

TEP 134/139
Tuesdays 3:30-5:50

Fall 2005
Rusty Bresser

SYLLABUS

Introduction to Literacy and Numeracy Tutoring

This course provides UCSD students with an opportunity to serve as tutors to elementary school children. The UCSD tutors will work primarily with underserved populations in low to middle income neighborhood schools in San Diego County. Teaching research and methodology will be explored and applied to tutoring settings. The place of public service in U.S. society and the social and political organization of the schools will be explored. Students will examine philosophical, sociological, and political issues which relate to education systems in the U.S. and the academic achievement of students.

All readings, lectures, discussion sections, assignments, and field placements are selected to help achieve the goals of the course:

1. to learn practical and meaningful ways to assist children in the school setting
2. to explore schools' structures and roles in the community
3. to reflect on public service and its impact on individuals and communities

TPEs Addressed: 4,5,8

Readings:

Required:

Xerox packets of Required Readings and Course Supplement
(available through University Reader Service, 619/540-8789)

Class Personnel:

Instructor:

Rusty Bresser.....858/822-3394
bbresser@ucsd.edu

Office Hours:

Mondays, 10-12 or by appointment
UCTR 519 (upstairs)

Teaching Assistants:

Pam Long pam@thewritingnet.org
Rick Smith rjsmith@ucsd.edu

Course Organization:

This course is divided into several parts. There are a series of lectures and guest presentations dealing with the topics listed on the course schedule. Another component is the field experience in which students serve as tutors to elementary school children for at least 40 hours during the quarter. In addition, students discuss their individual field experiences in relation to course readings and lecture presentations.

Course Expectations:

Because this course has a field component, there are expectations for students that go beyond that of the usual course. All students are expected, *at minimum*, to:

1. Regularly participate in assigned field experience for a minimum of 40 hours over the ten-week quarter.
2. Maintain regular contact with the cooperating teacher.
3. Complete assigned readings.
4. Attend all class meetings and discussion sections.

Failure to complete these minimum course requirements will severely affect final course grades.

Student Evaluation:

Course grades will be based on punctuality and consistency of volunteer hours, regularity of attendance at lectures, quality of participation and contribution to discussions, and timeliness and quality of written assignments. Points for paperwork will be assigned as follows:

Weekly Journals	4 points each
Teacher Intro Letter	5 points
Orientation Booklet	5 points
tb test results	5 points
Activity Analyses	15 points each
Final Project	48 points

Specific criteria for written assignments will be distributed in class.

Lecture Topics and Readings:

- Session #1 Overview: Introduction and Course Expectations
9/27
- Session #2 Reading Instruction Overview
10/4 **read:**
Graves, Building a Literate Classroom excerpt
Opitz, Goodbye Round Robin excerpt
Stires, “Reading and Talking”
due:
journal assignment 1: response to the readings
teacher intro letter
- Session #3 Math: Number Sense
10/11 **read:**
Ohanian, Garbage Pizza, Patchwork Quilts and Math Magic excerpt
Burns, Math: Facing an American Phobia excerpt
due:
journal assignment 2
tb test results
orientation guide
- Session #4 Learning Environments
10/18 **read:**
Zetterman, “Composing a Teacher Study Group”
Morrow, “Designing a Classroom to Promote Literacy Development”
Cohen, “Making Cooperative Learning Equitable”
due:
journal assignment 3
- Session #5 Science Education
10/25 **read:**
Deal & Sterling, “Kids Ask the Best Questions”
Pearce, “What If”
National Science Standards
due:
journal assignment 4
Literacy Activity Analysis
- Session #6 Writing
11/1 **read:**

Karelitz, “Note Writing: A Neglected Genre”
Calkins, The Art of Teaching Writing excerpt
due:
journal assignment 5

Session #7 The Mathematics Curriculum
11/8 **read:**
Hiebert, “Equity and Accessibility”
Schmidt, “A Vision for School Mathematics”
due:
journal assignment 6

Session #8 The Arts and Education
11/15 **read:**
Eisner, The Kind of Schools We Need excerpt
Allen, “In the Front Row”
Gaining the Arts Advantage “The Findings” (www.pcah.gov/gaa/)
due:
journal assignment 7
Math Activity Analysis

Session #9 Working with English Language Learners
11/22 **read:**
Zehler, “Working with English Language Learners: Strategies For
Elementary and Middle School Teachers”
Bean, “Talking with Benny”

due:
journal assignment 8

Session #10 Summary of Experiences
11/29 **read:**
Kohn, The Schools Our Children Deserve excerpt
Rose, Possible Lives excerpt
due:
journal 9

Field Experience:

Students will participate in a field experience component in which they will be assigned to an elementary school classroom. Students are expected to work in various academic capacities with children, contributing 4-6 hours per week for the quarter (a minimum of

40 hours per quarter). **Students must establish and maintain a regular schedule of visits throughout the quarter.** In setting up the schedule, and in providing assistance to the school and the children, students must be responsive to the needs of the children and the professional development goals of the host teacher. Individual tutoring and small group instruction are appropriate activities.

Journals:

Journal entries are a place for students to record the events and impact of their field experiences. Journals also provide an arena for connecting fieldwork, course readings, lectures, and discussion topics. A detailed description of journal assignments and format will be distributed.

All journals must include the following information in Section 1:

your name	date	journal #
name of school	teacher and room #	grade
dates and times of your visits during the week		total # of hours at site to date

Course Assignments:

During the quarter students will be assigned several projects. These tasks have two functions. They will heighten students' awareness of topics and issues in education. In addition, they will augment the students' impact as tutors. The assignments include conducting an orientation for the hosting teacher, planning and implementing learning activities, and interacting with the educational community. The specific criteria for the projects will be discussed in class.

Final Assignment:

The final project will include information from the journal and written assignments, as well as analysis of the issues raised in the course lectures, readings, and discussions and their relevance to the field experience. A more detailed description of the final project components will be distributed in class.