



Learning Resource Center

Learning Resource Center
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Tutorial Services

Supplemental Instruction

Our Staff

Library

Tutor Hiring

How Do I Become a Tutor?

Tutoring sessions are led by qualified tutors who received an "A" or "B" in the respective courses for which they choose to tutor. They reinforce specific course material emphasized by the instructors and use their own successful student experiences to integrate what-to-learn with how-to-learn.

Tutors must have passed the class(es) they are tutoring in with at least a "B" grade or higher and:

- Have completed ILA-1: Introduction to Tutor Training course.
 - Note: English and Writing tutors must complete ENG-4.
 - Completion of required courses does not guarantee job placement. Tutoring positions are offered based on the interview process, faculty recommendation, departmental need and availability of funds.
- Currently have and maintain a 3.0 GPA or higher each semester
- Have excellent interpersonal skills
- Minimum of 1 semester of coursework at any college or university
- Submit an unofficial copy of your transcript(s)
- Proof of enrollment in at least 6 units for the Fall and Spring semesters
 - [Tutor Application](#)
 - [LRC Faculty Recommendation Form](#)
 - [Register for your WCONLINE Account](#)

Discipline: English

Originator: Denise Kruizenga-Muro

RIVERSIDE COMMUNITY COLLEGE DISTRICT INTEGRATED COURSE OUTLINE OF RECORD

ENGLISH 4

ENG-4 : Writing Tutor Training

College: NOR

Lecture Hours: 27.000

Lab Hours: 27.000

Units: 2.00

Letter Grade

Course Description

Prerequisite: ENG-1A or ENG-1AH

Course Credit Recommendation: Degree Credit

Designed to prepare students to become peer tutors in the Writing Center. Participants learn specific tutoring techniques and discuss problems, questions, and challenges in tutoring writing. Tutors develop student-centered, non-intrusive tutoring skills that avoid "appropriating the text" (i.e., becoming a proofreader, editor, or co-author). Topics include theory and practice of tutoring writing, including writing as a process, interpersonal communication techniques, cross-cultural tutoring, group learning, and computer programs applicable to writing instruction. 27 hours lecture and 27 hours laboratory. (TBA option)

Short Description for Class Schedule

Designed for students interested in receiving training and experience in tutoring writing in a lab/classroom setting.

Entrance Skills:

Before entering the course, students should be able to demonstrate the following skills:

1. **Read and analyze college-level texts with understanding and insight.**
 2. **Compose developed, unified, coherent, stylistically fluent essays of 1000-3000+ words that demonstrate command of grammar and style, employment of the rhetorical conventions of academic written discourse, and an ability to critically reflect on the reading and writing processes at the college level.**
 3. **Gather evaluate and synthesize appropriate research in to college-level research papers in the MLA format.**
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Student Learning Outcomes:

Upon successful completion of the course, students should be able to demonstrate the following skills:

1. **Identify the skills needed to tutor writing effectively;**
 2. **Understand and utilize methods and theories of peer-tutoring writing;**
 3. **Analyze tutees' writing strengths and weaknesses;**
 4. **Apply and adapt tutoring strategies to the needs of individual students;**
 5. **Apply their advanced writing, critical thinking and interpersonal skills to observe and facilitate the development of the writing practices of others;**
 6. **Utilize the theories and practices of writing tutoring within specific tutorial situations.**
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Course Content:

Topics covered in the course include but are not limited to:

Lecture

1. Techniques for tutoring writing including demonstrations of theory, philosophies, and approaches to tutoring writing.
2. Interpersonal skills for tutoring writing for peers with a variety of learning styles and abilities.
3. Tools and resources for writing tutors such as computer applications related to tutoring writing.

Laboratory

1. Observing live tutoring sessions in the lab which demonstrate tutoring techniques introduced in the class.
2. Tutoring practice with lab students to refine the interpersonal skills and communication strategies introduced in the class.

Methods of Instruction:

Methods of instruction used to achieve student learning outcomes may include, but are not limited to, the following activities:

- Lectures/discussions/demonstrations on theory, philosophies, and approaches to tutoring writing;
- Cooperative/collaborative learning tasks for practical application of interpersonal skills;
- Simulation of tutoring experience for practice tutoring for specific situations;
- Guest speakers to emphasize alternative approaches to tutorial;
- Conferences with instructor for metacognitive feedback;
- Video and audio recordings that illustrate a variety of techniques and methodologies;
- Short papers and journal entries for metacognitive analysis of practical experiences;
- Class exercises, handouts and text readings which reinforce methods and theories of peer-tutoring writing as well as theory, philosophies, and approaches to tutoring writing;
- Online instruction from a variety of Online Writing Centers which demonstrate current methodologies and the use of technology in peer writing situations.

Methods of Evaluation:

Students will be evaluated for progress in and/or mastery of student learning outcomes using methods of evaluation which may include, but are not limited to, the following activities:

- Short reports and journal entries in order to evaluate the students' ability to identify advanced writing, critical thinking and interpersonal skills necessary for observation and facilitation of the development of the writing practices of others;
- Oral reports/presentations/performances in order for students to demonstrate knowledge of current practices, methodologies, and theories of writing tutoring;
- Written reports/presentations in order to demonstrate an ability to understand and utilize methods and theories of peer-tutoring writing in the practical lab as well as in simulation in class;
- Demonstrated skills in simulated or actual tutoring sessions in order to practice writing tutoring within specific tutorial situations;
- Class participation in order to assess simulation of tutoring experience for practice tutoring for specific situations;
- Questions on readings in order to assess understanding of a variety of methods and theories of tutoring writing effectively
- Quizzes/examinations in order to assess students' understanding and application of methodologies, theories, practices and learned concepts of peer writing tutoring;
- Final examination designed to assess students' breadth of knowledge of current practices, methodologies, theories of writing tutoring, practical problem solving and application of advanced writing, critical thinking and interpersonal skills to observe and facilitate the development of the writing practices of

others.

Sample Assignments:

Outside-of-Class Reading Assignments

- Read handout on Rogerian argument to learn alternate methods of communicating with and critiquing the papers of student clients in the Writing and Reading Center.

Outside-of-Class Writing Assignments

- Reflect on a tutoring session you observed in which an ESL student was being tutored. First, briefly describe the class, the assignment, and the writer. Then, describe what the tutor and tutee were discussing and how the tutor handled the student. Finally, reflect on the situation. What was done well? What could have been done better? What did you learn?

Other Outside-of-Class Assignments

- Go online, find and take a multiple intelligences quiz. Print the results and bring them to class for a discussion of learning styles and teaching strategies.

Course Materials:

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Possible texts include the following:

Gillespie, Paula and Neal Learner. *The Allyn & Bacon Guide to Peer Tutoring*. 2nd Longman, 2003.
Murphy, Chinstian, eds. *The St. Martin's Sourcebook for Writing Tutors*. 2nd St. Martin's, 2003.
Rabow, Jerome, Tiffani Chin, Nima Fahimian. *Tutoring Matters: Everything You Always Wanted to Know About How to Tutor*. Temple U.P., 2011.
Rafoth, Ben Ed. *A Tutor's Guide: Helping Writers One to One*. 2nd Heinemann, 2005.
Ryan, L. & Zimmerelli, L.. *The Bedford Guide for Writing Tutors*. 6th Bedford, 2015.

Codes/Dates:

CB03 TOP Code: 1501.00 - English

CB05 MOV Transfer Status: Transfers to CSU Only (B)

CB05 NOR Transfer Status: Transfers to CSU Only (B)

CB05 RIV Transfer Status: Transfers to CSU Only (B)

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