

L A 61A: TUTOR TRAINING I

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2021
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Advisory:	An earned "A" or "B+" grade with instructor recommendation in one of the following courses: ENGL 1A, 1AH, 1B, 1BH, 1C, 1CH, 1S & 1T, ESLL 125; not open to students with credit in L A 111A.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- The student will be able to develop interpersonal and communication skills necessary for effective team leading
- The student will be able to employ tutoring techniques which will facilitate member's active participation and learning.

Description

Training in team leading skills necessary for tutoring, including study skills, college policies, professionalism, ethics, and role modeling of successful student behavior. Techniques of subject-specific tutoring skills. Practice of these skills through sample student work and, when applicable, content-specific suggestions from the tutee's instructor. Ideal for students intending to tutor the first time in English, ESLL, or other reading and/or composition based courses.

Course Objectives

The student will be able to:

- apply interpersonal and communication skills necessary for effective tutoring.
- identify their position as an academic role model.
- explain concerns regarding tutee's academic progress to the appropriate supervisor.
- interpret tutee's progress effectively with tutee's instructor as needed throughout the quarter.
- describe tutee's academic weaknesses and strengths.
- apply tutoring techniques which will facilitate tutee's active participation and learning.

Course Content

- Communication skills during team meeting/tutoring session
 - Asking clarifying questions of tutee which avoid giving away answers
 - Asking tutee to expand on answers in written form
 - Explanation of team meeting expectations
 - Sensitivity to cultural differences in speaking styles
- Recognition of self as academic role model

- Reviewing syllabus and deadlines with tutee
 - Assisting tutee in preparing for exams
 - Time management during team meeting
- Communication with supervisor
 - Obstacles to tutee's progress
 - Tutoring challenges
 - Discussion with tutee's instructor
 - Articulating questions regarding assignments and expectations
 - Explanation of limits and restraints on proofreading and editing
 - Recognizing tutee's weaknesses and strengths
 - Guiding tutee through difficulties with thesis and argumentation
 - Explaining tutee's grammar errors without fixing them
 - Encouraging tutee to write outlines and drafts
 - Tutoring techniques
 - Socratic method
 - Giving reader-based feedback on thesis, clarity of sentences
 - Teaching structure of a written argument
 - Guiding tutee through writing prompt to generate key questions
 - Helping tutee to utilize online resources: dictionary, grammar reviews
 - Helping tutee to articulate questions for their instructor

Lab Content

Not applicable.

Special Facilities and/or Equipment

None required.

Method(s) of Evaluation

Study team participation/completion of Daily Logs
 Attendance; candid reporting of weekly tutoring challenges
 Homework, including worksheets, articles, sample student work, and written reflections
 Active participation in class discussions

Method(s) of Instruction

Requires team leader (tutor) check-ins each week so that the tutor can receive guidance and feedback from the instructor
 The instructor uses lecture/discussion and interactive classroom techniques to deliver curriculum and generate strategies for tutors in training

Representative Text(s) and Other Materials

Articles on tutoring skills, learning styles, and subject specific materials to be determined by instructor and, when applicable, tutee's instructor

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- Students will be asked to read, annotate, and analyze articles, such as "Collaborator or Evaluator?," that convey accepted tutorial theories in writing instruction
- Students may critique sample student papers using reader-based feedback techniques as taught in the course
- Students may also utilize case studies, role play and other written exercises which require them to practice application of tutoring theories and which allow them to learn how to help a student while providing that

student the opportunity to retain ownership of his writing and thinking processes

Discipline(s)

English or English as a Second Language (ESL)