Mt. San Antonio College

Course Outline

October 27, 2015
Effective Term: Summer 2015

Course ID: TUTR 10C

Student Learning Outcomes

Title: Tutoring as a Supplemental Instructor

Division: Library and Learning Resources Division
Department: Learning Assistance Department
Discipline: Tutor Training
Short Title: Tutoring/Supplemental Ins
Course Status: Approved Maximum Class Size: 30

Method of Instruction:

- Lecture
- Work Experience, Occupational
- Lecture and Laboratory
- Independent Studies
- Distance Learning (Distance Education Delayed) for online courses

** MAXIMUM CONTACT HOURS **

Lecture Hours: 18.00

** CREDIT UNITS **

Credit Units: 1.00
Lab Hours:

Activity Hours:

Clinical Hours:

Total Hours: 18

Taxonomy of Programs (TOPS) Information:

TOPS Code and Course Program Title:

080100 - Education, General

SAM Priority Code:

☐ A. Apprenticeship
Courses offered to apprentices only.

☐ B. Advanced Occupational
Courses taken in the advanced stages of an occupational program. Each “B” level course must have a “C” level prerequisite in the same program area.

☐ C. Clearly Occupational
Courses taken in the middle stages of an occupational program. Should provide the student with entry-level job skills.

☐ D. Possibly Occupational
Courses taken in the beginning stages of an occupational program.

☑ E. Non-Occupational

Discipline Placement:

Learning Assistance Instructors
Education

State Transfer Code: C0 Not Transferable, No Degree

Grading Method: Optional Letter Grade or P/NP

Frequency Offered:

☐ Fall

☐ Winter

☐ Spring

☐ Summer

☐ On Demand

Earn Credit: Non-repeatable Credit - equates to 0 repeats

Transfer Status

Baccalaureate Status is granted by the Educational Design General Education and Baccalaureate Level Subcommittee.

☐ CSU Transferable CSU Approval Date: (mm/dd/yyyy)

☐ UC Transferable UC Approval Date: (mm/dd/yyyy)

Course Requisites

Prerequisite:
Co requisite:

Advisory:

Course Special Designators

Course Description:
Tutoring as a Supplemental Instructor with an emphasis on tutoring in the classroom and in small groups under the supervision of a designated instructor.

Course Outline:
- Role of a Supplemental Instructor (SI)
- Philosophy of different collaborative learning and group tutoring methods
- Socratic method
- Collaborative learning across the curriculum: small group and partner activities, re-directing questions, and promoting inter-dependent learning
- Working with different types of groups: independent groups and groups in the classroom
- Problem-solving strategies for small groups
- Learning/cognitive styles
- Diverse student groups
- Learning disabilities
- Session plans: evaluating others’ plans and self-evaluation of plans
- SI sessions: observing and assessing
- Challenging areas of course content for SI leader/study group tutor
- Self-assessment and goal-setting
- Tutoring centers: resources for SI leaders, study group tutors, and Tutors in the Classroom
- Final exam

Lab Outline:

Course Measurable Objectives:
1. Identify the responsibilities of a Supplemental Instructor in the classroom and in study groups.
2. Identify the responsibilities of tutees in interactions with a Supplemental Instructor, both individually and in small groups.
3. Develop skills to promote collaborative learning.
4. Develop and establish plans for conducting SI/study group sessions.
5. Compare and contrast SI/study group tutor styles and techniques in small-group situations.
6. Identify topics that are problematic for the Supplemental Instructor in subject area.
7. Assess SI and study group sessions for effectiveness.

Course Methods of Evaluation:

Category 1. Substantial written assignments for this course include:
1 page analytic journal assignments on a scholarly article or reflecting on group tutoring experiences
2-3 page observation paper assignment
1 page evaluation of sample session plans
If the course is degree applicable, substantial written assignments in this course are inappropriate because:

Category 2. Computational or non-computational problem solving demonstrations:

At least one role-playing activity applying collaborative learning, based on a case study

Category 3. Skills Demonstrations:

10-15 minute sample SI/study group session

Category 4. Objective Examinations:

Sample Assignments:

1. In a journal entry, write 1 page analyzing a classroom scenario which makes conflicting demands on the supplemental instructor. Share your thinking process.
2. Read a 2-page article about a collaborative learning model and identify the main points of the process; then apply this model to planning one of your own SI sessions.
3. Prepare a 15-minute oral presentation in which you set forth your objectives for a supplemental instructor session, the process you would employ to meet those objectives, and an instrument for evaluating the session's success.

Representative Text:

Book 1:

Author: None
Title:
Publisher:
Date of Publication:
Edition:

Book 2:

Author:
Title:
Publisher:
Date of Publication:
Edition:

Book 3:

Author:
Title:
Publisher:
Date of Publication:
Edition: