

**I. CATALOG DESCRIPTION**

**A. Department Information**

Division: Academic Advancement and Learning Resources  
Department: Academic Advancement  
Course ID: ACAD 110  
Course Title: Tutor Training  
Units: 1  
Lecture: .5 hour  
Laboratory 1.5 hours  
Prerequisite: None

**B. Catalog Description:**

Techniques and strategies for effective academic peer tutoring in a community college setting. Emphasis on tutoring, study skill techniques and practical skills to use in a variety of tutoring situations. **Completion of any college-level course to be tutored with a grade of B or better is required.** *Graded on Credit/No Credit basis only*

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Techniques and strategies for effective academic peer tutoring in a community college setting. Emphasis on tutoring, study skill techniques and practical skills to use in a variety of tutoring situations. **Completion of any college-level course to be tutored with a grade of B or better is required.** *Graded on Credit/No Credit basis only.*

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One**

**III. EXPECTED OUTCOMES FOR STUDENTS**

Upon completion of the course, the student should be able to:

- A. Define peer tutoring, including the goals of tutoring and the role of the tutor
- B. Describe adult learners as tutees
- C. Name, describe, and employ specific tutoring techniques and strategies
- D. Identify and discuss different learning styles and develop strategies for these learning styles in tutoring sessions
- E. Demonstrate a knowledge of basic study skills techniques including time management, note taking, SQ3R, vocabulary building, memorization techniques, test taking strategies, writing strategies and math strategies
- F. Prepare a concise tutor session plan
- G. Analyze and evaluate a tutoring session
- H. Define sexual harassment according to SBVC policy and describe procedures for policy implementation
- I. Define Learning Disabilities and employ specific techniques for tutoring students with such disabilities.
- J. Apply tutoring techniques which are sensitive to culturally diverse student populations

**IV. CONTENT:**

- A. Introduction to Tutoring
  - 1. Goals
  - 2. Role of tutors
  - 3. The tutoring cycle

- B. Tutoring Strategies and Techniques
  - 1. Communication
    - a. Tutor/Tutee dialogue
    - b. Personal communication
    - c. Non-verbal communication
    - d. Communication and culture
  - 2. Diagnoses of students' abilities
  - 3. The tutorial plan
- C. Learning Styles/Skills
  - 1. Learning styles
  - 2. Learning disabilities
- D. Study Skills
  - 1. Time management
  - 2. Notetaking
  - 3. SQ3R (reading techniques)
  - 4. Vocabulary building
  - 5. Memorization techniques
  - 6. Test taking strategies
  - 7. Writing strategies
  - 8. Math strategies
- E. Managing Group Tutorials
  - 1. Visibility
  - 2. Participation
- F. Tutor as Counselor
  - 1. Empathy
  - 2. Body Language
  - 3. Confrontation
  - 4. Objectivity
  - 5. Referral
- G. Tutoring in Specific Disciplines (*i.e.* Physical Sciences, Social Sciences, Humanities, Writing, ESL, etc)
- H. SBVC Policies: Sexual Harassment
- I. Self Evaluation in Tutoring

**V. METHODS OF INSTRUCTION:**

- A. Lecture
- B. Directed class discussion
- C. Use of case studies
- D. Simulations
- E. Paired and group problem solving
- F. Use of audio/visual materials
- G. Use of classroom/individual assessment tools

**VI. TYPICAL ASSIGNMENTS:**

- A. View the video tape of tutorial sessions illustrating a variety of non-verbal cues. Observe the tutorial simulation in class and describe the non-verbal communication in each; compare the responses of the tutors to tutee's non verbal communication and the tutee's responses to the non-verbal cues of the tutor. Explain what you've learned. Describe how you will use your experience.
- B. Simulation: You are tutoring a student in Math; the student becomes frustrated with his/her inability to understand the concept you are explaining and begins to get angry and abusive.

Observation: Write what you observe (include verbal and non-verbal cues); what are some of the behaviors being exhibited? Did the tutor respond appropriately? What other techniques might the tutor have used in this situation?

- C. Read about the Socratic method and discuss what bearing you believe this method has on the tutorial environment.
- D. Keep a journal of your observations of tutorial sessions; note particularly communication techniques, tutor/tutee interactions, approaches to different learning styles, cultural biases, and content specific techniques

## VII. EVALUATION(S)

### Methods of Evaluation

- A. Objective and essay examinations

Typical Questions: Compare auditory, kinetic, and visual learning styles. Describe how you would approach tutoring a student in Math with each of these learning styles.

- B. Written research papers and written critical evaluations of tutorial programs

Typical Papers and Written Evaluations: During the course of the semester, you have been required to observe at least five tutorial sessions in your area of specialization. Analyze each of the sessions you have observed; describe the strengths and weaknesses of each session and prescribe changes you would effect in similar situations.

- C. Evaluation of performance in simulated and actual tutoring situations.

### Frequency of Evaluation

Weekly observations  
Bi-weekly quizzes  
Mid term  
Final

## VIII. TYPICAL TEXT(S):

Gillespie, Paula and Lerner, Neal. The Allyn & Bacon Guide to Peer Tutoring. Scarborough, Ontario, Canada: Allyn & Bacon Publishers, 1999.

Ender, Steven C. and Newton, Fred B. Students Helping Students: A Guide for Peer Educators on College Campuses. San Francisco, CA: Jossey-Bass, Incorporated Publishers, 2000.

Rabow, Jerome, Chin Tiffani, and Fahimian, Nima. Tutoring Matters: Everything You Always Wanted to Know about How to Tutor. Philadelphia, PA: Temple University Press, 1999.

## IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None