

**DIRECTED PEER TUTORSHIP PROPOSAL (RCCORE 308)  
RESIDENTIAL COLLEGE**

Student's Name \_\_\_\_\_ I.D.# \_\_\_\_\_

Email \_\_\_\_\_

Proposed Term \_\_\_\_\_ Proposed Credits \_\_\_\_\_ Class: FR SO JR SR

Proposed Supervising Instructor \_\_\_\_\_

Student's Signature \_\_\_\_\_

**To the student:**

**Please respond to questions 1 and 2 on a separate sheet. Submit your responses and this form with your signature to the instructor with whom you would like to work.**

1. Please list the course(s) you have completed, with the supervising faculty member, and give the term(s) in which the course(s) were completed. If you have not completed a course with the instructor, please describe other relevant contact you have had.
2. Please state your reasons for wishing to undertake a directed peer tutorship.

*(Please note: You will be expected to write a report on your tutorship experience at the end of the term.)*

**To the Instructor:**

1. On a separate sheet, please describe all duties and activities the peer tutor will perform in connection with your class. Please specify the tutor's anticipated total average weekly time commitment.
2. Please sign this form to indicate your acceptance of this student a directed peer tutor, and confirm the course in which the student will work for you.
3. All documents (this form, the student's application statements, the description of activities) should be forwarded to the Academic Services Office, room 134 Tyler, East Quad.

**Number and Title of Course** \_\_\_\_\_

Supervising Instructor's Signature \_\_\_\_\_

**Please See Reverse Side For Directed Peer Tutorship Policies and Procedures**

## **RCCORE 308: DIRECTED PEER TUTORSHIP**

### **Short Course Description**

An experiential course for students with advanced competence in the discipline. Students tutor beginning students enrolled in introductory courses under faculty supervision. They also participate in regular meetings with faculty to discuss discipline-specific pedagogical questions, and student progress and evaluation.

### **Extended Course Description**

This course is intended to enhance and fill a gap in Residential College experiential courses, mainly those focused on attaining language proficiency and on the performing arts at the Residential College. Students in these courses work in a collaborative, non-competitive manner, and gain much from interaction with students who have developed their skills in the specific discipline. Language and some art courses have performance goals, whether this is a certain level of linguistic competence or an actual art performance. Those students in need of extra practice work with instructors outside of class for further reinforcement. In this context, peer tutors complement the work of instructors by providing more individual opportunities for practice, and by role modeling their own personal approach to learning. Peer tutors have the opportunity to review and affirm what they know by explaining to and practicing with fellow students, and also gain some insight into different learning styles and the pedagogical approaches that meet their needs. The faculty advisor closely supervises the tutor's work and may provide some relevant readings, suggest different exercises, and invite peer tutors to design their own. At regular meetings with faculty, peer tutors discuss specific strategies and student performance, which engages them in the process of objectively evaluating others. Additionally, peer tutors may participate in activities organized by specific programs such as daily language lunch tables, auditions, visits, etc.

### **Course Requirements**

- Weekly meetings with students experiencing difficulties with the regular course work.
- Weekly or bi-weekly meetings with faculty to discuss pedagogical readings, specific strategies for individual students with different learning styles, and student progress.
- A mid-term and final report on each student progress.
- A final report on the tutorship experience.

### **Class Format**

Average of four to eight hours per week for:

- individual meetings with other students
- meetings with supervising faculty
- participation in co-curricular activities offered by specific programs