

L A 61B: TUTOR TRAINING II

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2021
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Prerequisite:	L A 61A.
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 111B.
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 advanced interpersonal and communication skills necessary for effective team leading.
- The student will be able to employ advanced tutoring techniques which will facilitate member's active participation and learning.

Description

Advanced training in team leading skills necessary for tutoring. Students will be asked to engage in advanced reflections on tutoring and advanced level critique of one's own and other tutoring processes. Techniques of subject specific tutoring skills with attention given to diverse learning styles. Practice of these skills through sample student work and instructor assignments and, when applicable, content-specific suggestions from the tutee's instructor. Ideal for students intending to tutor for the second time.

Course Objectives

The student will be able to:

- apply advanced interpersonal and communication skills necessary for effective team leading.
- explain concerns with increased specificity regarding tutee's academic progress to the appropriate supervisor.
- interpret tutee's progress with increased specificity based on discussion with instructor as needed throughout the quarter.
- infer tutee's academic skill level and competency.
- apply advanced tutoring techniques which will facilitate tutee's active participation and learning.
- explain subject specific material to a variety of student learning styles.
- produce advanced reflections regarding tutoring challenges and successes.

Course Content

- Advanced communication during team meeting/tutoring session and in class

- Differentiation between questions that allow tutees to think and those that give away answers
- Comparison of tutee's answers in written and oral forms
- Explanation of team meeting expectations
- Sensitivity to cultural differences in speaking styles and formulating tutoring strategies around these
- How to discuss goal-setting and time management challenges that tutees encounter in their daily and weekly schedules
- Addressing/collaborative problem-solving tutee's challenges with their study environment
- Conveying tutoring experience and perspective to new tutors as part of learning continuum
- Communication of concerns with increased specificity to supervisor
 - Obstacles outside of school that hinder tutee's progress
 - Limitations on tutees' vocabulary development and/or reading skills which obstruct progress in writing instruction
 - Tutee's level of preparedness
- Communication with tutee's instructor as needed with increased specificity
 - Articulating questions regarding assignments, expectations, and resources
 - Explanation of limits and restraints on proofreading and editing
- Assessment of tutee's academic skill level and competency
 - Guiding tutee through difficulties with thesis and argumentation
 - Explaining tutee's grammar errors without fixing them
 - Guiding tutee in use of online resources for grammar and usage
 - Helping tutee to identify and write questions for their instructor
 - Identifying helpful study strategies and skills for tutee to practice
- Advanced tutoring techniques
 - Regular application of Socratic method
 - Giving more specific reader-based feedback on thesis, clarity of sentences
 - Teaching structure of a written argument and devising strategies for tutee to evaluate their own arguments
 - Guiding tutee through writing prompt to generate clear tasks
 - Advanced discussion of material in ways that continually provides tutee's ownership of their work
- Recognition of differences in learning styles
 - Visual
 - Kinesthetic
 - Auditory
 - Combinations of the above
 - Differences in information processing
 - Sequential
 - Precise
 - Technical
 - Confluent
 - Advanced written reflections
 - Utilization of team meeting time
 - Challenges/successes with maintaining tutee's ownership of ideas and writing
 - Interpersonal team dynamics
 - Comparisons of first and second-time tutoring experiences: insights, growth, increased confidence, problem-solving skills, and flexibility

Lab Content

Not applicable.

Special Facilities and/or Equipment

None required.

Method(s) of Evaluation

Study team participation/completion of Daily Logs
Candid reporting of weekly tutoring challenges
Homework, including worksheets, articles, sample student work, and advanced 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 instructors, and, when applicable, tutee's instructor

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

- A. Students will be asked to read, annotate, and analyze articles that convey accepted tutorial theories in writing instruction or learning differences, such as, "Are Learning Styles Invalid? (Hint: NO!)" and the acclaimed student success textbook On Course
- B. Students may critique sample student papers using reader-based feedback techniques as taught in the course
- C. 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 the writing and thinking processes

Discipline(s)

English or English as a Second Language (ESL)