Non-Degree Applicable | Glendale Community College
June 2009

COURSE OUTLINE

Student Development 150
Tutor Training

I. Catalog Statement

Student Development 150 is an introduction to tutoring skills for students wishing to act as tutors at the college. The course emphasizes the linking of course content and critical thinking skills with the ability and skills necessary to assist students in their learning process.

Units – 1.0
Lecture Hours: 1.0 – 2.0

Note: This course may be taken 2 times; a maximum of 2 units may be earned.

II. Course Entry Expectations

Skills Expectations: Reading 5; Writing 5; Listening –Speaking 5; Math 5

III. Course Exit Standards

Upon successful completion of the required coursework, the student should be able to:

1. understand and implement the tutoring process;
2. complete and use a study skills inventory;
3. communicate with client/learners using various learning styles;
4. combine basic skills, course content and critical thinking;
5. develop materials for critical thinking and subject tutoring;
6. apply the Tutor Cycle in the tutor sessions.

IV. Course Content

Develop the course content in outline form. Indicate the # of hours spent covering each major content area.

A. The Tutoring Process 5-10 hours
   1. Orientation
   2. Introduction to Tutoring Process
   3. Getting Started/The Tutor Cycle
   4. Managing Time, Survival
   5. Ways to Listen
   6. Closure

B. Study Skills and Content Tutoring 5-10 hours
   1. Reading to Remember
   2. Memory Skills
   3. Note Taking
   4. Writing Skills
   5. How to Take Tests

C. Advanced Tutor Skills 6-12 hours
   1. Learning Styles
   2. Study Skills Inventory
   3. Critical Thinking Skills in Tutoring
   4. Probing
   5. Class Project
   6. Lab Assignments
   7. Tutor/Supervisor Skills Development

V. Methods of Presentation

The following instructional methodologies may be used in the course:

1. use of the internet, computer, WebCT technology.
2. in-class assignments, done individually and in groups, on lecture and textbook topics.
3. lecturers.
4. short films and videos.
5. collaborative-interactive presentations by instructor and students.

VI. Assignments and Methods of Evaluation

1. Written objective and essay final examination demonstrating critical thinking skills.
2. Written quizzes on course topics.
3. Collaborative learning groups and hands-on activities.
4. Journal writing.
5. Attendance.

VII. Textbook(s)

Required Text: Current GCC Catalog, Current Schedule of Classes
Recommended: Journal, 3-ring binder
A review of various Study Skills Texts in the Learning Center and certified materials from various college and universities will be reviewed and discussed.
Videos from the Master Student by David Ellis, UCLA videos, and various topics are available on the Internet for study skills and student materials will be reviewed, evaluated, and discussed.

VIII. Student Learning Outcomes

1. understand and implement the tutoring process;
2. complete and use a study skills inventory;
3. communicate with client/learners using various learning styles;
4. combine basic skills, course content and critical thinking;
5. develop materials for critical thinking and subject tutoring;
6. apply the Tutor Cycle in the tutor sessions.