

CETL 2001: Fundamentals of Peer Tutoring
Georgia Institute of Technology

Fall 2026

Tuesday 11:00- 11:50 am

Clough 102 (131, 129)

Instructors:

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Course Description: CETL 2001 is designed to train and develop peer educators at Georgia Tech. The course will explore skills that will enhance the effectiveness of students employed by Tutoring and Learning Enrichment and the Athletic Association (GTAA) as a peer educator (i.e. tutor, learning assistant, or PLUS leader). Class discussions will introduce effective, evidence-based tutoring techniques, strategies to respond to student learning styles and needs, and promote professional growth through self-evaluation and reflection. All participants in the course must be employed as peer educators.

Course Objectives:

By the end of this course, students will be able to:

- Prepare and execute effective teaching sessions as a tutor, LA, or PLUS leader that utilizes best practices in academic support, appreciation for diversity & inclusivity, and employ relationship-building skills.
- Use knowledge of learning theories and styles to respond to student needs during their sessions
- Support student development by communicating their knowledge of campus resources

CRLA Certification: The topics covered in this course count towards the [College Reading and Learning Association \(CRLA\) International Peer Educator Training Program Certification \(IPTPC\)](#). The class schedule is designed to provide an opportunity for students to receive Level I IPTPC certification. Our course topics come directly from CRLA.

Required Course Materials: There is no textbook required for this course. Any required readings will be provided via Canvas.

Attendance & Participation: Because this course is discussion-based, practice-oriented, and connected to CRLA certification, regular attendance is required for satisfactory completion of the course. Our class sessions are designed to help you build the skills, judgment, and confidence needed to serve effectively as a tutor, learning assistant, or PLUS leader. Being present with one another is a central part of that learning. Students may miss up to **two class sessions** during the semester to account for illness, emergencies, work conflicts, or other needs. We do not distinguish between excused and unexcused absences. However, because the course depends on consistent engagement, students who miss **more than two class sessions** will not be eligible to pass the course, regardless of total points earned. If you miss more than two sessions for any reason, there will be **one** make-up class at the end of the semester that may be used to make up the points missed from **one** absence.

Arriving more than 10 minutes after class begins will count as an absence. Students are expected to arrive on time, come prepared to discuss assigned materials, and participate thoughtfully in class activities and conversations.

Reflections/Quizzes/Article Reviews: Each week will be accompanied with a short quiz, article review, or reflection. A reflection is a few paragraphs, not a single sentence, and should include specifics regarding your peer educator experiences and the corresponding class topic. **All assignments will be due Monday night before the next class by 11:59pm.** View due dates on the schedule on the last page of the syllabus.

Grading: This is a pass/fail class, and the course is out of 200 points. To pass the course and remain eligible for rehire with Tutoring and Learning Enrichment, students must meet **both** of the following requirements:

1. Earn at least **160 out of 200 points**, which is 80%.
 2. Attend at least **12 of the 14 counted class sessions**.
- **Weekly Assignments:** 14 @ 3 points each = **42 points**
 - **Weekly Attendance:** 12 @ 8 points each (allowing two absences) = **112 points**
 - **Final Project:** **46 points**

Students with Disabilities: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that disability related accommodations are necessary, you may register with the [Office of Disability Services here](#). To register with ODS, students must self-identify and initiate contact with the ODS office.

Faculty-Student Agreement and Classroom Conduct: This course is built around conversation, reflection, practice, and shared learning. Because you are preparing to serve as peer educators, we ask that you approach class with the same care, presence, and professionalism that you would bring to the students you support. This means arriving on time, participating thoughtfully, listening generously, and engaging with your classmates and instructors in a spirit of respect and curiosity. To help us create a focused and fully engaged learning environment, electronic devices should not be used during class unless they are part of an approved accommodation or we specifically invite their use for an activity. We know devices are part of everyday life, but this class works best when we are present with one another and able to practice the interpersonal skills at the heart of effective peer education. If an urgent situation requires you to check your phone or step out briefly, please do so quietly and respectfully.

Academic Honesty/Integrity Statement: Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Cheating, plagiarism, or any form of academic dishonesty is a serious offense and directly violates the Georgia Tech Academic Honor Code. Plagiarizing is defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source." If caught cheating or plagiarizing, you will be dealt with according to the GT Academic Honor Code. Unless otherwise noted by the instructor, generative AI is not allowed in this class. For any questions involving these or any other Academic Honor Code issues, please consult the professor [or www.honor.gatech.edu](http://www.honor.gatech.edu).

Stress Management and Mental Health: Many students face challenges that can interfere with their academic success and overall wellbeing. If you are struggling with this class, please visit me during office hours or contact me via email. If you are feeling overwhelmed and need support, please go to: <https://mentalhealth.gatech.edu/>. To talk to someone at the Center for Mental Health Care and Resources, dial 404.894.2575 at any time. For other GT resources, visit <https://mentalhealth.gatech.edu/resources/students/community-resources>, and also check out [The Mental Health in College Guide](#).

Class Schedule Fall 2026

Class	Date of Class	Topic	Assignments	Assignment Due Date
1	8/25	Orientation for TLE New Hires	Syllabus Quiz	8/31
2.	9/1	Breakout by Role: What makes a Successful Session/Class	First Week Reflection	9/7
3	9/8	CORE 4 (Question Asking Strategies)	Core 4 Reflection	9/14
4	9/15	Active Listening & Responding	Active Listening & Responding Reflection	9/21
5	9/22	Tools for Time Management & Study Skills	Time Management Tool Assignment	9/28
6	9/29	Critical Thinking/Memory and Retrieval	Critical Thinking Reflection	10/12
7.	10/6	Fall Break- No Class		
7	10/13	Working with Faculty and Staff	Communication Reflection	10/19
8	10/20	Learning Theories	Learning Theories Quiz	10/26
9	10/27	Breakout by Role: Challenges and Solutions & Establishing Boundaries	Role Check-In Reflection	11/2
10	11/3	Title IX Presentation (<i>Kendra Brown Stewart – Assistant Title IX Coordinator</i>)	Title IX Policies Quiz	11/9
11	11/10	Universal Design for Learning	Universal Design for Learning Reflection	11/16
12	11/17	Career Application – speaking to your TAS experience in interviews and on resumes	Selling Yourself to Your Future Employer Assignment	11/23
13	11/24	Self-Assessment Tools	Self-Assessment Reflection	11/30
14	12/1	Final Reflection & Certificates	Final Project Due 12/8	Final Project 12/8
15	12/8	Make-up Class for Absence		

*This schedule is subject to change; all changes will be communicated via Canvas.

Together in Clough 102
In breakout rooms by role Tutors (Clough 129), PLUS (Clough 131), LAs (Clough 102)