

Las Positas College  
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**Course Outline for TUTOR 17B**  
**TUTORING THEORY AND PRACTICE II**  
**Effective: Fall 2015**

**I. CATALOG DESCRIPTION:**

TUTOR 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. Prerequisite: TUTOR 17A.

0.50 Units Lecture

**Prerequisite**

TUTOR 17A - Tutoring Theory and Practice I

**Grading Methods:**

Letter or P/NP

**Discipline:**

	<u>MIN</u>
<b>Lecture Hours:</b>	9.00
<b>No Unit Value Lab</b>	18.00
<b>Total Hours:</b>	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. TUTOR 17A**

1. Introduce tutorial session design. Set tutoring goals and assess academic needs.
2. Prepare appropriate activities for the tutee's learning style and academic strengths.
3. Apply beginning knowledge in theory and principles of teaching, tutoring, and learning in both drop-in and scheduled tutoring environments effectively.
4. Explain and summarize the goals of tutoring, ethics in tutoring, and the respective roles and responsibilities of both tutors and tutees.
5. Model basic effective problem-solving and study techniques
6. Assess the effectiveness of tutorial sessions through fundamental self-assessment techniques.

**IV. MEASURABLE OBJECTIVES:**

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

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

**V. CONTENT:**

**A. Tutor Assessment**

1. Reflection and evaluation of first semester tutoring
2. Goal setting for intermediate tutors
3. Character traits and ethics for tutors

**B. Communication in Tutoring**

1. Cultural and disability awareness, inter-cultural communications, and diversity
2. Evaluation through Socratic questioning

**C. Learning Theory**

1. Introduction to Metacognition
2. Politeness theory and effective tutoring

**D. Study Skills**

1. Time management for students and tutors

2. Study skills for tutors and students
- E. Subject Specific Tutoring
  1. Intermediate training in specific subject tutoring
  2. Subject specific media presentations

#### VI. METHODS OF INSTRUCTION:

- A. **Discussion** -
- B. **Student Presentations** -
- C. Role plays
- D. **Lecture** -
- E. **Audio-visual Activity** -
- F. **Classroom Activity** -
- G. **Observation and Demonstration** -
- H. **Written exercises and case studies** -

#### VII. TYPICAL ASSIGNMENTS:

- A. Read Chapter 5 in *Put the Pencil Down* and discuss the various question types. Develop specific questions that will be asked during a tutoring session.
- B. Write a reflection paper (1-2 pages long) on how you, the tutor, include the use of good study skills in tutoring sessions. Include websites and information you gave to your students.
- C. Lead a group session in which you involve all members of the group in a collaborative activity.
- D. Compare and contrast the issues in the "Politeness Theory and Effective Tutoring" handout with your own tutoring sessions.
- E. Interview an instructor for whom you tutor to learn more about his/her teaching style, suggested methods of tutoring the class, and gather other relevant information.

#### VIII. EVALUATION:

- A. **Methods**
  1. Quizzes
  2. Portfolios
  3. Papers
  4. Oral Presentation
  5. Group Projects
  6. Class Participation
  7. Class Work
  8. Home Work
- B. **Frequency**
  1. Participation and class work -- Each class session
  2. Mid-semester assignment and portfolio check
  3. Final paper, conference, evaluation

#### IX. TYPICAL TEXTS:

1. Russ Hodges. *Handbook for Training Peer Tutors and Mentors.*, Cengage Learning, 2012.
2. Toms, Marcia . *Put the Pencil Down: Essentials of Tutoring.*, North Carolina State University, 2010.
3. Higbee, Jeanne. *The Profession and Practice of Learning Assistance and Developmental Education.* First ed., National Center for Developmental Education, 2014.
4. DeFeo, D.J. & Caparas, F. "Tutoring as Transformative Work: A Phenomenological Case Study of Tutors' Experiences." Journal of College Reading and Learning Volume 44 2014.
5. TutorLingo-- online tutoring training modules

#### X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Tutor Portfolio