



IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD

DIVISION: Arts, Letters and Learning Services

DATE: April 05, 2012

COURSE TITLE: Tutor Training

COURSE NO.: EDUC 202

UNITS: 1

LEC HRS. 18.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

This course is designed to prepare college-level persons to tutor adult/college students. Introduction to adult learners, tutoring methods, use of appropriate written and mediated instructional materials, and supervised practice tutoring are included in this course.(CSU)

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

Successful completion of 12 college units with a "2.5" grade point average or better.

III. GRADING CRITERIA:

Pass/No Pass

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. demonstrate communication skills necessary for encouraging student learning and engagement (ILO1).

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. List and describe basic tutor responsibilities.
2. List and describe the steps in the tutoring cycle.
3. Demonstrate communication skills necessary for encouraging student learning and engagement.
4. Identify potential barriers to learning and create strategies to overcome them.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Introduction to Tutoring: definition of tutoring and basic tutor responsibilities; setting goals, planning and carrying out a successful tutoring session, workplace ethics, campus resources and services.	25.00%

Communication and Interpersonal Skills: communication and context, active listening and paraphrasing, role modeling, referral skills, setting a positive climate for learning.	25.00%
Learning and Memory; learning theory and barriers to learning, study skills and strategies, critical thinking and problem solving skills.	25.00%
Diverse Learners; adult learners, underprepared English and Math students, students with disabilities.	25.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Essay

Oral Assignments

Problem Solving Exercise

Skill Demonstration

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Computer Assisted Instruction

Demonstration

Discussion

Group Activity

Lecture

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Out-of-class:

Completing application exercises in the text. Observing and evaluating a tutoring session.

Reading and Writing:

Reading a chapter in the text every week. Writing a final essay to demonstrate the awareness of and ability to apply effective tutoring techniques.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

MacDonald, R. B. (2000). *The Master Tutor: A Guidebook for More Effective Tutoring* (Second/e). Williamsville The Cambridge Stratford Study Skills Institute. ISBN: 0-935-637-27-3
Excerpts from the IVC Reading/Writing Lab Tutor Training Handbook, 2011
NC State A Look at Productive Tutoring Techniques, 2nd ed. video series. 2002