Mt. San Antonio College

October 27, 2015

Effective Term: Summer 2015

Course ID: TUTR 10A

Title: Introduction to Tutoring

Division: Library and Learning Resources Division

Department: Learning Assistance Department

Discipline: Tutor Training

Short Title: Introduction to Tutoring

Course Status: Approved

Maximum Class Size: 30

Method of Instruction:

- Lecture
- Laboratory
- Lecture and Laboratory
- Independent Studies
- Work Experience, Occupational
- Open Entry/Exit
- Apprentice
- Distance Learning (Hybrid Online) for online supported courses

** MAXIMUM CONTACT HOURS **

Lecture Hours: 18.00

** CREDIT UNITS **

1.00
Lab Hours:

Activity Hours:

Clinical Hours:

Total Hours: 18

Taxonomy of Programs (TOPS) Information:

TOPS Code and Course Program Title:

080100 - Education, General

SAM Priority Code:

☐ A. Apprenticeship
   Courses offered to apprentices only.

☐ B. Advanced Occupational
   Courses taken in the advanced stages of an occupational program. Each “B” level course must have a “C” level prerequisite in the same program area.

☐ C. Clearly Occupational
   Courses taken in the middle stages of an occupational program. Should provide the student with entry-level job skills.

☐ D. Possibly Occupational
   Courses taken in the beginning stages of an occupational program.

☑ E. Non-Occupational

Discipline Placement:

Learning Assistance Instructors
Education

State Transfer Code: C0 Not Transferable, No Degree

Grading Method: Optional Letter Grade or P/NP

Frequency Offered:

☐ Fall

☐ Winter

☐ Spring

☐ Summer

☐ On Demand

Earn Credit: Non-repeatable Credit - equates to 0 repeats

Transfer Status

Baccalaureate Status is granted by the Educational Design General Education and Baccalaureate Level Subcommittee.

☐ CSU Transferable CSU Approval Date: (mm/dd/yyyy)

☐ UC Transferable UC Approval Date: (mm/dd/yyyy)

Course Requisites

Prerequisite:
Co requisite:

Advisory:

Course Special Designators

Course Description:
Introduction to tutoring, with an emphasis on tutoring strategies, problem solving, and working with a diverse student population.

Course Outline:
- Tutoring overview and philosophy
- Learning styles: How they affect teaching, learning, and tutoring
- Learning theories
- Tutoring styles, techniques, and strategies
- Active listening
- Socratic approach and questioning methods
- Evaluating and addressing areas of weakness
- Tutoring a diverse student population
- Tutoring centers: policies, procedures, resources and software
- Final exam

Lab Outline:

Course Measurable Objectives:
1. Identify tutor's and tutee's responsibilities.
2. Identify learning theories, tutoring strategies, and effective study strategies.
3. Develop various tutoring skills to promote active learning.
4. Develop and establish a protocol for tutoring sessions.
5. Compare and contrast tutoring styles and techniques.
6. Identify problematic areas for the tutor, identify options for resolving tutoring challenges, and solve tutoring problems.

Course Methods of Evaluation:

Category 1. Substantial written assignments for this course include:
Weekly journals including reflections on tutoring experiences
A 1-2 page summary on articles about tutoring process and techniques
If the course is degree applicable, substantial written assignments in this course are inappropriate because:

Category 2. Computational or non-computational problem solving demonstrations:
Three sample scenarios using role-playing to demonstrate the assigned tutoring strategies

Category 3. Skills Demonstrations:
At least one presentation of tutoring strategies for peer evaluation according to instructor-developed criteria
Tutoring skills, using a professor-created rubric to identify problems and make adjustments
Final presentation on a current tutoring topic

Category 4. Objective Examinations:
Sample Assignments:

1. Write a weekly journal on your tutoring experience and your responses to challenges in tutoring sessions.
2. Write a 1-2 page summary on the article "Factors Affecting the Tutoring Process" including samples from your own tutoring experiences.
3. In groups of 3-4, role-play a 5-minute tutoring session scenario and present to the class for analysis of tutoring strategies.
4. Decide how to respond to a sample tutoring dialogue using the Socratic questioning method.

Representative Text:

Book 1:
Author:
Title:
Publisher:
Date of Publication:
Edition:

Book 2:
Author:
Title:
Publisher:
Date of Publication:
Edition:

Book 3:
Author:
Title:
Publisher:
Date of Publication:
Edition: