



Course Syllabus

COURSE NUMBER: EDUC 2550	COURSE TITLE: STUDENT LITERACY CORPS	TERM: FALL, 2005
SITE: MAIN CAMPUS	INSTRUCTOR CONTACT INFORMATION: Kate Northcott, 968-7479 166 Loretto Hall northcot@webster.edu	CREDIT HOURS: 3

- 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.
- 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 17th: Introduction

Week 2, Tuesday, January 24th: Long-term Impacts of Low Literacy
Kozol, Illiterate America:
Chapter 3: The Price We Pay

Week 3, Tuesday, January 31st: Basics of Literacy Tutoring
Puett Miller, Literacy Connections:
Advice for First-Time Tutors
Walker & Morrow, Tips for the Reading Team:
Framework for Tutoring Young Children to Read
Bookmaking Assignment Due Next Week

SATURDAY TRAINING – February 4th: 9:00 am – 2:00 pm
Pink Room, 104, Priest Building
National Institute For Literacy.
Put Reading First
International Reading Association

Six Elements of the Tutoring Session

- Week 4, Tuesday, February 7th: Literacy Development & the Learning Process
America Reads
Thirteen Understandings About Reading
Herrmann, *The Volunteer's Toolbox*:
Chapter 2: Effective Literacy Instruction
Bookmaking Assignment Due
- Week 5, Tuesday, February 14th: Teaching Techniques – Part I
Walker & Morrow, *Tips for the Reading Team*:
Figuring Out Words
Singer/Shepard, *Handbook for the Volunteer Tutor*
Chapter 5: Word Recognition
Teaching Tool Assignment Due Next Week
- Week 6, Tuesday, February 21st: Teaching Techniques – Part II
Shanahan, University of Illinois
Frequently Asked Questions About Fluency
Walker & Morrow, *Tips for the Reading Team*:
Reading Together and Rereading
Teaching Tool Assignment Due
- Week 7, Tuesday, February 28th: Teaching Techniques – Part III
Singer/Shepard, *Handbook for the Volunteer Tutor*:
Chapter 6: Teaching Comprehension Skills
Walker & Morrow, *Tips for the Reading Team*:
Storybook Reading
- Week 8, Tuesday, March 7th: Activities to Motivate Readers/Discussion on Self-Esteem
Herrmann, *The Volunteer Toolbox*:
Chapter 3: Building Characteristics of Successful Readers and Writers
- Break Week, Tuesday, March 14th: SPRING BREAK!! (Don't forget to let your student(s) know if you won't see them this week)
- Week 9, Tuesday, March 21st: Field Experience
- Week 10, Tuesday, March 28th: Educational Inequity – Part I
Kozol, *The Shame of the Nation*:
Chapter 2: Hitting Them Hardest When They're Small
- Week 11, Tuesday, April 4th: Educational Inequity – Part II
Kohn, *Only for My Kid: How Privileged Parents Undermine School Reform*
- Week 12, Tuesday, April 11th: Field Experience
- Week 13, Tuesday, April 18th: Field Experience
- Week 14, Tuesday, April 25th: Field Experience

Week 15, May 2nd: Discussion of Case Studies

Week 16, Tuesday, May 9th: ***Final Paper Due***

4. RESOURCES: Articles (below) will be provided by instructor.

America Reads: *Thirteen Understandings About Reading*

National Institute For Literacy, *Put Reading First*

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

Herrmann, *The Volunteer Tutor's Toolbox:*

Chapter 2, Effective Literacy Instruction

Chapter 3, Building Characteristics of Successful Readers and Writers

Kohn, *Only for My Kid: How Privileged Parents Undermine School Reform*

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

Kozol, *The Shame of the Nation, Chapter 2: Hitting Them Hardest When They're Small*

4. RESOURCES (continued):

Puett Miller, *Literacy Connections: Advice for First-Time Tutors*

Shanahan, *Frequently Asked Questions About Fluency*

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

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

Walker & Morrow, *Tips for the Reading Team:*

Framework for Tutoring Young Children to Read

Figuring Out Words

Reading Together and Rereading

Storybook Reading

Audio-visual/other: LIFT-Missouri, *Giving Birth to Ourselves* and *When Patients Can't Read*

5. EVALUATION and GRADING SCALE:

- 20 hours of tutoring experience per credit hour (30%)
- Teaching Tool (10%)
- Weekly Tutor Reflections (15%)
- Introduction Book (10%)
- Reflective Analysis/Case Study of tutoring experience (20%)
- Class Participation (15%)

5a. The following assignments will supplement the field experience component of the 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 tutee(s).
- b) Teaching tool: Create an activity to help your student(s) practice a literacy skill (i.e., phonics, comprehension, etc.) Activities should be appropriate to the developmental level of tutee(s).
- c) 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?

- d) **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.

- Final Projects/Papers can be picked up in 166 Loretto 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

•This syllabus is subject to change at the discretion of the instructor.

•Regular class attendance is required.

6. ACADEMIC HONESTY POLICY: Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism: Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty: First offense, a zero for the assignment. Second offense, a failing grade for the course.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

- **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.