



Course Syllabus

COURSE NUMBER: EDUC 2550 Section 01	COURSE TITLE Student Literacy Corps	TERM: Spring 2006
SITE: Main Campus	INSTRUCTOR CONTACT INFORMATION: Kate Northcott 968-7479 northcot@webster.edu	CREDIT HOURS: 3

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:

Course Outcomes	MoSTEP Standards Addressed
Students will understand literacy through experiential and service learning and will acquire the skills necessary to tutor in a community setting.	<p>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.</p> <p>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.</p>

	<p>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.</p> <p>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.</p> <p>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.</p>
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3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

- Week 1, Tuesday, January 16th: Introduction
- Week 2, Tuesday, January 23rd: Long-term Impacts of Low Literacy
Kozol, *Illiterate America*:
Chapter 3: The Price We Pay
- Week 3, Tuesday, January 30th: 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 3rd: 9:00 am – 2:00 pm
Room 2, Pearson House
National Institute For Literacy,
Put Reading First
International Reading Association
Six Elements of the Tutoring Session

- Week 4, Tuesday, February 6th: 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 13th: 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 20th: 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 27th: 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 6th: 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 13th: FALL BREAK!! (Don't forget to let your student(s) know if you won't see them this week)
- Week 9, Tuesday, March 20th: Field Experience
- Week 10, Tuesday, March 27th: Educational Inequity – Part I
Kozol, The Shame of the Nation:
Chapter 2: Hitting Them Hardest When They're Small
- Week 11, Tuesday, April 3rd: Educational Inequity – Part II
Kohn, *Only for My Kid: How Privileged Parents Undermine School Reform*
- Week 12, Tuesday, April 10th: Field Experience
- Week 13, Tuesday, April 17th: Field Experience
- Week 14, Tuesday, April 24th: Discussion of Case Studies
- Week 15, Tuesday, May 1st: **Final Paper Due (no class meeting but hard copy of paper must be turned in by 4:00)**
- Week 16, Tuesday, May 8th: **Final Exam (optional)**

4. RESOURCES:

Required Text(s): 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* 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: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Tutoring field experience (20 hours of tutoring per credit hour)	By providing tutoring support to new and struggling readers, tutors have the opportunity to practice and refine the techniques and theories discussed in the classroom.	30
Teaching Tool	Tutors will further refine their understanding of literacy instruction through the creation of a developmentally appropriate literacy teaching tool designed to meet the needs of a particular student or students.	10
Weekly Tutor Reflections	Tutors will submit weekly reflections analyzing their field experience, their student's progress, and their own	15
Introduction Book	Tutors will create a developmentally appropriate book through which they can introduce themselves to their students.	10
Class Participation	Tutors will demonstrate, through their participation in class discussion, their knowledge of the readings and their ability to use that knowledge to inform their tutoring practice.	15
Reflective Analysis/Case Study	Through reflective analysis of their tutoring experience, students will expand their understanding of literacy learning and instruction,	20

	their ability to adapt instruction to the knowledge, ability, and background experience of individual learners, as well as to diverse learning environments.	
Final Exam (optional)	A comprehensive exam consisting of 5 essay questions based on the semester's readings. This test is optional and provides the student with the opportunity to raise his/her grade.	10

Description of Assignments:

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/decoding, 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?

In what areas is the tutee is still struggling? 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.

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

•Regular class attendance is required.

6. GRADING SCALE:

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	Below 60 = F

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SCHOOL OF ED. OFFICE.

ACADEMIC HONESTY POLICY

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.

ACCESSIBILITY/ACCOMMODATIONS POLICY

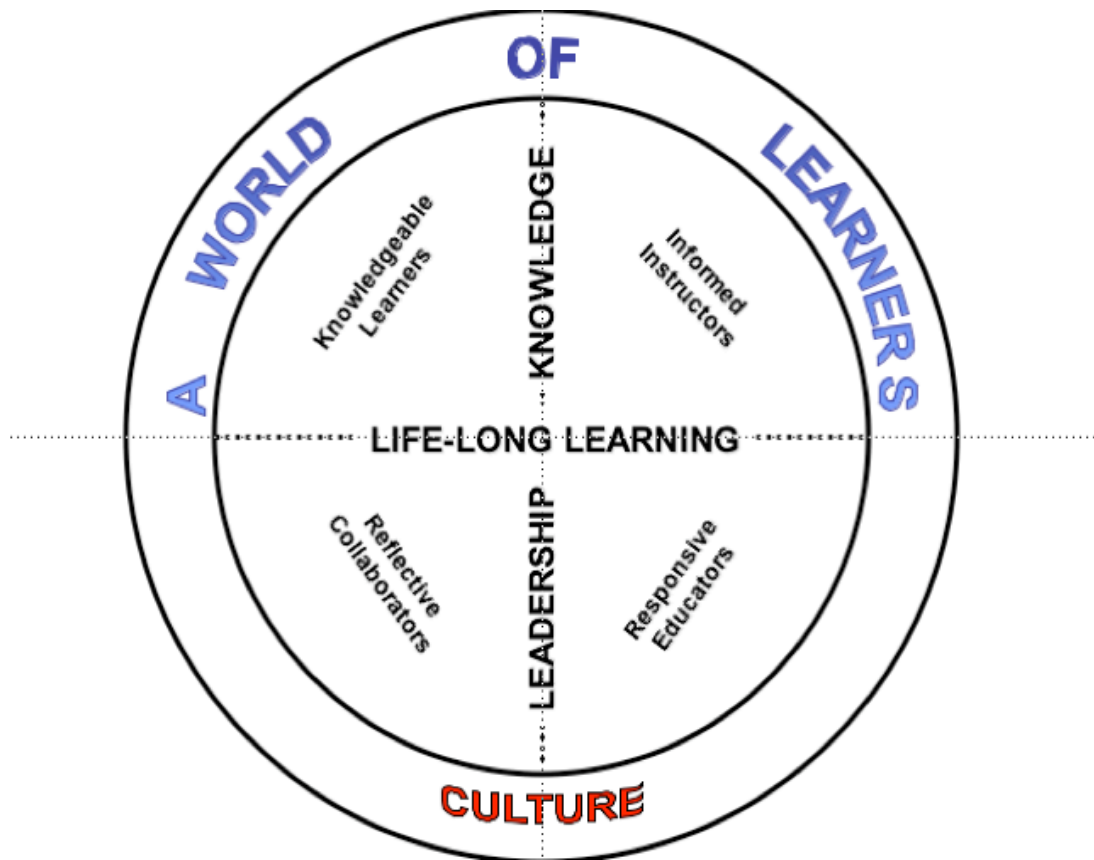
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

Webster University School of Education

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;

- 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner’s knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

<p>School of Education Dispositions</p>

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

- 1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

- 2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

- 3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence