

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Evelyn Menz	Date:	11/14/2019
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Department	Subject	Course Number	Title
Non-Credit Supervised Tutoring	Non-Credit Supervised Tutoring NC/LL	998	Supervised Tutoring (formerly LL-001X)

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Total Units

0

Total Contact Hours

48.00 - 54.00

Stand Alone:

Stand Alone

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

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Maximum Enrollment:
Maximum Enrollment Justification:

35
Course requires significant individualized instruction or assessment “ check all that apply: * Course relies on small group dynamics as a means of instruction or assessment. Justification: This course is a tutoring course where students can come get tutoring, mentoring, supplemental instruction, and attend workshops in the Learning Resource Centers.
NC-P/SP/NP

Grading Method:

TOP code:

4930.09

Can be
Taken

99

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course provides tutoring and mediated instruction in multidisciplinary areas designed to meet individual student needs in designated disciplines. Educational experiences may include scheduled tutoring appointments, walk-in tutoring, study groups, group tutoring, computer-based learning, supplemental instruction, academic/study skills development and assessment, and other activities designed to give students academic support in a variety of learning center settings.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course provides tutoring and mediated instruction in multidisciplinary areas designed to meet individual student needs in designated disciplines.

Need for the course:

As stated in Title 5 of the Education Code, students are in need of instructional support across the curriculum. The supervised tutoring course provides opportunities to assist students to improve learning and study skills with specific subject matter via directed activities, tutoring, workshops, etc.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Discover weaknesses in their current academic performance through self-knowledge and progress reports.
2. Choose appropriate learning strategies introduced in course/tutoring sessions.
3. Select study skills illustrated in tutoring sessions.
4. Develop discipline-specific strategies to enhance success in college coursework.
5. Apply skills learned through tutoring, computer mediated instruction, and/or study groups.
6. Formulate and employ methods to promote independence in learning.
7. Improve self-esteem and growth mindset through positive learning experiences.
8. Demonstrate persistence in pursuit of course completion.
9. Evaluate effectiveness of tutorial experiences.

Course Content:

(please number the outline of main topics and subtopics)

This course is lab content only.

Lab Content:

(please number the outline of main topics and subtopics)

- I. Discipline-specific Instructional Support
 - A. Tutorial support (one-on-one and group)
 - 1. Math
 - 2. English/Writing
 - 3. Computer
 - 4. Physical Science
 - 5. Social Science
 - 6. Spanish/Foreign Language
 - 7. Business
 - 8. Digital Media
 - 9. CSIS
 - 10. Other
 - B. Computer-mediated learning
 - 1. Math
 - 2. English/Writing
 - 3. Computer
 - 4. Physical Science
 - 5. Social Science
 - 6. Spanish/Foreign Language
 - 7. Business
 - 8. Digital Media
 - 9. CSIS
 - 10. Other
 - C. Resource Handouts (Discipline Specific)
 - 1. English/Writing
 - a. Vocabulary
 - b. Spelling
 - c. Term papers
 - d. Reading
 - e. MLA
 - f. APA
 - 2. Math

- a. Multiplication Table
 - b. Logarithms and Exponentials
 - c. Trigonometric Identities
 - d. Factoring Summary
 - e. Solving Equations
 - f. Table of Algebraic and Geometric Formulas
 - D. Supplemental Instruction
 - 1. Math
 - 2. English
 - 3. Other Discipline-Specific Supplemental Instruction
 - E. Workshops
 - 1. Writing
 - 2. Grammar
 - 3. College Skills
 - 4. Mathematics
 - 5. Career Orientations
 - 6. Academic Guidance
 - 7. Computer Use
 - F. Peer Mentoring
- II. Study Skills Support
- A. Resource handouts
 - 1. Listening
 - 2. Concentration
 - 3. Time management
 - 4. Testing
 - 5. Note-taking
 - 6. Memory
 - B. Computer Software
 - 1. Skills Bank
 - 2. CD's on above topics
 - 3. CD's included in required texts
 - C. Other
 - 1. Logging onto MSJC Web Services
 - 2. How to Log on to the Course Management System
 - 3. Methods of Scheduling Study Time
- III. Preparation for College Tests
- A. Skills Bank
 - B. Khan Academy
 - C. Modular Math (Basic Math and Algebra)
 - D. Math XL

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Individualized Instruction
Integration: Individual and group tutoring sessions are used to help students identify academic weaknesses, improve study skills, and assess progress in courses.

- Method:** Directed Study
Integration: Students practice the learning strategies introduced in one-on-one and group tutoring sessions.

 - **Method:** Activity
Integration: Tutoring activities will allow students to learn strategies for becoming more successful students.
 - **Method:** Observation and Demonstration
Integration: Observe tutors using strategies to be successful in classes, and then demonstrate these success strategies on assignments and in classes.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Other
Integration: Student tutoring sessions will be evaluated on student's improved grades, retention, and confidence.
 - **Method:** Class Participation
Integration: Attendance hours in tutoring will be tracked and evaluated based on attendance and participation in peer tutoring.
 - **Method:** Projects
Integration: Workshop attendance will take the place of projects, and will be evaluated based on attendance, participation, and that the goals of the workshop were met.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Engage in a 30 minute tutoring session with a trained peer tutor to outline a paper in a freshman composition course using the tutoring cycle to learn and reinforce essay outlines.
 2. Attend a 45 minute workshop to learn Cornel Note Taking, then apply this note-taking method in at least one of your classes.
 3. In a group, practice applying the Socratic method of learning to a study session on the quadratic formula.
 4. Complete a directed learning activity where you learn comma rules and practice applying what you have learned to the paper you are writing.

Textbooks:

- Oakes, S., M. Griffin (2019). *The Student Mindset: A 30 Item Toolkit for Anyone Learning Anything* Crown House Publishing . ISBN: 978-1785833083

Other Resources:

Minimum Qualification

- English (Masters Required) **and/or**
 - Learning Assistance/Learning Skills Coordinators or Instructors and Tutoring Coordinators (Masters Required) **and/or**
 - Mathematics (Masters Required)