

ECHD 3010: Tutor Training
Syllabus
Earl Ginter/Tatiana Nikonov
Fall Semester 2007

Contact:

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Class Information

Class Meetings: 3:00–6:00 p.m.; August 31, September 7, 14 & 28
227 Milledge Hall

Course Purpose: The purpose of ECHD 3010/Tutor Training is to teach and enhance the skills necessary to become effective peer tutors. Sessions will include class presentations, discussions, exercises, and outside assignments.

Attendance: Attendance is required at all four sessions.

Grading Scale:

A	92 and above
A-	90–91
B+	87–89
B	82–86
B-	80–81
C+	77–79
C	72–76
C-	70–71
D	60–69
F	below 60

Grading: ECHD 3010 is graded on a plus/minus A–F scale.

Assignments/Readings/Reactive questions	40%
Class participation	15%
Evaluation of a tutoring session	20%
Final project	25%

“All students are responsible for knowing the University’s policy on academic honesty. All academic work submitted in this course must be your own unless you have received my permission to collaborate and have properly acknowledged receiving assistance. It is my responsibility to uphold the University’s academic honesty policy and report my belief of dishonesty to the Office of the Vice President for Instruction.” Find more information here: www.uga.edu/honesty/

Assignments, Reading, Reactive Questions: Throughout the course, you will read articles and handouts related to peer tutoring. Some of these may be given to you in class; others are available in the library or online. You will be asked to respond to them via e-mail in a short summary essay. Specific directions will be given for each assignment.

Class Participation: You have a lot to share about your past and current experiences as a tutor. Share it with the class and earn 15% of your final grade.

Evaluation of Tutoring Session: After you have completed tutor training, with your permission and that of your tutee(s), you will be observed leading a tutoring session. After the session, you will meet with Tatiana to debrief.

Final Project: Your final project can be a “work in progress” or a finished product for the subject you tutor. You can work individually or in groups to develop study strategies to go with a chapter in a text, prepare class notes, create a study guide or a visual of course information, a Web site of tutoring resources, or something else you think will be helpful to other tutors or to tutees. Start thinking about your final project now. Examples of other tutors’ projects can be found in the bookcase by the tutor lounge, 103 Milledge Hall.