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*Providing Tutorials for Online Learners
at Saddleback College*

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the Learning Assistance Program

Online Tutoring



Our goal is to create a virtual tutoring environment that emulates a physical one-on-one experience for distance learning students.

Revised 04/02/2009

How to get started for students.

- Step 1.** You must enroll in the tutoring course TU 300 ticket #22575 for the Spring semester using [MySite](#).
- Step 2.** Make your appointment by calling the Learning Assistance Program in advance at 949-582-4519 between the hours of 3:00pm and 8:00pm Mon.-Thur and ask for Linda. Be sure to tell Linda that your appointment is for an online English course and ask her for the passcode. If it is necessary to cancel an appointment please call so that others may receive tutoring.
- Step 3.** Save your paper as a Rich Text File (.rtf) when it is ready for the tutor.
- Step 4.** Email your document as an attachment to engtut@saddleback.edu at least 1 day before your scheduled tutoring appointment.

The Tutoring Session

- Step 1.** It is suggested that you have a copy of your document and a pen or pencil with you during the tutoring session so that you can make notes suggested by your tutor.
- Step 2.** Login to [CCC Confer](#) and enter your First and Last name. Click "Login". Java will load. Click "Run." Click "I agree." Click "OK."
- Step 3.** Call 1-888-450-4821 and enter the Student Passcode given to you when you made your appointment. If the tutor is not on the phone, wait until he or she is.

During your tutoring session, you will be in voice communication with your tutor and see your document on your computer screen. Your tutor will review your document and discuss various issues with you and insert comments in the form of footnotes.

After your tutor has completed marking-up your paper, he or she will save it as a PDF file and return it to you as an attachment to a reply to your original email. Also, if footnotes are included, they may contain pertinent "hot links" to related grammar websites that you can click on when the document is open on your computer.

Writing Resources

- [Interactive Quizzes](#) - Guide to Grammar and Writing
The Guide to Grammar and Writing is sponsored by the Capital Community College Foundation, a nonprofit 501 c-3 organization
- **Formatting Your Paper**
 - [MLA Format for Office 2003](#) - Download PDF file on instructions on MLA format
 - [MLA Format for Office 2007](#) - Download PDF file on instructions on MLA format
 - [MLA List Of Works Cited](#) - Bibliography
An alphabetized list of works cited, which appears at the end of your research paper,



Overview

Saddleback College Learning Assistance Program is providing a pilot online English tutoring program beginning with the 2009 Spring Semester for English 1A students enrolled in one of the internet courses. This program uses the CCC Confer project that is funded from a grant from the California Community Colleges Chancellor's Office. The project offers the CCC system a viable means to meet and collaborate at a distance.

The LAP uses both the audio and visual features that CCC Confer offers. Our goal is to create a virtual tutoring environment that emulates a physical live one-on-one experience for distance learning students. The CCC Confer staff located at Palomar College in San Marcos has established for us a dedicated virtual tutoring room.

A dedicated LAP Online Tutoring web page is provided to guide a student through the step by step process required to prepare and present a paper for tutoring assistance. It also includes writing resource links to grammar and works cited web sites.

A student makes a tutoring appointment, and emails a rough draft to a dedicated email address. When the appointment time arrives, both the student and tutor view the student's paper on each of their respective computers as the tutor inserts comments regarding issues with the paper. At the same time, they are in voice contact to discuss those issues as well as any questions the student may have, thereby emulating a physical live one-on-one experience.

When their tutoring session is over, the original paper with comments and pertinent hotlinks is emailed back to the student so he or she can revise the paper based on the tutor's guidance.

Procedure – Online Tutoring.

Revised 04/06/2009

Instructor informs his or her students.

Instructor informs his or her students of our online tutoring program and provides them the URL of the LAP tutoring web page. <http://www.saddleback.edu/lap/engtut/> (go to the Saddleback web page and type lap/engtut).

The LAP Web Page Includes:

- A. Information for the student to prepare for his or her tutoring session including a “hot link” to “MySite” for registering in TU 300 using ticket # 22575 for the Spring 2009 semester.
- B. LAP phone # for making an appointment and ask for teleconferencing passcode.
- C. Information about preparing for tutoring.
- D. The dedicated tutoring email address.
- E. The phone number for teleconferencing during the tutoring session.
- F. A direct “hot link” to the dedicated virtual tutoring room. (Otherwise the student would have to key in a rather long URL.)

The Student Student registers in TU 300.

- A. Student makes an appointment. Only student enrolled in an internet English course may make appointments by phone.
 1. Desk person enters the appointment on the appointment ledger and indicates that it is an online appointment. Give the student the passcode xxxxxx. (*Use for teleconferencing.*)
 2. Desk person completes a green appointment slip for the assigned tutor which includes:
 - a. Student’s name, ID, and phone number.
 - b. Passcode to give the student for teleconferencing.
 - c. Date and time of the appointment.
 - d. TU 300 enrollment verification by ICC Staff.
 - e. Reminder to retrieve and return student email document.
- B. Student emails his or her paper to the dedicated email address: engtut@saddleback.edu.

When the time arrives for the tutoring session, the student:

- A. Opens the LAP tutoring webpage(<http://www.saddleback.edu/lap/engtut>)and clicks on the CCC Confer link and follows instruction on the tutoring webpage.
- B. Call 1-888-450-4821 and enters xxxxxx Passcode to establish a phone conference with the tutor.

ICC Staff verifies students TU 300 enrollment as soon as the appointment is made, marks the appointment slip and gives it to the assigned tutor. Call the student if he or she is not registered and inform him or her that enrollment is necessary to receive tutoring.

The Tutor

- A. Retrieves the students email document and saves it on the dedicated online tutoring computer and checks to see if it has either the .DOC or .rtf extension. If not, call the student and tell them to “save as” a Rich Text File (.rtf file) and email it again.
- B. Logs student into Sars student tracking just prior to the tutoring session.
- C. The tutor calls 1-888-450-4821 and enters Passcode xxxxxx to establish teleconferencing.
- D. The tutor has a file that includes a link to “CCC Confer”, and footnotes that he or she can copy and add to the student’s paper.
- E. Save the paper as a PDF file in the student folder and emails it to the student.
- F. Logs the student out of Sars student tracking.
- G. Attaches the appointment slip to his or her time card.

A check list is provided next to the online tutoring computer as a reminder of procedure sequence.

Online Tutoring Appointment



Tutors name _____
You have an online appointment:
Student Passcode _____

With _____
Students last name first name

ID _____


Phone _____

On _____

At _____

Verified by _____
TU 300 enrollment verification.

- Email received
- Email Sent Session completed

Saddleback College
the **LAP** & **CCC**  **Confer**
Online Tutoring Program

Online Tutoring: Informal Evaluation

By Marilyn Leeburg

Our online tutoring project is limited to students enrolled in Brenda Bruno's English 1A (course #) online. She has allowed me to see her instructions to her students on Blackboard. This has been extremely helpful, since her instructions are tailored to her newly redesigned class. I have been able to fit my tutoring into her objectives, making it much more helpful to her students. Furthermore, she has recommended that her students make use of this online pilot program, supplying them with directions to our dedicated website which contains instructions for how to make an appointment and enter CCC Confer.

I have found working with students online is more difficult than working in person, face to face, because we are missing out on some parts of communication that we take for granted. Facial expression and body language come to mind. However, I have discovered several methods that work well. CCC Confer is flexible enough to allow another tutor to do some things differently as well.

First of all, I do not edit or mark-up the paper. I request that students have a hard copy of their papers and a pencil available so that they can make notes or changes on the hard copy. This process enhances learning: when students write these edits themselves, they will have a real understanding of what to do to revise the paper after our session is over.

Second, I read the paper aloud as the student is following it from his or her screen. When the student hears it as well as sees it, oftentimes he or she will spot errors before I do. Either way, I can then explain the reason why something is wrong and insert a comment. At the end of the session students receive PDF files of their papers by Email, including comments and footnotes.

We have had three "real students" so far and have asked for a simple evaluation of the process. When asked if the dedicated website leading them to CCC Confer was easy to follow and helpful, all three replied with a resounding "yes". Since our goal is to emulate face to face tutoring, I asked each student if the online experience was as good as a face to face appointment would be. All three students replied enthusiastically that they had a very good experience. My third and last question was: "Do you have any suggestions for improvement?" The replies were negative.

We hope to open this service to more students, possibly beginning in the summer. We need to do this slowly, one instructor at a time. I believe that it is critical that we have an instructor's assignments available to us so that we can properly understand the prompt before we open the service to his or her students.