

**Course Syllabus, Fall 2005**  
**ESOL SERVICE LEARNING: ELAN 4000/6000 (POD)**

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

**Assistant:** David Latimer, [dgl@uga.edu](mailto:dgl@uga.edu)

**Office:** G-6 Aderhold Hall (Matthews)

**Course meets twice per month on Mondays, 1:25-3:20, Aderhold 409**

**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.
- Students enrolled in the graduate course will:
  - a. create research-based curricular materials appropriate for tutoring English language learners.

**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 Reading:**

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 course.

**Course Baseline Requirements: (You begin with an "A" and will end with one if you satisfactorily complete the following throughout the semester)**

- Attend and participate in class sessions, including readings (20%)
- Turn in genuinely reflective journals, via WebCT (20%)
- Turn in a final evaluative essay (10%)
- Present (individually or in pairs) on the tutoring program to a campus or community group; document your presentation (10%)
- Tutor to the best of your ability at an approved site, for the required time, following program rules (40%)

### **Participation and Attendance in Class Sessions**

You will start with 20 points in this category, and will maintain this with attendance and active participation at our initial session and our 8 course meetings. Each hour of class missed will result in 2 points being deducted from your grade in this category. One point will be deducted for any class period in which you are not prepared and engaged.

### **Reflective Journals**

Prior to each class, you will post to WebCT a reflective journal of at least 1-2 pages (but pasted from a word-processing document into the appropriate folder, not as an attachment), that reflects on your tutoring sessions 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. Below are some prompts which may help you organize your thoughts.

*General Prompts for your weekly reflective journal:*

- Were there any significant learning events?
- What caused these events to happen?
- What do you think about these occurrences?
- Is your presence benefiting the community and children? How?
- Are you benefiting by being in the community? How?
- What indication do you have that your work is helping students?
- What are some barriers to learning that you see with the children?
- What are some ways for the children to overcome the barriers?
- What additional information or knowledge would help you tutor more effectively?
- How are your perspectives on Latino students and families changing as part of this experience?
- How do your experiences relate to our course readings and discussions?

*Journals MUST be submitted via WebCT. PLEASE do not attach as a Word document—rather, cut and paste from a Word document into a WebCT post.*

You will turn in 6 Reflective Journals, each worth 3 points (you get 2 points free for the 20 total!). Late submissions will be “docked” by 1 point. We reserve the right to ask you to revise and resubmit journal entries that we believe are not of sufficient length/quality.

### **Final Evaluative Essay**

The final essay is like a beefed-up reflective journal, about 3-5 pages in length (typed, double-spaced), and should address the following issues (at minimum). The essay will be graded on content and coverage, and should be well written and well edited.

- Over the course of the semester, how has the tutoring experience affected you? (Give specific examples.) For instance, what skills have you developed? How have your attitudes or beliefs changed? What have you learned?
- What indication do you have that your work has helped the students? How do your experiences relate to the readings we've done during the course?
- What “learning events” of the students stand out in your mind? Why? What long-term impact did they have on you and/or the students?
- What thoughts do you have on what the tutoring program is doing effectively, and/or how the program can be improved?

## **Presentation to Outside Group**

At some point during the semester, you (individually or in pairs) will make a presentation on the tutoring program to a campus or community group (for instance, sorority, campus organization, club, etc.). The presentation should include hand-outs, program information, and also be personalized to explain the impact of participation for you and other tutors. It should be at least 10 minutes long. You need to provide documentation (e.g., program bulletin; note from organization's president; etc.) that shows the date, time, and organization. Please also indicate approximately how many people were in the audience.

## **Tutoring**

You will sign in and out for each tutoring session. 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 the program contact AND the UGA student worker/coordinator for the program by 3 pm on the day of your obligated tutoring, if you will be unable to attend as scheduled.

### **1 Credit Hour:**

- Tutor once a week (1.5-2 hours), for at least 12 weeks. At least 18 hours of tutoring, with at least one session per week for 12 weeks during the semester, will result in full credit. Every session below this minimum will result in the loss of 4 points in this area.

### **2 Credit Hours:**

- Tutor twice a week (3-4 hours), for at least 12 weeks. At least 36 hours of tutoring, with at least two sessions per week for 12 weeks during the semester, will result in full credit. Every session below this minimum will result in the loss of 2 points in this area.

### **3 Credit Hours:**

- In addition to the above, carry out extra projects to be determined in consultation with the instructor.

### **Graduate Credit:**

In addition to tutoring, students enrolled for graduate credit will create a portfolio of research-based curricular materials and/or strategies appropriate for tutoring English language learners. For full credit (10 points), these will be presented to the class at least 4 times during the semester. The portfolio, due at the end of the semester, will include at a minimum 8 resources and strategies, at least 4 of which are curricular materials created to assist tutors in these programs; and 8 one-page summaries describing the material or strategy, evidence of its usefulness, and information/tips for tutors on implementing it.

## **Tutoring Venues:**

### **Oasis Catolico Santa Rafaela**

- Elementary School students, Monday through Thursday, 3:00-5:00
- Orientation session, archdiocese paperwork, UGA paperwork, background check
- Orientation sessions on Tues. Aug. 23, Wed. Aug. 24, & Thur. Aug. 25, 3-6 p.m.

### Directions to Oasis Catolico:

Take Loop 10 (Athens perimeter) to the north of Athens and take Hwy 29 N. Drive past Athens Tech. Then, make a left onto Trail Creek Drive at the sign for Pinewood Estates

North, just to the right of a gas station. When the road splits, bear right. Finally, take a left onto G-H Street. The Oasis is the white trailer on lot G-21 (left side).

Contact: Sister Margarita Martin or Sister Marietta, [acjoasis@gmail.com](mailto:acjoasis@gmail.com)

UGA Student Worker: Beatriz Velez, [beedazed@uga.edu](mailto:beedazed@uga.edu)

CLASE Graduate Assistant: David Latimer, [dgl@uga.edu](mailto:dgl@uga.edu)

### **Pinewoods Library**

- Middle and High School students, Monday through Thursday, 4:00-6:00
- Orientation session, UGA paperwork, background check

#### Directions to Pinewoods Library:

The Pinewoods Library/Plaza Comunitaria is on lot G-10, next to Oasis. (See above.)

Contact: Maria Duarte or Miguel Vicente, [mvicente@arlsmail.org](mailto:mvicente@arlsmail.org), 706-613-3708.

CLASE Graduate Assistant: Brian Padilla, [padilla@uga.edu](mailto:padilla@uga.edu)

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

- Elementary and Middle School students, Monday through Friday, 3:00-4:30
- Boys & Girls Club paperwork, UGA paperwork, background check

#### Directions to Garnet Ridge Community Center:

Take Prince Avenue north, becoming Jefferson Highway (129N). Turn right on Jefferson River Road, then turn right on Garnett Ridge Drive, then right onto Elkview. The Center is located at 160 Elkview Drive (on the left, in a duplex).

Contact: Susan Wilson, 706-548-5001

CLASE Graduate Assistant: Brian Padilla, [padilla@uga.edu](mailto:padilla@uga.edu)

### **Course Schedule: (Note, any changes will be posted via WebCT and email.)**

#### Monday August 22:

Orientation, Paperwork, Course Overview and Expectations

#### Monday August 29:

Issues in effectively tutoring English Language Learners

Reading strategies for ELLs

<http://www.nwrel.org/request/2003may/general.html> General Principles for teaching ELL students

<http://www.literacyconnections.com/AdviceForReadingTutors.html> Advice and strategies for tutoring reading

#### Monday September 12: First Reflective Journal Due on WebCT

Teaching and tutoring contexts

Why is tutoring effective?

<http://smccd.net/accounts/perezf/tap/TutorTutor/mainmenu.html> Tutoring information

[http://www.ilovethatteachingidea.com/ideas/010424\\_stump\\_the\\_teacher.htm](http://www.ilovethatteachingidea.com/ideas/010424_stump_the_teacher.htm) Stump the Teacher

<http://www.interventioncentral.org/htmldocs/interventions/rdngcompr/reciptchnng.shtml>

Reciprocal Teaching

<http://www.interventioncentral.org/htmldocs/interventions/rdngfluency/prrdng.shtml>

Paired Reading

6000 students: Struggling readers .pdf article on WebCT

Monday September 26: Second Reflective Journal Due on WebCT

Language and culture—Impact on educational outcomes

Learning more about your tutees

Strengthening connections with the classroom teacher

[www.clarke.k12.ga.us](http://www.clarke.k12.ga.us) Clarke Co. School District

<http://www.gsci.org/ReportCenter/reportcenter.jsp>

<http://reportcard.gppf.org/DesktopDefault.aspx> School data and comparisons

Monday October 10: Third Reflective Journal Due on WebCT

Second language acquisition theory

Implications of theory for practice

<http://www.nwrel.org/request/2003may/overview.html> Strategies and resources for

mainstream teachers of English language learners: Overview of Second Language

Acquisition Theory

Monday October 24: Fourth Reflective Journal Due on WebCT

Teacher/tutor beliefs and their impact on educational outcomes

Griego Jones & Fuller chapter reading

Preservice tutoring article .pdf on WebCT

Monday November 7: Fifth Reflective Journal Due on WebCT

Supporting bilingualism and biliteracy

<http://www.ericdigests.org/1997-3/bilingual.html> Why bilingual education?

Literacy tutoring .pdf on WebCT

6000 students: [http://www.crede.org/research/llaa/1.1\\_es.html](http://www.crede.org/research/llaa/1.1_es.html) Thomas & Collier's research

Monday November 21: Sixth Reflective Journal Due on WebCT

More strategies for effective teaching

Sharing our learning

<http://www.interventioncentral.org/index.shtml#ideas> Other Intervention Ideas

Monday December 5: Final Evaluative Essay Due; Presentation Documentation Due

Final class

Presentations and discussions

Friday December 9: Tutoring Documentation Due for Semester; Graduate portfolio due (no meeting)