

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for TUTOR 17C
TUTORING THEORY AND PRACTICE III
Effective: Fall 2015

I. CATALOG DESCRIPTION:

TUTOR 17C — TUTORING THEORY AND PRACTICE III — 0.50 units

Advanced training for college tutors to obtain skills and techniques in academic and vocational subject areas and basic skills remediation. Emphasis upon leading group tutoring sessions, mentoring new tutors, and tutoring students with learning disabilities. Required course for third semester tutors participating in the Las Positas College Tutorial Program.

Prerequisites: TUTOR 17B

0.50 Units Lecture

Prerequisite

TUTOR 17B - Tutoring Theory and Practice II

Grading Methods:

Letter or P/NP

Discipline:

	MIN
Lecture Hours:	9.00
No Unit Value Lab	18.00
Total Hours:	27.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. TUTOR17B

1. inventory his/her own tutoring strengths and weakness to formulate a plan for continued growth;
2. demonstrate the ability to assess tutees' needs, design and apply tutoring plans, and work cooperatively with instructional faculty;
3. apply intermediate tutoring techniques relevant to the tutoring experience, including problem-solving, critical thinking and subject-specific applications when designing a tutoring session;
4. consider a student's learning challenges and provide appropriate learning strategies based on individual learning methods and styles;
5. tutor students individually and/or in pairs at the college Tutorial Center.
6. examine and create a method to reflect upon and review personal first-hand educational experiences in tutoring.

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. demonstrate active communication styles in a tutorial session;
- B. select appropriate metacognitive strategies for tutorial sessions which will lead to student success;
- C. summarize methods and practices utilized when tutoring students with learning disabilities;
- D. prepare and lead a group tutoring session or student workshop using the principles studied in the class.

V. CONTENT:

- A. Communication and Relationships
 1. Cross-culture communication
 2. Active Listening Training for the Multimodal Learner
 3. Use of social media and internet in tutoring sessions
- B. Learning Theory
 1. Metacognition
 2. Brain Dominance Learning
 3. Self-Regulated Learning
- C. Student Populations
 1. Meeting the tutoring needs of students with learning disabilities
 2. Learning styles and learning related disabilities (multi-modal teaching)
 3. Motivating Reluctant Students
- D. Training Tutors and Students

1. Group management skills (group interaction and group dynamics)
2. Leading student workshops
3. Embedded tutoring
4. Observation and mentoring skills

VI. METHODS OF INSTRUCTION:

- A. **Classroom Activity** -
- B. **Lecture** -
- C. **Student Presentations** -
- D. **Discussion** -
- E. **Written exercises and case studies** -

VII. TYPICAL ASSIGNMENTS:

- A. Working in pairs, design and develop a one half-hour workshop for students. Present the workshop to the class.
- B. Analyze the journal article "Tutoring as Transformative Work: A Phenomenological Case Study of Tutors' Experiences." Journal of College Reading and Learning, Vol 44, 2014.
- C. Write a 4-page paper relating to the learning theories covered in class and their use in the tutorial sessions.

VIII. EVALUATION:

A. **Methods**

1. Portfolios
2. Papers
3. Oral Presentation
4. Group Projects
5. Class Participation

B. **Frequency**

- Participation and class work -- Each class session
- Mid-semester portfolio review
- Graded assignments

IX. TYPICAL TEXTS:

1. Hodges, Russ. *Handbook for Training Peer Tutors and Mentors*. Third ed., Cengage Learning, 2012.
2. Higbee, Jeanne. *The Profession and Practice of Learning Assistance and Developmental Education*. First ed., National Center for Developmental Education, 2014.
3. Dayna "Tutoring as Transformative Work: A Phenomenological Case Study of Tutors' Experiences." Journal of College Reading and Learning Volume 44 2014.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Tutor Portfolio with tabs