



EDUC 1950

Division: Social and Behavioral Science

Department: Education

Course: EDUC 1950

Title: Introduction to Literacy Tutoring

Catalog Description:

A course designed for students participating as literacy volunteers working with children at local schools and libraries. Focus is on the instruction of tutoring skills. Open to all students. Repeatable for credit.

General Education Requirements: N/A

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 2; Lecture: 1; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: N/A

Corequisites: EDUC 1955

Justification:

EDUC 1950, accompanied by the lab EDUC 1955, is a course that is intended as a partnership with the South Sanpete School District. Corrective instruction is changing; instruction is becoming more holistic and more collaborative. College students who think they may be interested in elementary education or early childhood education are strongly encouraged to take this opportunity to work with "real" students who are struggling to read. This course provides an opportunity to students contemplating a career in education helping them to assess their own capabilities and qualifications for effective service. Additionally, Snow College students have a unique chance to interact and impact learners from diverse culture and ethnic groups. This helps preservice teachers better understand the types of barriers elementary age students face when they cannot read at grade level.

Student Learning Outcomes:

Upon successful completion of this course, students will:

- analyze the role that self knowledge plays in helping students be more confident in their abilities in the classroom
- be able to describe the continuum of services and related services provided at the local elementary school
- be able to discuss the importance of family collaboration in educating the "whole" child
- be able to describe three strategies for classroom literacy

- be able to discuss the issues of learners raised in a culturally different environment.

Content:

This course will include:

- social realities confronting today's schools
 - typical social problems affecting schools and placing students at risk
 - a tutor's day
- learning to teach
 - essential knowledge needed to tutor
 - practical experience gained for becoming a teacher
- ethical and legal issues
 - your legal responsibilities as a tutor
 - legal rights of students and parents
- tutoring diverse learners
 - bilingual education
 - multicultural education
- addressing learner's individual needs
 - assessing students' needs as they develop
- creating a community of learners
 - setting the bounds of the tutoring sessions
 - creating a positive learning environment
- teaching with technology
 - educational technologies influencing schools
 - barriers that might limit the integration of technology into schools.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Working closely with an instruction specialist, students are expected to read and integrate materials from the assessments, lectures and outside readings.

2) Write clearly, informatively, and persuasively.

Students will have opportunities to write in a variety of styles, including personal and objective writing.

3) Speak effectively in a variety of contexts.

Discussion is expected and encouraged. Students will give lessons, insights and group presentations.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students will be expected to use some type of current technology in their lesson.

5) Apply a cultural and historical awareness to a variety of phenomena.

Many of the elementary students that the EDUC 1950/1955 students will be working with have English as a Second Language. The EDUC 1950/1955 students will need to become culturally aware to help the elementary students improve.

6) Apply computational skills to a variety of contexts.

Students will learn strategies for assessing behaviors, policies and values.

Key Performance Indicators:

- Students will be evaluated in the following manner:
 - class discussions: 30%
 - discussions on outside readings: 5%
 - student improvement (persistence rating): 50%
 - lesson taught to class: 5%
 - essays: 10%.

Representative Text and/or Supplies:

- Thomas G. Gunning, *Assessing and Correcting Reading and Writing Difficulties*, current edition.

Optimum Class Size: 25

Maximum Class Size: 25

Signatures:

I hereby submit this course syllabus:

Gary Parnell, ,

I hereby find this course consistent with the goals and resources of the Education Department:

Richard Squire, MEd, Instructor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)