

SPAN 192: TRAINING FOR SPANISH TUTORS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2025
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Prerequisite:	SPAN 3 or equivalent.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- The tutors will be able to assess the deficiencies as well as to recognize the academic needs of their tutees.
- The tutors will be able to work in conjunction with their tutees to develop and action plan and a calendar of tutoring activities, so that the students can meet their course objectives.

Description

Course for students who are being trained to offer Spanish language tutorial services.

Course Objectives

The student will be able to:

1. Master criteria for choosing tutoring techniques that best suit the tutee's learning needs in elementary Spanish courses.
2. Demonstrate monitoring and correction skills, including writing, oral, and aural communication.
3. Demonstrate effective reporting techniques.
4. Develop sensitivity to tutees' diverse learning styles and abilities, language and/or course levels, and individual learning needs.

Course Content

1. Master criteria for choosing tutoring techniques that best suit the tutee's learning needs
 - a. Assessment of the tutee's language and/or course level
 - b. Evaluation of the tutee's deficiencies in Spanish grammar, writing, pronunciation, and aural/oral communication
 - c. Development of an action plan and goals for effective tutorial in every individual case
2. Practice monitoring and correction skills, in writing (by proofreading written material produced by the tutee), oral, and aural communication (evaluation of oral presentations prepared by the tutee)
 - a. How to check and correct errors according to the tutee's language level
 - b. Discuss errors and deficiencies and praise improvements

- c. Provide peer support and review with reading and writing materials
3. Demonstrate effective reporting techniques
 - a. Drawing reasonable inferences about tutee's needs and communicating them in a positive way
 - b. Predicting outcomes based on material discussed
 - c. Promote in the tutee active problem/solution analysis of the material being explained/studied during a tutoring session
 4. Develop sensitivity to tutees' diverse learning styles and abilities, language levels, and individual needs
 - a. Promote an environment of peer cooperation and sharing of knowledge
 - b. Promote self-reflective tutoring that allows the tutor to constantly modify tutoring strategies according to tutee's needs

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus, no special facility or equipment needed.
2. When taught virtually, ongoing access to a computer, internet, and email.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Observation of the tutor doing field work
Completion of the minimum hours of field experience

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
Class discussion

Representative Text(s) and Other Materials

Online sources of tutorial theory and practice:
"What Makes a Successful Tutor?" Edutopia: <https://www.edutopia.org/blog/what-makes-a-successful-tutor-seth-linden>
"10 Golden Rules for Being a Good Tutor": <https://www.potsdam.edu/academics/resources/student-success-center/trio/tutoring/10-golden-rules-being-good-tutor>

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

1. Write a script in which you act as a tutor and another student will be the tutee.
2. Design a lesson plan underlining the learning needs of an hypothetical student.

Discipline(s)

Foreign Languages