I. **OVERVIEW**

The following information will appear in the 2014 - 2015 catalog

**TUTOR 100—INTRODUCTION TO GENERAL TUTORING**  
1 UNITS

*Formerly listed as: TUTOR - 50: Tutor Training*  
*18.00 Lecture Hours*  
*Limitations on Enrollment: Enrollment limited to students selected as tutors for the Library & Learning Center.*

Introductory tutoring course limited to students selected as tutors for the Learning Center. Designed to train students to become peer tutors. Introduces students to their role as a peer tutor and to the methods of effective tutoring. Cross-cultural understanding and working with students with diverse abilities is emphasized. Field trips are not required. Not repeatable. (P/NP Only) **Transfer:** (CSU)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

**A. COURSE CONTENT**

1. **Required Content:**

   A. Tutorial Sessions

   1. Process
   2. Expectations
   3. Evaluation

   B. Time Management

   1. Scheduling
   2. Strategies

   C. Tutoring Techniques

   1. Preparation
   2. Questioning skills
   3. Difficult tutoring situations

   a. Campus support services

   D. Study Skills
1. Note taking
2. Memory aids
3. Audiovisual aids

E. Test Taking Skills

1. Anxiety
2. Objective exams
3. Essay exams

F. Cultural Understanding

1. Value clarification
2. ESL students
3. Different learning abilities
4. Learning styles

B. ENROLLMENT RESTRICTIONS

1. Limitations on Enrollment

Enrollment limited to students selected as tutors for the Library & Learning Center.

C. HOURS AND UNITS

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<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Lect</td>
<td>18</td>
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<td>Lab</td>
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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture

2. Demonstration of specific tutoring scenarios using instructional videos and role-playing

3. Instructor-facilitated group discussions of assigned readings as well as material not in text.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

A. Weekly entries in reflective tutoring journals
B. Weekly quizzes/assignments
C. At least one self-evaluations per term
D. Two papers per term
E. Two case studies per term

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*

A. Sample paper prompt: Moving beyond gender and race, describe three ways in which the student population at MJC is diverse. How does this diversity impact a student's attitude toward asking for help? Explain the opportunities and challenges presented by this diversity in the context of the tutoring session.

B. Sample case study prompt: Choose one of the students you are working with this semester and identify their background and learning attributes. Based on this, develop a comprehensive learning plan for the student. Fully explain your reasoning behind each step of this plan.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **OBJECTIVES**

1. **Required Objectives**

   *Upon satisfactory completion of this course, the student will be able to:*

   a. Design, conduct, and evaluate a tutoring session.

   b. Identify the emotional, environmental, and academic barriers to student success and be willing to discuss them with the student.

   c. Differentiate among a variety of students' learning styles.

   d. Demonstrate increased sensitivity to the needs of the students from diverse cultural backgrounds.

   e. Demonstrate increased sensitivity to the needs of the students with learning disabilities and physical limitations.

   f. Identify appropriate campus learning and support services and refer to students when needed.

   g. Use effective communication skills, including the Socratic questioning method and active listening.

   h. Anticipate possible conflicts in tutoring and develop approaches to correct problems.

   i. Critically evaluate his/her tutoring experiences and tutoring scenarios.

   j. Demonstrate how study strategies can help students improve memory, manage time, take effective notes, reduce test anxiety, and organize course work more effectively.
IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION
   1. Quizzes
   2. Participation in role-playing scenarios
   3. Journal entries
   4. Case studies
   5. Self evaluations
   6. Class Presentations

B. SUMMATIVE EVALUATION
   1. Student participation
   2. Final essay examination
   3. Appraisal of tutoring sessions