

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
NONCREDIT COURSE

(Use this form only for Noncredit courses)

COURSE NUMBER AND TITLE: CNED 105 Basic Tutoring Training

MINIMUM NUMBER OF SEMESTER HOURS: 32

SCOPE OF COURSE:

This course will teach college students to tutor other college students through lectures, discussions, video tapes and practical experience.

SPECIFIC COURSE OBJECTIVES:

1. Students will specify, define, assess and demonstrate understanding of motivation, instruction, and reinforcement as essential elements of a good tutoring session.
2. Students will identify the basic principles of tutoring by specifying from a list of predesignated characteristics: i.e., the definition of a tutor, the qualities of a tutor, and the goals of tutoring.
3. Students will utilize skills in tutoring limited English speakers by demonstrating knowledge of body language, rate of learning, equality of partnership in the tutorial session and techniques of comprehension checks as these strategies facilitate academic achievement.
4. Students will experience self disclosure, risk and trust in the tutoring process through 12 hours of practice tutoring to expedite active learning, independence and motivation in the tutee.
5. Students will achieve competence in interpersonal communications skills as an interventional tool by formulating definitions of these terms: feedback, role playing, rapport, facial expressions, listening and body language.
6. Students will submit written tutor plans (materials and activities) on their respective tutees to the tutoring director in order to establish a basis for their own performance appraisal and to monitor/assess tutee progress in learning.
7. Students will be enabled to apply effective techniques related to reading, test anxiety, study skills, and note taking as these affect students' learning, achievement, matriculation, and academic success.
8. Students will be trained in the basics of assertiveness and the mechanics of critical thinking

through actual guided group interactions to acquire skills in listening, problem solving, patience, openness and cooperation.

9. Students will identify and analyze a variety of learning disabilities by listing the characteristics of learning disabled students: e.g., attention span, ability to concentrate, processing facility, possible psycho-motor impairments, aptitude-achievement discrepancies, etc.
10. Students will gain an understanding and appreciation of people from culturally diverse backgrounds by identifying and practicing these skills: values orientation, tolerance, fostering independence and serving as a role model.
11. Students will define the nature of perception and list its potential effect on learning styles and cognitive skills.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- A. Tutoring - an introduction
 1. Definitions
 2. Collaborative Learning
 3. Ethics of tutoring: the tutor as a counselor
 4. Diagnosis and the Socratic Method
 5. Diagnosis through observation
 6. Tutoring learning skills
- B. The tutorial relationship: Roles, expectations and models
- C. Tutoring the disabled learner
- D. Tutoring the culturally diverse student
 1. Second language learners
 2. Limited English speakers
- E. Tutoring and affective learning
 1. Motivation
 2. Communication barriers to learning
- F. Role playing
- G. Learning theories and models of learning: Cognitive styles and brain dominance
- H. Managing group tutorials
- I. Tutoring social sciences
- J. Tutoring humanities
- K. Tutoring the writing process

MATERIALS REQUIRED:

Paper, pencils/pens and notebooks for learning journals.

TEXTS RECOMMENDED OR REQUIRED:

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

INSTRUCTIONAL METHODOLOGY:

The course will be taught in traditional lecture format with the use of video tapes on tutor training and lectures by visiting faculty from the areas of basis skills, problem solving, multicultural tutoring and the

disabled learning. Some tutorial sessions will be videotaped to serve as learning aids and will also be used for assessment.

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination

DISTANCE LEARNING:

This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply.

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)
- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

METHODS OF DETERMINING WHETHER THE STATED OBJECTIVES HAVE BEEN MET BY STUDENTS:

Weekly conferences with instructor will track student's progress toward stated objectives; students will provide feedback on materials and techniques presented; students will provide feedback in response to observations of tutorials conducted by mentor tutors. Once all objectives have been met, pending instructor approval, the student will then be allowed to tutor in his/her chosen discipline.

CONTACT PERSON: Lee Kerckhove

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| SIGNATURES ON FILE |
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