

**Course Syllabus, Spring 2009**  
**ESOL SERVICE-LEARNING TUTORING: ELAN 4620E/6620E (online)**

**Instructor:** Dr. Paul Matthews, [pmatthew@uga.edu](mailto:pmatthew@uga.edu), 706-542-3368

**Office:** 315A Aderhold Hall

**This course is online. (“Sister” course meets Fridays, 10:10-11:00, Aderhold Hall 114/115)**

**Course Description:**

This course entails applied tutoring or teaching in approved after-school programs for English language learners enrolled in local K-12 schools. Course includes 1 hour/week of lecture/discussion; students will spend an additional 2 hours in the field per week with applied tutoring/projects for each credit hour received.

*(This course is not part of the Georgia state add-on endorsement for TESOL.)*

**Objectives:**

- All students will:
  - a. gain hands-on experience working effectively with K-12 students who are English language learners;
  - b. reflect on their experiences in teaching/tutoring these students;
  - c. understand issues relating to the education of English language learners in Georgia.

**Academic Integrity:**

*All students are responsible for maintaining the highest standards of honesty and integrity in this course and in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.*

UGA’s Honor Code: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.”

**Required Readings:**

We will be looking at a variety of resources to help you reflect on the tutoring you are doing and ways to improve the outcomes. These will be available on our WebCT site. Please read the selections and online content module prior to coming to class.

**Grading:**

Grades will be assigned based on UGA’s plus-minus system (87-89: B+, 83-86: B, 80-82: B-; etc.). Participation in all activities is mandatory for full credit. While program staff will be asked to report on tutoring hours, students are responsible for signing in correctly and for tracking their tutoring participation to ensure that they are on target and meeting requirements. Note that each venue’s schedule is different, so in some instances you may need to schedule additional sessions.

**Online “Class Participation”      26 points      *Weekly activities & assignments***

Because our “class time” is online this semester, it’s important for you to keep up with the work and for you to try to interact with others in the course regularly. You are expected to log on to the WebCT site at least twice a week, complete the appropriate readings and/or materials (for instance video clips), and submit on time the appropriate quiz. (Quizzes will generally only be available for 2 weeks following the date of that class topic. Your scores should automatically show up in the MyGrades part of WebCT once you complete and submit the quiz.)

13 weeks of content modules x 2 points/week = 26

**Reflective Journals 18 points***Due bi-weekly*

Twice per month (see schedule) you will post to WebCT a reflective journal of about 2 pages (but pasted from a word-processing document into the appropriate folder, not as an attachment), that reflects on your tutoring sessions and responds to the readings since the previous journal entry. The idea is not simply to document what you did, but instead to engage with your prior knowledge and the ideas we're discussing and reading about, and to reflect critically on the experiences. I will provide, either on email or on WebCT, prompts for the topic to reflect on each journal. Be sure that your responses fully answer these questions and are relevant.

You will turn in 6 Reflective Journals, each worth up to 3 points. Reflections are due by the start of class on the date due. Late submissions will be "docked" by 1 point. You may revise and resubmit on-time journal entries that are not "fully acceptable", if desired, by the last day of class. (See MyGrades function in WebCT for points.)

Not Acceptable	Partly Acceptable	Fully Acceptable
<b>1 point</b> Does not answer all questions; OR several responses are off- topic or irrelevant or show misunderstanding of ideas or terms	<b>2 points</b> Answers questions relevantly, but minimally; demonstrates awareness of key concepts and terms through correct usage	<b>3 points</b> Demonstrates mastery of terms and concepts, by answering all questions fully; connects topics to prior knowledge, other readings, and/or applications

**Final Evaluative Reflection****10 points***Due May 1.*

The final essay is like a beefed-up reflective journal, about 3-5 pages in length (typed, double-spaced), and should address the specific prompts I will provide. The essay will be graded on content and coverage, and should be well written and well edited. The grading rubric is:

Descriptive write-up, editing	Insufficient detail or too short, major errors 0 points	Some detail lacking and/or minor errors 1 points	Appropriate length and no/minimal errors 2 points
Top Three Things Learned	Not mentioned  0 points	Mentioned but not in depth or less than 3 1 point	All 3 addressed in depth 2 points
Effects on Self	Not mentioned  0 points	Mentioned but not in depth 1 point	Addressed in depth 2 points
How Students Helped & Learning Events	Neither addressed 0 points	One but not both addressed sufficiently 1 point	Both addressed sufficiently 2 points
Program Improvement	Not mentioned  0 points	Mentioned but not in depth .5 point	Addressed in depth 1 point
Support of Class	Not mentioned  0 points	Mentioned but not in depth .5 point	Addressed in depth 1 points

**"Presentation" on Strategies or Culture 6 points**

At some point during the semester, you will make a short presentation to the class on either an instructional strategy; or a Latino cultural topic. Sign up for what the topic and format will be, by the end of January. *See separate page and rubric.*

**ELAN 6620:** Students enrolled for graduate credit will create a portfolio of research-based curricular materials and/or strategies appropriate for tutoring English language learners. These will be presented/provided to the class at least 4 times during the semester. The portfolio, due at

the end of the semester, will include at a minimum 10 strategies or resources, each with a one-page summary describing the material or strategy, how it relates to research concepts and/or course readings, and information/tips for tutors on implementing it.

**Tutoring 40 points**

*Documentation due by May 1.*

You will sign in and out for each tutoring session, following the guidelines of the particular program. You must participate in required orientation sessions and provide required paperwork, and must follow program-specific rules and guidelines. The tutoring is the “meat and bones” of the course, and corresponds to 40 points of your grade. You need to email or call the appropriate program on the day of your obligated tutoring, if you will be unable to attend as scheduled. It is your responsibility to ensure that you are meeting your tutoring obligations, though program staff should provide tracking and reporting of your participation.

Depending on the program, some venues may not be open during UGA or Clarke Co. School District holidays; be sure to confirm the venue’s schedule to make sure you have enough hours.

**1 Credit Hour:**

- Tutor once a week (1.5-2 hours), for at least 12 weeks. At least 20 hours of tutoring will result in full credit. Every hour below this minimum will result in the loss of 2 points in this area. *20 hrs x 2 points = 40 points*

**2 Credit Hours:**

- Tutor twice a week (3-4 hours), for at least 12 weeks. At least 40 hours of tutoring will result in full credit. Every hour below this minimum will result in the loss of 1 point in this area. *40 hrs x 1 point = 40 points*

**3 Credit Hours:**

- Tutor three times a week (4.5-6 hours), for at least 12 weeks. At least 60 hours of tutoring will result in full credit. Every hour below this minimum will result in the loss of 2/3 point in this area. *60 hrs x 2/3 point = 40 points*

--OR, the SPECIAL PROJECT OPTION:--

- Tutor twice a week (3-4 hours), for at least 12 weeks, for at least 40 hours of tutoring. *40 hrs x 3/4 point = 30 points, + 10 points for special project:*
- In addition, carry out and report on additional special-purpose projects to be determined in consultation with the instructor. Special projects will be worth 10 points, should entail at minimum ten hours of applied activity, and should be approved by the instructor and venue by the middle of the semester. See separate sheet with rubrics and ideas to see how you will be graded for this option.

**Tutoring Venues:** See [www.coe.uga.edu/clase/tutoring](http://www.coe.uga.edu/clase/tutoring) for directions and photos

### **Garnet Ridge Boys & Girls Club**

Contact: Susan Wilson, 706-548-5001; [boysandgirls2@charterinternet.com](mailto:boysandgirls2@charterinternet.com); student Maria Guillermo, [mag26@uga.edu](mailto:mag26@uga.edu)

Background check required and may take 2 weeks.

Elementary and Middle school tutoring, M-F 3-4:30 and games 4:30-6

Tutoring starts January 20, 2009. Orientations for new tutors, Jan. 12 or 15, at 6:30, at GR.

### **Pinewoods Library**

Contact: Miguel Vicente, [mvicente@athenslibrary.org](mailto:mvicente@athenslibrary.org), 706-613-3708. Jessica Ochoa, library assistant, [jochoa@athenslibrary.org](mailto:jochoa@athenslibrary.org)

Mostly upper elementary & middle school, tutoring M-Th 3-6 p.m. (tutors can arrive at 3 or 4).

Tutoring from January 5, 2009. New-tutor orientation January 12-15 at 3:00 at Pinewoods.

### **Oasis Católico Santa Rafaela**

See <http://www.acjusa.org/oasis/afterschoolprogram.htm> for program calendar, paperwork, and orientation materials. Orientation will be 19, 20, 21, 22 and following three Fridays, ~3:00-5:00 pm. All new tutors need to attend one of the orientation sessions. Returning tutors do not need to attend orientation sessions. First tutoring day will be Jan. 26 and last tutoring day for the spring semester will be April 23; no tutoring on Feb. 16 or March 9-12.

(Pre)K-3<sup>rd</sup> Grade tutoring and activities, M-Th 3-5 p.m.

Contact: Sister Margarita or Sister Marietta, [afterschooloasis@gmail.com](mailto:afterschooloasis@gmail.com) or 706-714-6624

Student Worker: [studentworker.oasis@gmail.com](mailto:studentworker.oasis@gmail.com)

### **Fowler Drive Elementary School**

Contact: Dalcy Moreno (graduate assistant), [dalcym@uga.edu](mailto:dalcym@uga.edu)

3<sup>rd</sup>-5<sup>th</sup> grade students, Monday & Thursday, 2:45-4:30; tutors work with same child each time

Clarke Co. School District background check required.

Orientations Jan 12 or 15, 3:00; Tutoring begins Jan. 22 and ends April 30.

### **Chase Street Elementary School**

Contact: Karin Stubenbaum (graduate assistant), [stuben08@uga.edu](mailto:stuben08@uga.edu)

1<sup>st</sup>-5<sup>th</sup> grade students, Latino & African American (let Karin know that you would like to focus on working with an English learning student for our course), Monday-Friday during school day, for 1/2-hour blocks, with one or more children.

Clarke Co. School District background check required.

Orientation Jan. 21 at 4:30 at Chase St. ES. Tutoring begins Jan. 26 and ends April 30.

### **Oglethorpe Avenue Elementary School**

Contact: **Reda Elder**, Family Engagement Coordinator, for during-school placements [elderr@clarke.k12.ga.us](mailto:elderr@clarke.k12.ga.us); 706-549-0762 ext. 60241; 706-207-1494 wk cell

Also will have Wednesday afternoon program; Dr. Matthews can provide more details.

**Other options also available on an individual basis, if needed.**

**Spring 2009 Course Schedule: (Any changes will be announced via WebCT and email)**

Friday January 9: Face-to-Face Meeting in Aderhold 228 computer lab, 2:30 p.m.

Orientation, Paperwork, Course Overview and Expectations

Program venues

Readings & activities for class on WebCT site.

Week of January 11-16:

**Tutoring and Scaffolding**

Readings & activities for class on WebCT site.

Week of January 20-23:

**Building Relationships with Students**

Readings & activities for class on WebCT site.

Week of January 26-30:

Reflective Journal #1 Due by Noon on Friday January 30

**Developing Literacy Skills**

Readings & activities for class on WebCT site.

Week of February 2-6:

Readings & activities for class on WebCT site.

**Strategies for Vocabulary Development**

Week of February 9-13:

Reflective Journal #2 Due by Noon on Friday February 13

**Supporting Tutee Behavior**

Readings & activities for class on WebCT site.

Week of February 16-20:

**Tutoring Math**

Readings & activities for class on WebCT site.

Week of February 23-27:

Reflective Journal #3 Due by Noon on Friday February 27

**Classroom Connections and Program Models**

Readings & activities for class on WebCT site.

Week of March 2-6:

**Supporting and Teaching Grade Level Expectations**

Readings & activities for class on WebCT site.

Proposals for Special Projects for 3-Credit Participants Due

(Week of March 9-13: UGA Spring Break: No coursework)

Week of March 16-20:

Reflective Journal #4 Due by Noon on Friday March 20

**Second Language Acquisition**

Readings & activities for class on WebCT site.

Week of March 23-27:

**Supporting Bilingualism and Biliteracy**

Readings & activities for class on WebCT site.

Week of March 30-April 3:

Reflective Journal #5 Due by Noon on Friday April 3

**Culture and Education**

Readings & activities for class on WebCT site.

Week of April 6-10:

**The Sociopolitical Context(s) of English Learners in Georgia**

Readings & activities for class on WebCT site.

Week of April 13-17:

Reflective Journal #6 Due by Noon on Friday April 17

**Teacher/Tutor Beliefs and Their Impact on Educational Outcomes**

Week of April 20-24:

**Course wrap-ups; No WebCT content module**

**Be sure to have read and commented on others' Online Presentations**

Friday May 1: Final Evaluative Reflection Due

All Assignments Due for Semester; make sure Online Course Evaluation is complete

For this activity, you will create and share with the class, either an instructional activity useful for tutoring, or a Latino cultural topic. Your presentation should include a PowerPoint or detailed Handout; all sources should be indicated for content used (don’t plagiarize!). There are three possible ways to present your material: (1) Do everything in written format and post to the WebCT folder. (In this option, you will need to carefully “spell things out” to make sure that the audience “gets it” without verbal support.) (2) Create a video (e.g. via webcam) of the presentation as well as handouts/PowerPoint and provide a link to it. (3) Assemble a group of at least 4 other tutors (e.g. at the venue you’re working at) and do the presentation in person to them. (If you choose this option talk with the instructor about how it will be graded.) Information provided should be equivalent to a 5- to 10-minute verbal presentation.

Instructional Activity:

- Possible areas might include: strategies to teach particular math concepts; reading strategies; vocabulary; group-management ideas; science; games; etc.
- Provide a handout for the class summarizing the activity
- Explain the purpose of the activity
- Model the activity (photos, videos, or very detailed explanations)
- Discuss how the activity might be modified for different age groups, language proficiency levels, and/or topics, plus your experience/success in implementing it

Cultural Topic:

- Possible areas might include: Mexican or Latino (e.g. Cesar Chavez) historical figures; holidays and cultural celebrations; gang awareness; popular music; pop culture; sports; immigration; etc.
- Explain the cultural topic, being sure to move beyond a superficial or stereotypical presentation
- Provide a handout summarizing the topic and/or links for additional information
- Discuss how the topic might be relevant to the kids in our tutoring venues, and how tutors might use their knowledge of the topic effectively

**Grading Rubric**

Presenter Name: \_\_\_\_\_ Presenter Topic: \_\_\_\_\_  
 Date Presented: \_\_\_\_\_ **Total Points: \_\_\_/6**

No handout/Power Point presentation provided <i>0 points</i>	Materials provided but not fully detailed/ with errors/ sources not credited <i>1 point</i>	Handout or PowerPoint provided, well prepared, sources credited <i>2 points</i>
Activity / Topic was not relevant to course <i>0 points</i>	Activity / Topic somewhat relevant to course & tutoring <i>1 point</i>	Activity / Topic fully relevant and related to course & tutoring <i>2 points</i>
Presentation did not convey sufficient information to apply or understand topic <i>0 points</i>	Activity explained but not fully modeled / Topic addressed but not fully fleshed out <i>1 points</i>	Activity was modeled appropriately / Topic was discussed fully, moving beyond superficial focus <i>2 points</i>

**ELAN 4620 SPECIAL PROJECT GUIDELINES FOR 3<sup>rd</sup> CREDIT HOUR:**

Special Project ideas might include:

- Creating a portfolio of curricular materials to share with other tutors
- Creating and implementing special projects (e.g. holiday or birthday events) at a program site
- Creating and implementing special-purpose instructional materials (e.g., music, art, games, dance, etc.) for a particular grade level and program
- Carrying out a fund-raiser or other project to meet a program need
- Other possibilities as approved. Your project needs to be proposed and approved before mid-point, and completed as early as is feasible.
- The program venue must know you are doing it and give approval too!

Once complete, you should post to the appropriate WebCT folder, the following information:

- (1) A descriptive write-up of what you did in terms of planning and carrying out the project and how it benefited the program
- (2) An estimate (as close as possible) of the amount of time you spent planning and carrying out the project
- (3) In the description you should also specifically link what you did back to at least two concepts from our course readings and discussions, demonstrating the relevance of the activity to our course
- (4) Verification from the benefiting program, including signature from Sister Margarita/Susan Wilson/Miguel Vicente etc. (you can either scan & attach, or get this to me in person or by mail)
- (5) Any tangible output (e.g. copy of flyers, materials, etc.)

**Your tutoring hours will account for up to 30 of the 40 points in this section, and the special project will count for up to 10 points, using the rubric below:**

Descriptive write-up	Does not provide information on planning, implementing or benefits of project  <i>1 point</i>	Provides information on planning, implementing or benefits but not all three  <i>2 points</i>	Provides full and accurate detail of the planning and implementation stages and how program benefited  <i>3 points</i>
Linked to course	Activity is not linked to course concepts  <i>0 points</i>	Activity is linked to one course concept  <i>1 point</i>	Activity is explicitly linked to two or more course concepts  <i>2 points</i>
Time on project	Project represents less than 5 hours of planning and implementation  <i>0 points</i>	Project represents between 5 and 10 hours total  <i>1 point</i>	Project represents 10 hours or more including planning and implementation  <i>2 points</i>
Documentation	Project not documented  <i>0 points</i>	Project includes incomplete or partial documentation  <i>1 point</i>	Project includes documentation verified by tutoring program (and output where appropriate)  <i>2 points</i>
Editing	Write-up contains 3 or more editing/grammar errors  <i>0 points</i>	Project contains 1-3 grammar/editing errors  <i>0.5 points</i>	Project is accurately edited with no errors  <i>1 point</i>

Total Points earned: \_\_\_\_/10

NAME: \_\_\_\_\_