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Course Outline for TUTR 17B

TUTORING THEORY AND PRACTICE II

Effective: Fall 2019

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I. CATALOG DESCRIPTION:
   TUTR 17B — TUTORING THEORY AND PRACTICE II — 0.50 units

   Intermediate training class for college tutors. Tutors will acquire specific skills and techniques for tutoring in academic subjects, vocational subjects and basic skills. Required course for second semester tutors participating in the Las Positas College Tutorial Program.

   0.50 Units Lecture

   Prerequisite
   TUTR 17A - Tutoring Theory and Practice I
   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:
<div align="center">**Before entering the course a student should be able to:**</div>

   A. TUTR17A
      1. Demonstrate active listening and validation strategies to assess student needs.
      2. Design and plan a tutoring session based on principles of teaching and learning theory.
      3. Implement tutoring policies and procedures using tutor scheduling software.

IV. MEASURABLE OBJECTIVES:
<div align="center">**Upon completion of this course, the student should be able to:**</div>

   A. Differentiate between academic and non-academic needs of students receiving tutoring.
   B. Synthesize and formulate personalized tutoring best practices.
   C. Implement metacognitive tutoring strategies.

 V. CONTENT:
   A. Academic and Non-Academic Skills
      1. Bloom's Taxonomy
      2. Zone of Proximal Development
      3. Study Techniques
      4. Active Learning
   B. Metacognition
      1. Definition
      2. Student Best Practices
      3. Task Analysis
      4. Task Mapping
      5. Techniques and Tutoring Best Practices
   C. Tutor Development
      1. Professional Development Cycle
      2. Identify and Use New Practices
      3. Weekly Reflection
      4. Summative Reflection

VI. METHODS OF INSTRUCTION:
    A. **Discussion** - Small-Group Problem Solving and Individual Conferences
    B. **Demonstration** - Modeling Tutoring Best Practices
    C. **Classroom Activity** - Role Play
    D. **Lecture** -
    E. **Audio-visual Activity** -
    F. **Written exercises and case studies** -

VII. TYPICAL ASSIGNMENTS:
    A. Implement active listening and validation strategies during role-play tutoring scenarios.
    B. Compose a summary of tutoring best practices implemented from textbook or TutorLingo videos.
    C. Write a weekly reflection on what tutoring strategies worked well and why.
    D. Create a one-page summative diagram of tutoring best practices.
    E. Implement metacognitive tutoring strategies during role-play tutoring scenarios.
    F. With group members, complete graphic organizer critiquing metacognitive tutoring practices.

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. Higbee, Jeanne. *The Profession and Practice of Learning Assistance and Developmental Education.* First ed., National Center for Developmental Education, 2014.
2. Russ Hodges. *Handbook for Training Peer Tutors and Mentors.*, Cengage Learning, 2012.
3. Toms, Marcia . *Put the Pencil Down: Essentials of Tutoring.*, North Carolina State University, 2010.
4. Lochtie, Dave, Emily McIntosh, Andrew Stork, and Ben Walker. *Effective Personal Tutoring in Higher Education.* 1 ed., Critical Publishing, 2018.
5. Dweck, Carol. *Mindset - Updated Edition: Changing The Way You think To Fulfil Your Potential.* 6 ed., Robinson, 2017.
6. DeFeo, D.J. & Caparas, F. "Tutoring as Transformative Work: A Phenomenological Case Study of Tutors' Experiences." <u>Journal of College Reading and Learning</u> Volume 44 2014.
7. TutorLingo-- online tutoring training modules

X. OTHER MATERIALS REQUIRED OF STUDENTS: