

Course Syllabus, Fall 2008
ESOL SERVICE LEARNING: ELAN 4620/6620

Instructor: Dr. Paul Matthews, pmatthew@uga.edu, 706-542-3368

Office: 315A Aderhold Hall

Course meets Fridays, 10:10-11:00, Baldwin Hall 322

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.

Participation and Attendance in Class Sessions 22 points

Active participation and attendance are vital for this course. After the first class missed, each hour of class missed (whether through tardiness or absence, regardless of reason) will result in 1 point deducted from this category. Points may be deducted for any class period in which you are not prepared and engaged. This semester, some of our sessions will be fully online, with "quiz" scores used to track participation; these online "quizzes" will count for half your participation score, and will generally only be available for 2 weeks following the date of that class topic.

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
1 point Does not answer all questions; OR several responses are off-topic or irrelevant or show misunderstanding of ideas or terms	2 points Answers questions relevantly, but minimally; demonstrates awareness of key concepts and terms through correct usage	3 points 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 December 9.*

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

Class Presentation on Strategies or Culture 10 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. *See attached page and rubric.*

Tutoring 40 points*Documentation due by December 9.*

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 contact by 3 pm 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, and should be completed by the middle of the semester if possible. See separate sheet with rubrics and ideas.

Tutoring Venues: See www.coe.uga.edu/clase/tutoring for directions and photos

Garnet Ridge Boys & Girls Club

Contact: Susan Wilson, 706-548-5001; boysandgirls2@charterinternet.com

Fall 2008 orientations August 25 or Sept. 2, 6:30 p.m. at Garnet Ridge, or as arranged.

Background check required and may take 2 weeks; tutoring underway from Aug. 18.

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

Pinewoods Library

Contact: Miguel Vicente, mvicente@athenslibrary.org, 706-613-3708.

Orientations Aug. 25 or 26 at 4:00 p.m., at Pinewoods; tutoring begins Aug. 18 or before.

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

Oasis Católico Santa Rafaela

See <http://www.acjusa.org/oasis/afterschoolprogram.htm> for program calendar, paperwork, and orientation materials. Orientation will be August 25, 26, 27, and 28, ~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 September 2 and last tutoring day for the fall semester will be November 20, 2008. No tutoring Nov. 3-4.

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

Contact: Sister Margarita or Sister Marietta, afterschooloasis@gmail.com or 706-714-6624

Student Worker: studentworker.oasis@gmail.com

Fowler Drive Elementary School

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

3rd-5th grade students, Monday & Thursday, 2:45-4:20

Orientations arranged as needed, Clarke Co. School District background check required.

Tutoring begins after September 2; tutors ideally will work with same child each time

Chase Street Elementary School

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

1st -5th grade students, Latino & African American, Monday-Friday during the school day.

Orientation Aug. 27th at 4:00 at Chase St. Clarke Co. School District background check required.

Tutoring begins after September 2; tutors will work with same child each time

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

Friday August 22:

Orientation, Paperwork, Course Overview and Expectations
Program venues
Readings & activities for class on WebCT site.

Friday August 29: ONLINE CLASS, NO REGULAR MEETING

Tutoring and Scaffolding

Readings & activities for class on WebCT site.

Friday September 5: ONLINE CLASS, NO REGULAR MEETING

Building Relationships with Students

Readings & activities for class on WebCT site.

Friday September 12:

Reflective Journal #1 Due

Developing Literacy Skills

Readings & activities for class on WebCT site.

Friday September 19: Proposals for Special Projects for 3-Credit Participants Due

Strategies for Vocabulary Development

Readings & activities for class on WebCT site.

Friday September 26:

Reflective Journal #2 Due

Tutoring Math

Readings & activities for class on WebCT site.

Guest Speaker: **Dr. Dorothy White:** Strategies to Teach and Tutor Math

Friday October 3:

Second Language Acquisition

Readings & activities for class on WebCT site.

Friday October 10:

Reflective Journal #3 Due

Supporting Bilingualism and Biliteracy

Readings & activities for class on WebCT site.

Friday October 17: ONLINE CLASS, NO REGULAR MEETING

Supporting and Teaching Grade Level Expectations

Readings & activities for class on WebCT site.

Friday October 24:

Reflective Journal #4 Due

Supporting Tutee Behavior

Readings & activities for class on WebCT site.

(Friday October 31: UGA Fall Break: No class meeting)

Friday November 7: ONLINE CLASS, NO REGULAR MEETING

Classroom Connections and Program Models

Readings & activities for class on WebCT site.

Friday November 14: ONLINE CLASS, NO REGULAR MEETING

Reflective Journal #5 Due

Culture and Education

Readings & activities for class on WebCT site.

Friday November 21:

The Sociopolitical Context(s) of English Learners in Georgia

Readings & activities for class on WebCT site.

(Friday November 28: Thanksgiving Break: No class meeting)

Friday December 5:

Reflective Journal #6 Due

Teacher/tutor beliefs and their impact on educational outcomes

Readings & activities for class on WebCT site.

Tuesday December 9: Final Evaluative Reflection Due

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

(Not a class meeting)