

Las Positas College
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Course Outline for TUTOR 17C
TUTORING THEORY AND PRACTICE III
Effective: Fall 2019

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 and mentoring new tutors. Required course for third semester tutors participating in the Las Positas College Tutorial Program.

0.50 Units Lecture

Prerequisite

TUTOR 17B - Tutoring Theory and Practice II
with a minimum grade of C

Grading Methods:

Letter or P/NP

Discipline:

- Learning Assistance Instructors

	MIN
Lecture Hours:	9.00
Expected Outside of Class Hours:	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. Differentiate between academic and non-academic needs of students receiving tutoring.
2. Synthesize and formulate personalized tutoring best practices.
3. Implement metacognitive tutoring strategies.

IV. MEASURABLE OBJECTIVES:

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

- A. Formulate a plan to guide students who are receiving tutoring to assess their academic needs.
- B. Develop and create a tutoring plan for students with low GPAs or basic skills needs.
- C. Use multiple modalities to explain concepts to students from diverse backgrounds and with diverse learning styles.

V. CONTENT:

- A. Advanced communication and relationships
 1. Cross-cultural communication
 2. Active listening training for the multimodal learner
 3. Use of media in tutoring sessions
- B. Motivating reluctant students
 1. Social priming
 2. Commitment and consistency
 3. Collaborative learning and social currency
 4. SMART goals
- C. Student populations
 1. Meeting the tutoring needs of students with learning disabilities
 2. Learning styles and learning-related disabilities (multi-modal teaching)
 3. Valuing diversity

VI. METHODS OF INSTRUCTION:

- A. **Classroom Activity** - Role Play
- B. **Lecture** -

- C. **Student Presentations** -
- D. **Discussion** - Small-Group Problem Solving and Individual Conferences
- E. **Written exercises and case studies** -
- F. **Demonstration** - Modeling Tutoring Best Practices

VII. TYPICAL ASSIGNMENTS:

- A. Model advanced active listening and validation strategies during role-play tutoring scenarios.
- B. Create a one-page summative diagram of tutoring task analysis and strategy implementation.
- C. During socratic seminar, discuss best practices for tutoring students with diverse learning styles.
- D. In small groups, use multiple modalities to explain concepts while role playing tutoring scenarios.

VIII. EVALUATION:

Methods/Frequency

- A. Quizzes
once per semester
- B. Papers
once per semester
- C. Class Participation
weekly
- D. Class Work
weekly
- E. Home Work
weekly
- F. Class Performance
weekly

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. Lochtie, Dave, Emily McIntosh, Andrew Stork, and Ben Walker. *Effective Personal Tutoring in Higher Education*. 1 ed., Critical Publishing, 2018.
- 4. Dweck, Carol. *Mindset - Updated Edition: Changing The Way You think To Fulfil Your Potential*. 6 ed., Robinson, 2017.
- 5. 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: