

**Social Science 109—2857: INTRODUCTION TO EDUCATION:  
PRACTICUM IN TUTORING  
Fall 2011**

**August 27, 2011–December 17, 2011  
Mondays: 5:25–6:20 P.M.  
MFND 172: MJC East Campus  
Office hours: After class, or by appointment**

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### **Course Description**

This course is designed to give the student practical experience as a tutor. Students will obtain tutoring assignments in a school setting. This course will be approached as a tutoring seminar, encouraging all students to discuss their tutoring experiences, and allowing the class to brainstorm possible strategies and approaches. Students will address the learning processes, modalities of learning, strategies to motivate students, methods of evaluating student performance, and create an educational plan for the semester. Partially meets field experience requirement for teaching credential program at CSU, Stanislaus.

**Note:** Fingerprint clearance and TB clearance are required before any contact with students occur.

Lecture. Transfer: CSU (CC INDIS 10)

### **Course Objectives**

*Upon completion of this course, students will be able to:*

- Identify and practice learning goals.
- Identify and assess relevant aspects of student backgrounds.
- Identify and describe role models who inspire you.
- Identify and evaluate methods and conditions that promote or inhibit student learning.
- Identify qualities of effective teaching.
- Describe how attitudes toward different subjects and the effect of past experiences can affect teaching.
- Describe how attitudes affect teaching approaches and expectations in different disciplines.
- Estimate the importance of building on student backgrounds and interests.
- Identify strategies of inter-relating ideas and information across subject areas.
- Identify your attitudes in comprehending school subjects.
- Assess how attitudes impact student learning.
- Assess and evaluate your own learning goals and those set for you by other individuals.
- Identify learning goals that structure your tutoring activities.
- Evaluate how effective teachers expand, develop, and enrich their capacities over time (learning approaches to teaching such as presentations by speakers, videos, success stories, and interviews with teachers).
- Contribute to effective group interaction.
- Create instructional strategies that respond to student needs.
- Analyze classroom environments that promote student motivation and purposeful learning.
- Plan instruction based on your own prior knowledge and experience using basic proficiencies in math, writing, discussion, critical thinking, and information competencies.
- Analyze effective teaching practices and engage in planning professional development. They establish professional learning goals and pursue opportunities to develop their knowledge and skills.
- Create a master list of web sites that can serve as a professional resource, include a brief description with each site.
- Design curriculum to interrelate ideas and information that facilitate and extend students' understanding of the subject matter.

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**Student Learning Outcomes**

**Students successfully completing Social Science 109 will:**

1. Complete and summarize 30 hours of tutoring (one-on-one or in small groups) in a K-12 classroom.
2. Collaborate with the classroom teacher to identify needs, deliver lessons or offer remediation to a K-12 student or students.
3. Create and maintain portfolio including classroom observations and subject matter competencies.
4. Identify and describe stages of learning (Piaget and others).

**Course Requirements and Grading**

1. Please **do not** disturb other students by coming late or leaving early. **Turn off all portable electronic devices** once class begins, and **leave them off** throughout the class. Using electronic devices during class will void **all** participation points—no exceptions.
2. You are expected to **attend class regularly**, to keep up with any reading assignments I might give you, and to participate in class discussion and group activities. Be realistic with your schedule—I only want seats filled by those who can complete the course. Missing more than two classes will affect your grade. After the 2nd absence, the course grade will drop by one-half a letter grade for each subsequent absence.
  - two absences; no penalty
  - three absences; lose half a grade
  - four absences; lose full letter grade, etc.
3. Examination make-ups are given only under extraordinary circumstances. I should be notified **prior** to the examination. Please e-mail me, but do not call the BBSS Office.
4. If you have any type of learning disability, please inform me after the first class so we can make arrangements to create an appropriate learning environment in conjunction with the Disabilities Office.
5. Copying material/answers from another source or student (i.e. quizzes, tests, information for the brief off the Internet) without authorization is cheating. You are expected to be honest and honorable in your fulfillment of assignments and in quiz/test-taking situations. Plagiarism and cheating are serious forms of academic misconduct. Cheating may result in an automatic grade of "F" for the course, no matter what the quality of your other class work is. You may also be referred to the Division Office for further disciplinary action. At the very least you will be given a "O" on the assignment without any opportunity to make it up.
6. You have a responsibility to help create a classroom environment where all may learn. At the most basic level this means you will respect the other members of the class and the instructor, and treat them with the courtesy you expect to receive in return. **Do not** talk while the instructor is lecturing. Differences of opinion will occur, but be respectful.
7. The schedule and grading template provided are **subject to change**.

**Grading** (subject to change)

|                |  |
|----------------|--|
| Midterm Exam:  | 50 points  |
| Final Exam:    | 60 points  |
| Assignments:   | 150 points (30 pts. each)  |
| Tutoring Log:  | 80 points  |
| Portfolio:     | 50 points  |
| Participation: | <u>70 pts</u> (5 pts. per class x 14 classes—you must sign in to get credit) |
| <b>Total</b>   | <b>460 pts.</b>  |

- **A** = 90 to 100%
- **B** = 80 to 89.9%
- **C** = 70 to 79.9%
- **D** = 60 to 69.9%
- **F** = below 59.9%

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**Essay Assignments**

*These assignments are due on the designated due date. All assignments must be 1–2 pages in length, typed, single-spaced, and use one-inch margins (top/bottom/right/left).*

**Assignment 1:** Why Tutor?

Write an essay about why you are choosing to tutor/teach. What do you expect to gain from this experience? What abilities do you have to assist a student? What weaknesses do you possess as a learner? How will that help you in assisting others? What strategies can you utilize to ensure your student will benefit from this experience? (30 points) *Due: Session 3*

**Assignment 2:** Interview Your Master Teacher to Create a Student Profile

Discuss with your master teacher what skills or knowledge he or she wants your student to obtain through tutoring. Describe the student; what problems does he or she have that require your assistance? What strategies have worked when working with this student in the past? What strategies have failed to assist the student? Include in your description of the student the following: age, gender, family structure, involvement in extra curricular activities, learning modalities, and any recognized learning disabilities. (30 points) *Due: Session 5*

**Assignment 3:** Observation

Observe a teacher in the classroom for at least a thirty-minute lesson (preferably a full class session if you are going into middle or high school education). During your observation, observe and document the following (you will need to do the same thing yourself for your next assignment): Describe the elements of the lesson plan: California state standard(s) were being assessed, what measurable objective(s) were stated, what anticipatory set activity was used to tap into prior knowledge or prepare students for the lesson, what modeling did you observe, what guided practice was demonstrated, what, if any, independent practice was given, and what assessment tools were used to check for understanding. (30 points) *Due: Session 7*

**Assignment 4:** Lesson Plan

Following the format discussed in class, create a lesson plan for one session with your student. Elements of your plan will include: California state standard(s), measurable objective(s), anticipatory set, modeling, guided practice, independent practice, and assessment (check for understanding). (30 points) *Due: Session 9*

**Assignment 5:** Tutoring Evaluation

Describe your experience and what you have gained from your tutoring experience. Evaluate what your student has learned, what you did well, and what areas you feel need improvement. Based on your honest self-evaluation, how may you modify your next tutoring assignment? Describe any modifications you would make to future tutoring. (30 points) *Due: Session 12*

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**Tutoring Log**

For the semester, keep a log of all student contact. For each date, list your objective for the session, and write a brief assessment of your session (one or two paragraphs). Your master teacher must sign each log sheet to account for your time. Your tutoring must total to a **minimum of 30 hours**. A tutoring log sheet will be provided. You must use the appropriate form. *Due: Session 13*

**Portfolio Assignment**

Educator and researcher Lee Shulman (1994) of Stanford University introduced the idea of portfolio development in the early 1990s. According to Shulman, "A teaching portfolio is the structured, documentary history of a set of coached or mentored acts of teaching substantiated by student work and fully realized through reflective writing, deliberation, and serious conversation."

Each portfolio includes a representation of the student's ability to integrate studies across disciplines, as well as, his or her competencies within those disciplines, demonstrated personal growth, individual skills, and significant experiences as they relate to education. Each portfolio should be professional in appearance and content.

You will be required to purchase a portfolio binder that should be identified with your name, course, semester, and your tutor placement. This information should be placed on the front and spine of the binder. Detailed instructions will be provided regarding the organization and content of your portfolio. *Due: Session 13*

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**August 2011**

Session 1 “*First Night—SOSC 109, History of Education*” Power Point; Hand out **Fingerprint clearance and TB clearance—these must be done immediately.**

**September 2011**

Session 2 “*Do I Want to Be a Teacher*” Power Point

Session 3 “*Being an Effective Teacher*” Power Point

**“Why Tutor?” essay due; Fingerprint clearance and TB clearance due**

Session 4 “*Procedures and Classroom Management*” Power Point

**October 2011**

Session 5 “*Curriculum Standards and Accountability*” Power Point; Review lesson plan writing [5-Step Lesson Plan (Instructions); Five-Step Instructional Sequence (Lesson Plan); Lesson Plan Template]; “Student Profile” essay due

Session 6 “*Changes in American Society*” Power Point; Hand out review

Session 7 **“Observation” essay due; Midterm**

Session 8 “*Governance, Regulating, and Funding Schools*” Power Point

**November 2011**

Session 9 “*The Organization of American Schools*” Power Point; Mock Job Interview; **“Lesson Plan” essay due**

Session 10 “*Legal Influences on Teaching*” Power Point

Session 11 “*Teacher Qualifications and Applications*” Power Point

Session 12 Share tutoring experiences in the class; hand out review for the final **“Tutoring Evaluation” essay due**

**December 2011**

Session 13 Review for final; Portfolio assignment due; Tutoring log due

Session 14 **Final exam**