



ANTELOPE VALLEY COLLEGE

Academic Affairs Office  
Course Outline of Record

**COURSE SUBJECT & NUMBER:** ED 175 / READ 175  
**COURSE NAME:** Literacy Tutoring and Supervised Field Experience  
**COURSE UNITS:** 4  
**COURSE HOURS:** 8 - 2 hours lecture, 6 hours field work per week

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*  
Prerequisite: Completion of English 101.

Limitation on Enrollment: TB skin test within past year. Fingerprints are required by the State of California.

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This course provides early, supervised field experience in the public schools to develop familiarity with literacy development, instruction, classroom management, and other necessary teaching skills. Students work one-on-one and in group settings with elementary school children, under the supervision of the classroom teacher. Recommended for students interested in teaching elementary school.

**COURSE OBJECTIVES:** *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Describe the elementary school setting.
2. Record and describe routine classroom activities, classroom management, and teaching activities utilized by a skilled teacher
3. Describe the behavior of children in a classroom setting.
4. Plan, implement, and evaluate a child's literacy tutoring session.
5. Plan, implement, and evaluate a subject area lesson, incorporating vocabulary, comprehension, and study skills strategies, as appropriate.
6. Create a journal, recording daily activities, student progress, and self-reflections.
7. Summarize and evaluate teaching ideas from educational journals and websites.

**COURSE CONTENT:** *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Title 5 requires that each instructor covers all material listed here.)*

Topics covered will include the following:

1. School environment
  - a. Facilities
  - b. School personnel
2. Analyzing classroom environment
  - a. Methods used to promote interaction, involvement, and learning
  - b. Use of the chalkboard and other media to provide and reinforce instruction
  - c. The system used by the teacher for behavior management
  - d. Interactions between teacher and students
3. Evaluation of instructional strategies
  - a. Instructional methods used (direct, group, individual instruction)
  - b. Adjusting instructional methods to meet individual student's needs (regarding diversity of student backgrounds, learning ability, motivational needs)
4. Designing lesson plans
  - a. Writing student learning objectives
  - b. Integrating reading, writing, and content area instruction
  - c. Focus on building background knowledge and skills prior to teaching a specific lesson
  - d. Questioning and teaching strategies
  - e. Design/selection of appropriate materials and activities for content area, objectives, and student learning level
  - f. Design/selection of appropriate materials and activities to reinforce and assess learning at the end of the lesson
5. Individual and small group tutoring
  - a. Students tutor in classroom settings under the supervision of a classroom teacher
  - b. Supervising teacher and AVC faculty observe students onsite, providing guidance and formative feedback regarding appropriate strategies used and suggestions for improvement of tutoring techniques
6. Expand self evaluation and research abilities
  - a. Maintaining a journal discussion onsite experiences and interactions within the classroom, including a reflection/analysis of experiences
  - b. Compile a list of educational journal and websites relevant to teaching interests
  - c. Compile articles containing helpful and informative teaching ideas related to teaching reading/writing

**TYPICAL READING, WRITING, AND COMPUTATIONAL ASSIGNMENTS**

*This material is necessary for all credit courses. Assignments should be clearly related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

**1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:**

The students will, on a weekly basis, read textual material, journal articles, and Internet articles on classroom structure, organization, management, teaching methodologies, and evaluation strategies. The students will also read material relating to literacy development on a frequent and continuing basis.

**2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:**

Students will keep a journal on a weekly basis. This journal will contain their observation reports, self evaluations and reflections, and time records. The students will write summaries and evaluations of articles and websites related to literacy education and other aspects of elementary school teaching. The students will also design, write, and implement lesson plans, and design student made materials to be used in these lessons.

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**

Record keeping of time spent observing/tutoring/assisting in the elementary school sites.

**4. If course is degree applicable/transfer, describe those critical thinking skills that are required; be sure that they reflect course objective. (Title 5 requirements can be found in the AP&P Standards and Practices book.)**

Analysis: of the classroom environment, in terms of how it promotes instruction, involvement, and learning; Analysis of children's learning and participation during tutoring sessions.

Synthesis: designing lesson plans in both literacy and reading related content area instruction.

Evaluation: of classroom environment, tutoring sessions, journal articles, education related websites, instructional strategies and content; self during program (in field experience journals)

**5. Describe other types of assignments that students may be asked to complete:**

6 hours of field experience per week: at the elementary school site, observing and taking notes on the school environment, the classroom environment, and instructional strategies used within the classroom, and working with children on literacy within the classroom.

**6. For each of the above categories, describe the estimated time per week it would take a student to complete typical out-of-class assignments. Title 5 uses the Carnegie formula for establishing units using a 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs. homework; etc. For example: reading text—2 hours; writing reports—3 hours**

**Reading:** 3 hours/week reading texts, researching relevant articles and websites online and in the library

**Writing:** 3 hours/week writing field exp. journals, designing lesson plans, summarizing/critiquing articles

**Computational:** minimal (maintaining time sheet)

**Other:**

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**METHODS OF INSTRUCTION:** *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students.)*

1. Lecture, modeling, and discussion
2. Audio and video materials viewed and discussed
3. Role playing with peers to develop literacy teaching strategies
4. Collaborative projects
5. Individual projects
6. Supervised field experience and evaluation

**METHODS OF EVALUATION:** *(These must be clearly related to course content, assignments, and objectives, in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers, problem solving exercises, or skills' demonstrations.)*

1. Students' ability to describe and evaluate the school environment, classroom environment, and teaching strategies will be assessed through the AVC instructor's evaluation of the students' written reports in their journals.
2. Students' ability to design and evaluate lesson plans will be evaluated by the AVC instructor.
3. Students' teaching and interaction with children will be evaluated by the elementary school teacher.
4. Students' compilation of a list of educational journals, summaries and evaluation of journal articles, and summaries and evaluation of educational websites will be evaluated by their AVC instructor.
5. Students' knowledge about literacy instruction and educational practices will be assessed through traditional testing procedures (essay questions, multiple choice questions)
6. The AVC instructor will observe the college student on site a minimum of two times during the semester, and will consult with the on site supervision teacher for purposes of evaluating the student's teaching performance.

**Suggested Texts or other Instructional Materials (include title, author, publisher, date, and edition):**

- Classrooms That Work: They Can All Read and Write, 3/e, Cunningham, P.M. and Allington, R., Allyn & Bacon, 2003.  
Read to Succeed, Literacy Tutor's Manual, 1/e, Bader, L., Prentice Hall, 1998.  
Remediating Reading Difficulties, 4/e, Crawley, S.J. and Merritt, K., Mc Graw-Hill, 2003.  
Fifty Literacy Strategies: Step By Step, 1/e, Tompkins, G.E., Prentice Hall, 1998.

**Effective Date:** \_\_\_\_\_  
(date course can first be offered to be filled in by Office of Academic Affairs)