Syllabus
APLNG595 Section 3
Fall 2013
Tutoring Internship
(Field Experience 3 credits)

Instructor: Deryn Verity
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Sparks 304c
Office hours: W 1-4

Class meetings: Monday, 3:35-4:25 Willard 209

Required texts: No required text; readings & tasks will be posted on the ANGEL site by the instructor

Tutoring Center website: http://iecp.mywconline.com

This is a Field Experience course, so much of your work for the class will take place in the actual tutoring sessions, and not in our Monday afternoon meetings.

Evaluation
You will be evaluated on the following tasks:
1. Carrying out your required number of tutoring sessions   60%
2. Filing a Client Report form and reflection for each tutoring session   10%
3. A Final Reflection paper on the tutoring experience (based on your weekly reflection notes)   20%
4. Completing regular HW reading & discussion tasks   10%

The final paper
The Final Reflection paper will be due by midnight, Monday, December 16, 2013 (electronic submission). I will also accept a hard copy in the office by 5pm that day. If you prefer to use drawings, sketches, etc. in your reflections, then it may be easier to compile a hard copy paper.

Guidelines for the Final Reflection paper will be given to you in the 3rd week of the semester. You should start keeping notes about the tutoring experience, the readings & discussions, etc. from the beginning of the semester.

Instruction Sheet for Tutoring Internship (APLNG 595 Fall 2013)

Earning an ESL005 credit through tutoring

Your tutees will be students from the writing class for international students (ESL015) who have been recommended to our tutoring program.

The incentive to the ESL students is that they can get a "free" credit simply by attending the required tutoring hours (300 minutes, or 12 sessions that last 25 minutes each). You do <u>not</u> need to grade the ESL students: they will earn the same grade in the tutorial that they earn in the ESL writing class. All you have to do is record their attendance.

There are over 400 students in ESL015 classes this fall; due to a very small number of tutors, we can probably help only 20 students this semester. However, we will be able to offer at least limited help to more ESL students because we can meet students in groups of 3 or 4, increasing our outreach a bit.

Here are the raw numbers:

♦ To earn one credit for ESL005, a student needs a TOTAL of 300 minutes of tutoring (12 sessions @ 25 minutes each)

♦ Each tutor can offer approximately 1500 minutes each. This breaks down to 12 weeks @ 2 hours a week, plus one extra hour somewhere along the way.

♦ Strictly following this schedule, we can offer tutoring for credit to 20 ESL students with 4 tutors, 25 ESL students with 5 tutors, etc.

What this means for you:
As a Tutoring Intern, you will sign up offer, on average, FOUR tutoring sessions (30 minutes each) every week.
Each week you should meet 4 students (i.e., have four different 25-minute tutorials— there is a 5-minute window for paperwork and rest)
Do not sign up for all 12 weeks at first. Sign up only for the first 6 weeks (Sept. 9 – Oct. 18) because there may be variations in scheduling as the semester goes on.

For example, you & your tutee can decide to combine 2 sessions for a 50-minute appointment, or two tutees might want to meet with you together because the time is convenient for both of them.

Location
You and your students should meet, for the first time, in Sparks 7 (basement) in the Learning Center there.

Later in the semester, when it is prepared, we probably can begin to share the IECP tutoring center in Pond Lab, but for now, we are assigned to Sparks 7.

The Learning Center opens at 10am, so please do not schedule any appointments earlier than that! You and your tutee can also meet at the Hub or at the Library, but only in subsequent meetings. Please use the Learning Center for your first two or three meetings.

Paperwork

a. After each tutorial, file a CLIENT REPORT form on the IECP website. This confirms that the appointment happened. It will help us keep track of attendance, for credit purposes.

b. For our Internship and your professional development as a tutor, you will also write up a <u>one-paragraph</u> reflection on each session and post it in the Discussion Forum on our ANGEL site.

This can be a brief description of what you worked on with the student; a question that you could, or couldn't, answer; a suggestion that you gave the student that s/he did, or didn't, follow; a comment about the experience of working with a language learner; an evaluation of yourself as a tutor, etc.

Please note: in order to keep track of your progress, and the progress of your tutees, please be sure to include this information in EVERY reflection: DATE of tutoring session, NAME OF the tutee, and NUMBER (out of 12) of the session.

I want you to be able to read each other's reflections. We will discuss them in our weekly class meetings too.

Possibilities for increasing tutoring experiences this semester:

1. Offer to meet two tutees in one session. They both can earn the minutes and you get 30 minutes extra to use elsewhere (see next items)

2. Help to cover a class for an ESL015 instructor who must be absent; you will not "teach" the class, but you will meet with a group of students who would like a small-group tutorial session on the assignment

3. Be a TWIG: Tutors Working in Groups. With a partner, create a mini-workshop that you can offer at the IECP tutoring center. This won't be a one-on-one tutoring session, but a professional development activity that everyone can benefit from!