Mt. San Antonio College

Course ID: TUTR 10B

Title: Tutoring in the English Language

Division: Library and Learning Resources Division

Department: Learning Assistance Department

Discipline: Tutor Training

Short Title: Tutoring English Language

Course Status: Approved  Maximum Class Size: 30

Method of Instruction:

- [X] Lecture
- [ ] Laboratory
- [ ] Lecture and Laboratory
- [ ] Independent Studies
- [ ] Distance Learning (Distance Education Delayed) for online 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
- UC Transferable

CSU Approval Date: (mm/dd/yyyy)

UC Approval Date: (mm/dd/yyyy)

Course Requisites

Prerequisite:

Eligibility for ENGL 1A
Co requisite:

Advisory:

Course Special Designators

Course Description:
Tutoring in the English language with an emphasis on approaches to working with students on written drafts and addressing the needs of non-native speakers.

Course Outline:
- Tutoring concepts: Socratic method, communication skills, study strategies, and ethics of tutoring
- Content of and differences between English and American Language composition courses
- Writing Center and LAC: policies, procedures, resources and software
- Tutoring strategies specific to writing tutoring: local vs. global issues in student writing, structuring the tutoring session
- Approaches to tutoring non-native speakers to help improve English grammar
- Basic concepts of language acquisition
- Common English writing errors of non-native speakers
- Identification of problem areas for tutors in tutor techniques
- Prioritization of areas of need and ways to improve tutoring: identify and use resources, work with groups, grammar review
- Brain dominance concepts and how brain-based learning theories apply to students in courses requiring writing
- Effective study behaviors
- Motivation and self-regulated learning
- Composition pedagogy: process and current revision theory
- Final exam

Lab Outline:

Course Measurable Objectives:
1. Distinguish AMLA from English continuum of courses.
2. Set a tutoring agenda.
3. Evaluate strengths and weaknesses in tutees' drafts, with an emphasis on global, organizational issues.
4. Establish a protocol for working with students on their drafts.
5. Identify and classify common challenges encountered when tutoring writing in English.
6. Determine problem areas in tutor's knowledge of grammar.
7. Identify problems particularly associated with non-native speakers' language acquisition and develop a system for understanding those problems.
8. Evaluate tutoring sessions for effectiveness.

Course Methods of Evaluation:
Category 1. Substantial written assignments for this course include:

One-page essay on tutoring strategies to address sentence errors common to English 67 student writing
One-page essay on tutoring strategies to address paragraph development
Two analytical essays, 3-5 pages each, that examine a series of questions about tutoring experiences and/or observations

If the course is degree applicable, substantial written assignments in this course are inappropriate
because:

Category 2. Computational or non-computational problem solving demonstrations:

Weekly tutoring scenarios using role-playing to demonstrate the assigned tutoring strategies

Category 3. Skills Demonstrations:

Present tutoring strategies as applied to case study for peer evaluation according to instructor developed criteria

Category 4. Objective Examinations:

Sample Assignments:

1. Read and annotate a sample student draft. Include notations concerning global and local writing issues and create a written, prioritized list of issues that you will discuss with the tutee at your next tutoring session.
2. Write two analytical essays that examine a series of questions about your tutoring experiences and/or observations.
3. Make an oral presentation on one grammatical issue that is problematic for student writers. The presentation will include handouts and follow-up quizzes.

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: