### SECTION A - Course Information

1. **Course ID:** TUTR 10R  
2. **Course Title:** Tutoring in Reading  
3. **Division:** Library and Learning Resources Division  
4. **Department:** Learning Assistance Department  
5. **Subject:** Tutor Training  
6. **Short Course Title:** Tutoring in Reading  
7. **Effective Term:** Summer 2014

### SECTION B - Official Course Information

1. **Recommended Class Size:**  
   a. **Maximum Class Size:** 30  
   b. **Class Size Approval Date:** 10/29/08

2. **Method of Instruction:**  
   - ☑ Lecture  
   - ☐ Work Experience, Occupational  
   - ☐ Work Experience, General  
   - ☐ Lecture and Laboratory  
   - ☐ Open Entry/Exit  
   - ☐ Independent Studies  
   - ☐ Distance Learning (Distance Education Delayed) for online courses.  
   - ☐ Distance (Hybrid Online) for online supported courses

3. **Contact Hours for a Term:**
   
   **Note:** If not a variable unit/hour course, enter the hours in the "Low" column only. Leave the hours in the "High" column blank.

<table>
<thead>
<tr>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture: 18.00</td>
<td>To</td>
</tr>
<tr>
<td>To</td>
<td>Lab/Lecture Parity?</td>
</tr>
<tr>
<td>Lab:</td>
<td>To</td>
</tr>
<tr>
<td>Activity:</td>
<td>To</td>
</tr>
<tr>
<td>Clinical:</td>
<td>To</td>
</tr>
<tr>
<td>Total Hours: 18</td>
<td>To</td>
</tr>
</tbody>
</table>

4. **Credit Units:** 1.00

   1 Unit of credit per eighteen (18) hours of lecture contact hours for a term  
   1 Unit of credit per fifty-four (54) hours of lab, activity or clinical contact hours for a term

5. **Taxonomy of Programs (TOPS) Information:**

   a. **TOPS Code and Course Program Title:**
080100 - Education, General

b. Course Control Number:
(To be entered by the Instruction Office Only.)

6. SAM Priority Code:(Select One)

☐ Apprenticeship
Courses offered to apprentices only.

☐ 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.

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

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

☐ Non-Occupational

7. Please place this course into the appropriate discipline by selecting from the drop down list. The discipline placement indicates what preparation is needed to teach the course. Discipline faculty may place their courses into more than one discipline as appropriate:

Learning Assistance Instructors

8. General Course Information

a. Course Credit Status: C Credit – Not Degree Applicable
b. State Transfer Code: C0 Not Transferable, No Degree
c. State Classification Code: A Liberal Arts/Sciences Degrees
d. Basic Skills Status/Level: N Not a Basic Skills Course
e. Sports/Physical Education Course: ☐ Yes
(Only check here if the course is a physical education course.)
f. Grading Method: Optional Letter Grade or P/NP
g. Number of repeats allowed: Non-repeatable Credit (equates to 0 repeats)
h. Overlap/Duplicate Course:

9. Course Preparation:

Note: If this course has a new requisite, a content review supplemental form must be completed.

☐ Prerequisite
Corequisite

☐ Advisory

☐ Eligibility for READ 100

☐ None

10. Course Special Designators

11. Course Program Status

☐ Program Applicable

☑ Stand-alone

12. Funding Agency Category:

☑ Not Applicable

☐ Primarily developed using economic development funds

☐ Partially developed using economic development funds

SECTION C - Transfer Status

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

☐ CSU Transferable

Approval Date:

☐ UC Transferable

SECTION D - General Education Request

Mt. San Antonio College and CSU General Education course approval are submitted to the Educational Design GE and BL Subcommittee for approval.

1. The Articulation Officer submits the course directly to the CSU Chancellor for approval.

2. Upon receiving approval, the course is approved for the Mt. SAC Associate Degree GE and placed in the area(s) CSU approval indicate(s).

☐ Yes

☑ No

Approved for inclusion on Mt. SAC and CSU General Education List?

1. Mt SAC General Education Applicability:

2. CSU General Education Applicability (Requires CSU approval):

3. IGETC Applicability (Requires CSU/UC approval):
SECTION E - Course Content

1. Course Descriptions
   a. Catalog Description

   Application of strategic reading processes and approaches to reading tutoring. Prepares students to become tutors for reading.

   b. Class Schedule Description:

   ☑ Yes ☐ No Is a course description to be printed in the Class Schedule?

   Application of strategic reading processes and approaches to reading tutoring. Prepares students to become tutors for reading.

2. Course Outline Information
   a. Lecture Topical Outline:

   - Learning theory and the process of discovery connected to reading outcomes
   - Vocabulary strategies and activities
   - Comprehension strategies and activities
   - Evaluation of demands of reading for assignments
   - Strategies for managing tutoring sessions

   b. Lab Topical Outline:

3. Course Measurable Objectives:

   The student will:
   1. Apply strategies taught in READ classes.
   3. Develop a holistic approach to a reading session, addressing both cognitive and affective elements.
   4. Develop protocol for reading tutoring sessions.
   5. Integrate the Learning Assistance Center's Reading Instructional and Learning Philosophies into tutoring sessions.
   7. Develop flexibility in responding to tutee's reading needs.

4. Course Methods of Evaluation:

   Category 1. Substantial written assignments for this course include:

   One page weekly journals
   Written rationale for each case study of at least one page

   If the course is degree applicable, substantial written assignments in this course are inappropriate because:

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

   Development of at least one vocabulary and/or comprehension strategy to a tutoring scenario
   Role-play to demonstrate reading strategies

   Category 3. Skills Demonstrations:

   Presentation of at least ten minutes on an assigned topic
Category 4. Objective Examinations:

5. Sample Assignments:

1. A one-page case study on tutoring the use of an assigned vocabulary strategy: explain what the strategy is, how it is used and the purposes for the strategy’s use.
2. Select one comprehension and one vocabulary strategy, create a minimum 10 minute presentation that explains and demonstrates their use.
3. Using the given text, create at least five appropriate questions at every level of questioning and provide a half-page written rationale to explain the level of questioning addressed.

6. Representative Text:

   Book 1:
   - Author:
   - Title:
   - Publisher:
   - Date of Publication:
   - Edition: