edu/learningstyles/ilsweb.html](http://www.engr.ncsu.edu/learningstyles/ilsweb.html). Examine the learning styles inventories of the students in each of your groups. Do the students’ results match your own observations of them? How do their preferences compare to your own? Think about one specific session: how might your own preferences have influenced the agenda and activities for that session? Write at least one page reflecting on your own learning style(s) and preferences and those of the students in your group. First summarize the results of your own and your observations about learning styles, then describe a specific group activity in terms of various learning styles. Did you design the activities to appeal to the various learning styles of the students in your group and take advantage of each student’s learning strengths? Did the activity achieve what you hoped? How might you improve or adapt activity for a future session?

Assignment #5: Videotape Self-Assessment
During Weeks 5-7 videotape one of your tutoring sessions in its entirety (usually 50 minutes). (See Videotape Guidelines. Details will be announced in class.)

After taping, watch the entire session yourself, and then choose a ten-minute segment to watch with your Senior Tutor or fellow tutor in the class. In (at least) one page, describe

- How did you begin and end the session (agenda, wrap up)?
- What group dynamics and/or status differences did you notice, as shown by your own and your students’ body language, eye contact, frequency and tone of speaking?
- What surprised you most when you watched the session?
- With whom did you watch the segment, and what were his/her comments?
- What aspects of the session were successful or not, and why, and what you might do differently in future sessions with this group?

Assignment #6: Final Reflection
*Please print this out and bring a copy to our last class.*
Write at least one page telling us what you have learned from this class and your tutoring experience this quarter, and what you still hope to learn. This self-reflection is the culminating assignment of the course, and should include specific references and discussion of at least three of the topics discussed in class (see the course calendar to remind you of the topics we’ve covered.)
How to use the Catalyst web site for this course

LOGGING IN
(You must be registered in the course to log in.)

1. Go to https://catalyst.deanza.edu (Firefox web browser is recommended.)

2. Bookmark the site for future use.

3. Log in:
   - **Username**: Your De Anza College Student ID
     (NOT YOUR SOCIAL SECURITY NUMBER OR "99" NUMBER)
   - **Password**: Your Birthday in this format: MMDDYYYY
     (Two-digit month, followed by two-digit day, followed by FOUR-digit year; no slashes or spaces.)

   If you cannot remember you Student ID, you can look it up on your “My De Anza” page. Click on 'De Anza Registration System,’ at the next screen for option 1 - click the ‘login’ link (highlighted in blue). At the Student ID prompt, enter in your social security number. Enter your PIN. You will be taken to a new page. Click on the 'Main Menu' tab. At the bottom of the next screen, under the section 'Click Here Account by Term' there is an option for 'Student ID Lookup.' Click on this and it will reveal your De Anza Student ID in the middle of the screen.

4. Change your password, update your profile and post your picture.
   See the “First Time?” link on the right of the https://catalyst.deanza.edu screen for step-by-step instructions.

FINDING YOUR WAY AROUND THE WEB SITE

On the initial Catalyst page, you see the “Main Menu” block on the top left. Notice the “Help? Online/Phone 24/7” link.

We strongly recommend that click on “First Time?” and do all interactive modules:
   • Module 1: How to Login
   • Module 2: Password & Profile
   • Module 3: Navigating in Catalyst

Below the Main Menu block on the left you see the “My Courses” block. Click on LRNA/SPCH 96 Alves de Lima to get to the course.

Once in the course, you will see the “Top” block in the middle of the screen with links and information that always appears there. Scroll down to see the Weekly blocks. Follow the links and activities for each week.

On the left you see the Course Menu and Activities blocks, which provide an alternative to the Weekly blocks for finding your way around, and the Administration block where you can edit your profile or change your password.

    At the top you see “breadcrumbs” that show you where you have been so you can find your way back.

Assignments/Forums
(See instructions on the Assignment page above.) Remember, do not write (compose) your assignment in the text box. Rather, compose your assignment as a separate file in Word or other program, and then paste it. This will allow you to revise and edit your work and submit only the final version. It will also save you the frustration of losing your text before submitting the assignment!

News Forum and Dialogue Chamber
In the “top block” there is a News (read-only) forum for instructors to send you news, and a Dialogue Chamber forum for you to chat with your classmates. In several of the weekly blocks there is an Assignment forum for you to post those assignments with “*” To post to a forum, click on it, and then click. You will automatically get an e-mail when there is a new post in the News. To get e-mails from other Forums, you must subscribe to them through Profiles.