

EDU 0007 - TUTORING ELEMENTARY STUDENTS IN READING

Catalog Description

Prerequisite: Eligibility for ENGL 11 or completion of ENGL 1A with grade of "C" or better

Hours: 90 (36 lecture, 54 laboratory)

Description: An opportunity to learn and practice basic methods of tutoring elementary school children in reading. Combines lecture/discussion with field experience doing extensive tutoring at local elementary school. Negative TB test and fingerprint clearance required. Satisfies one of the two required field experience courses for the CSUS Liberal Studies Program. (CSU)

Course Student Learning Outcomes

- CSLO #1: Explain the ways in which a student's social environment impacts reading ability.
- CSLO #2: Explain and apply principles of motivation, behavior modification, and memory enhancement as they apply to the unmotivated and unskilled reader.
- CSLO #3: Analyze and evaluate reading comprehension skills including word analysis techniques and areas of reading deficiency and implement effective remediation strategies.
- CSLO #4: Demonstrate interpersonal communicative skills through interaction with teaching staff and diverse student populations.

Effective Term

Spring 2024

Course Type

Credit - Degree-applicable

Contact Hours

90

Outside of Class Hours

72

Total Student Learning Hours

162

Course Objectives

Lecture Objectives:

1. Identify word analysis techniques.
2. Demonstrate time management strategies through the preparation of lesson plans and the coordination of tutoring with college course work.
3. Explain the ways in which a student's social environment impacts reading ability.
4. Explain principles of motivation, behavior modification, and memory enhancement as they apply to the unmotivated and unskilled reader.

Lab Objectives:

1. Analyze reading comprehension skills.

2. Evaluate reading skills.
3. Demonstrate interpersonal communicative skills through interaction with teaching staff and diverse student populations.
4. Apply principles of motivation, behavior modification, and memory enhancement as they apply to the unmotivated and unskilled reader.
5. Analyze areas of reading deficiency.
6. Implement effective remediation strategies.
7. Evaluate and choose appropriate children's literature.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable

Methods of Evaluation

- Reports
 - Example: Reflective Journal - at the end of each tutoring session students will be asked to chronicle the session events for each student. Students will incorporate journal reflections into lesson plans.
- Skill Demonstrations
 - Example: Students will assess tutee's strengths and weaknesses, design and implement a plan for reading remediation. Successful application of the elementary student's learning will be evaluated through the following activities: - An assessment, diagnosis, and analysis of student's strengths and weaknesses in word analysis and reading comprehension. - Identifying effective strategies to motivate students to enjoy and improve their reading. - Applying behavior modification techniques to learn and enhance memory. - Designing individualized lesson plans.

Repeatable

No

Methods of Instruction

- Laboratory
- Lecture/Discussion
- Distance Learning

Lab:

1. Following an demonstration by the instructor, students are to write, reflecting upon their learning and evaluating the progress of their students. They will also write lesson plans and progress charts.

Lecture:

1. Following a lecture on tutoring, the instructor will ask students to reflect upon their learning experience and the learning experience of their tutee after each tutoring session, both orally and in writing.
2. Following a lecture on fostering growth, the instructor will have students apply principles they have learned to foster growth in their students, for example to design and implement a plan for remediation.

Distance Learning

1. Following a video of an interactive tutoring session, students will discuss motivation strategies that were effective and ineffective in a discussion board format.

Typical Out of Class Assignments

Reading Assignments

1. Read the section in the text on the reading process and write a summary of the process and an analysis of the characteristics of good and poor readers. Be prepared to discuss in class.
2. Read the section on comprehension and develop a plan to use with one of your students to both monitor and improve comprehension.

Writing, Problem Solving or Performance

1. Write a reflective essay at the end of the semester analyzing what you have learned about teaching reading.
2. Write an evaluation of the progress for each child tutored.
3. Write a daily lesson plan for each student tutored.

Other (Term projects, research papers, portfolios, etc.)

1. Make a progress chart for each child.
2. Create one reading game to use with children.

Required Materials

- Teaching for Comprehending and Fluency
 - Author: Fountas & Pinnell
 - Publisher: Heineman
 - Publication Date: 2006
 - Text Edition: 4th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Understanding Reading Problems: Assess & Instruct
 - Author: Gillet, Temple and Crawford
 - Publisher: Pearson
 - Publication Date: 2016
 - Text Edition: 9th
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.