Teacher Education 362
FIELDWORK IN COMMUNITY SETTINGS

Tutoring as Community Service
San Diego State University | Spring 2014

Course Instructor: Cynthia Darché Park, Ph.D., Professor, Teacher Education
Office: PSFA 141 Suite and Dede Alpert Center @ 4283 El Cajon Blvd., Ste. 100
Phone: 619-594-2349 (office) | Email: cpark@mail.sdsu.edu

Service-learning Team: Nadia Rohlinger, M.A., Coordinator of Service Learning;
Kyra Freeburg, M.S., Tutor-training Specialist; Verlena Livingston, B.A., Admin. Assistant
Pathways Office: ED 107
Phone: 619-594-8626 | Email: pathways@mail.sdsu.edu
Website: http://pci.sdsu.edu/servicelearning

Supports
Internet sites: available from instructors during selected class sessions and posted on Blackboard.

Meetings
Tues. 2-3:15 p.m. (1/28 – 5/6), Thurs. 2-3:15 p.m. (1/30 – 2/20), NE 172

Seminars (for all tutors including returning tutors choose from either option stated below)
Thursdays NE 172 (2:00 – 3:15 p.m.): Jan. 30th, Feb. 27th, TUESDAY, MAR. 11th, Apr. 24th
Mondays NE 73 (4:00 – 5:15 p.m.): To be determined

Dr. Park’s Office Hours
By appointment please call 619-594-2349.

Pathways Office Hours
Monday & Tuesday: 8am – 4pm | Wednesday: Closed | Thursday & Friday: 8am – 4pm

Required Textbooks and Materials
Most required readings will be posted on Blackboard. You will be required to print and bring selected readings to class for a discussion and/or an activity. Supplementary websites will be suggested for selected topics.

Training Date: Saturday, February 8, 2014 from 9 a.m. to 4:00 p.m. in the Student Services West Bldg., Room 1500. This is for NEW TUTORS ONLY!
Course Description

This course trains you to assist middle and high school students with reading and writing in math, science, and social studies through a service-learning experience.

The course aims to enable you to apply tutorial strategies to improve your tutees’ skills in reading or math fluency and comprehension. The course prepares you through lecture, discussion sessions, and reflection on the tutorial experience. Expert guest lecturers will conduct selected classes. You will be exposed to basic principles of how students learn to read and the challenges they and their teachers face in meeting state standards. This includes making connections between theories and models of instruction such as a rhetorical approach to reading and understanding text. Assisting English Learners is a principal focus of this course.

Through your reflection on your interaction with middle or high school students and their teachers you will become better students, listeners, questioners, readers and writers.

Required Documentation:

Prior to receiving a school placement, students working with public schools must complete and submit all documentation required by California and the SDSU Research Foundation. See Service-learning Documentation on Blackboard) by February 10, 2014. All documentation should be received by this date.

Course Objectives

Upon completion of this course you will be able to:

1. State what service learning is and what it is not.
2. Engage in three activities with a class member that will support the formation of a learning community in this class (including activities in the Saturday tutor training).
3. Describe how knowledge of the way educationists measure intelligence helps or hinders tutoring and teaching (blog).
4. Describe the characteristics of effective tutors.
5. Describe and explain how middle and high school students learn to read.
6. Identify challenges students with different learning characteristics experience in learning how to read and/or how to compute.
7. Apply effective tutoring practices in simulated settings during class time and transfer these skills to tutoring in school settings.
8. Reflect on processes, challenges and experiences with secondary school students in the school tutoring settings.
9. Describe cross-cultural and cross-linguistic issues and factors involved in secondary students’ academic/literacy achievement; and
10. Demonstrate sensitivity and respect in interactions and problem-solving using multicultural knowledge and skills.
11. Become aware of the problems, schools, teachers, counselors and administrators face in addressing the achievement gap.
Course Requirements:

1. **Attendance** at regularly scheduled class meetings and active participation in class discussions. Tuesday and Thursday classes meet twice a week through February 20, 2014 and once a week on Tuesdays during the remainder of the semester beginning January 28, 2014.

Program announcements and logistical information will be shared in class and on Blackboard:

   http://blackboard.sdsu.edu/

**All NEW tutors must attend the tutor-training retreat on Saturday, February 8, 2014 from 9:00 a.m. to 4:00 p.m. in the Student Services West Building, Room 1500.**

**Seminars.** Returning tutors who are taking this course again are required to attend the following seminars:

   - The first class meeting (Tuesday, January 28, 2014)
   - Seminar: Thursday, January 30, 2014 (or Monday seminar date)
   - Seminar: Thursday, February 27, 2014 (or Monday seminar date)
   - Seminar: Tuesday, March 11, 2014 (or Monday seminar date)
   - Seminar: Thursday, April 24, 2014 (or Monday seminar date)
   - The last class meeting (Tuesday, May 6, 2014)

2. **Participation in class** is weighed heavily. The insights and information learned through social interaction with peers are essential to your learning.

**Assuming that all other requirements are fulfilled at the exemplary level, you may ensure earning an “A” in the course by attending all scheduled class meetings with an excused absence for no more than two of them. You will lose one percentage point for every absence after the first two excused absences. You will lose one-half percentage point for every tardy after the first two meetings of the semester.**

To earn all participation points you must also complete the “Teach Me” presentation at an acceptable level of skill.

This is a pre-professional training program. We expect each student to adhere to minimum standards of professionalism.

Come to class with the required materials for each course meeting. They will be used for group and individual activities at selected class meetings. Readings and assignments as well as tutors’ experiences, concerns and questions will be shared, analyzed and discussed in class or at seminar.

3. **School site field experience commitment and responsibilities:**
   Volunteer tutors must spend a minimum of **4 hours per week** at the school site.
Paid America Counts tutors may spend as much as 15 hours per week at school sites depending on their eligibility.

If for any reason you will be unable to attend a tutoring site session:

- Give at least 24-hour notice whenever possible. Call the Pathways Office at 619-594-8626, or email pathways@mail.sdsu.edu at any hour to inform the service-learning team. Call or email the site coordinator and the classroom teacher.
- Failure to notify any of the appropriate persons may negatively affect your grade.

Tutor’s Role: Tutors are role models of what a successful college student looks like. Tutors work closely with secondary school teachers and students in the classroom to assist and tutor students during the school day or in some cases after school. Tutors prepare students for the rigors of academic, social and psychological expectations of college. Tutors are NOT expected to serve as an assistant for the teacher. The tutor’s main role is working with students. A part of the tutor retreat and a part of a class session will be allotted to this.

For new tutors, tutoring is scheduled to start the week of February 10th and lasts until the end of the semester. Some of you, especially returning tutors, have started earlier and some of you may continue through the End of May.

The logistics for placement and supervision of your service-learning experience is managed by the staff in the Pathways Office (ED 107).

4. Tutor Session Logs and Documentation: Because this is in large part a grant-funded project, we must keep records and reports as required by the U.S. Department of Education. Each tutor will receive a Tutor Session Log Folder. Tutor Session Logs for each work period should be turned in with the monthly timesheets. Failure to turn in Tutor Session Logs will be recorded as a missing assignment. Please fill out each portion completely and accurately. All tutors will turn their logs in to the Pathways Office with their monthly timesheet in ED 107.

5. Literacy Tutor Reflection: This assignment is a 3-4 page narrative reflection in response to your growth in knowledge and self-confidence in tutoring skills based on changes in and/or affirmation of your experience as a tutor during the semester. This will constitute your final exam, and is due at the latest by May 13th, by 11:59 p.m. This assignment will be turned in electronically in the Assignments section of Blackboard as an attachment.

6. Blackboard Blog Discussion. You are required to post one blog entry in response to each of three blogs that will be started by the instructor on Blackboard; these blogs will have questions posted for discussion. You must also comment on at least four classmates’ blog entry responses per blog discussion assignment. Each blog entry may have a maximum of five student comments. Once this maximum is reached, you must comment on a different blog entry. Each Blackboard Blog Discussion round counts for 6 points (3 points for your blog entry, ½ point each per comment on a classmates’ blog entry).

7. Tutor Final Evaluation from Teacher: There are no Midterm Evaluations in the spring semester. You are responsible for obtaining the End of Year Tutor Evaluation completed by each cooperating teacher and submitting it to the Pathways Office by April 25th.

8. Student Data Forms: You are responsible for turning in 20 completed Student Data Forms for the students you are working with as a tutor (available on Blackboard under
Tutor Documentation). The first 15 forms are due March 24th and the last 5 forms are due May 5th.

Course Requirements for Returning Students:

1. Returning tutors must attend a minimum of six meetings for the semester; the first and last class meetings of the course in which they enrolled and the four monthly seminars (either on Tuesdays or Thursdays, see schedule above under Seminars).

2. Returning students are not required to attend the tutor training in the spring.

**TO EARN A GRADE OF “A” IN THE COURSE A STUDENT MUST ATTEND ALL SIX REQUIRED MEETINGS IN ADDITION TO FULLFILLING THE REQUIREMENTS BELOW.**

3. School site field experience commitment and responsibilities:

   Volunteer tutors must spend a minimum of **4 hours per week** at the school site.

   Paid America Counts tutors may spend as many as 15 hours per week at school sites depending on their eligibility.

4. **Tutor Session Logs and Documentation:** Because this is in large part a grant-funded project, we must keep records and reports as required by the U.S. Department of Education. Each tutor will receive a Tutor Session Log Folder. Tutor Session Logs for each work period should be turned in with the monthly timesheets. Failure to turn in Tutor Session Logs will be recorded as a missing assignment. Please fill out each portion completely and accurately. All tutors will turn their logs in to the Pathways Office with their monthly timesheet in ED 107.

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Grading and Evaluation

Class work, projects and written assignments will be weighed for the total course grade according to the following weighted scale:

Class Participation; includes:
   “Teach Me” presentation (6 pts)
   Reciprocal teaching simulation (10 pts)
   Attendance at class meetings and/or Seminars (23 pts) ..........39%
Tutor Reflection (at the end of the course)..................................................18%
Blackboard Blog Discussion Reflections (3 @ 6 pts. Each).......................18%
Cooperating Teacher End of Year Evaluation (10 pts)..............................10%
Twenty (20) Student Data Forms (1/2 pt. per data form).......................15%

All written assignments will be typed, double-spaced in continuous narrative portions and edited for usage and mechanical errors. The content of all projects and assignments will be evaluated based on the level of higher order thinking skills demonstrated by the student according to the criteria for grading included in this syllabus. Any papers not submitted to Blackboard by the end of the day on the date due will be designated late. Late papers will be penalized two percent for each day past the due date until posted on Blackboard.
# Fieldwork in Community Settings

## SCHEDULE OF TOPICS & ASSIGNMENTS

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<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings/Assignments</th>
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<tr>
<td><strong>JANUARY</strong></td>
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| Tuesday Jan. 28th MANDATORY First day of class | • Introduction to the class  
• Overview of Service Learning [10 min.]  
• Icebreaker [20 mins.]  
• Review of requirements and expectations for the course, syllabus [15 min.]  
• Experiential learning theory | “Service-Learning Documentation”  
Syllabus handout  
Generate FAQs  
Be sure to access Blackboard by February 3rd  
[Website: What is service learning?](#)  
[What service learning is not](#)  
[Link: Experiential Learning Theory](#)  
[Link: http://www.aee.org/about/whatIsEE](#) |
| Thursday Jan. 30th MANDATORY SEMINAR | Monthly Seminar #1  
Topic: Introduction to learning styles | Monday Seminar also available, see Seminars section of the syllabus |
| **FEBRUARY**    |                                                                        |                                                                                      |
| Tuesday Feb. 4th | Guest Lecture: Dr. Valerie Pang  
Discussion:  
• Multicultural Education and Ethnic/Racial/Gender Diversity | Access and read before class:  
[Link: Learning Community A Definition](#)  
Assignment due: Come prepared to discuss how a class such as ours could become an authentic learning community and what are the advantages and disadvantages.  
Assignment for tutor training: Identify activities at the tutor training that support the formation of learning community |
| Thursday Feb. 6th | Lecture: [30 mins.]  
• Formation of learning community  
• What are the conditions to form a learning community?  
• What are the advantages to forming a learning community? |  
Discussion: [45 mins.]  
• What is our common vision, common will and how do we make enough time? [20 mins.]  
With a partner come up with one activity that increases the possibility that this class will become a learning community. [20-25 mins.] |
| Saturday Feb. 8th MANDATORY | Saturday Tutor Training 9 a.m. – 4 p.m. in Student Services West Building, Room 1500 FOR NEW TUTORS ONLY!! |  
Lecture:  
• The culture of classrooms  
• Gaining entre and the protocol of being in schools (PowerPoint: Looking into Classrooms)  
Assigned: Blackboard Blog Entry #1 (What is Service Learning and how does it support the formation of learning community), **DUE Feb. 13th, by 11:59 p.m.**, four comments due Feb. 15th, by 11:59 p.m. |
<p>| Tuesday Feb. 11th |                                                                        |                                                                                      |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>Thursday</td>
<td><strong>Discussion:</strong> [20 mins.]</td>
<td>• The formation of learning community through the Saturday tutor training</td>
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</table>
| Feb. 13th  | **Lecture:**                                                                             | • Looking into Classrooms (continued)  
• Components of classroom climate  
• Systematic ways to document classroom observations                                                                                                                                                                                                                     |
|            | Assignment due: Come prepared to discuss how the activities at the tutor training support the formation of a learning community.                                                                                                         |
| Tuesday    | **Lecture:** [25 mins.]                                                                   | • Modern approaches to intelligence: Gardner’s Theory on Multiple Intelligence  
• Discussion of assigned reading  
• Learning Styles and Multiple Intelligences  
• Multiple Intelligences Inventory                                                                                                                                                                                                                           |
| Feb. 18th  | **Process:** small group discussion on: [20 mins.]                                         | 1. Take Multiple Intelligences Inventory  
2. Do you think Gardner’s theory is an improvement over classical theory, why or why not?  
Process: sharing of structured observations in small groups [30 mins.]                                                                                                                                                                                                 |
|            | Assignment due: Blackboard Blog Entry #1 by 11:59 p.m.                                                                                         | Read “The First Seven” on Blackboard  
Download, print and bring to class: “Multiple Intelligences Inventory” on Blackboard  
Assignment: Blackboard Blog Entry #2 (Classroom observations: what did you learn from your structured observation in your classroom placement?), DUE Feb 20, by 11:59 p.m., four comments due Mar 4, by 11:59 p.m. |
| Thursday   | **Introduction to simulation as a form of experiential learning:**                       | • What is a simulation?  
• What is role play?  
• What is the debrief?  
Experiential learning process: Students and teacher will begin playing BaFa’ BaFa’.  
It is a face-to-face learning simulation intended to improve our cultural competency.  
**NOTE** Class only meets on Tuesdays after this date** | Assignment due: Blackboard Blog Entry #2 by 11:59 p.m.  
Access and read before class: Role Playing/Simulation on Blackboard  
Supplemental material:  
-Role playing, games and simulation examples on Blackboard  
-AGPA Simulations/Role Play |
| Feb. 20th  | **Form “Teach Me” presentation groups**                                                   | Assignment: Work together in teams of three to plan, design and implement a 10-minute tutoring simulation/role play for October 10. This will fulfill your “Teach Me” presentation requirement in partial fulfillment of your participation grade.  
**View on Blackboard:** Example tutor scenarios and definition of “Teach Me” presentation |
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<tr>
<td>Feb. 27th</td>
<td>Monthly Seminar #2</td>
<td>Mandatory Seminar. Topic: <em>What to expect in the classroom</em>. Monday Seminar also available, see <em>Seminars</em> section of the syllabus.</td>
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<tr>
<td>Mar. 4th</td>
<td>Continuation of Teach Me</td>
<td>Assignment: Work together in teams of three to plan, design and implement a 10-minute tutoring simulation/role play for October 10. This will fulfill your “Teach Me” presentation requirement in partial fulfillment of your participation grade. View on Blackboard: Example tutor scenarios and definition of “Teach Me” presentation.</td>
</tr>
<tr>
<td>Mar. 11th</td>
<td>Monthly Seminar #3</td>
<td>Mandatory Seminar also available, see <em>Seminars</em> section of the syllabus.</td>
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<tr>
<td>Mar. 18th</td>
<td>Introduction:</td>
<td>Download, print and bring to class: Structured observation instrument (for the video) on Blackboard. Criteria for designing a reciprocal teaching lesson. Download and Read: <em>Reciprocal Teaching: A Reading Strategy</em> Assignment: Work with your group to plan and present your reciprocal teaching simulation on Mar. 25th or Apr. 8th 15 Student Data Forms Due to Pathways Office by March 24th End of Year Tutor Evaluation Due to Pathways Office by April 25th</td>
</tr>
<tr>
<td>Mar. 25th</td>
<td>Continuation of Reciprocal Learning</td>
<td>Download, print and bring to class: Observation checklist to observe reciprocal teaching presentations Group demonstrations of an aspect of reciprocal learning.</td>
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</table>
### Continuation of Reciprocal Learning

**Simulation:** [60 mins.]  
Present simulation of reciprocal teaching exercise you have developed in your groups

**Download and Read:**  
*Question Answer Relationship: Teaching Children Where to Seek Answers to Questions* on Blackboard

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### Lecture

- **Lecture:** [30 mins.]  
- What is a “meta?”
- What is metacognition?
- What is metamemory?
- What is metacomprension?
- What is self-regulation?
- Can these dispositions be taught?

**Demonstration:** [45 mins.]  
- Metacognitive skills for academic success
- Note Taking and Graphic Organizers
- The Cornell System, K-W-L, Story Map, discussion web, Organizational patterns

**How’s it going? (Discussion)**

- **Assignment:** Blackboard Blog Entry #3 (Problems in the classroom), **DUE Apr. 22, by 11:59 p.m.**
  four comments **due April 24, by 11:59 p.m.**

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### Discussion

- **Discussion:**  
- What are the problems you see in classrooms?
- How can they be solved?
- What project could you envision to help teachers and schools improve teaching and learning for low-income students?

- **Assignment due:** Blackboard Blog Entry #3 **by 11:59 p.m.**, four comments **April 24, by 11:59 p.m.**

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### Monthly Seminar #4

**Topic:** Assess why you think you have been an effective tutor and what lessons have you learned?

**Final 5 Student Data Forms Due to Pathways Office by May 5th**

**End of Year Tutor Evaluation due to Pathways office by April 25th**

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### Debate/Discussion

- **Debate/Discussion:**  
- What are the State and National issues in education?

- **Reading Assignment:**  
  Consult your blog entry #3 and your comments as a basis for this discussion.

**TBD**

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### May

#### Full class discussion: [75 mins.]
- Service learning redux
- Assessment of class process and outcomes
- What is a comprehensive tutor reflection?
- Tutor Appreciation

**Have you done your online evaluation of this class?**

- **Access and read:** Rubric for final tutor reflection on Blackboard
- **Assignment:** Tutor Reflection Final Paper due by **11:59p.m., Tuesday, May 13th**

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**Submit your tutor reflection on Blackboard by 11:59 p.m. on this date**