

Course Outline for TUTOR 200

SUPRVSD LEARN ASSIST-IND STUDY

Effective: Fall 2010

I. CATALOG DESCRIPTION:

TUTOR 200 — SUPRVSD LEARN ASSIST-IND STUDY — 0 units

Individualized student tutoring (supplemental learning assistance) provided to students requesting assistance or referred by a counselor or an instructor. Trained tutors and instructors will provide tutoring in basic skills, academic and vocational 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:

Non-Credit

Discipline:

- Learning Assistance Instructors

| | |
|---------------------|------------|
| | MIN |
| Total Hours: | 0.00 |

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

- Identify his/her individual learning style and employ it in study skills and class participation;
- Analyze personal time management, study skills, and test anxiety issues then select appropriate Tutorial Center flyers and materials to assist and enhance performance in these areas;
- Formulate short-term and long-term tutoring objectives;
- Prepare for quizzes, tests and final exam in the particular class for which tutoring is being given;
- Demonstrate the appropriate skills necessary to become a more productive, successful, and independent learner;
- Evaluate tutors informally and relate their efforts towards personal learning progress and impact upon coursework;
- Evaluate the supervised tutoring activities received from a trained tutor;
- Identify areas of improvement independently in written work necessary across the curriculum;
- Develop and implement strategies independently for revising and editing written work necessary across the curriculum.

V. 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.
- 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.
- 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.
- Tutor and student will focus on any relevant aspect of the writing process for any writing assignment across the curriculum.

VI. METHODS OF INSTRUCTION:

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

VII. TYPICAL ASSIGNMENTS:

- A. Recall information from textbook reading.
 - 1. Make a skeleton 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 your understanding of the reading by explaining how it applies to your life.
- C. Demonstrate ability to label illustrations.
 - 1. Fill in missing operations on a page provided by tutor.
 - 2. Label the parts of a cell by memory.
- D. Memorization of subject-specific vocabulary
 - 1. Create index vocabulary cards.
 - 2. Match vocabulary words and their definitions.
 - 3. Orally define the meaning of words given.
- E. Express desired goals and outcomes for a tutoring session.
- F. Express what you want to work on during today's session.
- G. Respond to the tutor's question, "How may I help you today?"
- H. 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.
- I. Formulate questions.
- J. Check your understanding of the concepts with the tutor by asking questions.
- K. Address questions in Spanish to your tutor in order to stimulate Spanish conversation
- L. Participate in a group tutoring session
- M. Collaborate with other students to adopt a plan for study.
- N. Isolate main concerns to be discussed with a tutor.
- O. Explain main ideas.
- P. Describe what you know so far to help the tutor detect your needs.
- Q. Explain the main idea of the reading selection.
- R. Write three main ideas you gained from the lecture to discuss with tutor.
- S. Work with tutor to revise an essay, focusing on areas of need as determined by the student and tutor. These areas might include:
 - 1. thesis statements,
 - 2. paragraph organization,
 - 3. developing a consistent argument,
 - 4. integrating and analyzing sources,
 - 5. incorporating researched materials,
 - 6. citation,
 - 7. grammar and style.
- T. Review a set of assignment instructions and brainstorm possible topics for the assignment.
- U. Complete an online grammar exercise and then review it with a tutor.

VIII. EVALUATION:

A. **Methods**

- 1. Other:
 - a. Tutor will create quizzes and activities to evaluate progress in subject matter and will provide verbal feedback to students
 - b. Tutor and student will informally evaluate each tutoring session on a tutor log or will be given feedback on an ongoing basis.
 - c. Attendance will be recorded
 - d. No grade will be given
 - e. Student and tutor will provide a portfolio at the end of each semester

B. **Frequency**

IX. TYPICAL TEXTS:

- 1. The assigned textbook of the discipline being studied.
- 2. Handouts and materials provided by the Tutorial Center on study skills, time management and/or test anxiety

X. 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