SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER: Education 100

COURSE TITLE:

Tutor Training

Units:

1

Pass/No Pass

CATALOG COURSE DESCRIPTION:

This course prepares college-level students for tutoring adult/college students. Student trainees learn about tutoring methods as well as how to use appropriate written and mediated instructional materials. The course includes supervised tutoring practice.

REQUISITES:

Advisory:
ENGL 047A with a grade of "C" or better, or equivalent or Milestone R50/W50
or
ENGL 048 with a grade of "C" or better, or equivalent or Milestone R50
&
ENGL 049 with a grade of "C" or better, or equivalent or Milestone W50

Limitation on Enrollment:

Student must have completed a minimum of 12 units of college credit with an accumulated grade point average of 3.0 or better in subject area he/she will tutor

FIELD TRIP REQUIREMENTS:
May be required

TRANSFER APPLICABILITY:
Associate Degree Credit & transfer to CSU

CID:

TOTAL LECTURE HOURS:
8 - 9

TOTAL LAB HOURS:
24 - 27

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course the student will be able to:

1. List the basic steps in the acquisition of learning and memory
2. Identify and evaluate potential barriers to learning and memory, including those connected to equity; propose strategies to overcome these barriers

3. List the steps in the tutoring cycle
4. Demonstrate informal diagnostic techniques using knowledge of basic skills and discipline-specific course sequences
5. Relate basic study skills to a student's discipline
6. Identify mediated instructional materials and media equipment; differentiate and demonstrate their use
7. Use a campus map to locate and describe referral resources, such as counseling, student services, and learning assistance programs
8. Collect and assemble data for record keeping purposes
9. Use tutoring methods as an intern.
10. Discuss introductory concepts connected to (1) the professionalization of tutoring, (2) the importance of sustained professional learning, and/or (3) what it means to be an educational professional

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:
The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

    I. Tutoring overview
        A. Key campus resources and personnel
            1. Library
            2. Counseling
            3. Financial aid
            4. Tutoring resources.
        B. Administrative processes
            1. Enrollment procedures
            2. Attendance accounting
            3. Time cards and accountability.
    II. Effective tutoring
        A. Elements of learning mechanics
            1. Recognizing barriers, including equity barriers
            2. Developing basic study skills
            3. Developing listening and discussions skills
            4. Assessing learning
        B. Communication and interpersonal skills
            1. Establishing and maintaining an ethical relationship
            2. Establishing a positive climate for learning.
    III. Implementing the tutoring process
        A. Tutoring cycle
        B. Mediated instructional materials
        C. Evaluation techniques
        D. Developing independent learning.
    IV. Integral role of Learning Assistance in Community College
        A. Professionalization of tutoring
        B. Becoming an educational professional
        C. Ongoing professional learning
    V. Laboratory overview
        A. Observation of tutorial session with mentor tutor
        B. Supervised practice tutoring of assigned students
        C. Liaison with faculty of courses being tutored
        D. Familiarization with available learning materials, including media equipment.

B. Reading Assignments:
Reading assignments are required and may include but, are not limited to, the following:

I. SDCCD Tutorial Guidebook
II. Handbook for Training Peer Tutors and Mentors

III. The Master Tutor: A Guidebook for More Effective Tutoring
IV. Special instructional materials and hand-outs
V. Supplemental outside readings from the campus Student Handbook and the campus College Catalog.
VI. Habits of Mind, Growth Mindset, and/or Reading Apprenticeship readings

C. **Writing Assignments:**
Writing assignments are required and may include, but are not limited to, the following:

I. Assigned written projects at the level of sentences
II. A critique of tutoring scenarios/sessions addressing learning styles and diagnostic techniques
III. Self-reflections on progress as a tutor

D. **Appropriate Outside Assignments:**
Outside assignments may include, but are not limited to, the following:

I. Reading assigned sections from the class texts/readings
II. Completing assigned exercises
III. Conducting projects connected to improving tutoring practices
IV. Observations (live or recorded) of tutorial sessions

E. **Appropriate Assignments that Demonstrate Critical Thinking:**
Critical thinking assignments are required and may include, but are not limited to, the following:

I. Analyze and critique a tutoring situation that compares and/or contrasts tutoring techniques and styles
II. Formulate a tutoring session designed for a particular task and convey to tutee appropriate problem-solving processes
III. Examine how study habits and attitudes impact learning
IV. Distinguish between language learning and learning disability
V. Debate and discuss readings, lectures, comments, and ideas related to the tutoring process and professionalization of tutoring
VI. Explore how learning assistance impacts students success

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

Written assignments, presentations, and/or projects connected to classroom concepts, such as:

I. Identifying key administrative,counseling personnel, and learning resources on campus
II. Describing key elements of teaching and learning theory for adults
III. Listing the steps in the tutoring cycle
IV. Recognizing appropriate referral situations.
V. Live tutoring demonstration
VI. Observing live and/or recorded tutoring sessions and reflecting on same
VII. Investigating the professionalization of tutoring and the impact of learning assistance on student success

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

* Lecture
* Laboratory
* Lecture-Lab Combination
* Computer Assisted Instruction
* Lecture Discussion
* Discussion Seminar
* Learning Modules

* Audio-Visual
* Collaborative Learning
* Shadowing
* Distance Education (Partially online only)

4. REQUIRED TEXTS AND SUPPLIES:
Textbooks may include, but are not limited to:

TEXTBOOKS:
1. Agee, Karen. Handbook for Training Peer Tutors and Mentors, Cengage, 2012, ISBN: 9781133769446
2. Lipsky, Sally. A Training Guide for College Tutors and Peer Educators, Pearson, 2011, ISBN: 9780137145088
3. MacDonald, Ross. The Master Tutor: A Guidebook for More Effective Tutoring, 2nd ed. Cambridge, 1994, ISBN: 9780935637199

MANUALS:
1. SDCCD. Tutorial Guidebook, SDCCD, 01-01-2004

PERIODICALS:

SOFTWARE:

SUPPLIES:
1. Campus Student Handbook
2. Campus College Catalog

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