APPLICATION FOR PART-TIME EMPLOYMENT
AS A TUTOR

IN THE
DOLCIANI MATHEMATICS LEARNING CENTER
Dear Applicant,

As you consider applying for a position in the Dolciani Mathematics Learning Center, there are several questions that I am sure you have about us. This information has been prepared to answer many of these preliminary questions.

Please read through this information carefully and fill out the application form at the end. Email the completed application to dmlc@hunter.cuny.edu or mail it to:

The Mary P. Dolciani Mathematics Learning Center
Hunter College
695 Park Avenue
Silverstein Student Success Center
7th floor Hunter East
New York, New York 10065

The Dolciani Mathematics Learning Center is a multimedia tutorial Center designed primarily for the use of computer and DVD materials to support students in their mathematics and statistics-related work, whether as part of a math/stat course or as applications of the math in other subject areas. We also work with students who need to brush up on certain skills for placement exams, graduate school entrance exams, and licensing exams. In addition to multimedia materials, tutoring is also provided for students needing reviews of algebra, precalculus, calculus, and statistics, as well as content discussed in math/stat courses namely Math 100, 101, 102, 104, 105, 125, 150, 155, 160, 250, 255, 260, 311, 331 and Stat 113, 212 and 213.

Tutor Responsibilities are twofold. As a tutor, you will either be given a group of students or an individual student. Your first responsibility will be to help the student(s) learn the course material. Working with students requires tremendous patience. When a student asks a question, the most effective way to work is to first determine what the student actually knows by giving them an example and then asking them to work through it giving them suggestions. It may be also necessary to explain the concept in a straightforward manner, do an example demonstrating how that skill works, and lastly, guiding them through two or three examples, not actually telling them what to do, but allowing the students to struggle a bit with the problem, giving hints along the way. Your role is that of a facilitator and not a teacher. The second responsibility of a tutor is that of record keeping. Accurate, neat, up-to-date records are absolutely necessary and vital. Generally, it can be taken care of during the hour in about 5-6 minutes. The importance of the second part of the job should never be minimized.

The Hiring Process begins when you turn in your application. After reviewing your application, you will be contacted and an appointment set up for you to take our screening examination. This is required of every employee who is hired. It assures us that you have the qualifications that we need. Once this is done, you will be called for an interview. At the interview, you will be notified as to whether you have been hired or not. If hired, you will then be asked to fill out payroll forms, given any specific information that you need for the job, and scheduled for training. If you are unable to work within our schedule for a particular semester, please feel free to re-apply for the next semester.

Thank you for your interest and time. I look forward to meeting you.

Sincerely,

Mrs. Barbara Barone
Director
The Mary P. Dolciani Mathematics Learning Center

V:\personnel forms, part-time jobs – tutor application – spring 2017
APPLICATION FOR TUTORING POSITION

PLEASE PRINT ALL INFORMATION CLEARLY

NAME: ______________________________________________________________________________________

TELEPHONE: _______________________________ E-MAIL: __________________________________________

ADDRESS: ___________________________________________________________________________________

_____________________________________________________________________________________________

ARE YOU A STUDENT AT HUNTER? ____ ANOTHER SCHOOL? _____ EMPL ID# (IF HUNTER STUDENT): ________________

Please list any college level math/stat/education course(s) taken:

_____________________________________________________________________________________________

_____________________________________________________________________________________________

Why do you feel you would be a good tutor?

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

Briefly describe any previous experience:

_____________________________________________________________________________________________

_____________________________________________________________________________________________

_____________________________________________________________________________________________

I am comfortable tutoring the following subjects: (The parenthetical course noted will give you an idea of the
knowledge we require our tutors to have and are referenced on the last page of this application)

____ Finite Math (MATH 100)  ____ College Algebra (MATH 101)  ____ QR Math (MATH 102)
____ Pre-Calculus (MATH 125)  ____ Calculus (MATH 150,155)  ____ Matrix Algebra (MATH 160)
____ Vector Calculus (MATH 250) ____ Differential Equations (MATH 254) ____ Vector Analysis (MATH 255)
____ Linear Algebra (MATH 260)  ____ Abstract Algebra (MATH 311) ____ Math Education (MATH 104/105)
____ Introductory Statistics (STAT 113) ____ Applied Statistics (STAT 213) ____ Probability (STAT 212)

FACULTY REFERENCE:

NAME: ______________________________________________________________________________________

TELEPHONE: _________________________________________________________________________________

APPLICANT’S SIGNATURE: ________________________________DATE: ______________________________

When applying, please turn in this page only.
Description of Math/Stat Department Courses

MATH 100: Basic Structures of Mathematics meets the college’s math/science general education requirement in quantitative reasoning. The course curriculum consists of symbolic logic, topics in probability and statistics, matrices and other finite mathematics topics.

MATH 101: Algebra for College Students is an introductory course for students who intend to major in a field which requires proficiency in college algebra. The course content includes algebraic and graphical solutions to systems of equations and inequalities; absolute value, polynomial, rational and radical expressions and equations; complex numbers; the function concept; introduction to polynomial, rational, and exponential functions and their graphs.

MATH 102: Mathematics in Everyday Life is an introductory course that fulfills the college general education requirement in quantitative reasoning. The topics include: Critical Thinking, Numbers in the Real World, Uses and Abuses of Percentages, Scientific Notation, Personal Finance, Presentation of Statistics in the Media, Mathematics and Politics.

MATH 104/105: Mathematics for Elementary Education I and II are content courses in math for prospective elementary school teachers. They cover problem solving, sets, logic, numeration systems and whole numbers, integers, number theory, rational numbers, decimals, computation, probability, statistics, plane and transformational geometry, congruence and similarity.

MATH 125: Pre-Calculus is a course that covers functions and their graphs; polynomials, rational, exponential, logarithmic and trigonometric functions; conic sections; topics in trigonometry; graphical and analytical solutions to systems of equations and inequalities.

MATH 150: Calculus with Analytic Geometry I contains limits, continuity, differentiation and integration of elementary functions and trigonometric functions, applications.

MATH 155: Calculus with Analytic Geometry II contains differentiation and integration of transcendental functions, integration techniques, infinite sequences and series, improper integrals, and polar coordinates.

MATH 160: Matrix Algebra is a course containing systems of linear equations, matrices, determinants, introduction to vector spaces and linear transformations, and applications.

MATH 250: Calculus with Analytic Geometry III covers elementary vector geometry, dot and cross products, partial derivatives, matrices, determinants, multiple integration and applications.

MATH 255: Vector Analysis covers line and surface integrals, Green’s Theorem, divergence theorem, Stoke’s Theorem, and generalized coordinates.

MATH 260: Linear Algebra is a course covering vector spaces, linear transformations, canonical forms, inner product spaces, bilinear forms, applications.

MATH 311: Abstract Algebra I is an introduction to the theory of groups and rings.

MATH 331: Geometries covers topics in affine and projective geometry and/or topics in differential geometry.

STAT 113: Elementary Probability and Statistics uses STATCrunch software. It covers discrete probability, descriptive and inferential statistics, and estimation and hypothesis testing for normal and binomial means.

STAT 212: Discrete Probability teaches combinatorics, discrete probability, random walks and game theory. Emphasis is on model building.

STAT 213: Introduction to Applied Statistics covers sampling, estimation, tests of hypotheses, including one- and two-sample t-tests, two- and three-way tables for nominal and ordinal data, linear regression, analysis of variance through two-way with interaction. Some sections use SPSS statistical software.