

EDUC 202, Spring 2010 (21130, F 11:00-2:00 P.M.)

Rules and Regulations

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TEXT

MacDonald, *The Master Tutor*, 2nd Ed.

COURSE OBJECTIVES

“This course is designed to prepare college-level persons to tutor adult/college students.” It will include an introduction to adult learners, tutoring methods, use of appropriate instructional materials, and supervised practice tutoring.

STUDENT LEARNING OUTCOMES

This course addresses the five student learning outcomes that the school requires: communication skills; critical thinking skills; personal responsibility; information literacy; global awareness.

ATTENDANCE

The class meets for 18 hours, 3 hours every Thursday for 6 weeks. Since the time is brief and the instruction is concentrated, consistent attendance is essential. Unavoidable things happen, and there are some legitimate reasons for being absent. However, missing any class time will significantly diminish your preparation for tutoring effectively. For your own benefit, you do not want to miss class.

STUDENT/TEACHER CONFERENCE

In order to be sure that students are on track in the class and understand the concepts and subject matter being discussed, I will need to meet with each student once during the semester, between the third and fourth class meetings. The meeting will be brief but is a necessary part of instruction for this type of class. Attending this conference will not be part of the evaluation of your ability to tutor effectively, but will count toward the pass/fail determination. You must attend this meeting.

CLASS ASSIGNMENTS

We will be covering the text and viewing a video that covers aspects of tutoring. We will also be practicing those aspects of tutoring during class. You need to read ahead in the book in order to be ready for class discussion and practice. This is a short-term class, but since it is preparation for your job as a tutor, it should be no less of a priority than any of your other classes are.

CLASS CONDUCT

Since this is a class like any other class, standard college classroom decorum is expected: Turn cell phones and pagers off before class; avoid private conversations during class; ask questions of the teacher, not fellow students; stay in the room for the duration of the class—there will be a snack break in the middle of class. In general, concentrate on the class and avoid disturbances.

DISABLED STUDENT PROGRAMS AND SERVICES

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible.
DSP&S – Health Sciences Building, Room 2117, (760) 355-6312

EDUC 202
Schedule of Assignments

The video and text reviews will be followed by discussion and practice tutoring sessions.

Chapters in TMT should be read in advance of the date they are listed so that students can be prepared for discussion in class.

3-18 Registration, Overview
Adult Learners, DSP&S students, Learning styles, Critical Thinking
TMT: Introduction

3-25 Video: 1. The tutor's role, 7. Independent learner, 2. Positive reinforcement;
TMT: Ch. 1. Tutoring Role

4-1 Video: 4. The student's ideas, 5. Student verbalization;
TMT: Ch. 2. Tutoring cycle
---Student/Teacher Conference---

4-15 Video: 6. Questioning skills, 8. Direct techniques
TMT: Ch. 3. Tutoring options
Intro to tutoring session observation

4-22 Video: 3. Listening skills, 6. Questioning skills
TMT: 4. Tutoring patterns
Tutoring Session Observation Due
Intro to essay

4-29 TMT: Ch. 5. Tutoring Inter-culturally, Summary
Essay due

In order to pass EDUC 202, students must meet a variety of criteria. Each criterion adds to the overall preparation necessary to being an effective tutor, so being weak in any one area will affect the degree of preparedness and overall suitability for tutoring.

EVALUATION CRITERIA			
ATTENDANCE	PREPARATION	PARTICIPATION	ESSAY
In a short-term class, every minute of class time is important. In order to get the training and preparation necessary to tutor effectively, one must attend class regularly. Attending the student/teacher conference is included in this.	Doing homework and being ready to be involved in class discussion is essential to learning the principles of effective tutoring.	Discussing and practicing the principles of effective tutoring in class is necessary preparation for applying those principles on the job.	Demonstrating that you understand the principles of effective tutoring and are able to apply them creatively shows that you are ready to be a tutor.

