



Job Description

JOB TITLE: INSTRUCTIONAL ASSISTANT NCC – LEARNING CENTER / WRITING CENTER
PAY GRADE: CL 20
LAST REVISED: December 2018

SUMMARY DESCRIPTION

Under direction of assigned manager, provides a full range of instructional assistance to facilitate student tutoring and to promote student success with writing across the curriculum; supervises and provides training to student and/or other temporary workers; participates in a variety of Learning Center operations including support and backup for other Learning Center colleagues and assisting in the development of Learning Center policies and procedures.

Sierra College has a strong commitment to the achievement of equity and inclusion among its faculty, staff and students and values the rich diverse backgrounds that make up the campus community. The Instructional Assistant NCC – Learner Center/Writing Center must demonstrate a profound understanding of and experience with successfully supporting individuals with varying backgrounds in order to administer all programs, initiatives, and activities required for this position. This includes persons with disabilities, various gender identities, sexual orientation, individuals from historically underrepresented communities and other groups to ensure the District provides an inclusive environment focused on strategies for success and equitable outcomes for all.

REPRESENTATIVE DUTIES - *The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.*

1. Assists with the daily supervision of tutoring and study hall use; trains and assists with supervising student office assistants and tutors; resolves conflicts between student and/or other temporary help and tutor center users.
2. Performs a full range of program support, and clerical duties to facilitate tutoring and related activities; relieves manager(s) of administrative details including researching and resolving problems.
3. Serves as point of contact for students, faculty and staff regarding Learning Center services and provides information and assistance; explains program policies, procedures, requirements, and restrictions; develops promotional and informational materials for distribution on and off campus and works closely with the Marketing department to ensure the message is cohesive with Sierra College standards; maintains Learning Center/Writing Center instructional resource materials.
4. Compiles and tabulates statistical data; compiles information from various sources and prepares appropriate forms, schedules, and reports; verifies accuracy, completeness, and compliance to rules, procedures, regulations, policies, and other mandates.
5. Tutors and instructs Writing Center users individually or in small groups; assesses variations in students' abilities and instructs on conventions of different academic disciplines; anticipates potential learning problems and develops strategies to overcome various problems; assesses needs

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- of and adjusts tutoring/instruction methods for special student populations; answers students' questions.
6. Analyzes writing assignments from instructors across the curriculum to determine requirements; reads and evaluates student writing across the curriculum, determining if writing meets assignment criteria, class level standards, and the specific requirements of particular instructors.
 7. Explains writing style, tone, idiom, diction, rhetoric, rhetorical modes, grammar and punctuation rules, spelling rules, essay and paragraph organization and development, topic sentences, thesis statements, and research documentation styles; explains differences in term paper formats.
 8. Asks questions to stimulate critical thinking in various academic disciplines; guides students through the writing process including pre-writing, drafting, revising, editing, and proofreading.
 9. Diagnoses individual writing strengths and weaknesses and develops individual programs for remediation; prescribes supplemental work as necessary; selects and explains handouts and exercises to supplement coursework.
 10. Provides users with general information regarding Writing Center programs and services and/or District programs and services; presents Writing Center services to faculty members and their classes in lecture format; conducts flex workshops for District staff members; creates materials to promote Writing Center services; functions as a liaison between students, instructors, tutors, and other Writing Center staff members; contacts instructors for clarification of written and verbal assignments.
 11. Performs related duties as required.

QUALIFICATIONS - *The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.*

Knowledge of:

- Principles of customer service.
- Office procedures, methods, and equipment including applicable software applications such as word processing, desktop publishing, spreadsheets, and database management.
- Principles and practices used to establish and maintain paper and electronic files and information retrieval systems.
- Pertinent federal, state, and local laws, codes, and regulations including applicable sections of the State Education Code and other legal requirements related to area of assignment.
- Oral and written communication skills, including English usage, grammar, spelling, punctuation, and vocabulary.
- College level curricula and teaching strategies including theories and pedagogies across the curriculum; tutoring and instructional techniques.
- In-depth American English language usage, grammar, syntax, vocabulary, spelling, style, punctuation, writing processes, rhetorical and discursive modes, logic, and pronunciation including dialectical differences, linguistics, and Modern Language Association (MLA), American Psychological Association (APA), and Chicago Manual of Style (CMS), and Council of Science

Editors documentation styles.

- In-depth literature and literary criticism; essay and other writing evaluation standards, concepts, and techniques; disciplines taught in lower-division collegiate level general education curriculum.
- Office procedures, methods, and equipment including applicable software applications such as word processing, desktop publishing, spreadsheets, and database management.
- Teaching English to Speakers of Other Languages (TESOL) methodology.
- Needs of learning disabled and other special student populations.
- Supervisory techniques.

Ability to:

- Relate positively to students in a teaching/learning environment and recognize student needs.
- Mentor and guide students; offer encouragement and emotional support to users and student employees.
- Recognize variations in student backgrounds, abilities, and learning styles.
- Train new student and/or other temporary help.
- Work independently and collaboratively.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Compile information and statistics and maintain accurate records.
- Plan and organize work to meet changing priorities and deadlines.
- Adapt to changing technologies and learn functionality of new systems.
- Perform general clerical functions.
- Communicate clearly and concisely, both orally and in writing.
- Read and write and tutor/instruct lower-division collegiate level students in reading and writing skills.
- Evaluate essays and other student writing.
- Listen actively and effectively, identify and solve problems, facilitate learning for students, and build student confidence in writing ability.
- Present standard American English language and other concepts clearly and in a logical, sequential manner; provide remedial and other assignments and explain concepts in an impromptu fashion.
- Recognize variations in student backgrounds, abilities, and learning styles.
- Deliver criticism and encouragement in a thoughtful, tactful, and sensitive manner predicated on accuracy; maintain patience, empathy, and sensitivity to student needs and concerns; maintain honesty, reliability, cooperation, and integrity.

Experience and Education Guidelines: *Any combination of experience and education that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

Experience:

Two years of increasingly responsible experience in teaching/tutoring adults in writing. Experience in an educational environment desirable.

Education/Training:

Two years of college with major course work in English, TESOL, or a related field. A Bachelor's degree from an accredited college or university is desirable.



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PHYSICAL DEMANDS AND WORKING ENVIRONMENT - *The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.*

Environment: Work is performed primarily indoors in an education center/classroom/laboratory setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office and/or classroom/laboratory setting; to stand or sit for prolonged periods of time; to occasionally walk, stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.