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Course Outline for ENG 300
TUTOR TRAINING -- ENGLISH/ESL
Effective: Fall 2016

I. CATALOG DESCRIPTION:

ENG 300 — TUTOR TRAINING -- ENGLISH/ESL — 0 units

Provides training for tutors to work with students on reading and writing assignments from across the curriculum. This course will provide face-to-face and online lessons, practice, and supervision for working as a peer-to-peer tutor of English, ESL, and writing and reading. Once a month, students will meet face-to-face with the instructor for two hours. Between these meetings, students will work online to learn and practice English/ESL tutoring methods and skills.

Grading Methods:

Pass/No Pass

Discipline:

	MIN
Total Hours:	0.00

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

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

- A. Apply reading and writing skills learned in the tutorial session to future work as a tutor
- B. Revise a paper based on the tutor's suggestions
- C. Comprehend assignment instructions and requirements and apply this understanding to his or her own work
- D. Proofread more effectively
- E. Apply reading strategies to a text (i.e. Prereading, KWL, RECh, Annotation)
- F. Comprehend reading material more fully and apply this understanding to assignments

V. CONTENT:

- A. Methods for determining and responding to a student's reading and writing needs within a tutoring environment
 - 1. Greeting and listening skills.
 - 2. Methods for communicating time constraints and reasonable expectations for a single session versus semester-long tutoring.
 - 3. Methods for evaluating an instructor's writing and/or reading assignment, rubric, and requirements.
 - 4. Methods for tutors to allow tutees to read and mark their own work while being tutored.
 - 5. How to help a tutee learn a skill rather than fix errors for them
 - a. Using parallel examples
 - b. Using questions to prompt answers
 - 6. Differentiation between and prioritization of global and local errors
 - 7. Ongoing review and evaluation of sample student papers to assess global and local reading and writing errors and how to respond to them.
 - 8. What to do when you don't know something.
 - a. Tell the truth
 - b. Use online or text resources
 - c. Get back to the tutee
 - d. Ask an instructor
- B. General information about additional resources for referral, such as online lessons and exercises (i.e. Purdue OWI, RAW Center Online, ChompChomp), RAW Center services, English/ESL course levels and offerings, counseling services, learning skills, Assessment Center, and Transfer Center
- C. Methods for determining and responding to a student's learning style, learning skills, and attitudes within a tutoring environment
 - 1. Methods of evaluating learning styles and learning skills
 - 2. Appropriate responses to different learning styles and learning skills.
 - 3. Appropriate responses to different tutee attitudes, such as non-responsive, threatening,
 - 4. Training videos of tutoring sessions showing various tutee skills styles, and attitudes.
 - 5. Mock tutoring sessions
- D. Methods for evaluating an instructor's assignment requirements
 - 1. Review and evaluate instructor writing and reading assignments for key requirements
 - 2. Ongoing review and evaluation of sample student papers to assess how well these papers meet the assignment requirements.
- E. Methods for prioritizing and presenting global and local reading and writing errors with the time constraints of a tutoring session.
 - 1. Listing three priorities
 - 2. Summarizing
 - 3. Providing actionable practice and/or revision tasks

F. Review and testing of the tutor's knowledge of the following writing skills: Pre-writing, drafting, revision, and editing techniques

1. Brainstorming strategies
2. Audience and tone
3. Narrowing a topic and thesis
4. Development, logic, and sophistication of ideas
5. Essay organization patterns
 - a. Narrative
 - b. Descriptive
 - c. Cause and effect
 - d. Compare and contrast
 - e. Analysis/Synthesis
 - f. Argument
6. Writing introductions
7. Writing conclusions
8. Paragraph patterns and development
 - a. PIE Paragraphs
 - b. Topic Sentences
 - c. Developing support
 - d. Explanation
 - e. Examples
 - f. Integrating quotes
 1. Introducing context
 2. Using signal phrases
 3. In-text citation
 4. Explaining the point of the quote and its relationship to the point of the paragraph
 - g. Paraphrasing
 1. Introducing context
 2. Using signal phrases
 3. Explaining the point of the paraphrase and its relationship to the point of the paragraph
 - h. Transitions between sentence
 - i. Transitions between paragraphs
9. Style
 - a. Word Choice/Vocabulary
 - b. Sentence clarity
 - c. Language sophistication
 - d. Figurative language
 - e. Avoiding wordiness and redundancy
 - f. Editing and revision
 - g. Formatting
 - h. Creating a title
10. Research and documentation techniques/guidelines
 - a. MLA
 - b. APA
 - c. Avoiding plagiarism
 - d. Citing direct quotes, paraphrases, and non-fiction summaries
 - e.
11. Grammar, Punctuation, and Sentence Structure
 - a. Parts of speech
 - b. Subject-verb agreement
 - c. Run-ons
 - d. Fragments
 - e. Sentence boundaries
 - f. Sentence clarity
 - g. Pronoun usage
 - h. Punctuation and spacing
12. Proofreading techniques
 - a. Reading aloud
 - b. Reading backwards
 - c. Having someone read to you

G. Review and testing of the tutor's knowledge of the following reading skills: Pre-reading, reading, annotation, and comprehension techniques

1. Building Schema
2. Skimming for major sections, topics, and graphics
3. Identifying and/or creating reading questions
4. KWL--What do you know already, want to learn, and what have you learned.
5. RECh -- With a partner: Read, Explain, and Check Understanding
6. Annotation, underlining, or highlighting -- Strong, Hard, and Weak Lines; Customized annotation.
7. Identifying difficult vocabulary and using context and research for improving vocabulary
8. Identifying tone
9. Distinguishing between fiction and non-fiction
10. Distinguishing between fact and opinion
11. Distinguishing main ideas from supporting details
12. Applying ideas from the reading to other assignments (i.e. papers, presentations, or discussions)
13. Paraphrasing
14. Summarizing

VI. METHODS OF INSTRUCTION:

- A. **Lecture** - Workshops on specific reading and writing topics to groups or classes
- B. **Discussion** - Discussion between the tutor and student regarding his or her tutoring needs
- C. **Written exercises and case studies** - Within the context of individual or small group tutoring, students may be asked to revise, summarize, paraphrase, or attempt grammar exercises for improving their skills.
- D. **Individualized Instruction** - One-on-one tutoring

VII. TYPICAL ASSIGNMENTS:

The assignments will be given in other classes and reviewed by the tutors. No assignments are required, though application of skills learned within the tutoring session is recommended

VIII. EVALUATION:

A. **Methods**

1. Papers
2. Other:

Students do not receive credit or a grade for this course. Every visit, students will submit papers or reading material. The students work (writing or reading ability) will be evaluated for the student's own benefit, but it will not be given a grade. Students are asked to evaluate the tutoring session after each visit. The students are requested to evaluate their tutoring experience in an online survey. Survey questions include if they feel that they learned anything and if so what, if they believe the tutoring will improve their grade on the assignment and/or in the class.

B. **Frequency**

Every visit, students will submit papers or reading material. The students work (writing or reading ability) will be evaluated for the student's own benefit, but it will not be given a grade. Students are asked to evaluate the tutoring session after each visit.

IX. TYPICAL TEXTS:

1. Assignment instructions
2. Textbooks from the course being studied
3. Application or scholarship statement instructions
4. Handouts for writing skills or reading strategies

X. OTHER MATERIALS REQUIRED OF STUDENTS: