

Prepared by the Department of Language and Literature  
Department Approval Date: February 25, 2008  
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Effective: Fall 2008

1. **Course Number:** ETU100  
**Course Title:** Peer Tutor Practicum
2. **Description:** This is a training course for peer tutors. Through readings, journal responses, discussions, and practical experience, the course introduces students to the theories used in writing center work as well as the practical application of those theories. Tutors will peer-critique, self-monitor, and tutor. The main objective is for students to become effective peer tutors and better writers.
3. **Student Learning Outcomes:**  
Upon completion of this course, students are able to do the following:
  - Define the role of the peer tutor and writing center within the institution.
  - Assess tutor's own writing and reading practices to facilitate other learners.
  - Assist writers and readers with varying skill sets.
  - Conduct tutorials at all stages of the writing process.
  - Demonstrate flexibility in addressing student needs across disciplines.
  - Use language to converse as members of the writing community.
4. **Credits:** 1, 2 or 3 credits
5. **Satisfies General Education Requirement:** No.
6. **Prerequisites:** Faculty recommendation and grade of B+ or higher in a composition course.
7. **Semester(s) Offered:** Varies
8. **Suggested General Guidelines for Evaluation:** Grades for the course will be determined by the students' success in the five fields following:
  - End of the Semester Portfolio – 40%
  - In-class participation – 20%
  - Self and Group Evaluations – 20%
  - Journal (reading responses) – 10%
  - Essay Assignments / Projects – 10%
9. **General Topical Outline (Optional):**
  1. Orientation and writing sample
  2. Readings, writing assignments, class discussions, and the development of tools and language needed for academic discussion of peer tutoring and writing centers
  3. Practice tutorials with classmates, self analysis, and evaluation
  4. Tutoring in the Writing Center, detailed self analysis and reflection, involvement in peer centered blog, or similar forum in which active tutors share their experiences.
  5. Continued practice in the Writing Center, no less than two hours a week and no more than four hours a week. Weekly meetings for discussion of tutoring experiences and assigned reading
  6. Due: Portfolios containing writing assignments, projects and journal assignments