

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for TUTOR 17A
TUTORING THEORY AND PRACTICE I
Effective: Fall 2019

I. CATALOG DESCRIPTION:

TUTOR 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:

- 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:

IV. MEASURABLE OBJECTIVES:

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

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

V. CONTENT:

- A. Beginning Communication Skills in Tutoring
 1. Socratic Method
 2. Critical Thinking
 3. Active Listening
 4. Validation
 5. Learning Styles and Preferences
 6. Conflict Resolution
- B. Introduction to Theory and Principles of Teaching, Tutoring and Learning
 1. Andragogy
 2. Learning Theory
 3. Metacognition
 4. Self-regulated Learning
 5. Ethics of Tutoring
 6. Common Mistakes in Tutoring
- C. 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 Communication & Embedded Tutoring
 7. Dealing with Difficult Tutorial Situations
- D. Orientation to LPC Tutorial Center Policies
 1. Managing Tutorial Paperwork
 2. Policies and Procedures of the Tutorial Center
 3. Employee relations and responsibilities
 4. Tutors Time Management and Study Skills

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. Reading
- F. Media Presentations
- G. Internet Research

VII. TYPICAL ASSIGNMENTS:

- A. Implement active listening and validation strategies during role-play tutoring scenarios.
- B. Write a report from observations of a tutoring session given by a mentor tutor.
- C. With group members, complete graphic organizer critiquing tutoring scenarios.
- D. Compose a summary of tutoring best practices implemented from textbook or *TutorLingo* videos.
- E. Write a weekly reflection on what tutoring strategies worked well and why.
- F. Create a one-page summative diagram of tutoring best practices.
- G. Plan and diagram a tutoring session, illustrating strategies used from start to finish.
- H. Read tutoring manual and answer questions about policies and procedures.

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. Lipsky *A Training Guide for College Tutor and Peer Educators.*, Prentise Hall, 2011.
2. *Put the Pencil Down.* First ed., North Carolina State University, 2010.
3. *Handbook for Training Peer Tutors and Mentors.*, Cengage Learning, 2012.
4. *The Profession and Practice of Learning Assistance and Development Education.* 1st ed., National Center for Developmental Education, 2014.
5. Dweck, Carol. *Mindset - Updated Edition: Changing The Way You think To Fulfil Your Potential.* 6 ed., Robinson, 2017.
6. Lochtie, Dave, Emily McIntosh, Andrew Stork, and Ben Walker. *Effective Personal Tutoring in Higher Education.* 1 ed., Critical Publishing, 2018.
7. LPC Tutor Training Handbook
8. Articles and current references relating to tutoring

X. OTHER MATERIALS REQUIRED OF STUDENTS: