

STUDENT LITERACY CORPS - EDUC 2550.01

FALL, 2002

Instructor: Kate Northcott

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Course Description: Students in this course will learn from tutoring experiences in the greater St. Louis area about the problems caused by and associated with illiteracy. Students will receive literacy training during class meetings. They will be introduced to various reading strategies for tutoring. Students will gain 20 hours of tutoring experience per credit hour throughout the semester at community settings within the St. Louis area. Webster students from all majors are encouraged to enroll in this course.

Course Objective: Students will understand literacy through experiential and service learning and will acquire the skills necessary to tutor in a community setting.

Course Readings:

National Institute For Literacy, *Put Reading First* (will be covered in Saturday trainings)

International Reading Association, *The Six Elements of the Tutoring Session* (will be cover in Saturday trainings)

Basic Techniques and Approaches to Teaching Reading and Writing

Herrmann, *The Volunteer Tutor's Toolbox:*

Chapter 2, Effective Literacy Instruction

Chapter 3, Building Characteristics of Successful Readers and Writers

Chapter 5, Effective Literacy Assessment

Kozol, *Illiterate America*, Chapter 3: *The Price We Pay*

Shepard, *Handbook for the Volunteer Tutor*, Chapter 6: *Teaching Comprehension Skills*

Singer, *Handbook for the Volunteer Tutor*, Chapter 5: *Word Recognition*

Course schedule:

Week 1, Tuesday, August 13th: Introduction

Week 2, Tuesday, August 20th: *Kozol, Illiterate America:*
Chapter 3: The Price We Pay

Week 3, Tuesday, August 27th: Literacy Development and the Learning Process
Herrmann, *The Volunteer's Toolbox*:
Chapter 2: Effective Literacy Instruction

- ***Bookmaking Assignment Due Next Week: Create a book introducing yourself to your student.***

Week 4, Tuesday, September 3rd: Strategies for Tutors/Lesson Planning
Basic Techniques to Approaching Reading and Writing

- ***Bookmaking Assignment Due***

SATURDAY TRAINING: TUTOR TRAINING
9:00 am – 2:00 pm
Pink Room, 104, Priest Building

Week 5, Tuesday, September 10th: Activities to Motivate Readers/Discussion
on Self-Esteem
Herrmann, *The Volunteer Toolbox*:
Chapter 3: Building Characteristics of Successful Readers and Writers

Week 6, Tuesday, September 17th: Teaching Techniques
Singer/Shepard, *Handbook for the Volunteer Tutor*
Chapter 5: Word Recognition
Chapter 6: Teaching Comprehension Skills

Week 7, Tuesday, September 24th: Literacy Assessment and Diagnosis/Learning
Disabilities
Herrmann, *The Volunteer Toolbox*:
Chapter 5: Effective Literacy Assessment

Wednesday, October 2nd: WEBSTER WORKS WORLDWIDE
What are you doing?

SATURDAY TRAINING: TUTOR TRAINING
9:00 am – 2:00 pm

Pink Room, 104, Priest Building

Week 8: Field Experience

Week 9: Field Experience

Week 10: Field Experience

Week 11: Field Experience

Week 12: Field Experience

Week 13: Field Experience

Week 14, Tuesday, December 3rd: Discussion of Case Studies

- ***Final Paper Due Tuesday of Finals Week***

Week 15, Tuesday, December 10th: ***Final Paper Due***

Tutorial Assignments: Tutors are expected to behave in a professional manner. This includes arriving on time and prepared for all tutoring sessions. (Except in the case of medical emergency, please give 24 hours advance notice to both the site director and the instructor if you will be absent.) Remember, your tutees are counting on you!

Course Assignments: The following assignments will supplement the field experience component of this course.

1. Introduction book: Students will create a book by which they can introduce themselves to their tutee(s). Books should be appropriate to the developmental level of the tutee.
2. Journal: Journals may be kept in a notebook with copies given to the instructor weekly or entries may be e-mailed to the instructor weekly. (E-mail is preferred). Students should keep copies for themselves, as journal entries will be an important component of the final case study. Ideas for journal entries might include:
 - a. Was the activity presented appropriate for tutee's reading/writing level?
 - b. Was tutee actively involved in the activity?
 - c. Did tutee enjoy the activity?
 - d. How long did activity take? Was this longer/shorter than anticipated?

- e. How did I do as a teacher? Do I need to make changes in my teaching?
 - f. Did I praise tutee enough? Did I make tutee aware of why I praised him/her?
 - g. Is tutee aware of his/her progress?
 - h. What problems is tutee still having? Which of these should I focus on in future sessions?
 - i. Do I let tutee make some decisions about the types of activities, materials, or sequence of activities during the lesson?
3. Reflective Analysis/Case Study: This final paper should be presented in the form of a 5-7 page case report of the progress achieved with your tutee(s). Include in your Case Study a description of your tutee(s), their strengths, goals you set, how and if these goals were met, etc...What has this tutoring experience meant to you, to your tutee(s)? Please include referrals to your journal entrees in your paper.

Course Evaluation: Course grade will be determined by:

1. Class participation and regular class attendance (15%)
2. 20 hours of tutoring experience per credit hour (35%)
3. Journal (15%)
4. Introduction book (15%)
5. Reflective Analysis/Case Study of tutoring experience (20%)

This syllabus is subject to changes at the discretion of the instructor, therefore regular attendance is required.