

Meeting with Tutors, 3/3/09

1.) **Our Mission**

The Ventura College **Reading and Writing Center** is located in the Learning Center and assists students at all levels in acquiring the foundational skills they need to improve their

- i.) reading strategies,
- ii.) grammatical and rhetorical accuracy in academic writing, and
- iii.) confidence as learners.

The center's purpose is to support classroom instruction by offering students free, one-on-one faculty workshops, trained peer tutoring, and directed learning activities as a way to reinforce skills expected of students in college courses.

In its initial phase, the center offers course-specific help to reading students and students taking English V03 and V02. We invite you to visit and sign up to work with a faculty member, peer tutor, and/or counselor in a setting that is friendly and supportive of your growth as a student. Your work will be kept on file, so your instructor can keep track of your effort throughout the semester.

2.) What is a **Directed Learning Activity**?

When many basic skills students seek help, they require a structured approach to learning that a normal "drop-in" service can't provide. Often, students who are struggling in college have procrastinated until the last minute: they arrive at a tutoring center because they are falling behind or because an instructor has asked them to seek the help they need. A **Directed Learning Activity** is an exercise with a clear objective or student learning outcome (e.g. "Students will demonstrate ability to use focusing strategies in course assignments.") that tutors and instructors can use to guide a student through a lesson and learning process and then keep track of the student's work. This kind of exercise allows those involved in offering student support services the ability to communicate with each other about a student's progress and to document clear steps the student has practiced toward the completion of an objective.

3.) Some of the **Directed Learning Activities** you'll be using with students:

- a.) Generation 1.5-targeted "Labs"* (e.g. participial verb endings,

subject-verb agreement, linguistic context errors, proofreading, etc.)

b.) "Paraphrasing Paragraphs"

c.) "Summarizing Sources"

When designing the writing exercises, our intention is to complement the kinds of activities the Reading portion of the center is trying to target.

DLAs are also designed to allow tutors to work with students in 20-minute sessions, perhaps scheduling two in a row if a student is in need of more assistance (...time permitting).

4.) You'll be using laptop computers to draw upon a wide range of online and PowerPoint materials to help students reinforce lessons covered in each DLA.

5.) Kelly and Sumita will model how a DLA works.

Some research that may be useful for all of us to read and discuss:

Center for Student Success. (2007, February). *Basic Skills as a Foundation for Success in California Community Colleges*. Sacramento, CA: California Community Colleges Chancellor's Office.

<http://www.cccbsi.org/publications> (specifically pages 46-49 for ESL language issues).

*(*CATESOL* Journal 19.1, 2007, page 15)

Self-Identifying Features of a Gen 1.5 student:

- 1.) I have lived in the U.S. for 7 or more years.
- 2.) I completed high school in the U.S.
- 3.) I completed all or a large part of my primary schooling in the U.S.
- 4.) I am bilingual.
- 5.) I speak a language other than English at home.
- 6.) I scored below 520 on the verbal section of the SAT.
- 7.) I demonstrated writing errors on the writing section of my college's ESL placement exam.