

## **Course Syllabus, Spring 2008**

### **ESOL SERVICE LEARNING: ELAN 4620-E/6620-E**

**Instructor:** Dr. Paul Matthews, [pmatthew@uga.edu](mailto:pmatthew@uga.edu) (Note: WebCT's "mail" may receive slower responses than sending a regular email or calling)

**Office:** 315A Aderhold Hall. 706-542-3368 (w)

#### **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 **online** 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 or online.

#### **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.

#### **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 documentation (this may be a "quiz," a worksheet, etc. depending on what I come up with). 13 weeks of content x 2 points/week = 26

#### **Reflective Journals   18 points      *Due bi-weekly, see schedule***

Twice per month (see schedule) you will post to the appropriate folder in WebCT a reflective journal of about 2 pages (but pasted from a word-processing document into the 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 5:00 p.m. on the date listed. 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.) 6 reflections x 3 points = 18

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 explicitly to prior knowledge, readings, and/or applications

**Final Evaluative Reflection                      10 points                      Due April 25.**

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

**"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-E:** 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 5.**

The tutoring is the "meat and bones" of the course, and corresponds to 40 points of your grade. You need to receive approval from the instructor for tutoring at any venues other than those below; transportation is your own responsibility. You need to 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. You should advise the appropriate program venue contact by 3 p.m. 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, signing in, etc., 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.

### **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 and program venue (proposed to the instructor by Feb. 15<sup>th</sup>). Special projects will be worth 10 points, and should be completed by the middle of the semester if possible. *See separate sheet.*

**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)

Spring 2008 orientations January 14, 15, or 17, 6:30 p.m. at Garnet Ridge, or as arranged.

Background check required and may take 2 weeks; tutoring underway from Jan. 7.

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

#### **Pinewoods Library**

Contact: Miguel Vicente, [mvicente@athenslibrary.org](mailto:mvicente@athenslibrary.org), 706-613-3708.

Orientation as needed; tutoring begins Jan. 14.

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

Tutoring program will be coordinated with the "Club Hero" program, background check needed.

#### **Oasis Católico Santa Rafaela**

See <http://www.acjusa.org/oasis/afterschoolprogram.htm> for program calendar, paperwork, and orientation materials. Orientation will be Jan. 14, 15, 16, 17, ~3:00-5:00 pm. First tutoring day will be Jan. 22 and last tutoring day for spring will be May 1.

PreK-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: Dr. Matthews. Principal Dr. Dale Rogers is on-site most days.

3<sup>rd</sup>-5<sup>th</sup> grade students, Monday, Tuesday & Thursday, 2:45-4:20

Orientations Jan. 14 & 15, Clarke Co. School District background check required.

Tutoring begins after Jan. 22.

**Spring 2008 Course Schedule: (Any changes will be announced via WebCT and email)**

Wed. Jan. 9, 3:00 p.m. (Aderhold 227 Lab)

Orientation, Paperwork, Course Overview and Expectations  
Program venues

Week of Jan. 14

**Tutoring and Scaffolding**

Readings and activities for class on WebCT site.

Week of Jan. 21: Reflective Journal #1 Due 5 p.m. Friday 25<sup>th</sup>

**Building Relationships with Students**

Readings and activities for class on WebCT site.

Week of Jan. 28

**Tutoring Math.**

Readings and activities for class on WebCT site.

Week of Feb. 4: Reflective Journal #2 Due 5 p.m. Friday 8<sup>th</sup>

**Developing Literacy Skills**

Readings and activities for class on WebCT site.

Week of Feb. 11: Proposals for Special Projects for 3-Credit Participants Due Friday 15<sup>th</sup>

**Strategies for Reading and Vocabulary Development**

Readings and activities for class on WebCT site.

Week of Feb. 18: Reflective Journal #3 Due 5 p.m. Friday 22<sup>nd</sup>

**Second Language Acquisition**

Readings and activities for class on WebCT site.

Week of Feb. 25:

**Supporting Bilingualism and Biliteracy**

Readings and activities for class on WebCT site.

Week of March 3: Reflective Journal #4 Due 5 p.m. Friday 7<sup>th</sup>

**Supporting and Teaching Grade Level Expectations**

Readings and activities for class on WebCT site.

Week of March 10: No class, UGA Spring Break

Week of March 17:

**Supporting Appropriate Tutee Behavior**

Readings and activities for class on WebCT site.

Week of March 24: Reflective Journal #5 Due 5 p.m. Friday 28<sup>th</sup>

**Classroom Connections and Program Models**

Readings and activities for class on WebCT site.

Week of March 31:

## **Culture and Education**

Readings and activities for class on WebCT site.

Week of April 7: Reflective Journal #6 Due 5 p.m. Friday 11<sup>th</sup>

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

Readings and activities for class on WebCT site.

Week of April 14:

### **Teacher/tutor beliefs and their impact on educational outcomes**

Readings and activities for class on WebCT site.

Week of April 21:

### **Sharing of Final Projects**

Final Evaluative Reflection Due 5 p.m. Friday April 25<sup>th</sup>

Monday May 5: All Assignments Due for Semester