



Course Syllabus

EDUC 2550 (01 \_\_\_\_\_) / Kate Northcott \_\_\_\_\_ / northcot@webster.edu\_ /  
 COURSE NUMBER AND SECTION INSTRUCTOR E-MAIL ADDRESS

Student Literacy Corps \_\_\_\_\_ / Spring 2003 \_\_\_\_\_ / 3 \_\_\_\_\_  
 COURSE TITLE TERM CREDIT HOURS

Main Campus \_\_\_\_\_  
 SITE

**1. 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. There are no prerequisites for this course.

**2. Learning Outcomes:** Students will understand literacy through experiential and service learning and will acquire the skills necessary to tutor in a community setting.  
 \* Related MOSTEP Standards (see final page)

**3. Course Schedule:**

Week 1, Tuesday, January 14th: Introduction

Week 2, Tuesday, January 21th: *Kozol, Illiterate America:*  
*Chapter 3: The Price We Pay*

Week 3, Tuesday, January 28th: 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.**

**SATURDAY TRAINING – February 1st: 9:00 am – 2:00 pm**  
**Pink Room, 104, Priest Building**

Week 4, Tuesday, February 4th: Strategies for Tutors/Lesson Planning  
*Basic Techniques to Approaching Reading and Writing*

- **Bookmaking Assignment Due**

Week 5, Tuesday, February 11th: Activities to Motivate Readers/Discussion on  
 Self-Esteem  
 Herrmann, *The Volunteer Toolbox:*  
*Chapter 3: Building Characteristics of Successful Readers and Writers*

Week 6, Tuesday, February 18th: Teaching Techniques  
 Singer/Shepard, *Handbook for the Volunteer Tutor*  
*Chapter 5: Word Recognition*  
*Chapter 6: Teaching Comprehension Skills*

**SATURDAY TRAINING, February 22nd: 9:00 am – 2:00 pm**  
**Pink Room, 104, Priest Building**

Week 7, Tuesday, February 25th: Literacy Assessment and Diagnosis/Learning Disabilities  
Herrmann, *The Volunteer Toolbox:*  
*Chapter 5: Effective Literacy Assessment*

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: Field Experience

Week 15, Tuesday, April 29th: Discussion of Case Studies

Week 15, Tuesday, May 6th: **Final Paper Due**

#### 4. Resources:

Text(s): No text required, articles (below) will be provided by instructor.

Readings:

National Institute For Literacy, *Put Reading First*

International Reading Association, *The Six Elements of the Tutoring Session*  
*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*

Audio-visual/other: LIFT-Missouri, *Giving Birth to Ourselves*

#### 5. Evaluation:

- a) 20 hours of tutoring experience per credit hour (30%)
- b) Weekly Tutor Reflections (20%)
- c) Introduction Book (15%)
- d) Reflective Analysis/Case Study of tutoring experience (20%)
- e) Class Participation (15%)

5a. The following assignments will supplement the field experience component of this course:

- a) 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.
- b) 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:
  - Was the activity presented appropriate for tutee's reading/writing level?
  - Was tutee actively involved in the activity?
  - Did tutee enjoy the activity?
  - How long did activity take? Was this longer/shorter than anticipated?
  - How did I do as a teacher? Do I need to make changes in my teaching?
  - Did I praise tutee enough? Did I make tutee aware of why I praised him/her?
  - Is tutee aware of his/her progress?

What problems is tutee still having? Which of these should I focus on in future sessions?

Do I let tutee make some decisions about the types of activities, materials, or sequence of activities during the lesson?

- b) 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 entries in your paper.

#### 6. Final Project:

- Projects/Papers can be picked up in 225D Webster Hall, or
  - Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
  - Papers will not be available for pick-up from the School of Education Office
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- This syllabus is subject to change at the discretion of the instructor.
    - Regular class attendance is required.

\* The following MOSTEP standards will be addressed/met by this course:

Standard 1: This course will seek to address this standard by introducing readings and discussions of the individual, family, and societal implications of low literacy and by providing meaningful field experience with new and struggling readers. Benchmarks 1b and 1c will be emphasized in readings, discussions, and demonstrations designed to encourage tutors to present reading instruction using a variety of techniques and instructional tools and to build that instruction upon their tutee's prior knowledge and interests.

Standards 2 through 6: This course will seek to address these standards through the presentation of readings and instructional techniques and materials that support diverse learning styles and seek to enhance student (tutee) motivation and self-esteem. Benchmarks 2b, 3a, 3b, and 3d will be highlighted in discussions and demonstrations of tutoring techniques and materials that build on tutees' prior knowledge and cultural experience. Benchmarks 2c and 6c will be addressed in readings and discussions which encourage student responsibility and goal-setting as the foundation of effective reading instruction. Benchmarks 4b, 4c, and 5a will be met through readings and discussions on the topics of diverse learners and learning styles and experiences with a variety of instructional tools to address specific learning styles and tutee needs. Students (tutors) will create developmentally appropriate introduction books and will be encouraged to create other instructional materials to address the specific needs of their tutees.

Standard 8: Student-tutors will study the five areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and text comprehension) as a guide for informal assessment and evaluation of their tutees and for choosing and creating developmentally appropriate instructional techniques and materials. Benchmarks 8a and 8b will be addressed in readings and discussions on the topic of authentic assessment and self-assessment as well as reading instruction. Student-tutors will receive continuing guidance in modifying instructional approaches to meet tutee needs.

Standard 9: Benchmark 9a will be met by student-tutor's weekly reflections to instructor, his/her class discussion of tutoring experiences, and final case study.

Standard 10: Benchmarks 10b and 10c will be met by student-tutor's development of relationship with his/her supervising teacher(s), fellow tutors, and instructor as partners and guides in the support of tutee progress and personal well-being.