



EDUC 1955

Division: Social and Behavioral Science

Department: Education

Course: EDUC 1955

Title: Introduction to Literacy Tutoring Lab

Catalog Description:

This lab is to be taken concurrently with EDUC 1950. It provides practical experience for students participating as literacy volunteers working with children at local schools and libraries. Open to all students. Repeatable for credit.

General Education Requirements: N/A

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 0; Lecture: 0; Lab: 4

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: N/A

Corequisites: EDUC 1950

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:

Because EDUC 1955 is the practicum component of EDUC 1950, it has the same outcomes.

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 practical experience gained for becoming a teacher:

- tutoring diverse learners
- setting the bounds of the tutoring sessions
- creating a positive learning environment

General Education Outcomes:

Key Performance Indicators:

Students do not receive credit for this lab that is separate from the credit received for EDUC 1950. The observations and assignments completed by students in this lab are assessed as part of the grade received for EDUC 1950.

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)