

**Course Outline**

**COURSE:** CD 31                      **DIVISION:** 50                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2015                      **CURRICULUM APPROVAL DATE:** 05/12/2014

**SHORT TITLE:** TUTOR/SCH-AGE CHILD

**LONG TITLE:** Tutoring School-Age Children

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
1	18	Lecture:	1	18
		Lab:	0	0
		Other:	0	0
		Total:	1	18

**COURSE DESCRIPTION:**

An introductory course for students who wish to work as tutors in classroom settings. Students will gain and apply skills needed to function within a public school setting and develop effective strategies for helping children learn to read and write. Additionally, students will be encouraged to explore related career options, while developing and practicing social awareness and the ability to learn from field experiences in a self-directed manner. This course has the option of a letter grade or pass/no pass.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

- L - Standard Letter Grade
- P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

- 02 - Lecture and/or discussion
- 72 - Dist. Ed Internet Delayed

**STUDENT LEARNING OUTCOMES:**

1. Analyze how schools and school districts are organized, and how to contact people within the school system.

Measure: Successfully make contact with a principal and classroom teacher.

PLO: 3

ILO: 1,2

GE-LO:

Year assessed or anticipated year of assessment: 2015

2. Using map or diagram, explain the physical organization of school sites and demonstrate how to navigate in a school setting.

Measure: Utilizing map of designated school campus, complete Treasure hunt Activity.

PLO: 3

ILO: 1.2

GE-LO:

Year assessed or anticipated year of assessment: 2015

3. Develop and explain the tutoring/teaching relationship including the tutor's role in relation to the teacher and the student.

Measure: Completion of worksheet and written summary.

PLO: 3

ILO: 1,2,3

GE-LO:

Year assessed or anticipated year of assessment: 2015

4. Demonstrate how to carry out the instructions of a teacher with regard to assisting children's learning concepts and practicing of basic skills.

Measure: Lesson plans and teacher comments.

PLO: 2,3

ILO: 1,2

GE-LO:

Year assessed or anticipated year of assessment: 2015

5. Describe the need for professional demeanor and behavior, including a long-term commitment to children being tutored.

Measure: Worksheet and journal entries

PLO: 1,3

ILO: 4,6

GE-LO:

Year assessed or anticipated year of assessment: 2015

6. Demonstrate skills in teaching strategies, attendance and other procedures, interpersonal communication, and collaborative curriculum development.

Measure: Journal entries ; final examination

PLO: 1,2,3

ILO: 1

GE-LO:

Year assessed or anticipated year of assessment: 2015

**PROGRAM LEARNING OUTCOMES:**

1. Articulate three major child development theories and translate these theories into appropriate school-age care environments that include learning centers and materials.

2. Plan developmentally appropriate school-age curriculum activities in three domains of development: cognitive, affective, and psychomotor.

3. Identify different models of school-age programs and design a model of leadership in programs and advocacy for children and family needs.

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 05/12/2014

3hrs

Topics: Preparing for tutoring. Overview of the role of the tutor in elementary and secondary school education. Understanding the reasons for requiring tutors to be fingerprinted and obtain TB tests in California public and private schools. Analyze how schools and school districts are organized, and how to contact people within the school system.

Student Performance Objective: Students will explain how to obtain fingerprints and TB tests in their community and why it is important to develop a portfolio of required forms.

Assignment: students will contact appropriate agencies and obtain necessary application forms for livescan fingerprint submission and TB screening or x-rays as appropriate.

3hours

Topics: Making the initial contact. Administrative framework of public and private schools.

Student Performance Objective: In role plays students will model how to initiate contact with schools and appropriate ways to communicate with their supervising teachers.

Assignment: Students will chart the district, school and grade level organization of their target community. Charts will contain contact numbers for human services, principals, and teachers, hours of operation, dates closed.

3hrs

Topics: Learning your way around the school. Demystifying the public school. Maps of different schools will be projected and studied. Traffic patterns, appropriate entry points, parking regulations, etc. will be discussed. Using map or diagram, explain the physical organization of school sites and demonstrate how to navigate in a school setting.

Student Performance Objective: Students will demonstrate their ability to find their way around a campus and utilize campus resources in order to work effectively with children.

Assignment: Students will select one school to explore and request a site visit. While visiting the school, they will draw or annotate a site map with the locations of the attendance office, nurses' station, principal's office, adult restrooms and classrooms. In addition, they will locate on the map three special purpose rooms, such as library, computer center, and language lab.

3 hrs.

Topics: The role of the tutor. Understanding how the tutor fits into the educational process. Analyzing and carrying out teacher's lesson plans, identifying barriers to learning, helping to develop children's confidence and competence, extending learning. Learning children's names; the importance of eye contact and body language; enthusiasm and positivity.

Student Performance Objective: Students will be able to articulate the role of the tutor in the elementary education environment. Develop and explain the tutoring/teaching relationship including the tutor's role in relation to the teacher and the student

Assignment: Write a short essay describing the goals and objectives of an effective tutoring program and the steps needed to achieve it..

3 hrs.

Topics: Writing lesson plans. Understanding the core concepts of a teacher's curriculum, and learning how to support children's learning. The difference between classroom tutoring and after-school homework help. Developing activities to supplement specific lessons. Using everyday examples of the material being taught; relating new material to more familiar concepts; the

new tutor's fear of silence.

Student Performance Objective: Students will be able to explain the differences between being a teacher and being a tutor and the differences between classroom tutors and homework helpers.

Assignment: Working from a teacher-developed lesson plan, develop three supportive activities to lead in small groups with children of different ages.

1 hour

Topic: The importance of a professional outlook. Confidentiality, punctuality, reliability. Working with teachers as members of the team; making a long-term commitment to a tutoring assignment; adapting your schedule to that of the school.

Student Performance Objective: Students will be able to explain how a tutor-supervisor contract can and should incorporate the goals of an effective tutoring program.

Assignment: In groups of four, develop a tutor-supervisor contract that incorporates the goals of an effective tutoring program.

2 hours

Final Examination: Essay and Objective. Evaluate personal tutoring philosophy and tutor-supervisor contracts using tools and concepts from the text. Respond to multiple choice, t/f and matching questions regarding the cumulative content of the course.

**METHODS OF INSTRUCTION:**

Lecture, discussion, video, recommended readings, field trips.

**METHODS OF EVALUATION:**

Category 1 - The types of writing assignments required:

Percent range of total grade: 20 % to 50 %

Written Homework

Essay Exams

Other: charts, diagrams, sample application, lesson plans

Category 2 -The problem-solving assignments required:

Percent range of total grade: 0 % to 0 %

Category 3 -The types of skill demonstrations required:

Percent range of total grade: 10 % to 30 %

Class Performance/s

Field Work

Category 4 - The types of objective examinations used in the course:

Percent range of total grade: 10 % to 30 %

Multiple Choice

True/False

Matching Items

Category 5 - Any other methods of evaluation:

Percent range of total grade: 20 % to 30 %

Portfolio Development

**REPRESENTATIVE TEXTBOOKS:**

Chinn, Rabow & Estrada. Tutoring Matters: Everything You Wanted to Know About How to Tutor. Philadelphia: Temple University Press, 2011. Or other appropriate college level text.

ISBN: 978-1-4-4399-0742-9

Reading level of text, Grade: 12 Verified by: Marlene Bumgarner using Microsoft Word (Flesch Kincaid)

Other textbooks or materials to be purchased by the student: none

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200130

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: I

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: CD

CSU Crosswalk Course Number: 31

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000226149

Sports/Physical Education Course: N

Taxonomy of Program: 130500