

## **SEWARD COUNTY COMMUNITY COLLEGE COURSE SYLLABUS**

### **I. TITLE OF COURSE:** ED1311- Practicum - Methods of Peer Tutoring

### **II. COURSE DESCRIPTION:** One **credit hours** Zero **credit hours of lecture** and One **credit hours of lab per week.**

Course provides supervised hands-on experience in tutoring directly with peers. To be held at the SCCC Academic Achievement Center (AAC).

For each unit of credit, a minimum of three hours per week with one of the hours for class and two hours for studying/preparation outside of class is expected.

Pre-requisite: Must be enrolled in or have taken Principles of Peer Tutoring (ED1302). The student must currently have and maintain a 2.00 grade point average with a 3.00 in any course in which the student plans to tutor.

This course is designed for those students who are interested in continuing their studies in the field of education or who are interested in any career that involves intense work with people.

### **III. PROGRAM AND/OR DEPARTMENT MISSION STATEMENT:**

Division Statement: The mission of the Humanities and Social Sciences is to foster an appreciation of the role that the humanities and social sciences has played in the evolution of civilized society and to explore the ways that an understanding of theory and practice in philosophy, the social and behavioral sciences, the fine arts, and written and oral expression will enable students to participate thoughtfully in a global society.

Seward County Community College promotes the cognitive and affective growth of all post-secondary learners, at all levels of the learning continuum by assuring that the institution identifies individual needs and offers appropriate courses and tutoring to help each student succeed.

### **IV. TEXTBOOK AND MATERIALS:**

The textbook for this course will be provided by the instructor.

### **V. SCCC OUTCOMES**

Students who successfully complete this course will demonstrate the ability to do the following SCCC Outcomes.

- 1: Read with comprehension, be critical of what they read, and apply knowledge gained to real life
- 2: Communicate ideas clearly and proficiently in writing, appropriately adjusting content and arrangement for varying audiences, purposes, and situations.
- 3: Communicate their ideas clearly and proficiently in speaking, appropriately adjusting content and arrangement for varying audiences, purposes, and situations.
- 5: Demonstrate the ability to think critically by gathering facts, generating insights, analyzing data, and evaluating information
- 8: Show the ability to contribute to political, civic, and community responsibilities as an

informed member of society

9: Exhibit workplace skills that include respect for others, teamwork competence, attendance/punctuality, decision making, conflict resolution, truthfulness/honesty, positive attitude, judgment, and responsibility

## **VI. COURSE OUTCOMES:**

Students successfully completing this course will demonstrate the following course competencies:

1. Articulate the importance of peer tutoring in the academic environment.
2. Define the qualities, responsibilities and ethical practices of a conscientious tutor.
3. Apply diagnostic techniques in order to gauge student processing skills.
4. Appropriately interpret indications of various learning modalities and disabilities and the techniques necessary to assist each learning difference.
5. Demonstrate the proper techniques and strategies of successful tutor sessions.
6. Relate understanding of basic skills required for communication and counseling.
7. Relate a comprehension of the cultural and academic adjustments of ESL students and various techniques to bridge this cultural gap.

## **VII. COURSE OUTLINE:**

Students must complete a total of 32 lab hours and the following paperwork as outlined in the Principles class.

1. Practicum Time Sheets – pg. 27
2. Tutoring Record – pg. 29
3. Tutee Interview Form – pg. 31
4. Record of Instructor Consultation – pg. 33+

## **VIII. INSTRUCTIONAL METHODS:**

1. Lecture
2. Discussion
3. Workshop Session

## **IX. INSTRUCTIONAL AND RESOURCE MATERIALS:**

1. Tutorial videotapes
2. Tutorial handbook (put together by instructor)
3. Handouts of articles, data sheets, etc.
4. Videotapes & worksheets of Learning Disabilities

## **X. METHODS OF ASSESSMENT:**

Outcome 1:

1. Students will be required to read the textbook, discuss what they read, and demonstrate the ability to apply the knowledge to themselves and those they tutor. The ability to apply new

knowledge will be measured through classroom discussions and evaluations made by tutees.

**Outcome 2:**

1. Students will be required to turn in two written summaries: one of an article over current issues in peer tutoring and one over a video of peer tutor technique. The Final required in the "Principles" course will be a course opinion paper which will demonstrate these abilities during tutor sessions in all subjects. This ability will be documented through tutee evaluations.

**Outcome 3:**

1. Students will be required to participate in classroom discussions and interact with fellow students, faculty and staff during work sessions. This ability will be documented on Peer Tutor Coordinator evaluations.

**Outcome 5:**

1. Students will demonstrate these abilities during tutor sessions in all subjects. This ability will be documented through tutee evaluations

**Outcome 8:**

1. Students will learn about the values which diverse cultures and life styles place on various areas of social and private life through several discussions and videos in the classroom setting. Each tutor's view of cultural comprehension and community responsibilities will also be observed and evaluated by the peer tutor coordinator during lab interactions and tutor sessions. These interactions will be documented on tutor evaluation sheets. Students will view and discuss several videos about learning disabilities. Students will view and discuss a video about working with English as a Second Language tutees with writing skills. Students will also view and discuss a video covering the culture shock faced by persons attending school for the first time in America. Value and awareness will be measured by classroom discussion, tutor/tutee observation, and tutor evaluation. In a written paper, tutors will be asked to review a tutor session held with an ESL student and write about that session from the eyes of the ESL student.

**Outcome 9:**

1. Students will find that the learning arrangement, while in the Student Success Center and in the classroom, will emulate the workplace setting. Each of the workplace goals of outcome nine will be evaluated in the peer tutor coordinator's evaluation of each student tutor.

**XI. ADA STATEMENT:**

Under the Americans with Disabilities Act, Seward County Community College will make reasonable accommodations for students with documented disabilities. If you need support or assistance because of a disability, you may be eligible for academic accommodations. Students should identify themselves to the Dean of Students at 620-417-1106 or going to the Student Success Center in the Hobbie Academic building, room 149 A.