

**Education 140**  
**Tutoring and Guided Learning**  
**Spring 2011**

*Occidental Community Literacy Center*

Tuesday & Thursday 3:00-4:55

Room: Thorne 9

Professor Zamorano

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Office Hours: Tuesdays 11:30-1:30; Wednesdays 1:30-2:30,  
and by appointment

Office: Thorne 9C

**Course Description:**

This course is designed to give students experiences in tutoring individuals and small groups within the context of **Occidental's Community Literacy Center**. By providing needed learning assistance to their tutees, Occidental College students will have an opportunity to learn language arts strategies, become familiar with California State Language Arts Standards, and have a deeper understanding of the listening, speaking, reading, writing continuum.

**Required Texts:**

1. Roller, C.M. (1998) So What's a Tutor To Do? Newark, DE: International Reading Association. ISBN: 0-87207-191-X
2. Herrmann, B.A. (Ed.) (1994). The Volunteer Tutor's Toolbox. Newark, DE: International Reading Association. ISBN: 0-87207-394-7.
3. California Department of Education Grade Level Standards—on-line at <http://www.cde.ca.gov>

**Course Requirements:**

Two units of credit (no letter grade) are earned if all of the following course requirements are met:

1. Tutoring—includes a) interviewing and creating a schedule for your tutee; b) meeting with tutee twice a week; c) assessment; d) maintaining running records; e) student portfolio.
2. Two written reflections of your experience as a tutor.  
First due February 24th, Final Reflection due April 28.
3. EITHER a) Summary-Reaction-Application paper. Read an article on literacy related to the age group with which you are working. Write a two page paper that summarizes the article, expresses your reaction to the information, and informs the reader as to how you will apply this information to your current situation. Include appropriate bibliographic information, following APA style.

OR b) School site observation. More details to follow. The assignment you choose is due March 17.

4. Case Study, guidelines to follow, due April 28.
5. Participation in class discussions.
6. Jobs at the Center. Ongoing.

No more than three missed classes. If you have to miss make sure you arrange to have another person take on your tutee. Being more than 30 minutes late will be considered an absence.

Tutoring can be rewarding as well as challenging. With my experience of working with elementary students I am happy to sit in on a tutoring session, offer feedback, and help brainstorm effective strategies and approaches. Our classroom discussions offer time to share successes, struggles, and to hear your own inventive ways of addressing literacy, behavior, and positive interactions.

### **Expectations:**

- Punctuality
- Participation
- Professionalism

### **Responsibility**

You have a responsibility to your tutee:

- Appropriate language arts activities
- An efficient use of their time and yours
- Suitable dress
- Expectations which support success

### **Professionalism**

Some guidelines follow:

- Please do not allow yourself to be alone in a room with a child at any time. Always make sure that the doors to all rooms are open and that you can see others and they can see you.
- Do not contact the child after school hours.
- Do not engage the child in discussions regarding sex, drugs, or drinking.
- Should the child confide in you about any type of abuse that is being inflicted upon him/her, you must report it to me immediately.
- ALL STUDENTS MUST HAVE TB CLEARANCE BEFORE TUTORING

### **ACADEMIC HONESTY POLICY**

[http://classic.oxy.edu/resources/studenthandbook/Academic\\_Policies.htm](http://classic.oxy.edu/resources/studenthandbook/Academic_Policies.htm) .

### Technology Policy:

Reserve use of personal technology: cell phones, ipods, texting, etc, for OUTSIDE of class time. I will respond to emails Monday through Thursday until 7:30 in the evening.

### Food Policy:

*Please eat on your own time, before or after class.* Once the elementary students attend we will provide snacks during break for everyone during those 10-15 minutes.

### Course Outline

Date	Topic	Assignment	Assignment Due
1/18/11	Welcome to Occidental's Community Literacy Center. What do we do here?	Quick Write	Quick Write
1/20/11	Reading	TB Clearance	Read Chapters 1 and 2 in <u>So...What's a Tutor to Do</u> and Intro and Ch 1 in <u>The Volunteer Tutor's Toolbox</u>
1/25/11	Comprehension		Read Chapters 3 and 4 in <u>So...What's a Tutor to Do</u> ; Chapters 2 and 3 in <u>The Volunteer Tutor's Toolbox</u>
1/27/11	Writing Carousel of Activities Lesson Plans Parallel play Collaborations	Interview	Read Chapters 6 and 10 in <u>So...What's</u>
2/1/11	Literacy Center Opens! Binders Art Project		TB CLEARANCE!!!! Student Interview and Tutoring Schedule
2/3/11	Tutoring		3pm sharp: Class discussion
2/8/11	Tutoring		3pm sharp: Class discussion Struggles, successes, strategies
2/10/11	Tutoring		3pm sharp: Class discussion Struggles, successes,

			strategies
2/15/11	Tutoring	Guidelines for First Reflection, Summary Reaction Application Paper and School Site Observation	3pm sharp: Class discussion Read Chapter 11 in <u>So What's A Tutor</u> And Chapter 5 in <u>The Volunteer Tutor's Toolbox</u>
2/17/11	Tutoring		Running records read and returned
2/22/11	Tutoring		3pm sharp: Class discussion/ Mini-lessons
2/24/11	Tutoring		First reflection due Running records read and returned
3/1/11	Tutoring		
3/4/11	Tutoring Partnered Reading/writing or other collaborative literacy activity		Running records read and returned
3/8/11 3/10/11	SPRING BREAK		
3/15/11	Tutoring		3pm sharp: Class discussion- Struggles, successes, strategies
3/17/11	Tutoring Cooler/Marketplace day!		Running Records School Observation or Summary Reaction Application paper
3/22/11	Tutoring		3pm sharp: Class discussion/mini- lesson
3/24/11	Tutoring Partnered Reading/writing or other collaborative literacy activity		
3/29/11	Tutoring		Class discussion
3/31/11	Tutoring Publishing day: students share their original writing		Running records

	Partnered Reading/writing or other collaborative literacy activity		
4/5/11	Tutoring	Showcase guidelines	Class discussion
4/7/11	Tutoring Partnered Reading/writing or other collaborative literacy activity	Work on showcase project	Running Records
4/12/11	Tutoring		Class discussion
4/14/11	Tutoring Partnered Reading/writing or other collaborative literacy activity		
4/19/11	Tutoring		
4/21/11	Tutoring Prepare for Showcase Cooler/Marketplace		
4/26/11	Last Tutoring Day Showcase!		Thank you note to student. Student work to parents
4/28/11	Wrap up discussion Evals		Progress Report Final Reflection and Student Case Study

*Students who need different or additional accommodations in order to meet the course requirements are invited to meet with me.*