

# **In-Class Tutor Restructure Spring 2016**



## **Supplemental Learning Associates (S.L.As)**

**Revised: 2/1/16**

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## Welcome & Introduction

### History & Development: Developmental English Courses

Our students are currently one of the most underprepared populations in U.S history when it comes to literacy. Across the states, scholarship has identified massive increases in remediation rates in postsecondary schooling, specifically when it comes to reading and writing. Traditionally the composition classroom is the foundation and initial charge towards University acculturation when it comes to academic literacy. However, we face new challenges and opportunities during an age of exponential technological advancements, cultural pluralism, and severe socio-economic disparity that internally and externally affect the ways students learn, process, and produce academic and non-academic texts.

According to Columbia University's Community College Research Center (CCRC), 60% of high school students entering community college are in need of remediation. In addition, The National Center for Educational Statistics (NCES) reports 83% of postsecondary students in the state of California alone are in need of remediation anywhere from 1 to 3 semesters. The students who fall into these categories can no longer be considered the majority. Around 70% of El Camino, Compton Center students require English remediation.

College Concerns	Student Concerns
<ul style="list-style-type: none"><li>• Remediation and Retention Rates</li><li>• Pass Rates</li><li>• Gatekeeper Courses</li><li>• Under Utilization of Campus Resources</li></ul>	<ul style="list-style-type: none"><li>• Students ability to see a tutor (scheduling conflicts)</li><li>• Realizing the value and benefits of tutoring</li><li>• Student Preparation &amp; Desire to Succeed</li></ul>

It is clear that in our current state this population is now the norm and therefore our approach, solutions, and assessments for developmental reading and writing courses must be re-evaluated and re-structured to better fit the context in which our faculty and students work in.

The goal for El Camino, Compton Center is to prepare students to transition to the four-year university and/or the completion of an associate's degree for employment or promotion. To achieve this goal it is imperative our students are prepared when it comes to academic literacy and critical thought. The re-structuring of the In-Class Tutor Component is meant to assist faculty and students reach this objective.

## In-Class Tutor Program Review

1. Pay Rate: \$22.80/hr
2. Requirements: 1) Bachelor's Degree 2) Tutoring Experience
3. Job Duties
  - a. Attends 2hrs of course per week
  - b. Provides one-on-one and/or small group tutoring in-class when needed
  - c. Competent in English Reading & Writing

### Noted Faculty & In-Class Tutor Successes & Challenges

Successes	Challenges
<ul style="list-style-type: none"> <li>Active collaboration with tutors including mention in syllabus</li> <li>In-class workshops</li> <li>Consistent communication (before class, during class, after, email)</li> <li>Scheduling peer reviews</li> <li>one-on-one conferences</li> <li>Split class for workshop</li> </ul>	<ul style="list-style-type: none"> <li>Technology Access (1 day of cpu lab per semester)</li> <li>tutoring schedule (1hr isn't enough)</li> <li>tutor and instructor dynamic (working new people &amp; different personalities)</li> <li>No set goals</li> <li>tutor under utilized</li> <li>no parameters for tutor do's and don'ts (grading, presenting material not reviewed)</li> <li>Conflicting feedback</li> <li>No structured communication</li> <li>Tutor not part of classroom and students don't know name or that they are even there</li> </ul>

Faculty & In-Class Tutor Feedback	In-Class Tutor Restructure Response
<ol style="list-style-type: none"> <li>1. Mixed hiring pool for S.L.As</li> <li>2. S.L.As attend both class sessions for entire duration</li> <li>3. No mandatory workshops outside of class</li> <li>4. Consistent guidelines/language in all syllabi</li> <li>5. Notification of workshop activities and progress</li> <li>6. Flexible workshop times based on needs of the class</li> <li>7. Connect all assessments to Institutional Research</li> </ol>	<ol style="list-style-type: none"> <li>1. Addressed in Division Meetings</li> <li>2. This is the GOAL for upcoming semesters</li> <li>3. Students are encouraged to attend Student Success Center Workshops (include in your syllabus)</li> <li>4. Sample Syllabus included</li> <li>5. SLA workshop notes &amp; reflections required</li> <li>6. In-Class Workshops based on instructor &amp; student needs</li> <li>7. In-Progress</li> </ol>

## **In-Class Tutor Program Restructure**

### **Goals**

- Increased interaction between faculty and students
- Fostering student ownership of college programs, courses, and facilities
- Fostering a sense of pride in campus identity amongst students and faculty
- Supplement Course SLOs by:
  - providing in-class and out of class tutoring
  - providing instructor reviewed in-class workshops
- By integrating a collaborative, process-based approach and by modeling the rigor and active participation expected from college-level courses in remedial English courses, the program aims to:
  - Increase student pass rates
  - Increase student retention rates
  - Prepare students for the expectations and skills necessary for college/university level reading, writing, and critical thinking
  - Strengthen student empowerment and agency by modeling pathways to student success and bridging the gap to campus resources

### **Objectives**

- **Model Pathways to Student Success**
  - Direction
  - Focus
  - Engagement
  - Connection
  - Value
  - *Participation*
  - *Collaboration*
- **Bridge to Campus Resources**
  - PLATO
  - Student Success Center
  - Library
  - Computer Lab

# Spring Semester Training

To establish collaboration between Instructors and S.L.As, prior to each semester there will be a mandatory training that all Instructors & S.L.As will attend. In addition, there will be monthly trainings held throughout the semester that will touch on various topics from one-on-one tutoring to types of peer review activities.

**Spring Pre-Semester Training:** 1/11/16 9am-1pm

- Welcome & Introductions
- Logistics
- How to Utilize an S.L.A Best Practices Forum
- Instructor & S.L.A Syllabus Collaboration

## **February**

Date: Friday, Feb. 19th

Time: 11am-1pm (2hrs)

## **March**

Date: Thursday, March 31st

Time: 1-2pm

## **April**

Date: Thursday, April 14th

Time: 1-2pm

## **May**

Date: Thursday, May 5th

Time: 1-2pm

**Topics you wish addressed in upcoming trainings:**

## **Learning Environments Restructured In-Class, Tutoring, Workshops**

### **In-Class**

The Instructor integrates the S.L.A into the course by allowing the S.L.A to play an active role in the classroom based on Instructor needs and feedback. This includes but is not limited to participating in whole class discussions, posing questions in small group and one on one settings, clarifying activities and assignments, modeling note taking & participation, leading small group activities, assisting instructor with small group and individual conferences, etc. In this manner the S.L.A models participation, collaboration, engagement, and focus, while supplementing the course objectives and goals set out by the Instructor.

- Attends 2hrs of class per week
- Keeps up with class work (readings, activities, assignments, etc.)
- Communicates with Instructor frequently (in person, email, office hours, etc)

### **Student Success Center Tutoring**

The S.L.A provides 1-on-1 and small group tutoring sessions for students at the Student Writing Center. Scheduling is based on student & S.L.A availability. Tutoring is a voluntary.

- Hours Offered: 3hrs/week
- Location: Student Success Center

### **S.L.A In-Class Workshops**

The Instructor and S.L.A determine S.L.A workshops prior to the start of the semester. The dates and topics of the workshops are included in the syllabus. The amount of supplementary workshops offered and the duration of each workshop are set by the instructor. Instructors & S.L.A's develop workshop content based on the course objectives and course assignments/readings. Workshops are further detailed and adjusted based on student and instructor needs during the semester. The S.L.A maintains notes for each workshop outline that is developed as well as post workshop session reflections that will serve as data for Program Assessment.

- Location: Classroom
- Time: 30 minutes-1hr
- Workshop per Semester:
  - based on Instructor syllabus and assignments
  - adjusted to student needs

### **PLATO Integration**

The PLATO software will be an integrated part of S.L.A tutoring sessions as well as Course assignments & activities depending on course instructor and syllabus. S.L.As will be up to date on PLATO protocol, tools, and services to better assist students in utilizing PLATO.

## **Instructor Information**

### **English Course Objectives (for reference)**

#### **SLO English A:**

1. Compose a coherent, unified multi-paragraph expository essay that has undergone revision and relates to a text discussed in class.
2. Compose introductory paragraphs with a thesis, body paragraphs with topic sentences, and concluding paragraphs.
3. Demonstrate the ability to incorporate and document material from outside sources.
4. Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear.
5. Utilize MLA style for formatting and documentation.

#### **SLO English B:**

1. Apply appropriate strategies from the writing process, include prewriting, composing, revising, and editing techniques.
2. Write paragraphs based on personal experience and observations that have undergone multiple revisions and respond to a text discussed in class.
3. Compose logically organized and focused paragraphs that include a clear topic sentence and provide specific supporting details
4. Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear, and follow MLA guidelines to format a document (heading, indentation, spacing, font, centered title).

#### **SLO English C:**

1. Write a paragraph using personal narrative or description with a topic sentence, supporting details, and a concluding sentence. The paragraph should use basic rules of grammar, usage, spelling, and punctuation.
2. Demonstrate understanding of sentence structure, punctuation, spelling and capitalization.
3. Identify main ideas, supporting details in a short reading passage.



## Sample Syllabus

### In-Class Tutor Component: Supplemental Learning Associate (S.L.A)

The S.L.A assigned to your class is a trained tutoring professional. Your S.L.A works directly with the instructor to supplement course readings, assignments, activities, and goals. Your S.L.A will provide supplementary learning services that are aimed in helping you become better informed and prepared to pass this course and your future composition classes.

1. In-Class: your S.L.A will attend class sessions
2. Tutoring: your SLA will offer tutoring hours throughout the semester for you to attend
  - a. Students are expected to come prepared to tutoring with: questions, readings, essay prompts, class assignments, etc.
3. In-Class Workshops: your S.L.A will offer supplementary workshops specifically tailored to your course assignments and objectives. The dates and topics are in your syllabus.
  - . Students are expected to participate and stay for the entire workshop session.

#### S.L.A Contact Information

Name:

Email:

#### S.L.A Tutoring Hours

Date: Time

Location: Student Success Center

#### S.L.A In-Class Workshop Schedule (\*if applicable)

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### S.L.A Parameters

Below is a breakdown of what a S.L.A cannot do according to the policies and regulations of El Camino, Compton College. Clarifying these parameters will assist Instructors & S.L.As alike in understanding the limitations to S.L.A assistance in and outside of the classroom.

#### S.L.A's are NOT allowed to:

- Grade in any capacity
- Assign any type of coursework outside of class
- Use supplementary materials not approved by instructor
- S.L.A's do not inform students of course related concerns such as: grades, class absences, late policy, drops, etc.
- S.L.A's do not edit student papers

## S.L.A Information

### S.L.A Student Handout (sample)

**Course:** English B, Introduction to College Writing

**Instructor:** Professor Ronald Farol

**SLA:** Amanda Reyes

**Email:** [amandarey24@gmail.com](mailto:amandarey24@gmail.com)

**Phone:** (818) 279-3244

<p style="text-align: center;"><b>Availability</b></p> <p style="text-align: center;"><b>Location: Student Success Center</b></p> <p>Monday: 12:30-2:00 pm Wednesday: 2:30-4:00 pm Friday: available upon request *Alterations to M/W hours available upon request</p> <p><i>If my hours conflict with your schedule, see Professor Farol during his.</i></p> <p>Professor Farol's Tutoring Schedule Tuesdays: 10-11:30am Thursdays: 10-11:30am</p>	<p style="text-align: center;"><b>Availability</b></p> <p>Mondays, 12:45-2:00pm Wednesdays, 2:30-3:45pm Locations: TBD</p> <p><b>Workshop #1:</b> Week 6, 9/21 &amp; 9/23 <i>Abstracts: What are they and how do we write them?</i></p> <p><b>Workshop #2:</b> Week 9, 10/12 &amp; 10/14 <i>Your Autobiography: Musical Literacy Exposed</i></p> <p><b>Workshop #3:</b> Week 12, 11/2 &amp; 11/4 <i>Visual Rhetoric: Ad Analysis &amp; Intervention Models</i></p> <p><b>Workshop #4:</b> Week 15, 11/23 &amp; 11/25 <i>Spatial Texts: What does Space have to do with it?</i></p>
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### **Student Expectations and Responsibilities:**

1. Students are expected to come prepared to tutoring and workshop sessions with questions, readings, essay prompts, class assignments, etc.
2. Students should arrive on time to workshops and must stay for the entire session. If scheduling conflicts occur and you cannot attend the entire workshop, speak with your SLA prior to the workshop to work something out
3. During workshops, students are expected to participate and engage in the activities and/or assignments. Each workshop is integrated into the course curriculum so that the activities done during workshop feed into the current assignment/project. The work done in SLA workshops will be turned in with your final assignment/project as proof of your attendance.

## **S.L.A Weekly Schedule (10hrs/week; 150hrs semester max)**

1. **In-Class Participation:** 2hrs/week
  - a. Attends one hour of each class session
2. **Workshop Sessions:** varies
  - . Content: based on instructor and S.L.A collaboration, assignments, readings, & student needs
  - a. Duration: 30 minutes- 1hr
  - b. Location: Classroom
  - c. 5hrs/Semester: allocated as instructor and S.L.A see fit
3. **Instructor & SLA Communication:** 1hr/week
  - . In-person, email, phone, etc.
4. **Tutoring:** 3hrs/week
  - . Based on Student Availability
  - a. Location: Student Success Center
  - b. 4hrs/week
5. **Logistics:** 1hr/week
  - . Attendance (workshops & tutoring)
  - a. Workshop Notes & Reflections
6. **Training:** 12hrs/semester
  - . Pre-Semester: 4hrs
  - a. February: 2hrs
  - b. March-June: 1hr

### **First Week Tips...**

- Collect student emails and create a group contact list
- Pass out S.L.A Handout sheet
- Tally class availability (sheet in folder)
- Get a head start on any upcoming readings!

**S.L.A Workshop  
Notes & Reflection Sheet**

<b>Instructor</b> _____	<b>S.L.A</b> _____	<b>Date</b> _____
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**Workshop Objective** (what course goal, assignment, activity, reading, topic, etc. does this workshop plan to supplement?)

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**Workshop Methodology** (what is your plan? Here you want to outline your workshop)

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<b>Content to Cover</b>	<b>Process &amp; Time</b>
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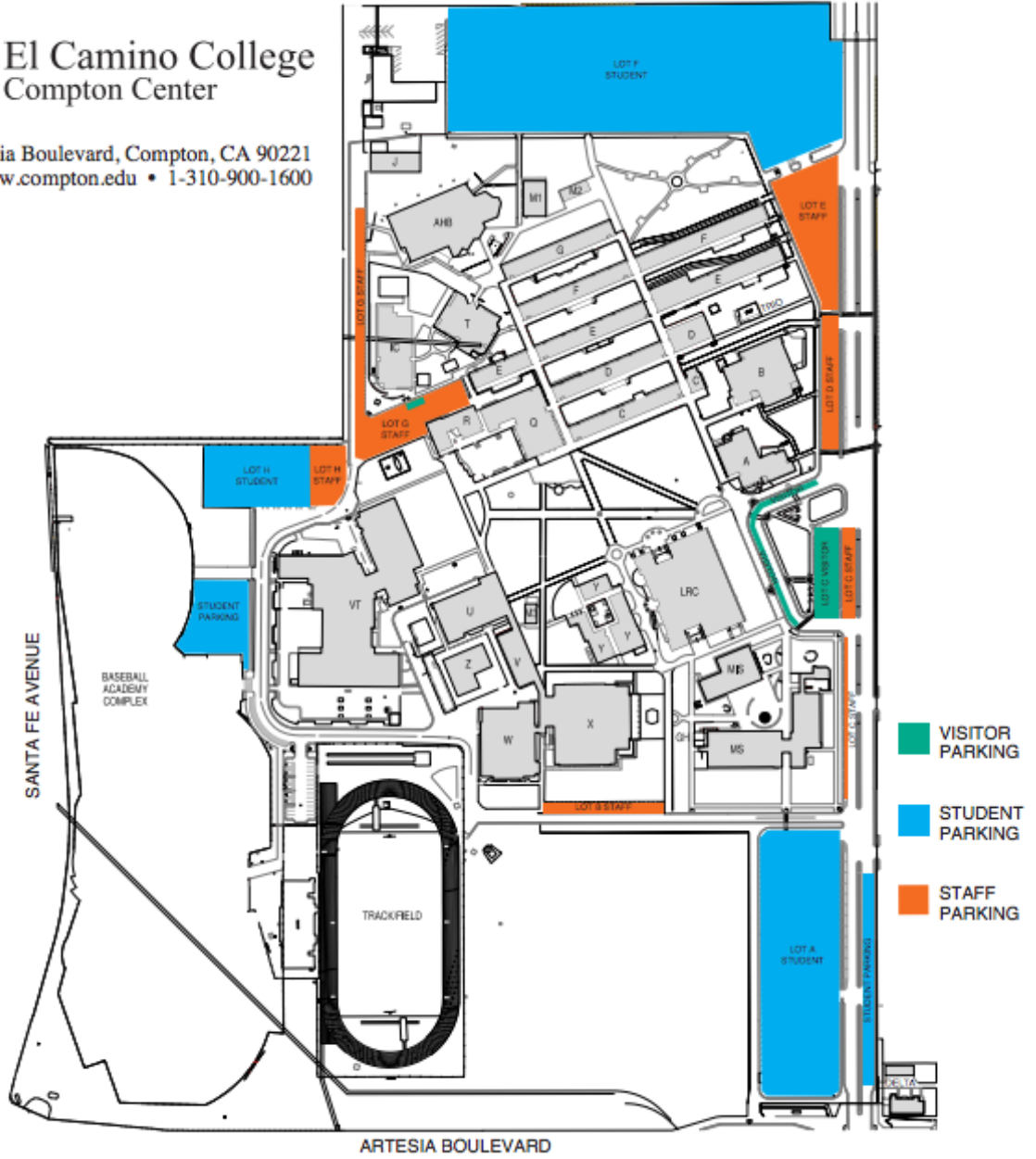
### Contact Information

Name	Email
In-Class Tutor Restructure	
Student Success Center	
Chelvi Subramaniam, Dean of Student Success	<a href="mailto:csubramaniam@elcamino.edu">csubramaniam@elcamino.edu</a>
Albert Jimenez, Instructional Specialist, SI Coordinator	<a href="mailto:abjimenez@elcamino.edu">abjimenez@elcamino.edu</a>
Antoinette Griffin, Student Success Coordinator	<a href="mailto:agriffin@elcamino.edu">agriffin@elcamino.edu</a>
Brenda Donaldson, Instructional Assistant	<a href="mailto:bdonaldson@elcamino.edu">bdonaldson@elcamino.edu</a>
Wendy Wimberly, Instructional Assistant	<a href="mailto:wwimberly@elcamino.edu">wwimberly@elcamino.edu</a>
Jose Escotto, Instructional Assistant	<a href="mailto:jescotto@elcamino.edu">jescotto@elcamino.edu</a>
Benjamin Ceja, Instructional Assistant	<a href="mailto:bceja@elcamino.edu">bceja@elcamino.edu</a>
Lorena Fonesca, Learning Center Assistant	<a href="mailto:fonsecalorena@yahoo.com">fonsecalorena@yahoo.com</a>
English Department	
Donald Roach, English Department Chair	<a href="mailto:droach@elcamino.edu">droach@elcamino.edu</a>
Campus Police (locked classroom assistance)	310-900-1600, ext. 2790



# El Camino College Compton Center

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## **How to Best Utilize your S.L.A (In-Class, S.L.A Workshops, Tutoring & PLATO)**

### **In-Class (Lecture & Lab)**

#### **During lecture, review of material, PowerPoint, etc., S.L.As may**

- Write key words & definitions on the board
- Give examples & share experiences related to topic to add to class discussion
- Add supplementary terms and examples on board
- Keep watch of student reactions

#### **Readings**

- Individual Silent Reading
  - S.L.A may meet with Instructor to discuss class, students, upcoming assignments, etc.
  - S.L.A can individually work with students and assist with annotation techniques
  - S.L.A may read with class and review material - take additional notes/create an outline to assist students with reading
- Class Reading (popcorn style, etc.)
  - S.L.A may participate in reading
  - S.L.A may take down key vocab words on board
- Small Group Reading Circles
  - S.L.A may participate in one group
  - S.L.A may move from group to group helping with key terms, ideas, and providing reading strategies
  - S.L.A may provide questions and points for discussion to various groups and/or individuals

#### **Class Discussions**

- S.L.A may participate (ex: if class is quiet, S.L.A may initiate class discussion)
- S.L.A may direct questions to students
- S.L.A may direct questions to instructor
- S.L.A may write key words, questions, points, etc. from discussion on board

#### **Activities (varies depending on specific activity)**

- S.L.A may participate & take notes
- S.L.A may join a small group and participate
- S.L.A may work with multiple groups/class
- S.L.A may help clarify instructions and questions to students individually and/or in small groups



### **Peer Review Workshop**

- S.L.A may work with students individually and/or in small groups
- S.L.A may split class with instructor (ex: instructor reviews half of class' essays/assignments while S.L.A reviews other half)

### **S.L.A Led Workshops**

These in-class workshops provide the opportunity for an S.L.A to supplement course material and simultaneously allow instructors anywhere between 30 minutes to an hour of time to work with students individually if necessary.

### **During S.L.A Led Workshops Instructors may....**

1. Hold one-on-one conferences with students
2. Participate and assist with facilitating workshop
3. Work with small groups based on student needs (ex: S.L.A is conducting a workshop on reading strategies for the specific reading assigned in class and Instructor recognizes a group of students are struggling to understand the upcoming essay prompt. The Instructor takes this small group of students aside and reviews the essay prompt while the S.L.A conducts his or her workshop.)

### **S.L.A Workshop Options...**

- S.L.A may facilitate reading (class materials, supplementary materials, etc.)
  - popcorn style, silent sustained reading, paired reading, etc.
- S.L.A may hold individual and/or small group tutoring sessions.
  - Place students in various groups based on needs (one group wants to peer review, another wants to brainstorm assignment ideas, etc.)
  - Place students with similar needs in small groups (students struggling with compound sentences, students who are confused about prompt, etc.)
  - Use students as tutors - have students help other students based on strengths and needs
- S.L.A may conduct mini workshops on course related topics, assignments, readings, homework, etc.

Example:

**Workshop Objective:** *Currently our class is reading Angela Davis's "Masked Racism: Reflection on the Prison Industrial Complex." Professor Farol assigned an abstract of this reading that is due two weeks from now. We also reviewed reading strategies since the article is pretty dense and difficult to get through. Based off of our class work and some of the conversations I had with students struggling to understand the article, I want to hold a workshop that will utilize reverse outlining as a strategy for not just comprehending the reading, but coming with an outline for their abstracts.*

### **Workshop Method**

- *Title of workshop-* "How to Create an Abstract: The Reverse Outline Technique"
- *Materials Needed-* white board, 4 different colors, scratch paper, article

<b>Content to Cover</b>	<b>Process &amp; Time</b>
<ol style="list-style-type: none"> <li>1. Review what an abstract is and its main components (thesis, method, results, implications)</li> <li>2. explain reverse outline &amp; assign article sections</li> <li>3. Each pair/small group presents their notes and summaries- put together all sections</li> </ol>	<ol style="list-style-type: none"> <li>1. as whole group (students take notes) <b>10 min</b></li> <li>2. pairs or small groups (2-4) have to <b>30 min</b></li> <li>3. read assigned section <ul style="list-style-type: none"> <li>• identify main point of section</li> <li>• identify supporting reasons</li> <li>• come up with 1-2 summary sentences</li> </ul> </li> </ol> <ol style="list-style-type: none"> <li>1. Read aloud &amp; share information <b>20min</b> <ul style="list-style-type: none"> <li>- as class create entire article reverse outline</li> </ul> </li> </ol>

### **Out of Class Tutoring & PLATO**

S.L.As will offer 3 hrs of tutoring outside of class. Their schedule will attempt to meet student needs as best as possible.

#### **S.L.As may.....**

1. Individual tutoring on assignments, reading, class discussion, etc.
2. Helping with study skills and basic reading & writing strategies
3. Review of MLA formatting
4. PLATO assistance
5. Offer assistance online and outside of Writing Center (IMPORTANT: this is at the discretion of the S.L.A and is not stated to student publically. This happens on an individual basis. Speak with your instructor and either Ron or Amanda about how to proceed.)

#### **Instructors may.....**

1. Ask students to do at least one revision of an essay that includes their S.L.A reviewing the essay prior to being turned in
  2. Ask that students who receive a “C” or lower must see their S.L.A for tutoring on that essay before revision is turned in
  3. Ask students to do a PLATO session with their S.L.A
-