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Course Outline for NTUT 200

SUPERVISED TUTORING

Effective: Fall 2019

I. CATALOG DESCRIPTION:

NTUT 200 — Noncredit

Open-entry/open-exit supervised tutoring course provided to students requesting assistance or referred by a counselor or instructor. Tutoring is conducted in a learning center and is structured to strengthen student skills, reinforce student mastery, and help students achieve specific course objectives. Trained tutors and instructors will provide individualized/small group tutoring and learning assistance for basic skills, vocational skills, and academic subject matter areas including mathematics, English, science, social science, humanities and a variety of general education courses vital to the overall success and retention of students.

Grading Methods:

Pass/No Pass

Discipline:

- Learning Assistance Instructors

Noncredit Category

C - Elementary and Secondary Basic Skills

	MIN	MAX
Total Noncredit Hours:	1.00	96.00

II. PREREQUISITE AND/OR ADVISORY SKILLS:

III. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- identify the specific learning objectives and educational competencies for the course they are receiving tutoring for.
- identify their individual academic needs.
- use metacognitive strategies to formulate a plan to succeed.
- apply various learning strategies corresponding to their individual learning styles.

IV. CONTENT:

Under supervision, tutors will determine individual course content that will include material aimed at achieving tutoring instructional objectives set by both tutor and student.

- Tutor and student will arrange an initial meeting.
- Tutor will use active listening and validation strategies to assess student academic needs.
- Student will identify his/her learning style.
 - Simple assessment will be administered.
 - Helpful study habits will be determined.
 - Collaborative efforts will be exercised by tutor and student to make use of particular learning style in tutoring and daily study.
- Tutor will assist student to identify the specific learning objectives and educational competencies for the course they are receiving tutoring for.
- Tutor will implement metacognitive strategies to assist formulation of plan to succeed.
 - Student will read and study material available in the Tutorial Center and on the Internet for the enhancement of study skills, time management and test anxiety as needed.
 - Student and tutor will set daily goals to accomplish at each session and evaluate success at the end of each session.
 - Student and tutor will arrange each tutoring session based on the educational needs of and questions from the student.
 - Student will actively participate in each tutorial session by practicing, interpreting, restating and organizing material covered.

V. METHODS OF INSTRUCTION:

- Discussion** -
- Active listening and validation
- Reading
- Textbook review
- Skill building exercises
- Activities deemed appropriate to student's particular learning style.
- Analysis of sample problems to clarify theories
- Small group tutoring for students taking the same course or focusing on a similar writing issue
 - One-on-one tutoring focusing on all aspects of the writing process
- Designated self-paced activities to be completed in the Writing Center and reviewed with a tutor

VI. TYPICAL ASSIGNMENTS:

- A. Recall information from textbook reading.
 - 1. Make an outline of material assigned in the text.
 - 2. Highlight important facts in the textbook.
- B. Assimilate information presented in class.
 - 1. Discuss how the time period studied in class compared to a film of the same era.
 - 2. Compare present day situations with historical ones.
 - 3. Apply understanding of the reading by explaining how it applies to own life.
- C. Demonstrate ability to label illustrations.
 - 1. Fill in missing operations on a diagram provided by tutor.
 - 2. Label the parts of a diagram by memory.
- D. Memorize subject-specific vocabulary
 - 1. Create index vocabulary cards.
 - 2. Match vocabulary words and their definitions.
 - 3. Orally define the meaning of given words.
- E. Express desired goals and outcomes for a tutoring session.
- F. Respond to the tutor's question, "How may I help you today?"
- G. Successfully complete math problems as directed by tutor.
 - 1. Work problems written on the board by the tutor.
 - 2. Restate problems in text using different numerals and correctly solve.
- H. Formulate questions.
 - I. Check for understanding of the concepts with the tutor by asking questions.
- J. Address questions in Spanish to tutor to stimulate Spanish conversation
- K. Participate in a group tutoring session
- L. Collaborate with other students to adopt a plan for study.
- M. Isolate main concerns to be discussed with a tutor.
- N. Explain main ideas.
- O. Describe current knowledge to help the tutor detect academic needs.
- P. Explain the main idea of the reading selection.
- Q. Write three main ideas gained from the lecture to discuss with tutor.
- R. Work with tutor to revise an essay, focusing on areas of need as determined by the student and tutor. These areas may include:
 - 1. formulating thesis statements,
 - 2. organizing paragraphs,
 - 3. developing a consistent argument,
 - 4. integrating and analyzing sources,
 - 5. incorporating researched materials,
 - 6. writing citations, and
 - 7. assessing grammar and style.
- S. Review a set of assignment instructions and brainstorm possible topics for the assignment.
- T. Complete an online grammar exercise and then review it with a tutor.

VII. EVALUATION:

Methods/Frequency

- A. Other
 - 1. Tutor will create quizzes and activities to evaluate progress in subject matter and will provide verbal feedback to students
 - 2. Tutor and student will informally evaluate each tutoring session and be given feedback on an ongoing basis.
 - 3. Attendance will be recorded
 - 4. No grade will be given

VIII. TYPICAL TEXTS:

- 1. The text assigned to the student in the discipline for which they are being tutored.
- 2. Handouts and materials provided by the Tutorial Center on study skills, time management and/or test anxiety

IX. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Syllabus and textbook from the class at each tutoring session
- B. Assignments to be discussed and evaluated
- C. Appropriate study tools as necessary: calculators, pens, pencils, paper, and staplers