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##### English Embedded Tutoring Program

##### Policies and Procedures

##### (updated 5/2/2018)

These policies and procedures are intended to help tutors work effectively with English students and to ensure that students have a *consistent* and *positive* tutoring experience.

In addition to thoroughly reading this handout, all tutors should refer to *The Bedford Guide for Writing Tutors*, which will be provided for you*.* This guideprovides excellent information about writing tutoring and approaching a variety of tutoring situations; for more advanced articles on tutoring, please consult *The St. Martin’s Sourcebook for Writing Tutors*.

### Goals of the Program

The goals of the English Department Embedded Tutoring Program are to assist students, particularly underrepresented minority students, basic skills students, and students who are struggling, to stay in their courses, increase their independence and confidence, meet the SLOs of the courses in which they are enrolled, pass the courses, and persist through the sequence to the completion of their goals.

We are collecting data on how well we assist students, particularly URMs and students who are struggling, complete and pass their classes and persist through the English sequence.

### Operating Policies and Procedures

1. **Students Seen By Embedded Tutors:** Tutors are responsible for working with students in their assigned English courses. If time permits, tutors can also work with students from other **English L, 86, 88, 91, 95 and 96/1A** courses on a drop-in basis.
2. **Communication with Instructors:** In order for the role of Embedded Tutor to be successful, communication between instructors and tutors must be *ongoing and positive*. Tutors will discuss with their assigned instructors regarding their role in the classroom, the types of tutoring issues to focus on, and the needs of particular students. When tutors have a question they should ask their assigned instructor as soon as possible, and it is recommended, at least for the first 6-8 weeks, to have regular meetings scheduled with the instructor. Email is also an acceptable form of communication. Every teacher has a different style and may have different goals for different assignments. It is the responsibility of the tutor to articulate a consistent message to students. When students ask about teacher expectations, tutors should first ask students to refer to their class notes and any class discussion they were a part of. If students did not take notes or get notes from a classmate for an absence, tutors should remind students to do so in the future and encourage students to make an appointment with their instructor to get those class notes in addition to information the tutor shares with them. If there are handouts with written expectations or general verbal expectations that tutors can share accurately with students, they may do so. Note: the Embedded Tutoring Program will provide copies of class books for tutors’ use. Tutors should not pay for these materials, but are expected to communicate with instructors for free copies of course readers, photocopied readings, and class texts not available at the CCSF bookstore.
3. **Communication with Students:** Positive and regular communication with students is vital to creating rapport with students and fostering a safe environment in which students feel comfortable to share their struggles and work toward addressing them with their tutor. The tutor might also consult with the instructor on what students might need extra help, or could benefit from a motivating message. That message might be something casual, *"Hi student name, I haven't gotten a chance to meet with you this semester. Would you like to come in for a tutoring appointment sometime this week soon?"* Sending a weekly or bi-weekly email to the class with an encouraging word or with a general reminder to sign up for tutoring regarding higher order concerns when the assignment is due in several weeks vs. a session focusing on grammar when the deadline is getting closer could boost class morale and efficacy. Tutors could also suggest topics that have been a concern for several students and remind them to use a strategy the teacher modeled in class. In any case, brief, specific emails that encourage and remind students of important steps in their reading / writing process is an important tool for increasing student success. It is a good idea to share these encouraging emails/texts with other tutors as best practices.
4. **Class Visits:** Tutors are required to visit class at least once a week to understand class concepts, teacher expectations, and teaching methods. Class visits also are important for building rapport with students—face time = familiarity and increased comfort levels. During the first week of the semester, it is recommended that tutors attend class more than once a week. If a tutor misses a weekly class visit for any reason, the tutor should block off at least 30 minutes to check-in with the class instructor and students for that week. The tutor’s role in the classroom will vary depending on class needs and particular lesson plans. Recommended roles: master student who models academic skills and behavior in class, group participant during group activities, or group leader / monitor—and tutors are encouraged to make class announcements and positive reminders to motivate students (always ask the instructor before class begins whether it is okay to make an announcement—it is ideal to come up with a regular practice around when and how often announcements by the Embedded Tutor will be made).
5. **Signing up for Tutoring appointments:** Students may sign up for tutoring by making an appointment in advance with their assigned Tutor or with another Tutor in the Embedded Tutoring Program. They can also drop in to the English Department Embedded Tutoring Program in the LAC Room 228 to work with their assigned Tutor OR with another available Tutor.
	* Appointments may be made via email, in person, or via the online scheduling tool set up by the assigned tutor—online appointments must be made at least 4 hours in advance; the scheduling tool will send a confirmation email to the student upon sign-up that includes an appointment cancellation link. Students will automatically receive—via the on-line scheduling tool—an email reminder and a text reminder (if they have provided a mobile phone number) 24 hours prior to their appointment start time. Students may miss up to 3 appointments—once they have missed three they may no longer make advanced appointments and must come on a drop-in basis only. If a student cannot be found 10 minutes after the start of their appointment, they will lose the appointment, freeing the slot up for any students that may be waiting.
	* Drop-in Tutoring - Students are encouraged to work with their assigned tutor, but if students cannot meet with the assigned tutor because of scheduling conflicts, they may drop in to see one of the other tutors. Students may drop in for same day appointments with their assigned tutor. If the assigned tutor is unavailable, the front desk tutor has the following options dependent on the student's preference:
		+ Check the assigned tutor's availability and make an appointment for the student with the assigned tutor.
		+ Ask the student if they would like to wait for their assigned tutor to become available and offer them a place to sit and work either in the ETP space or at an LAC computer.
		+ Ask for a volunteer from the embedded tutors present to work with the student. If no embedded tutor has immediate availability, the student can wait in the ETP space until an ETP tutor becomes available.

Note: It is important to remember that not all students have smartphones or know how to interact with technology. Some students will find an online tool the most accessible way to make appointment, while others will not. So, tutors should make accommodations for student preferences / needs regarding scheduling methods.

1. **Logging In**: All student services at CCSF require Accutrack logins and logouts, and it is important that students are logged in for the actual services they are receiving. Because the LAC and English are different departments, students may NOT use the same computers to log in/out for all the services. When the session is over, students MUST LOG OUT from the English Tutoring Accutrack Station. They may go to the English Lab to get English Lab credit.

Front Desk Area: Tutors should be mindful to take turns greeting, helping, and assisting students at the front desk. The role is both tutoring and serving CCSF students and their respective needs. If a student arrives early, the front-desk tutor should explain the two options available to the student (working on LAC computers or sitting in a designated ETP waiting area).

Sign-in Clipboard: Tutors should initial their appointments when they are finished. If a tutor has a 'no-show,' they should cross out the appointment if it was previously written down. One of the tutor's tasks is to maintain accurate record-keeping, as the data in the Accutrak system is used to determine the viability of the Embedded Tutoring Program.

Sign-ins for Online Appointments: When possible, tutors conducting online appointments should manually sign the students in and out at the station in real time. Records should be also be kept of online appointments.

Saturday Appointments: procedures to be defined.

1. **Documenting Tutoring Visits:** It is recommended that each session should begin and end with the filling out of the **Tutoring Reflection, or a Pre/Post-Tutoring Journal Form** provided by the student. At first, tutors should guide students on how to fill out the form and may scribe notes as students answer the questions verbally. After the first tutoring visit, tutors should encourage students to use the form to pick the focus of their session and to take notes on what they learned at the end of the session.
2. **Accutrack Documentation:** In order for a student to record their time spent in a tutoring session, the student must be logged into Accutrack. No other verification is required. Some teachers may require more verification like a signature or a lab log.
3. **Missed Appointments:** Students may miss up to 3 appointments. If a student misses an appointment, the tutor should send an email to the student as soon as possible.

The message should encourage the student while reminding the student of the ETP's limited resources: "You have missed your appointment today (insert date/time) with me. As a reminder, if you cancel or miss 3 appointments/timeslots you will no longer be able to make appointments and may come on a drop-in basis only. We have this policy because other people want to make appointments, and someone else might have been able to take your spot today. Please let me know if you would like to make another appointment."

1. **Session Length:** Tutoring sessions are 20-30 minutes. It is acceptable to occasionally stretch a session by a *few* minutes if no one is waiting. It is NOT okay to allow sessions to take 45 minutes or more. If a tutee says, “But no one is waiting for tutoring—why can’t you work with me?” reiterate the reason for session length rules: we want students to get some guidance and practice with a tutor, but then we want them to practice their learned skills independently. You may allow a student to work independently in the tutoring area so that s/he may ask questions as they arise. Be aware, however, that some students will ask for help at every possible roadblock, even minor ones. Encourage students to remember what they have learned and guide them how to figure out the issue on their own while also communicating that you are happy to help them. Note: allowing sessions to go over time would be disrespectful to students who have appointments next, and of course, once one session goes too long, a backlog can develop.
2. **Sessions per Week: *English students may have two tutoring sessions per week (once per day)***. As mentioned previously, they may see their assigned tutor or one of the other tutors on a drop-in basis, and advanced appointments are made with assigned tutors only. A master schedule of all available tutoring hours will be posted next to the login Accutrack stations. If a tutor suspects that a student has been seen by a tutor more than twice already in a given week, please politely remind the student of this policy; it is useful to say, “Did you know that that students may only see a tutor twice in one week?” Even if you suspect the student knows the rule, treat the situation as though the student is learning the information for the first time and then politely explain that s/he won’t be able to see an Embedded English tutor now but that s/he could work with a tutor in the English Lab if s/he has not also seen an English Lab tutor twice already (the English Lab has the same rules).
3. **Group tutoring**: It is acceptable, even advisable at times, to work with more than one student at a time on the same assignment if students are at the same stage of the reading/writing process. Group sessions do not work well if individual students are working on proofreading different grammar patterns or if they are in different stages. If this is the situation, politely explain the purpose of group sessions and encourage the students to make individual appointments or visit the English Lab for drop-in tutoring.
4. **Computer Use:** If students do not have a printed copy of their written work, they may pull up their assigned work on an ETP computer. Tutors can also work with students in the NET Tutor room, but must vacate the room at the request of LAC staff. If students would like to use other resources in the LAC, they may do so, but they MUST be logged in for that service at the appropriate counters. For all LAC tutoring, students must log in at the LAC front desk. It is important that all students know these rules in advance so that they can navigate the services appropriately.
5. **Sharing the LAC:** Because we want to be good neighbors in the LAC, it is important that we work collegially with LAC staff and observe established LAC policies. It also is important to help students understand what services are available in the LAC. So be sure to advocate the use of the LAC and explain the purposes of LAC services accurately. Be sure you know where different services in the LAC are located (see map on left hand side of the wall at the front desk) and understand their particular rules/procedures.
6. **LAC Rules:** There is no food or drinking in the LAC at all, except for bottled water. Cell phone use is also not acceptable. If something needs to be looked up online, use the ETP computer(s) in the Tutoring area.
7. **Embedded Tutoring Policy:**

Tutoring Boundaries for Lingering Tutees

1. The student may only meet with the tutor 1-2 times per week, 20-30 minutes.
2. The student is discouraged from calling without a specific question for the tutor.
3. The student is not permitted to stay seated in reserved tutoring areas after the tutoring session has ended.
4. If the student wishes to stay in the LAC they must be logged in with the LAC and stay within the designated computer area.
5. The student cannot come up to the tutoring counter to ask additional questions after the tutoring session has ended.
6. The student is not permitted to inquire as to where the tutor is outside the appointed tutoring time.
7. The student is required to come to tutoring with a specific assignment and/or question and the tutoring session must remain focused on said assignment/question.
8. The student cannot search for the tutor outside the designated tutoring area/time of appointment.
9. The student should respect personal space by keeping a reasonable distance.
10. The student should maintain professionalism for the duration of the tutoring session and be aware the nature of a coaching/mentoring relationship with the Tutor.
11. **Keeping Things Organized and Clean**: It is the responsibility of all tutors, but especially those with the final shifts of the day, to clean up the tutoring areas—including R228 and the tutoring area by the window. **All chairs should be pushed in, all trash thrown away, lights off, handouts straightened**. If handouts are getting low, let the Lead Tutor know to make copies of particular handouts or do so in between classes.
12. **Designated Openers and Closers:** Every semester, an updated list of openers and closers will be posted above the whiteboard. It is the responsibility of the designated opener and closer to maintain organization and management of the work area. If he/she is out, an alternative opener and closer will assume the duty.

 **Opening Instructions & Procedure:**

1. Turn on the lights.
2. Flip the blue signs over at the front desk computers.
3. Turn on all computers, including the back one near the fridge.
4. Pull up the Setmore Schedule on the two desk computers near the whiteboard. Username and Password can be found in the drawer.
5. Place the ETP Signage Stand outside the nearest entrance to LAC 228.
6. Adjust each day’s Drop-in Schedule on the plastic stand. (The schedules are found inside the flap of the black binder located underneath the front desk) .
7. Update the sign-in sheet on the clipboard and place the old one in the black binder.

**Closing Instructions & Procedure:**

 1. Shut-down all the computers which ensures the table fans are turned off (if plugged in).

 2. Flip the signs over at the front desk computers.

 3. Turn off the lights (using the twisted paper clips).

 4. Push chairs in especially the large tables in the back Exit Door Tutoring Area.

 5. Make sure there are no food items left on the snack cart unsealed, to avoid mice!

 6. Bring in the ETP Signage Stand and place near or behind the front desk area.

 7. If time permits, prepare the next day’s sign-in sheet and drop-in schedule.

1. **Noise:** Voices used during tutoring sessions in open areas and any other conversations must be subdued. Students may need to be reminded about their voice levels. Tutors should make an effort to have the student talk away from the other LAC service areas while tutors face toward them—tutors should be aware of their own voice levels.
2. **Staff Room:** Currently the English Department Embedded Tutors will receive keys to the break room in the 5th Floor, Rosenberg Library staff lunchroom.
3. **Work Schedule & Absences:**  Work schedules include time for instructor-tutor meetings, class visits, a tutor meeting / training, drop-in tutoring sessions, and reading time. You are responsible for keeping this regular schedule and being on time. All schedule changes must be communicated to the Tutor Coordinator and Lead Tutor, assigned faculty, and students/assigned classes. In case of an illness or other necessary absence, tutors must notify the Embedded Tutoring Team, English Department Administrator, the Lead Tutor, the Tutor Coordinator and assigned instructors, as far in advance as possible. **Tutors should keep a record of any absences or changes to their Setmore Schedules by blocking off and labeling the specific time or date change.**

It is recommended that the tutor who will be absent also send an e-mail from the official ETP e-mail address to students with the following script, so that another ETP tutor can respond to any e-mails from students while s/he is indisposed:

"Your tutor (insert tutor's name) will be absent on (insert day / time). Although (insert tutor's name) is absent, the Embedded Tutoring Program (ETP) will try and accommodate your scheduled appointment depending on the availability of other ETP tutors. If you would like to still come in today to see an ETP tutor, please respond to this e-mail or call (415) 452-5612 to confirm that an ETP tutor is available to see you. You may also go to the English Lab for drop in tutoring if no ETP tutor is available."

1. **Getting paid:** Tutors should try and turn in a copy of their timesheet to the English Department Administrator according to the classified pay schedule. It is your responsibility to keep track of your hours. Always make a copy of your timesheet before turning it in.
2. **Evacuation Procedures**: Complete training with supervisors on the evacuation route and procedures. Your first responsibility is to help direct students to the proper exit route and then evacuate the area and join the staff location for rescue.
3. **Children in the LAC:** For insurance reasons, school policy prohibits students from bringing their children to campus except to childcare. Please kindly inform students who bring their children of this policy and direct them to the Family Resource Center in the Student Union.

### Composition Tutoring Policies: The Basics

1. **Choose an Appropriate Focus:** Sessions should focus on one or possibly two major issues, which should be clearly identified in discussion with the student. Explicitly identifying the focus will help both the tutor and tutee stay focused on productive discussions. Limiting the focus will help students leave the session with strategies that can be applied on their own to their essays and to future writing (see #4 below), rather than with scattered advice applicable only to one essay. (See also *The Bedford Guide for Writing Tutors*: “Setting the Agenda.”)

Proofreading: If a student says s/he wants help on grammar or proofreading, clarify what s/he means by the term, and confirm that structural and content issues have been addressed first. Explain that you are excited to help with grammar and that the goal at this tutoring center is to guide the student through a process for proofreading. Essentially, you will be modeling how to proofread and help the student practice it so that s/he can use the strategy independently after the session is over. **Tutors do not proofread papers**; however, tutors DO work with students with their grammar issues.

When negotiating a focus, it is useful to go through “global issues” or “HOCs,” which stands for “Higher Order Concerns,” listed on the Tutoring Reflection handout (**it is recommended all sessions use this handout at the beginning and at the end**). Some "Higher Order Concerns" include whether or not the essay meets the minimum requirements of the assignment, the thesis statement makes an assertion and covers the entire essay content, the essay is organized, the paragraphs are developed, etc. Ideally, grammar should be the focus of a session only if these other areas are already in good shape. However, if a student really wants to work on grammar, even though the essay is not due for a week or two and some of the HOCs could be revised to make the essay stronger, it is important to go with the student’s wish. You can make a case that you can work on grammar now, but if the student decides to change the thesis or the paragraphs, s/he may delete some of the sentences you work on. If the student still wants to risk that possibility, then go ahead and work on grammar. Potentially, the essay will receive comments from the instructor that indicate one or more HOC should be addressed in the next essay; if so, your encouragement to address HOCs will be reinforced. If not, the student may have known what was best for his/her writing process when choosing to work on grammar and potentially had good ideas for strategies to address the HOCs at a later time.

1. **Have the Student Make the Changes: Tutors should never mark on a student’s paper**; the student should work to understand and apply the ideas discussed. Not marking on the papers helps ensure that the student maintains control of the writing and makes choices about which changes to make. It is acceptable to make notes on scratch paper and to offer these notes to a student.

Note: Dictating corrections and sentences to the student should be avoided for the same reason. Just because the “notes” are verbal does not mean that they are not the tutor’s work.

1. **Give the Student Time to Speak:** Tutors should be conscious of how much they are talking during sessions. The optimal balance is for the tutor to talk approximately 25% of the time and for the student to talk 75% of the time. Students will often work through their own problems if the tutor is a good listener. Using questioning techniques and genuinely waiting for answers will help students learn far more than just telling them how to change their essays. Remember that many students, particularly those for whom English is not their first language, need time to formulate responses. Silence may feel awkward, but it often is a necessary part of the tutoring session, and it takes time to know intuitively when students need that extra silent time or whether they need their tutor to rephrase a question / comment so they can understand better. (See also *The Bedford Guide for Writing Tutors*: “Silence and Wait Time.”)
2. **Help the Writer, Not (Just) the Writing:** Tutoring sessions are opportunities for students to learn more about writing in general, not just a specific assignment. Making connections between the specific essay or tasks the tutee has brought and the overall writing process will help them improve not just the individual task, but their future academic pursuits. Questions such as “What do you usually do to prepare for an essay like this?” or “How do you usually deal with the situation when you get stuck like this?” can help students understand that the session may apply to more than just a single assignment.
3. **Don’t Criticize Instructors:** Tutors should never criticize an instructor’s assignment, the grade given, or the instructor’s comments. Likewise, the tutor should avoid commenting on a student’s placement or level in the course sequence. (See Chapter 1 of *The Bedford Guide for Writing Tutors.*) If a student has questions that can be better answered by an instructor, please refer them to the instructor's office hours.
4. **Don’t Predict Grades:** Tutors should never predict the grade that an essay will receive. If asked, simply say, “I can’t tell how your instructor will grade,” and ask the student what progress s/he feels has been made during the session and what strategies s/he has learned. Focus on what criteria students can use to determine whether they are meeting instructor/general writing expectations by referring to the assignment sheet. Helping students learn more about their own writing, not guaranteeing “A” papers, is the tutor’s goal. (See Chapter 1 of *The Bedford Guide for Writing Tutors.*)
5. **Respect Student Opinions:** Tutors should not criticize the opinions expressed in a student paper. If the paper is an argument, however, it may be helpful to pose counterarguments to get the student thinking more critically. A good way to encourage critical thinking is to ask questions rather than making statements. Examples of such questions include, “Where in your essay do you show evidence for this claim?”; “What sources agree with this opinion?”; “Who might disagree with your argument? Why?”; “What if a person believes x instead?”

### Additional Tutoring Strategies

**Starting a Session:** After introducing yourself to the student and asking if s/he has logged in, the following questions will help get the session started in the right direction. (See also *The Bedford Guide for Writing Tutors,* Inside a Session.)

* + *What are you working on today?*
	+ *Can you tell me about the assignment?* and *May I see the assignment sheet?* (It is important to both familiarize yourself with the assignment and hear the student’s understanding of it.)
	+ *When is your assignment due?* (This is an important question. If an essay is due in an hour, the session will not be able to have the same focus as if an essay is due in three days.)
	+ *What specific areas would you like to work on in your paper?* (See #1 in the Tutoring Policies section, above.)

**Focus of the Session:** Once the focus has been negotiated, tutors should model a strategy that is used during the session. If the strategy is clear, students will be able to use this strategy on their own after the session is over.

**Ending a Session:** Ask students to articulate the strategy they used in the session and what they learned. Ask if they know what they’re going to work on next; ideally they will be able to articulate a plan. Encourage students to write down both the strategy and the next steps they will take, so they will have a record of the session. It is recommended that the tutor also document the focus of the session for quick recall during future student meetings and for keeping the instructor apprised of students' growth and challenges. In general, asking open-ended questions will help you tell how much the student really got out of the session. Good questions and prompts include the following:

* + *So what is the next step for this essay? What are you planning to work on based on our discussion?*
	+ *Consider bringing a new draft of this essay back after you have completed ‘x’ changes.* (While we don’t want to encourage students’ overdependence on the tutors, if you’ve helped a student brainstorm, for example, it’s an excellent idea to suggest that he or she return with a more fully completed draft.)
	+ *Tell me about what you’ve learned during our session.*
	+ *Tell me about any parts of our session that still seem confusing.*
	+ *Based on our discussion, how might you adjust your approach to your next writing assignment?*

Before the student leaves a session, encourage the use of other resources, especially in the English Lab. It is very appropriate to walk students over to the English Lab and show them where to find their resources and how/where to login. Help students make connections between all the services available to them.

### Policies for Special Circumstances

1. **Students Without Specific Assignments: I**f students arrive without a specific assignment, you can still help them find something productive to do. Ask if the student has any previously written essays to discuss and/or if there are particular areas of the writing process that he/she would like to work on (brainstorming, thesis statements, organization, etc.). In this case, you may go over one of the tutoring handouts with the student and suggest some practice writing exercises based on these handouts. Also, there are workbooks in the English Lab as well as online resources.
2. **Grammar Tutoring:** When a focus on grammar is determined to be appropriate for a session, the tutor should help the student to identify a *pattern* of grammatical errors and to understand how to identify and correct them. The tutor should find out what the student knows about the error and then provide a simple strategy of 3-4 steps for proofreading. The Error Log handout and the handbooks may be helpful in such a session. The English Lab also offers specialized Grammar Groups.
3. **Plagiarism:** All tutors should carefully review the Lab handout or a handbook section on plagiarism. If you feel a student may have plagiarized, assume that it is unintentional, get out a handbook, and discuss the issue with the student. Students need to know that they cannot take words straight from a source without quoting and citing, and they often need guidance in negotiating the process of using sources correctly.

### Other Resources

1. **Scratch paper** is provided for tutors and tutees to use during sessions. Tutors should make any notes on this paper rather than on student essays.
2. The ETP has a variety of **handouts**, with which all tutors should familiarize themselves. Handouts on The Writing Process and Basic Essay Structure are particularly recommended reading for beginning tutors, and tutors are encouraged to help students create Error Logs, where appropriate. All handouts are available for students to take with them.
3. The English Lab offers **Reading and Writing Workshops, including Grammar**. Students who come to the Lab seeking help with grammatical errors or other issues addressed in these workshops should be recommended to the appropriate workshop.
4. The English Lab **website** at www.ccsf.edu/english/labpage contains information about the Lab as well as links to a variety of writing and grammar sites that tutors may want to recommend to tutees.

**Student Learning Objectives (SLOs)**

**New Sequence**

**ENGL 86 Introduction to College Reading and Writing (6 units)**

*PREREQ.:*[*ENGL L*](https://www.ccsf.edu/Schedule/CD/ENGL%20L.htm)*or placement in ENGL 86*

This course provides practice in writing, reading, and study skills. The emphasis is on acquiring and using strategies to comprehend texts and to undertake writing projects.

*This course is not intended for ESL students.*

After successful completion of this course, students will be able to:

* Outcome 1: Apply close reading strategies to convey understanding of pre-college level texts.
* Outcome 2: Compose organized essays supported by information and explanation.
* Outcome 3: Apply beginning-level control over a few major conventions of standard written English.
* Outcome 4: Incorporate textual evidence, using basic MLA format.

**ENGL 88 College Reading and Writing (6 units)**

*PREREQ.:*[*ENGL 86*](https://www.ccsf.edu/Schedule/CD/ENGL%2086.htm)*or*[*ESL 160*](https://www.ccsf.edu/Schedule/CD/ESL%20160.htm)*or placement in ENGL 88*

This course provides training in academic essay writing and analytical reading. The emphasis is on reading multiple academic texts, synthesizing ideas, and developing and revising text-based, thesis-driven essays at the pre-collegiate level.

After successful completion of this course, students will be able to:

* Outcome 1: Apply critical reading strategies to convey understanding of college-level texts.
* Outcome 2: Compose organized thesis-driven essays that are developed by evidence and explanation.
* Outcome 3: Employ intermediate level control over the major conventions of standard written English.
* Outcome 4: Identify and integrate relevant evidence to support essays, using MLA format.

**ENGL 1A University-Parallel Reading and Composition (4)**

*PREREQ.:*[*ENGL 96*](https://www.ccsf.edu/Schedule/CD/ENGL%2096.htm)*or*[*ENGL 88*](https://www.ccsf.edu/Schedule/CD/ENGL%2088.htm)*or*[*ENGL 88B*](https://www.ccsf.edu/Schedule/CD/ENGL%2088B.htm)*or placement in ENGL 1A*

University-parallel reading, writing, and critical thinking with a major research component. Reading, writing, and research assignments are based predominantly on non-fiction texts.

UC/CSU

*C-ID ENGL 100*

After successful completion of this course, students will be able to:

* Outcome 1: Analyze university-level texts.
* Outcome 2: Compose research-based, organized essays that are driven by an arguable thesis and that employ critical thinking.
* Outcome 3: Apply the major conventions of standard written English.
* Outcome 4: Choose and integrate credible sources for support, using appropriate citation format

**Previous Sequence**

**ENGL L Foundation for College Reading and Studying (3)**

*PREREQ.:*[*ESL 130*](https://www.ccsf.edu/Schedule/CD/ESL%20130.htm)*or Placement level of English L or*[*ESL 140*](https://www.ccsf.edu/Schedule/CD/ESL%20140.htm)

In preparation for English 86, this course presents the basics of and practice in reading comprehension, vocabulary, and study skills, and helps students develop an awareness of their own reading processes. This course will also introduce the college essay writing approach they will use in the rest of the English sequence.

*Not intended for ESL students.*

After successful completion of this course, students will be able to:

* Outcome 1: Apply active strategies in all stages of reading to informational paragraphs and short nonfiction, pre-collegiate texts.
* Outcome 2: Distinguish between the structural elements of expository paragraphs, including main ideas and supporting details.
* Outcome 3: Use knowledge of the key structural elements of academic texts to write an essay based on reading.

**ENGL 91 Introduction to Basic Reading and Writing (6)**

*PREREQ.:*[*ENGL L*](https://www.ccsf.edu/Schedule/CD/ENGL%20L.htm)*or placement in ENGL 91*

Practice in writing, reading, and study skills. The emphasis is on reading closely to comprehend texts and on acquiring and using strategies to undertake writing projects.

After successful completion of this course, students will be able to:

* Outcome 1: Comprehend and synthesize short, primarily non-fiction, pre-college-level texts
* Outcome 2: Compose organized and coherent essays that demonstrate basic proficiency in critical thinking
* Outcome 3: Apply basic sentence-combining strategies and major conventions of standard written English effectively
* Outcome 4: Incorporate textual information using MLA format at a basic proficiency level

**ENGL 95 Academic Reading and Writing Intensive (6)**

*PREREQ:*[*ENGL 91*](https://www.ccsf.edu/Schedule/CD/ENGL%2091.htm)*or placement in ENGL 95*

This six-unit course provides training in academic essay writing and analytical reading. The emphasis is on reading multiple academic texts, synthesizing ideas, and developing and revising text-based essays at the pre-collegiate level.

*Formerly ENGL 95X*

After successful completion of this course, students will be able to:

* Outcome 1: Annotate, summarize, synthesize, and analyze primarily pre-collegiate nonfiction texts.
* Outcome 2: Compose organized text-based essays that demonstrate critical thinking and revision strategies.
* Outcome 3: Demonstrate control over some sentence-combining strategies and most major conventions of standard English grammar.
* Outcome 4: Identify and integrate relevant evidence to support essays, using MLA format.

**ENGL 96 Academic Writing and Reading (3)**

*PREREQ.:*[*ENGL 93*](https://www.ccsf.edu/Schedule/CD/ENGL%2093.htm)*or*[*ENGL 95*](https://www.ccsf.edu/Schedule/CD/ENGL%2095.htm)*or placement in ENGL 96*

College-level training and practice in critical reading and in writing argumentative essays. Emphasis is on reading and writing analytically and developing research and documentation skills.

After successful completion of this course, students will be able to:

* Outcome 1: Compose organized and coherent source-based essays that demonstrate critical thinking.
* Outcome 2: Analyze, annotate, synthesize, and evaluate by reading primarily non-fiction texts.
* Outcome 3: Demonstrate control over a variety of sentence-combining strategies and major conventions of standard English grammar.
* Outcome 4: Identify and integrate reliable and relevant sources to support essays, using MLA format

**Procedures for Orientation, Professional development**

**and Evaluation**

**On-boarding for newly hired tutors**

1. Tutors will receive the following information and materials
	* Lead Tutor’s orientation information: personnel and supervisors, HR, payroll
	* Information about daily operations
	* Information about CCSF programs and resources
	* “ETP Procedures and Policies”
	* Books, resources: *Bedford Guide for Tutors*, and worksheets and teaching grammar resources and practice, grammar girl, Purdue owl, *Fog City*, *Sentence Combining Workbook*
	* Opportunities for reflection, discussion with colleagues, Lead Tutor and Coordinator
	* Google docs on embedded tutor group for document
2. Practice
	* (When useful) observe a tutoring session by an experienced tutor and discuss
	* Peer observation by tutor colleagues with feedback and discussion, goals for growth – in writing to be kept by both tutor and coordinator \*

**Professional Development**

To be conducted at biweekly meetings, additional workshops, campus-wide events, conferences and/or external events

1. Topics
* The workings of the college and how to refer students to its services (MRSD, Puente, Career Pathways…)
* ESL-related concerns
* DSPS-related concerns
* Equity best practices
* Reading Apprenticeship
* Tutoring sentence level concerns: grammar, sentence focus, sentence combining
* Group tutoring
1. Collaborative training with faculty
* Workshop between all participating faculty and tutors early in semester
* On-going collaboration and communication with assigned instructors
* Collaborative evaluation of tutor-instructor partnership\*\*
1. Feedback
* Specific collaborative tutor-faculty evaluation of accomplishment of shared goals. Form is shared early in the semester to encourage reflection. Collaborative evaluation completed late in semester\*\*.
* Peer observation each year: each tutor observes one and is observed once, followed by discussion to provide feedback. Take into account what tutors wanted to work on, with rubric\*.

**Formal HR evaluation**

* To be completed (in theory, yearly) by Tutor Coordinator using peer observation and feedback, faculty collaborative evaluation, and Coordinator’s observation of a tutoring session
* To be signed by Department Chair and evaluated tutor following a meeting with Tutor Coordinator

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tutor Observation Assessment** *Based on an observation of a tutoring session with a peer or the Program Coordinator, the tutor…* | Never | Somewhat | Mostly | Excellently |
| 1. establishes rapport with tutees and helps make them feel comfortable in the Lab.
 | 1 | 2 | 3 | 4 |
| 1. begins by asking questions and listening carefully to tutees, including what they want/expect from the session and what they already know about the reading/writing process, the session focus, the assignment topic, and where they are in the reading/writing process.
 | 1 | 2 | 3 | 4 |
| 1. based on this discussion, the assignment sheet, and deadlines, *collaboratively* and *explicitly* decides on an appropriate focus / strategy for the session, prioritizing HOCs over LOCs as necessary and utilizing various English Lab resources, while honoring the tutee’s wishes/needs.
 | 1 | 2 | 3 | 4 |
| 1. facilitates tutees’ independence and helps writers (not just the writing) by establishing criteria that tutees can use to work independently, modeling appropriate strategies, providing practice time, and making connections between assignments and the broader reading/writing process.
 | 1 | 2 | 3 | 4 |
| 1. works to maintain the focus of the session and the strategy (or to signpost any necessary changes to the focus or the strategy).
 | 1 | 2 | 3 | 4 |
| 1. uses a range of closed and open-ended questions to elicit ideas rather than assuming what tutees know or merely telling them what to correct and/or how to correct it.
 | 1 | 2 | 3 | 4 |
| 1. uses active listening techniques: permits tutees to speak without interruption, avoids monologues, and allows adequate *silent* wait time for tutees to process information, practice strategies, and respond to questions.
 | 1 | 2 | 3 | 4 |
| 1. encourages tutees by pointing out what they already know or are doing well.
 | 1 | 2 | 3 | 4 |
| 1. uses language appropriate to tutees’ levels and experience; checks to confirm their understanding of terms and avoids unnecessary slang or jargon.
 | 1 | 2 | 3 | 4 |
| 1. makes sure that tutees retain control of their writing by keeping it close to them and being sure they have a pen and are the only ones to make notes on their papers.
 | 1 | 2 | 3 | 4 |
| 1. encourages tutees to take notes to remember what was discussed in the session.
 | 1 | 2 | 3 | 4 |
| 1. models the learning process by admitting what s/he doesn’t know, using handbooks and handouts, asking questions, and/or referring tutees to their instructors.
 | 1 | 2 | 3 | 4 |
| 1. stays within an appropriate tutoring role; i.e., does not criticize a tutee’s instructor, an instructor’s comments, a tutee’s placement level, or an assignment; does not suggest a grade that an essay should receive or make evaluative judgments such as, “This is a good paragraph.”
 | 1 | 2 | 3 | 4 |
| 1. wraps up sessions effectively by asking tutees about their next steps and what they have accomplished; refers students to specific English Lab/other campus learning resources.
 | 1 | 2 | 3 | 4 |
| 1. establishes realistic goals and manages time well in order to stay within the 20- to 30- minute time limit.
 | 1 | 2 | 3 | 4 |

Based on this and other observations, some of the tutor’s greatest strengths as a tutor are

Based on this and other observations, the tutor should work on the following 2-3 areas:

These areas will be addressed by…

(The tutor and observer will decide upon a plan of action.)

(This Assessment utilizes principles from *The Bedford Guide for Writing Tutors*.)