

2013-2014 LAP Training Curriculum

Curriculum Overview	4
Orientation: Academic	5
What is Tutoring?.....	5
Policies & Procedures	5
Expectation Management.....	5
Active Learning / Asking Questions	5
Ethics & Etiquette 101	5
Orientation: Math	6
What is Tutoring?.....	6
Expectation Management.....	6
Policies & Procedures	6
Ethics & Etiquette 101	6
Math Anxiety.....	6
Orientation: Writing	7
What is Tutoring?.....	7
Policies & Procedures	7
Expectation Management.....	7
Responding to Student Writing I: Philosophy	7
Responding to Student Writing II: Practice.....	7
Basic Certification: Academic (LAP 201-001)	8
The Tutoring Cycle	8
Tutoring in Your Content Area or Discipline I	8
Tutoring in Your Content Area or Discipline II	8
Tutoring Options I	8
Tutoring Options II	8
Diagnosis	9
Learning Skills.....	9
Memory and Remembering.....	9
Basic Cultural Awareness	9

Tutoring Cycle: Self-E	9
Basic Certification: Math (LAP 201-002)	10
The Tutoring Cycle	10
Tutoring Cycle: Self-Evaluation	10
Intro to NKU’s Algebra Sequence.....	10
Algebra Word Problems I.....	10
Algebra Word Problems II.....	11
Effective Questioning I.....	11
Effective Questioning II.....	11
Active Listening.....	11
Standardized Testing & Nursing Dosage.....	11
Common Mathematical Errors	12
Calculator Use	12
Learning Theories for Mathematics.....	12
Basic Cultural Awareness.....	12
(Approx. 1 additional “tutors’ choice” topics)	12
Basic Certification: Writing (LAP 201-003)	13
The Writing Process	13
The Tutoring Session.....	13
Helping Writers in All Stages of the Writing Process.....	13
Working with Writers.....	13
Difficult Tutoring Situations	13
Special Focus: International Students I.....	14
Special Focus: Tutoring Punctuation.....	15
Special Focus: Citation and Documentation Styles.....	15
Tutoring and Technology	15
Writing Across the Disciplines.....	15
Tutoring Cycle: Self-E	15
Intermediate Certification (LAP201-004).....	16
Tutoring Cycle / Expectation Management	16
Tutoring Cycle: Self-Evaluation	16
Conflict Resolution.....	16

Ethics: Problem Situations/Scenarios	17
Time Management.....	17
Brain-Based Learning	17
Note-taking	17
Textbook Reading Techniques	18
Directive and Non-Directive Tutoring	18
Test-Taking Strategies.....	18
Working with International Students	18
Financial Management	18
Student Networking.....	19
Educational Assessment	19
Advanced Certification (LAP201-005).....	20
Tutoring Cycle / Expectation Management	20
Tutoring Cycle: Self-Evaluation	20
Cultural Awareness	20
Group Dynamics / Group Tutoring.....	20
Critical Thinking.....	20
Trust/Empathy-building	20
Professional Communication	21
Community Referrals/Organizations	21
Tutoring & Law.....	21
Private tutoring: special concerns/issues	21
(Approx. 4 additional “tutors’ choice” topics)	21

Curriculum Overview

Beginning in Fall 2012, The NKU tutor training curriculum will be divided into four phases: Orientation, Basic, Intermediate, and Advanced. The Orientation Training generally will run every fall for all tutors, and every spring for new hires, in a single-day, five-hour format. One Orientation will run for each of the three primary Centers (Math, Writing, and Academic Tutoring) as needed.

After Orientation, each of the subsequent phases will consist of ten to fourteen “units,” approximately one hour each. These phases are designed to be completed in one to two semesters each through participation (via official enrollment or otherwise) in the appropriate section of the LAP 201 course. Most units may be completed either through a face-to-face meeting or by completing an online assignment.

Basic Training should be begun, and ideally completed, during a tutor’s first semester. A separate Basic training is run for Academic Tutoring (LAP201-001), the Math Center (LAP201-002) and the Writing Center (LAP201-003)¹, each containing content information appropriate to the discipline.

Intermediate Training (LAP201-004) will be run in a single section for all Centers. A major objective of Intermediate Training is to train and qualify tutors to work in the Success Skills Center, and training will emphasize relevant skills and knowledge base for that purpose.

Advanced Training (LAP201-005) will be run in a single section for all Centers. A central objective of Advanced Training is to prepare tutors for tutoring work outside of NKU, either as independent tutors or for other agencies (e.g. Title I SES tutoring).

Note on Online Alternative Assignments: Unless otherwise indicated, the online alternative assignment for each unit is a blog entry of 300 or more words on the listed subject, to be posted in the appropriate area of the LAP Training Group Blackboard site.

¹ Course numbers as reassigned for Fall 2013.

Orientation: Academic

What is Tutoring?

- SLO(s):
- Reading: *Academic Tutor Guide*: Welcome and Parts I, IV, VIII
- Viewing: DVD “Introduction to Tutoring”
- Activity: Solo vs. Collaborative demonstration
- Online Alternative Assignment Blog Prompt: Read *The Master Tutor*, Chapter I. In a blog of 300 words, express in your own words 1) the difference between tutoring and teaching and 2) how to establish and maintain parameters to the tutor’s role.

Policies & Procedures

- SLO(s):
- Reading: *Academic Tutor Guide*: Parts II, V, VI, VII
- Viewing: Prezi on LAP Tutorial Services; NKU Academic Tutoring webpages
- Activity: Questions & Answers, Discussion
- Online Alternative Assignment Blog Prompt: N/A

Expectation Management

- SLO(s):
- Reading: Jered Wasburn-Moses’ “Expectations Management”
- Activity: “Expectations Management” Exercise
- Online Alternative Assignment Blog Prompt: Complete “Expectations Management Exercise” in writing.

Active Learning / Asking Questions

- SLO(s):
- Reading: *Academic Tutor Guide*: Parts XI, XII, XIII, XIV; UCLA “Communication Skills” pdf.
- Activity: Identify a body of knowledge or a skill that you learned well *outside of a school environment*. Explain in detail how you learned this knowledge or skill. How many learning stages did you go through and how could you label these stages?
- Online Alternative Assignment Blog Prompt: Write a 300-word tutorial session script, between a tutor and his or her patron, in which the tutor asks questions only. Choose an appropriate topic (one concerning a content issue from a course you might tutor) for the tutorial.

Ethics & Etiquette 101

- SLO(s):
- Reading: *Academic Tutor Guide*: Parts XV and XVI
- Activity: Group or Partner Work, Discussion
- Online Alternative Assignment Blog Prompt: In about 300 words, address 5 of the 10 “Tutor Situations/Scenarios” in Part XVI of the *Academic Tutor Guide*.

Orientation: Math

What is Tutoring?

- SLO(s):
- Reading(s):
 - Orientation Manual, Part I
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: N/A

Expectation Management

- SLO(s):
- Reading(s):
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: N/A

Policies & Procedures

- SLO(s):
- Reading(s):
 - Orientation Manual, Part II, Section 1-4
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: N/A

Ethics & Etiquette 101

- SLO(s):
- Reading(s):
 - Orientation Manual, Part II, Section 5
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: N/A

Math Anxiety

- SLO(s):
- Reading(s):
 - Orientation Manual, Part III
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: N/A

Orientation: Writing

What is Tutoring?

- SLO(s):
- Reading: *Writing Center Consultant Guide: Welcome*
- Viewing: DVD “The Writing Process”; Prezi about the NKU Writing Center
- Activity: Solo vs. Collaborative demonstration
- Online Alternative Assignment Blog Prompt: N/A

Policies & Procedures

- SLO(s):
- Reading: *Writing Center Consultant Guide: Parts I through XI*
- Activity: Questions & Answers, Discussion
- Online Alternative Assignment Blog Prompt: N/A

Expectation Management

- SLO(s):
- Reading: *Writing Center Consultant Guide*; Jered Wasburn-Moses’ “Expectations Management”
- Viewing: NKU Writing Center webpages
- Activity: Expectations Management Exercise
- Online Alternative Assignment Blog Prompt: N/A

Responding to Student Writing I: Philosophy

- SLO(s):
- Reading: http://www.authenticeducation.org/ae_bigideas/article.lasso?artId=61
- Viewing: DVD “Peter Elbow on Writing”
- Activity: Question & Answer, Discussion
- Online Alternative Assignment Blog Prompt: N/A

Responding to Student Writing II: Practice

- SLO(s):
- Reading: Student Essays
- Activity: Discussion
- Online Alternative Assignment Blog Prompt: N/A

Basic Certification: Academic (LAP 201-001)

The Tutoring Cycle

- SLO(s):
- Reading: *The Master Tutor*, Chapter II “Tutoring Cycle”
- Viewing: The Tutor’s Guide DVD, “The Tutorial Plan”
- Online Assignment Blog Prompt: In your blog entry for this week, compare the 12 steps of the Tutoring Cycle as described in the reading with your tutoring experiences. Be sure to address the following three questions in some manner within your entry:
 - 1. MacDonald (the author) identifies two steps as both especially critical and under-utilized. What are they? Why are they so important? Why are they so under-utilized?
 - 2. Which step(s) help you to learn, evaluate, and meet or redirect students' expectations for the tutoring session? Why is this important?
 - 3. Which steps do you think you do particularly well so far? Which do you need to work on the most?

Tutoring in Your Content Area or Discipline I

- SLO(s):
- Viewing: The appropriate DVD from “The Tutor’s Guide”
- Online Assignment Blog Prompt: Write 200-word summary of the video. In about 100 words, identify what you thought most significant or helpful, and why.

Tutoring in Your Content Area or Discipline II

- SLO(s):
- Activity: Interview a professor in your content area or discipline. Ask questions about what the professor thinks is most challenging to learn in the discipline and how he or she thinks tutors could be most helpful.
- Online Assignment Blog Prompt: Write a 300-word summary of the interview.

Tutoring Options I

- SLO(s):
- Reading: *The Master Tutor*, Chapter III, pp. 44-60 (Options 1-3)
- Online Assignment Blog Prompt: Select two of the options and write about how you have used them in actual tutorial sessions you have conducted.

Tutoring Options II

- SLO(s):
- Reading: *The Master Tutor*, Chapter III, pp. 60-73 (Options 4-6)
- Online Assignment Blog Prompt: Select two of the options and write about how you have used them in actual tutorial sessions you have conducted.

Diagnosis

- SLO(s):
- Viewing: The Tutor's Guide DVD, "Diagnosis and the Socratic Method" and "Diagnosis Through Observation"
- Online Assignment Blog Prompt: Write 200-word summary of one of the two videos. In about 100 words, identify what you thought most significant or helpful, and why.

Learning Skills

- SLO(s):
- Viewing: The Tutor's Guide DVD, "Tutoring Learning Skills"
- Online Assignment Blog Prompt: Write 200-word summary of the video. In about 100 words, identify what you thought most significant or helpful, and why.

Memory and Remembering

- SLO(s)
- Reading: *Becoming a Master Student* Ch. 3, pp. 98 - 107
- Online Assignment Blog Prompt: Write 200-word summary of the chapter. In about 100 words, identify what you thought most significant or helpful, and why.

Basic Cultural Awareness

- SLO(s):
- Reading: *Becoming a Master Student* Ch. 9, pp. 270 - 283
- Viewing: The Tutor's Guide DVD, "Bridging Cultural Gaps"
- Online Assignment Blog Prompt: Which was most helpful, in your view -- the Reading or the Viewing? Why?

Tutoring Cycle: Self-E

- SLO(s):
- Reading: Self-evaluation form
- Activity: Complete a self-evaluation, including a meeting with the Coordinator

Basic Certification: Math (LAP 201-002)

The Tutoring Cycle

- SLO(s):
- Reading(s):
 - “The Tutoring Cycle” handout (California Tutoring Project)
 - *The Master Tutor*, Chapter II
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: In your blog entry for this week, compare the 12 steps of the Tutoring Cycle as described in the reading with your tutoring experiences. Be sure to address the following three questions in some manner within your entry:
 - 1. MacDonald (the author) identifies two steps as both especially critical and under-utilized. What are they? Why are they so important? Why are they so under-utilized?
 - 2. Which step(s) help you to learn, evaluate, and meet or redirect students' expectations for the tutoring session? Why is this important?
 - 3. Which steps do you think you do particularly well so far? Which do you need to work on the most?

Tutoring Cycle: Self-Evaluation

- SLO(s):
- Reading(s): Self-evaluation form
- In-class Activity/ies: Complete a self-evaluation, including a Coordinator meeting (no class meeting)
- Online Alternative Assignment Blog Prompt: N/A

Intro to NKU’s Algebra Sequence

- SLO(s):
- Reading(s):
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: Interview Diane Williams (LAP Director), Janis Broering (outgoing Coordinator of Developmental Mathematics), or Barbara Hamilton (incoming Coordinator of Developmental Mathematics) about the MAHD 090–095–099 sequence. In your blog, compare and contrast how topics are treated in the three courses, as well as how they will be handled in MAT 109 and other courses.

Algebra Word Problems I

- SLO(s):
- Reading(s): Orientation Manual, Part IV
- In-class Activity/ies: Word Problem sheet
- Online Alternative Assignment Blog Prompt: Please attempt all of the word problems on the sheet in the File Exchange (and turn them in to me when you can), and blog on the following:

What do all of these problems have in common? What differences are there? Which problem is the easiest, and which the hardest, and why?

Algebra Word Problems II

- SLO(s):
- Reading(s): Orientation Manual, Part IV
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: What are the steps you take in approaching a word problem? How can you help students learn to do word problems like these independently, rather than just showing them how to interpret specific examples?

Effective Questioning I

- SLO(s):
- Reading(s): *The Master Tutor*, Chapter III, pp. 44-60 (Options 1-3)
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: Give responses to the questions in the first half of the reading. Also, as you can tell, the purpose of this chapter is to categorize types of verbal "moves" you might make when tutoring. What do you think is the purpose or value of having such a taxonomy of "moves"?

Effective Questioning II

- SLO(s):
- Reading(s): *The Master Tutor*, Chapter III, pp. 60-73 (Options 4-6)
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: Respond to Exercise 3-9 (p. 65). Do Exercise 3-10 (p. 71) and, if possible, Exercise 3-11 (p. 72). Discuss what you have learned through this activity.

Active Listening

- SLO(s):
- Reading(s):
 - http://www.phy.ilstu.edu/pte/310content/case_studies/resources/Communication_Skills.pdf
 - *The Master Tutor*, Chapter IV
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: Compare and contrast "IRP" with "EALP". Compare and contrast the use of the term "active listening" as used in *The Master Tutor* with the way it is used in the "Communication Skills" article.

Standardized Testing & Nursing Dosage

- SLO(s):
- Reading(s): <http://lap.nku.edu/mathcenter/about/services/nursingdosage.html>
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: N/A

Common Mathematical Errors

- SLO(s):
- Reading(s): <http://www.math.vanderbilt.edu/~schectex/commerrs/>
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: What do you think of the categorization of common errors described in the article? Are there missing categories or types of errors? What categories or types of errors do you see most often in your tutoring sessions? How can you help students overcome these holistically rather than addressing individual errors as they arise?

Calculator Use

- SLO(s):
- Reading(s): http://education.ti.com/downloads/guidebooks/graphing/84p/TI84Plus_guidebook_EN.pdf, Chapters 1-3, 7, 12-13 (for stats tutors) OR 17 (non-stats)
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: What have you learned from this reading that will improve your ability to help students? Be specific, using real-life examples if possible.

Learning Theories for Mathematics

- SLO(s):
- Reading(s): <http://www.math.kent.edu/~edd/ICMIPaper.pdf>
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: Summarize your understanding of Actions, Processes, Objects, and Schema. How might understanding this framework help you to be a better math/stat tutor?

Basic Cultural Awareness

- SLO(s):
- Reading(s):
 - *Becoming a Master Student* Ch. 9
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: What kinds of “cultural difference” have you experienced as a tutor? (Try to think beyond race and nation of origin.) How do they affect the way that you tutor?

(Approx. 1 additional “tutors’ choice” topics)

Basic Certification: Writing (LAP 201-003)

The Writing Process

- SLO(s):
- Reading: From *The Bedford Guide for Writing Tutors* (5th ed.) by Leigh Ryan
 - Chapter 1 “The Writing Center as a Workplace”
 - Chapter 2 “The Writing Process”
- Online Alternative Assignment Blog Prompt: Cite three items (word, phrase, sentence, series of sentences, paragraph) in the reading that you find of particular importance. Explain why you find the items of special significance.

The Tutoring Session

- SLO(s):
- Reading: From *The Bedford Guide for Writing Tutors* (5th ed.) by Leigh Rya
 - Chapter 3 “Inside the Tutoring Session”
- Online Alternative Assignment Blog Prompt: Cite three items (word, phrase, sentence, series of sentences, paragraph) in the reading that you find of particular importance. Explain why you find the items of special significance.

Helping Writers in All Stages of the Writing Process

- SLO(s):
- Reading: From *The Bedford Guide for Writing Tutors* (5th ed.) by Leigh Ryan
 - Chapter 4 “Helping Writers throughout the Writing Process”
- Online Alternative Assignment Blog Prompt: Cite three items (word, phrase, sentence, series of sentences, paragraph) in the reading that you find of particular importance. Explain why you find the items of special significance.

Working with Writers

- SLO(s):
- Reading: From *The Bedford Guide for Writing Tutors* (5th ed.) by Leigh Ryan
 - Chapter 5 “The Writers You Tutor”
- Online Alternative Assignment Blog Prompt: Cite three items (word, phrase, sentence, series of sentences, paragraph) in the reading that you find of particular importance. Explain why you find the items of special significance.

Difficult Tutoring Situations

- SLO(s):
- Reading: From *The Bedford Guide for Writing Tutors* (5th ed.) by Leigh Ryan
 - Chapter 8 “Coping with Different Tutoring Situations”
- Online Alternative Assignment Blog Prompt: Cite three items (word, phrase, sentence, series of sentences, paragraph) in the reading that you find of particular importance. Explain why you find the items of special significance.

Special Focus: International Students I

- SLO(s):
- Reading: “Tutoring ESL Students: Issues and Options” by Muriel Harris and Tony Silva
- Online Alternative Assignment Blog Prompt: Cite three items (word, phrase, sentence, series of sentences, paragraph) in the reading that you find of particular importance. Explain why you find the items of special significance.

Special Focus: International Students II

- SLO(s):
- Reading: “Tutoring ESL Students: Issues and Options” by Muriel Harris and Tony Silva
- Online Alternative Assignment Blog Prompt: Cite three items (word, phrase, sentence, series of sentences, paragraph) in the reading that you find of particular importance. Explain why you find the items of special significance.

Special Focus: Tutoring Punctuation

- SLO(s):
- Reading:
- Online Alternative Assignment Blog Prompt: Cite three items (word, phrase, sentence, series of sentences, paragraph) in the reading that you find of particular importance. Explain why you find the items of special significance.

Special Focus: Citation and Documentation Styles

- SLO(s):
- Reading:
- Online Alternative Assignment Blog Prompt: Cite three items (word, phrase, sentence, series of sentences, paragraph) in the reading that you find of particular importance. Explain why you find the items of special significance.

Tutoring and Technology

- SLO(s):
- Reading: From *The Bedford Guide for Writing Tutors* (5th ed.) by Leigh Ryan
 - Chapter 6 “Tutoring and Technology”
- Online Alternative Assignment Blog Prompt: Cite three items (word, phrase, sentence, series of sentences, paragraph) in the reading that you find of particular importance. Explain why you find the items of special significance.

Writing Across the Disciplines

- SLO(s):
- Reading: From *The Bedford Guide for Writing Tutors* (5th ed.) by Leigh Ryan
 - Chapter 7 “Helping Writers Across the Curriculum”
- Online Alternative Assignment Blog Prompt: Cite three items (word, phrase, sentence, series of sentences, paragraph) in the reading that you find of particular importance. Explain why you find the items of special significance.

Tutoring Cycle: Self-E

- SLO(s):
- Reading: Self-evaluation form
- Activity: Complete self-evaluation, including meeting with the Coordinator

Intermediate Certification (LAP201-004)

Tutoring Cycle / Expectation Management

- SLO(s):
- Reading(s):
 - “The Tutoring Cycle” handout (California Tutoring Project)
 - *The Master Tutor*, Chapter II
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: In your blog entry for this week, compare the 12 steps of the Tutoring Cycle as described in the reading with your tutoring experiences. Be sure to address the following three questions in some manner within your entry:
 - 1. MacDonald (the author) identifies two steps as both especially critical and under-utilized. What are they, and what do you think of this claim?
 - 2. Which step(s) help you to learn, evaluate, and meet or redirect students' expectations for the tutoring session? Why is this important?
 - 3. Which steps do you think you do particularly well? Which do you need to work on the most?

Tutoring Cycle: Self-Evaluation

- SLO(s):
- Reading(s): Self-evaluation form
- In-class Activity/ies: Complete a self-evaluation, including a Coordinator meeting (no class meeting)
- Online Alternative Assignment Blog Prompt: N/A

Conflict Resolution

- SLO(s):
- Reading(s): http://www.mindtools.com/pages/article/newLDR_81.htm
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: What types of conflict arise during your work as a tutor? If you can, describe a specific instance. The reading describes two different models of conflict resolution. Discuss these as they pertain to tutoring--which do you think is a more helpful model for you? Does either model make you think differently about the conflict you described above?

Ethics: Problem Situations/Scenarios

- SLO(s):
- Reading(s):
 - http://www.lawrence.edu/dept/student_acad/ctl/tutors/resources/writing_pamphlets/ethics.shtml
 - “Ethics Scenarios” worksheet
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: Respond to any of the scenarios you find interesting, compelling, or relevant. You may also discuss any ethical dilemma you have actually faced while working as a tutor, and how you were able to resolve it (or not).

Time Management

- SLO(s):
- Reading(s):
 - *Becoming a Master Student* Ch. 2
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: What are the key elements to a time management system? How do you think you might help a student to develop a working system—what issues might you have to overcome? What might happen at weekly meetings with a tutee throughout your time working with them?

Brain-Based Learning

- SLO(s):
- Reading(s):
 - Rita Smilkstein essay, powerpoint (in file exchange)
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: TBD

Note-taking

- SLO(s):
- Reading(s):
 - *Becoming a Master Student* Ch. 5
 - <http://www.youtube.com/watch?v=tKASLc-RJfw> (Cornell Method overview, 8m 37s)
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: What are different ways students might take and then use notes? How can notes be an effective study tool, and how might they be being used ineffectively? How can you help students to improve their notetaking—what might happen at weekly meetings with a tutee throughout your time working with them?

Textbook Reading Techniques

- SLO(s):
- Reading(s):
 - *Becoming a Master Student* Ch. 4
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: What reading strategies do you employ when studying difficult material? What other effective strategies have you learned from the reading? How can you help students to improve their reading strategies—what might happen at weekly meetings with a tutee throughout your time working with them?

Directive and Non-Directive Tutoring

- SLO(s):
- Reading(s):
 - “Minimalist Tutoring” articles in file exchange
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: TBD

Test-Taking Strategies

- SLO(s):
- Reading(s):
 - *Becoming a Master Student* Ch. 6, pp. 183-192
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: What test-taking strategies do you employ when you have a challenging exam? What other effective strategies have you learned from the reading? How can you help students to improve their test-taking strategies—what might happen at weekly meetings with a tutee throughout your time working with them?

Working with International Students

- SLO(s):
- Reading(s):
 - TBD
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: TBD

Financial Management

- SLO(s):
- Reading(s): *Becoming a Master Student* Ch. 10
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: Review some of the material available through [NKU's financial fitness website](#). What resources does NKU offer? What is still missing from this set of resources, based on your textbook reading? How can you help students to improve their

personal finances—what might happen at weekly meetings with a tutee throughout your time working with them?

Student Networking

- SLO(s):
- Reading(s): TBD
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: TBD

Educational Assessment

- SLO(s):
- Reading(s):
 - <http://education.jhu.edu/newhorizons/strategies/topics/Assessment%20Alternatives/index.html>, especially <http://education.jhu.edu/newhorizons/strategies/topics/Assessment Alternatives/wiggins.htm>
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt: How do you know when or whether a tutee “gets it”? What did you learn from your reading that might improve your assessment practices, or what do you wish had been covered more thoroughly? How does Assessment relate to the Tutoring Cycle?

Advanced Certification (LAP201-005)

Tutoring Cycle / Expectation Management

- SLO(s):
- Reading(s):
 - “The Tutoring Cycle” handout (California Tutoring Project)
 - *The Master Tutor*, Chapter II
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt:

Tutoring Cycle: Self-Evaluation

- SLO(s):
- Reading(s): Self Evaluation form
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt:

Cultural Awareness

- SLO(s):
- Reading(s): *The Master Tutor*, Chapter V
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt:

Group Dynamics / Group Tutoring

- SLO(s):
- Reading(s):
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt:

Critical Thinking

- SLO(s):
- Reading(s):
 - *Becoming a Master Student* Ch. 7
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt:

Trust/Empathy-building

- SLO(s):
- Reading(s):
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt:

Professional Communication

- SLO(s):
- Reading(s):
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt:

Community Referrals/Organizations

- SLO(s):
- Reading(s):
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt:

Tutoring & Law

- SLO(s):
- Reading(s):
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt:

Private tutoring: special concerns/issues

- SLO(s):
- Reading(s):
- In-class Activity/ies:
- Online Alternative Assignment Blog Prompt:

(Approx. 4 additional “tutors’ choice” topics)