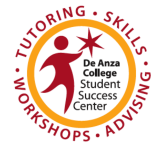


**Academic Skills Center  
Adjunct Study Skills 232  
Co-Supplemental Instructor Practicum (CO-SI)**



**Lab Credit:**

*For two lab credits, students can learn and apply good leadership, communication, and team-building skills within a group environment.*

If you are an enrolled **Adjunct Skills student** (Skills 232), please submit the following documentation in Catalyst <https://catalyst.deanza.edu>. You must submit four labs by 11:59 p.m. Friday of Week 8, to pass SKIL 232. (See [Syllabus](#) for exact dates.)

**Purpose:**

*This is an opportunity for a student to “test run” and experience the role of a group tutor. An eligible student can lead the group through a content specific session.*

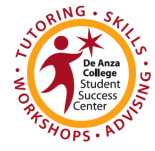
**Eligibility:**

This Skills Lab option is offered to students who have already demonstrated good leadership, communication, and team-building behaviors toward others within the group setting. Students who wish to enhance these behaviors must have already earned an A grade on their first major class assignment in their content course. The lab is also applicable for students interested in becoming a Supplemental Instructor in the future.

**Steps:**

1. Meet with your S.I. privately and set up a time to do at least 30 minutes of one group session during the quarter.
2. Read the group leadership, communication, and team-building strategies (below).
3. Complete the CO-SI Lesson Plan Notes to prepare for the group session.
4. Conduct a group session before the lab deadline, Friday of Week 8.
5. Complete the CO-SI Journal after the group session.
6. Follow up with your S.I. to gather feedback and review your leadership, communication, and team-building skills.
7. For two lab credits, submit the CO-SI Lesson Plan Notes and the CO-SI Journal in Catalyst.
8. *A student is given credit if s/he successfully leads the group session and fulfills the lab requirements by submitting the Notes (1) & Journal (2) online in Catalyst.*

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**1. Lab Credit: CO-SI LESSON PLAN NOTES** (before the session)

*Please answer the following questions as you prepare for your group tutor session:*

- This is the general topic for my group session:
- This is my agenda for this session, including main ideas and goals:
- Here are at least 5 open-ended questions or activities that I can use to promote discussion:
- Here are some listening strategies I will use during my session:
- This is how I plan to make this topic interesting and fun to learn:
- These are a few things I think I can learn from others in my group:

**How to Submit in Catalyst:**

In the Catalyst text box, at the top, please label your lab with the following information:

- **Type:** Co-Supplemental Instructor Practicum
- **Topic:** Lesson Plan Notes
- **Content Course:**
- **Name of S.I.:**
- **Date You will lead the Group Session:**
- **Paste your LESSON PLAN NOTES** (1 Page minimum)

**2. Lab Credit: CO-SI JOURNAL** (after the session)

*Please analyze and reflect on your experience as a Co-Supplemental Instructor:*

- Explain how you included all members of your group in the discussion.
- Explain how you listened without passing immediate judgment (displayed openness).
- Explain if you took the less popular opinion/contributions into consideration.
- Explain how you showed interest and enthusiasm for what others had to say.
- Explain how you communicated your topic(s) using the white board, examples, or details.
- Explain how you set a positive tone, created fun, and motivated the students to get involved.
- Explain how you communicated understanding through responses such as "I understand".

**How to Submit in Catalyst:**

In the Catalyst text box, at the top, please label your lab with the following information:

- **Type:** Co-Supplemental Instructor Practicum
- **Topic:** Journal
- **Paste your Journal** (500 words minimum)

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**GOALS:**

**To develop leadership skills:**

- ❑ Be a role model.
- ❑ Justify your position logically and appropriately. State your goal and agendas clearly.
- ❑ Be punctual, and establish credibility through competence and integrity.
- ❑ Take minority opinion contributions into consideration.
- ❑ Be willing to be uncomfortable. Often leaders have to make decisions or provide direction that is unpopular with the group.
- ❑ Practice confidentiality with those you lead.
- ❑ Help others see the big picture.
- ❑ Delegate. Promote initiative and leadership in others.
- ❑ Make requests of those you lead to demonstrate your confidence in their abilities.
- ❑ Follow up. If you expect others to complete tasks, they will expect the same from you.
- ❑ Focus on the problems, not the people. Most people will join in to find a solution if they do not feel they are to blame for the problem.
- ❑ Share the credit. The results you achieve are dependent on the efforts of the group.

**To create an effective team:**

- ❑ Share. Ask others for their answers, thoughts, opinions, and other information whenever possible.
- ❑ Motivate. Make sure you have clear goals. Establish an agenda. Then focus on what you accomplished before wrapping-up. Reward others with praise when they do well.
- ❑ Establish rapport. Encourage everyone to help each other. Create a friendly environment.
- ❑ Recognize and use strengths. Build on those strengths to develop the team. Invite members of the group (especially the “tactile/kinesthetic” learners) to get up and explain something by using the board, have auditory learners explain something to another member of the team, ask visual learners to draw diagrams or take notes.
- ❑ Resolve differences. For the benefit of the group, create win-win situations.
- ❑ Laugh. Laughter can break up tension and make learning easier.
- ❑ Find mutual goals. Let everyone take responsibility for achieving group goals.
- ❑ Be aware of cultural differences. Communication varies between different cultures, as does eye contact, how close you sit or stand to another, how long it takes to respond to a question.

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**To build communication skills:**

- ❑ Listen. Divide your time equally between listening and talking. Make eye contact and show interest by asking questions and commenting on what's being said.
- ❑ Converse. A conversation is an interchange of ideas and opinions; don't dominate, interrupt or lecture. Stay calm and use an appropriate tone when talking.
- ❑ Encourage. Help people explain their opinions or thoughts without judging what they say, but express what you think too. If you are unclear about what you heard, restate it by saying phrases like "Did you mean...?" or "Did I hear you say...?"
- ❑ Have Fun. When appropriate, create fun learning activities or games (i.e., Jeopardy for learning terms) or Mnemonics (to remember lists).
- ❑ Be Supportive. Encourage others by showing your excitement about their ideas or theories. Being supportive means respecting others' opinions, being receptive to new ideas, and seeking points of agreement. Tell others when you have learned from them.
- ❑ Be Assertive. Being assertive means asking for what you want. It also means not giving in to people who try to make you do something you don't want to do. Assertive behavior is polite but strong and independent. As an assertive person, you will ask questions, seek out information, and be able to express clearly to others what you do not understand and what help you need from them. Encourage assertiveness from others as well.