**Course Outline for TUTR 17A**

**TUTORING THEORY AND PRACTICE I**

**Effective: Fall 2015**

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

Training for college tutors to acquire specific skills and techniques for tutoring in academic and vocational subject areas, and basic skills. The course will provide a conceptual framework of tutoring to guide students in leading effective tutoring sessions.

0.50 Units Lecture

**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:

IV. MEASURABLE OBJECTIVES:
**Upon completion of this course, the student should be able to:**
   A. Introduce tutorial session design. Set tutoring goals and assess academic needs.
   B. Prepare appropriate activities for the tutee's learning style and academic strengths.
   C. Apply beginning knowledge in theory and principles of teaching, tutoring, and learning in both drop-in and scheduled tutoring environments effectively.
   D. Explain and summarize the goals of tutoring, ethics in tutoring, and the respective roles and responsibilities of both tutors and tutees.
   E. Model basic effective problem-solving and study techniques
   F. Assess the effectiveness of tutorial sessions through fundamental self-assessment techniques.

V. CONTENT:
   A. Orientation to the LPC Tutorial Center
      1. Managing Tutorial Paperwork
      2. Effective Use of the Tutor Log
      3. Policies and Procedures of the Tutorial Center
      4. Employee relations and responsibilities
   B. Introduction to Theory and Principles of teaching, tutoring and learning
      1. Andragogy
      2. Learning Theory
      3. Metacognition
      4. Self-regulated Learning
   C. Roles, Rights and Responsibilities of Tutors
      1. Ethics of Tutoring
      2. Common Mistakes in Tutoring
      3. Student and Tutors Bill of Rights
      4. Tutors Time Management and Study Skills
   D. Beginning Communication Skills in Tutoring
      1. Socratic Method
      2. Critical Thinking
      3. Active Listening
      4. Learning Styles and Preferences
      5. Conflict Resolution
   E. The Tutoring Session
      1. The First Session
      2. Beginning and Ending a Tutoring Session
      3. Setting and Clarifying Goals
      4. The Tutoring Cycle
      5. Techniques in Tutoring

6. Effective Online Tutoring & Embedded Tutoring
7. Dealing with Difficult Tutorial Situations
F. Introduction to Collaborative Learning and Group Work
   1. Promoting Active Learning
   2. Group Configurations
   3. Planning the Session
G. Fundamental Subject Specific Tutoring Skills
   1. Developing Relationships with Faculty
   2. Tutoring Tips and Ideas From a Subject Specific Instructor
   3. Readings in a Subject Specific Areas
   4. Mentor Tutor Observations and Discussion

## VI. METHODS OF INSTRUCTION:
A. Reading
B. Small-Group Problem Solving
C. Media Presentations
D. Internet Research
E. Role Play
F. Conferences and discussion
G. **Lecture** -

## VII. TYPICAL ASSIGNMENTS:
A. Read Chapter 1 of *A Training Guide for College Tutors and Peer Educators*. Complete activity 1.3 "Assess Your Time Management Skills." Use the strategies for improving time management in your own life and design a plan for using this activity in a tutoring session.
B. Complete an Instructor Interview with an instructor for whom you tutor using the *Instructor Interview Form* and make it available to other tutors by placing it in the Instructor Interviews binder.
C. Plan a tutoring session using a *Tutor Log. D*emonstrate and discuss how it would provide a glimpse into the session from start to finish.
D. Observe a tutoring session given by a mentor tutor. Write a report of your observations and give examples you wish to follow

## VIII. EVALUATION:
A. **Methods**

   1. Quizzes
   2. Portfolios
   3. Papers
   4. Class Participation
   5. Class Work
   6. Home Work
   7. Lab Activities
   8. Class Performance

B. **Frequency**

   1. Participation and class work--each class session
   2. Mid-semester portfolio check
   3. Final reflective paper, conference and evaluation

## IX. TYPICAL TEXTS:
1. Lipsky, Sally. *A Training Guide for College Tutor and Peer Educators.*, Prentise Hall, 2011.
2. Toms, Marcia. *Put the Pencil Down.* First ed., North Carolina State University, 2010.
3. Russ Hodges. *Handbook for Training Peer Tutors and Mentors.*, Cangage Learning, 2012.
4. Higbee, Jeanne. *The Profession and Practice of Learning Assistance and Development Education.* 1st ed., National Center for Developmental Education, 2014.
5. LPC Tutor Training Handbook
6. Articles and current references relating to tutoring

## X. OTHER MATERIALS REQUIRED OF STUDENTS:
A. Tutor Portfolio: 3-ring binder with tabs