

This course introduces students to working with children who are struggling with reading and writing from Kindergarten to grade six. Students will learn about philosophies and theories related to literacy instruction for all and for those who struggle. Students will learn what research has revealed about how children develop skills and conceptual knowledge that enable them to successfully learn to read and write. Finally, the course addresses how to assess children's needs to guide instruction.

The PLC portions of the class will include discussions of the reading difficulties of the children being tutored, with suggestions about strategies for instruction. Another part of the class will be more traditional, with a list of literacy topics discussing strugglers in general. The required module on school law will also be part of the course.

New Jersey Professional Standards for Teachers (2014)¹:

The course will build on the New Jersey Professional Standards for Teachers numbers 9, 10, and 11. It will be concerned with Danielson's Domain #4, Professional Responsibilities, in areas 4c, Communication with Families, 4d, Participating in a Professional Community, 4e, Growing and Developing Professionally, and 4f, Showing Professionalism. Students will have opportunities to participate in a professional community, grow and develop professionally, add to their professional learning, and show professionalism. Students will be engaged in leadership, collaboration, ethical practice, and communicating with families and school personnel. Students will meet with school personnel and with the parents of the child they tutor. They will offer suggestions about how parents can be of help in their child's literacy development at home.

Council for the Accreditation of Education Professionals (2013)²:

Standard One: Content and Pedagogical Knowledge

Course catalog description:

This section of the Teaching Professional is for students interested in extending their experience with children by working with them to enhance their reading ability while also enhancing their own teaching ability. Tutoring will occur after school in a local district. Children will be tutored in a one-to-one setting. Using the expertise they have gained from course work in literacy and student teaching, or university students will learn to help children with reading and writing and with improving their self esteem. The course will follow a hybrid model, with some classes in person and the rest online.

Other description of course purposes, context, methods, etc.:

Students will have the opportunity to grow as they attend class, which will be run partially as a PLC (professional learning community). During class time the tutors will discuss the child

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

they are tutoring with their peers and the instructor. They will collaborate by helping each other with strategies and sharing success experiences. In addition to the PLC format, there will be an organized set of topics to read about and discuss dealing with literacy instruction when the class meets in person and online. There will also be readings and discussions about strugglers in general and issues about after school programs.

Rutgers students will work in the after-school program in compliance with legal and ethical rules. They will teach with integrity and reliability. They will work at building good relationships with the children they tutor, with the parents, and the teachers involved. Children who struggle often have low self esteem and feel very much alone. The relationship that grows between the tutor and the struggling reader is as important as the teaching. If the child feels good about the tutoring sessions s/he will work hard for the teacher. The experience of tutoring a struggling child with the support of the PLC and the class instructor will enhance the tutor's professional knowledge. S/he will demonstrate professionalism by dressing properly, being on time, and developing a good rapport with the child s/he tutors.

Required texts:

- Walker, Barbara J. and Morrow, Lesley M., ed. *Tips for the Reading Team: Strategies for Tutors*, and International Reading Association publication. Cost: approximately \$4.00.
- Morrow, Lesley M. and Walker, Barbara J., ed. *The Reading Team: A Handbook for Volunteer Tutors*, an International Reading Association publication. Cost: approximately \$4.00
- The Tutoring Bag: we will create these from our materials at our first class. Cost: under \$20.00

Student Learning Outcomes

By the end of the semester, students will:

- study research, theory, and policy about literacy development and about those who struggle
- discuss strategies for practice in reading, writing, oral language, listening, and viewing from the constructivist and explicit instructional perspectives
- discuss how to integrate literacy instruction throughout content areas to view reading and writing as integral parts of all subject
- explore how to motivate children using relevant instructional materials
- organize and manage literacy instruction in a one-to-one setting
- review the organization of the tutoring hour, assessment, keeping records, and planning
- discuss topics of importance including: Common Core State Standards, assessment, diversity, technology, and family literacy
- learn strategies and the necessity for building rapport with struggling students
- tutor struggling readers in a New Brunswick School once each week for an hour
- master the law module for the course

Grading policy:

Grading Scale	Grading Summary
A = 90-100	A = Outstanding work
B+ = 87-89	B = Good work
B = 80-86	C = Satisfactory work
C+ = 77-79	F = Failing work (also stopped attending without withdrawing)
C = 70-76	
F = 69 and below	

Academic Integrity Policy:

Academic integrity is essential to the success of the educational enterprise and breaches of academic integrity constitute serious offenses against the academic community. Every member of that community bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Only through a genuine partnership among students, faculty, staff, and administrators will the University be able to maintain the necessary commitment to academic integrity.

The University administration is responsible for making academic integrity an institutional priority and for providing students and faculty with effective educational programs and support services to help them fully understand and address issues of academic integrity. The administration is also responsible for working with other members of the academic community to establish equitable and effective procedures to deal with violations of academic integrity.

Violations of Academic Integrity include any involvement with cheating, the fabrication or invention of information used in academic exercise, plagiarism, facilitating academic dishonesty, or denying others access to information or material, and any violation may result in disciplinary action being taken at either the college or university level. Breaches of academic integrity can result in serious consequences ranging from reprimand to expulsion.

I will follow the policy strictly. It is expected that you comply with standards of academic integrity in this course. If you need assistance in an assignment or course content, please seek assistance from your professor or other appropriate resources. Assignments should be your own work, except in cases where it is a group product. Any resources that are used to guide your thinking and/or written work should be appropriately referenced. The consequences for violating policies of academic integrity and other elements of the student code of conduct are serious.

Course Requirements

Attendance Policy

Attendance during class and tutoring sessions is mandatory. It is expected that every student will be in class every day. This is especially true when we are tutoring. If you will be absent (or late to class) please email me beforehand at: maureenmchall@gmail.com. As a future teacher who will be expected to be on time for teaching assignments and professional duties, you must be punctual.

Summary of Requirements

The major assignment for the course will involve a case study of the student being tutored. Several authentic assessments will be used to determine the reading level of the child and the specific problems they may have in word study, vocabulary, comprehension, fluency, and writing.

Students will make recommendations for instruction. They will write lesson plans for each session they have with their student and keep a log of notes about each session. This will happen each week for twelve weeks.

The student will run a similar battery of assessments at the end of the twelve sessions. S/he will write a report about the child's reading level at the end of the sessions and what needs the student has at that time.

Course Schedule by Week

Week	Topics to be Covered	Assignments & Readings
1: January 19	<ul style="list-style-type: none"> • The Rutgers Reading Club: organizing and managing the Club to meet individual needs through differentiated instruction. Theories of learning, literacy perspectives, integrating the language arts, the CCSS 	<ul style="list-style-type: none"> • Read pp. 1 – 15 in <i>The Reading Team: A Handbook for Volunteer Tutors</i>. Come to class prepared to discuss the material.
2: January 26	<ul style="list-style-type: none"> • Literacy and Diversity: meeting the needs of children with special concerns, how we deal with struggling readers, intervention programs and strategies. Organizing your instruction 	<ul style="list-style-type: none"> • Read pp. 16 – 26 in same book. Come to class prepared to discuss the material. • Practice administration of assessments once again to be sure you're ready!
3. February 2 or 3	<ul style="list-style-type: none"> • Language, Literacy, and Vocabulary Development: Your first session – evaluation materials, recording and analyzing data, vocabulary objectives, strategies, materials, and assessment 	<ul style="list-style-type: none"> • Our first session with the children! • We will be assessing and conducting an inter-active read aloud with our students. • Create a profile of the child(ren) you will tutor in spreadsheet form.

		<ul style="list-style-type: none"> • Create first lesson plan
4. February 9 or 10	<ul style="list-style-type: none"> • Phonemic Awareness, Phonics, and Word Study: discussion about testing and recording. Discussion on planning a tutoring session. 	<ul style="list-style-type: none"> • Profile of the child(ren) you are tutoring is due. • Read pp. 27 – 36 in same book. • First lesson plan is due
5. February 16 or 17	<ul style="list-style-type: none"> • Developing Comprehension and Fluency: Discussion about the objectives, strategies, materials, and assessment 	<ul style="list-style-type: none"> • Read pp. 1 – 15 in <i>Tips for the Reading Team: Strategies for Tutors</i>. • Lesson Plan is due.
6. February 23 or 24	<ul style="list-style-type: none"> • Developing Writing and Early Literacy Development: discussion and strategies. Materials, objectives, assessment, and writing 	<ul style="list-style-type: none"> • Read pp. 16 – 27 in Tips Book • Lesson Plan due
7. March 1 or 2	<ul style="list-style-type: none"> • Motivating Literacy Development: Progress in the Club, strategies and materials to create motivated readers and writers 	<ul style="list-style-type: none"> • Read pp. 28 – 37 in Tips Book • Lesson Plan due
8. March 8 or 9	<ul style="list-style-type: none"> • Materials: selection and evaluation of materials for literacy development with young children. 	<ul style="list-style-type: none"> • Read pp. 38 – 52 in Tips Book • Lesson Plan due
9. March 22 or 23	<ul style="list-style-type: none"> • Literacy and the Family: how to involve parents in the Reading Club and how to involve them in literacy at home 	<ul style="list-style-type: none"> • Read pp. 53 – 75 in Tips book • Lesson Plan due
10. March 29 or 30	<ul style="list-style-type: none"> • Assessment Issues: preparing for post-testing in the Club, developmentally appropriate testing, meeting standards 	<ul style="list-style-type: none"> • Read pp. 76 – 87 in Tips book • Lesson Plan due
11. April 5 or 6	<ul style="list-style-type: none"> • The Law Module 	<ul style="list-style-type: none"> • Lesson Plan due
12. April 12 or 13	<ul style="list-style-type: none"> • The Law Module, continued 	<ul style="list-style-type: none"> • Lesson Plan due • Practice administration of final assessments.
13. April 19 or 20	<ul style="list-style-type: none"> • The Law Module, continued • Post-assessment of students at session today. 	<ul style="list-style-type: none"> • Prepare post testing spreadsheet and attendance spreadsheet. Due next week.
14. April 26 or 27	<ul style="list-style-type: none"> • The Law Module, continued 	<ul style="list-style-type: none"> • Celebration at GBCS. Remember to bring your assigned material.

		<ul style="list-style-type: none">• Post-testing and attendance spreadsheet due today.
	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•