COURSE OUTLINE OF RECORD

Number: TUTR G111               TITLE: The Tutoring Process

ORIGINATOR: Gregg Carr          EFF TERM: Spring 2008
FORMERLY KNOWN AS:             DATE OF
CROSS LISTED COURSE:           OUTLINE/REVIEW: 07-17-2013

SEMESTER UNITS: 0.5
HRS LEC: 9.0                    HRS LAB: 0.0                      HRS OTHER: 0.0
CONTACT HRS TOTAL: 9.0         STUDY NON-CONTACT HRS RECOMMENDED: 18.0

CATALOG DESCRIPTION:
This course focuses on the intermediate skills of communication needed to tutor effectively and methods of evaluating tutor performance. The tutor is provided with the means to analyze their own communication patterns and tutoring techniques. Individualized class equivalent to nine hours.

JUSTIFICATION FOR COURSE:

PREREQUISITES:
• Permission of the Instructor

COREQUISITES:

ADVISORIES:
• TUTR G107: Introduction To Tutoring

ASSIGNED DISCIPLINES:
Learning assistance instructors

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [X] Standard Letter [ ] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[X] UC/CSU Transferable[ ] Not Transferable[ ]

BASIC SKILLS STATUS: Yes [ ] No [X]          LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:

REQUIRED FOR DEGREE OR CERTIFICATE: No [X] Yes [ ]

GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. be able to distinguish the appropriate learning skill to explain and apply it to the students‘ educational goal
2. demonstrate life-long learning strategies that are based on on-going self-assessment, education, and acceptance of personal responsibility.
3. demonstrate how theories and practices learned in an academic setting can be applied and integrated into personal and professional pursuits.
COURSE OBJECTIVES:
1. Help Golden West College students and community students become successful in course work.
2. Increase competence in the subject in which he/she is tutoring.
3. Improve skills in conducting small group and individualized tutoring sessions.
4. Analyze content and skills necessary to accomplish an objective.
5. Assist students in such a way that they can function better as an independent learner.
6. Identify appropriate Golden West College support services to assist students.
7. Improve questioning and communication skills.
8. Increase self confidence as a result of successful tutoring experiences.

COURSE CONTENT:

LECTURE CONTENT:
A. Analyze and implement various communication techniques in the tutoring session.
B. Analyze one’s own communication patterns in the tutor – student relationship.
C. Explore the principles of listening skills and questioning techniques.
D. Discuss the various Learning Modalities and take a Learning Styles Inventory.
E. Roleplay and discussion of problems encountered in tutoring sessions.
F. Hear/view guest speakers and/or materials from other campus resources and academic support services (i.e. DSS, EOPS, Writing Center, Counseling Center)
G. Discuss assertiveness training skills.

METHODS OF INSTRUCTION:
A. Lecture:
B. Tutoring – noncredit:
C. Work Experience:
D. Video One Way – Audio Two Way:
E. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Out-of-class Assignments
1. Instructor prepared class activities and homework.

Writing Assignments
Student will be required to complete the following assignments:
1. Role-playing and problem solving related to tutoring sessions.
2. Role-playing and problem solving related to communication and questioning techniques.
3. Watch tutor training videotapes and complete corresponding worksheets.
4. Instructor organized worksheets.
5. Complete learning styles inventory.

Reading Assignments
1. Materials and articles as assigned by instructor to encourage further studies into specific topics.
2. Tutorial and Learning Center Handouts.
3. Current articles on communication and questioning techniques in tutoring
4. Textbook
METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:
1. Assessment of student learning needs and subsequent plan for remediation.
2. Role-playing activities regarding tutoring situations and problems.
3. Self-evaluation of communication and questioning skills.
4. Goal setting and sequencing of activities in tutoring sessions.
5. Role-playing to understand the life of a learning-disabled student.

Required Writing, Problem Solving, Skills Demonstration:

Student will be required to complete the following assignments:
1. Role-playing and problem solving related to tutoring sessions.
2. Role-playing and problem solving related to communication and questioning techniques.
3. Watch tutor training videotapes and complete corresponding worksheets.
4. Instructor organized worksheets.
5. Complete learning styles inventory.

TEXTS, READINGS, AND RESOURCES:

TextBooks:

Other:
1. Instructor prepared syllabus and handouts.
2. Tutorial and Learning Center instructional materials.
3. Videotaped series training programs.

4. Video material and questionnaire forms.

LIBRARY:

Adequate library resources include:

Comments:

Attachments:

Attached Files