

INDIS 110: Peer Tutoring Fall 2015

Course: Interdisciplinary Studies 110

Section: 2325

Meeting Time: Mondays 2:40pm-4:05pm (September 28st -November 9th)

Classroom: Tamarack 209 (inside the AAC)

Instructor: Lindsay Laney

Contact Information:

My email: laneyl@yosemite.edu

My phone number: 588-5176

Office Location: Tamarack 209

Office Hours: By appointment

Course Description:

Provides students with techniques and strategies for peer tutoring. Students will study learning styles, multiple intelligence theory, learning disabilities, as well as effective communication skills, planning and structuring a tutor session, questioning techniques and multicultural perspectives. Studying these topics will lead to clarifying the nature of an effective tutor. This course meets State regulations for peer tutoring training and College Reading and Learning Association (CRLA) certification. Offered for Pass/No Pass grading only.

Grading: Credit/No-Credit

Grading Standard:

Students must achieve 75% or higher to receive credit for the course. The assignments for the course are weighted to determine the final grade according to the scale below:

Participation in Online Discussion	50%
Written Reactions	25%
Reflective Paper	25%

Books and Materials:

- *The Master Tutor: A Guidebooks for More Effective Tutoring* **2nd Edition** By Ross MacDonald
- Access to the internet in order to utilize **Blackboard**

Course Objectives:

1. Define peer tutoring, including the goals of tutoring and the role of the tutor
2. Describe adult learners as tutees
3. Name, describe, and employ specific tutoring strategies
4. Name, describe, and employ specific tutoring techniques
5. Apply the Tutor Cycle, as defined by MacDonald, in tutoring sessions
6. Describe five learning styles and employ strategies for these learning styles in tutoring sessions
7. Prepare a concise tutor session plan
8. Describe and employ evaluation methods at the conclusion of a tutoring session
9. Apply effective communication skills in tutoring sessions
10. Define sexual harassment according to YCCD policy and describe procedures for policy implementation
11. Define learning disabilities and employ specific techniques for tutoring learning challenged students
12. Apply tutoring techniques which are sensitive to culturally diverse student populations

Course Policies:

1. **BE HERE! You are responsible for everything that goes on or is handed out in class whether you are present or not.** If you miss a class, please talk with a classmate to find out what was covered. You may contact me to ask for an assignment, but don't expect me to spend time explaining the assignment.
2. **If you miss a class and don't call or email, I will drop you.** Since this is a short course, your attendance is important. Failure to communicate will result in you being dropped from the course.
3. **All assignments must be typed.** I will accept only your best quality work for all assignments. Grammar and spelling count-even in BlackBoard.
4. **I do not accept late work.** Once again, this is a short course, so there is no time for late assignments.

Plagiarism:

If caught deliberately plagiarizing, not only would you lose my trust and respect, but also any points associated with the particular piece of writing. To plagiarize is to present someone else's work as your own, whether it be their ideas, expression of those ideas, or rewriting of your own ideas by someone else. *Any student caught deliberately plagiarizing will receive an "F" on the assignment and possibly on the course.*

Campus Policy on Americans with Disabilities Act:

If you need course adaptations or accommodations because of a disability or if you need to make special arrangements and request accommodations you must register with the DSPS (Disabled Students Programs and Services) within the first two weeks of class to establish a record of disability.) Let me know as soon as possible, so I am aware of any necessary accommodation that can be made on your behalf. Your notification will remain confidential.

This syllabus is subject to change by the instructor.

CALENDAR INDIS 110 – Fall 2015

*This calendar is meant to be a **general guideline** to help with management of your time. It is **subject to change**, and **all due dates should be confirmed with your instructor**.

Week	Date	Course Objective	Homework Assigned: <i>Due by Friday at midnight</i>
Week 1	9/28	Introductions Course Overview Learning Styles Group Activity	Read in <i>The Master Tutor</i> : Chapter 1 Online Discussion 1 <i>(Due Friday 10/2 by midnight)</i>
Week 2	10/5	Define Tutor Role Tutoring Benefits Elements of Effective Tutoring Sessions	Read in <i>The Master Tutor</i> : Chapter 2 Online Discussion 2 Written Reaction(submitted on blackboard): “Teaching Adult Students” by Cheryl Polson <i>(Due Friday 10/9 by midnight)</i>
Week 3	10/12	Andragogy The Tutor Cycle Opening and Closing	Read in <i>The Master Tutor</i> : Chapter 3 Online Discussion 3 Read in <i>The Master Tutor</i> : Chapter 4 Online Discussion 4 <i>(Due Friday 10/16 by midnight)</i>
Week 4	10/19	Active Listening Strategies Communication Skills	Assignment: Interview a person with a disability Written responses submitted on BlackBoard) Online Discussion 5 <i>(Due Friday 10/23 by midnight)</i>
Week 5	10/26	Video Assignment Interview debrief	Read in <i>The Master Tutor</i> : Chapter 5 Online Discussion 6 <i>(Due Friday 10/30 by midnight)</i>
Week 6	11/2	Questioning Techniques Blooms Taxonomy	Complete Video Assignment
Week 7	11/9	Campus Resources Reflection & Evaluation	Video Reflection Paper <i>(Due Sunday 11/8 by midnight)</i>