

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