1. **COURSE ID:** LCTR 100   **TITLE:** Effective Tutoring
   Units: 1.0 units **Hours/Semester:** 8.0-9.0 Lecture hours; 24.0-27.0 Lab hours; and 16.0-18.0 Homework hours
   Method of Grading: Grade Option (Letter Grade or Pass/No Pass)

2. **COURSE DESIGNATION:**
   Degree Credit
   Transfer credit: CSU

3. **COURSE DESCRIPTIONS:**
   Catalog Description:
   Explores a variety of procedures for understanding and utilizing effective peer tutoring practices. Under guided supervision, students use classroom experiences to connect theory to practice. Communication and study strategies, course specific tutoring expertise, and techniques for working with students from diverse cultural and academic backgrounds are emphasized. This course is for students who are interested in working as tutors.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
   Upon successful completion of this course, a student will meet the following outcomes:
   1. evaluate a tutee's needs when tutoring.
   2. listen effectively and use the Socratic Method to elicit tutee responses.
   3. understand and utilize the 12-Step Tutoring Cycle when working with tutees.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
   Upon successful completion of this course, a student will be able to:
   1. Apply principles of effective tutoring in their specific subject area(s).
   2. Identify the emotional, environmental, and academic barriers to student success and be willing to discuss them with the student.
   3. Demonstrate increased sensitivity to the needs of the students from diverse cultural backgrounds.
   4. Demonstrate increased sensitivity to the needs of the students with learning disabilities and physical limitations.
   5. Use effective communication skills including the Socratic questioning method and active listening.
   6. Design, conduct and evaluate a tutoring session.
   7. Demonstrate how study strategies can help students improve memory, manage time, take effective notes, reduce test anxiety, and organize coursework more effectively.
   8. Apply effective study strategies to specific subject areas.
   9. Prepare summaries of tutoring sessions and develop study plans for tutees.
   10. Demonstrate professional behavior when tutoring.
   11. Critically assess personal experiences to inform and guide tutoring sessions.
   12. Refer students to other appropriate campus learning and support services.
   13. Critically evaluate their tutoring experiences.
   14. Understand and utilize the 12-Step Tutoring Cycle when working with tutees.

6. **COURSE CONTENT:**
   Lecture Content:
   1. The role of the tutor and tutoring in supporting learning.
   2. Understand and engage in activities that stimulate active listening.
   3. Group discussions, activities, and role plays that focus on the numerous diverse and differently abled students who may seek support.
   4. Discuss and practice guiding tutees through questions including the Socratic style if questioning.
   5. Design strategies to assist tutee's ability to understand and complete course assignments through reading and writing.
   6. Practice and demonstrate good time management, organization, and note taking skills and effective test taking strategies.
   7. Application of developmentally, culturally, and linguistically appropriate practices.
   8. Professional and ethical conduct.
   9. Identify campus academic and student support systems.

Lab Content:
Lab/Practicum includes practicing hands-on application of tutoring skills within the tutor session setting. Students will be paired with a classmate and use video recording technology to record simulated tutoring sessions. This will help tutors to practice the skills taught, observe each other's tutoring skills and provide group exploration of tutors' interpersonal style.

7. **REPRESENTATIVE METHODS OF INSTRUCTION:**
Typical methods of instruction may include:
   A. Lecture
   B. Lab
   C. Activity
   D. Critique
   E. Discussion
   F. Observation and Demonstration
   G. Other (Specify): Instructional videos which demonstrate core ideas and techniques for tutoring

8. **REPRESENTATIVE ASSIGNMENTS**
Representative assignments in this course may include, but are not limited to the following:
   Writing Assignments:
   - Reflection paper on their tutoring course experience.
   - Critiques of exemplary tutoring sessions.
   - Summary and reflection of learning styles assessment results.

   Reading Assignments:
   - An introduction to tutoring across cultures
   - Reading material on effective tutoring techniques, study strategies, learning styles, disability awareness, and tutoring diverse students
      - The experience of international students in community colleges
      - Whose culture has capital?
      - Brainology
      - Learning Styles: Concepts and Evidence
   Other Outside Assignments:
   - Completion of two from: the Brain Dominance Inventory, VARK Learning Styles Assessment, Success Types Learning Style Type Indicator self-assessment tools.
   - Completion of recorded mock tutoring session.
   - Respond to discussion prompts

9. **REPRESENTATIVE METHODS OF EVALUATION**
Representative methods of evaluation may include:
   A. Class Participation
   B. Class Performance
   C. Papers
   D. Simulation
   E. 1. Learning Style Assessment Tests - students will learn how to distinguish types and apply this knowledge when helping tutees capitalize on their strengths and improve their self-advocacy skills. 2. Reflection Paper: students will write a two page essay reflecting on what they personally learned from tutoring. 3. Participation in class discussions and group activities. 4. Completion of tutoring hours that are verified by supervising teacher/mentor. 5. Formal and informal evaluation of tutoring sessions by master/mentor teacher which demonstrates the student's ability to apply knowledge of effective tutoring techniques and study strategies. 6. Self-evaluations of tutoring session that demonstrate use of the 12-Step Tutoring Cycle.

10. **REPRESENTATIVE TEXT(S):**
Possible textbooks include:
   A. Agee, K. & Hodges, R.. *Handbooks for Training Peer Tutors and Mentors*, ed. Mason: Cengage Learning/CRLA, 2012
   B. Toms., M.. *Put the Pencil Down: Essentials of Tutoring*, ed. North Carolina State University, 2010
   C. Newton, F., & Ender, S.. *Student Helping Students: A Guide for Peer Educators on College Campuses*, 2nd ed. San Francisco: Jossey-Bass, 2010

D. Lipsky, S.. *A Training Guide for College Tutors and Peer Educators*, ed. Boston: Prentice Hall, 2011