

EDS130/139 Fall 2008
Thursdays 3:30-5:50 Susan Scharton

SYLLABUS

Introduction to Academic Mentoring of Elementary School Students

In conjunction with Education Studies' Partners At Learning (PAL) Program, this course offers an opportunity for students to interact with the San Diego community. The field and academic work will focus on interaction with elementary children and their families in communities that do not typically send students to the UC system. The place of public service in U.S. society and the social and political organization of the schools will be explored. Students will examine philosophical, sociological, and political issues that relate to education systems in the U.S. and the academic achievement of students.

All readings, lectures, discussion sections, assignments, and field placements are selected to help achieve the goals of the course:

1. to learn practical, meaningful ways to assist children academically
2. to explore the structure of schools and their roles in the community
3. to reflect on public service impact on individuals and communities

Readings:

Packet of required readings (available through University Reader Service, <http://www.universityreaders.com/students>)

Class Personnel:

Instructor:

Susan Scharton sscharton@ucsd.edu
Pepper Canyon Hall rm. 321 858.534.7295
Office Hours: Tuesdays, 1:30 – 3:00 or by appointment

Course Organization:

This course is divided into several parts. There are a series of lectures and guest presentations dealing with the topics listed on the course schedule. In addition, students discuss their individual field experiences in relation to course readings and lecture presentations. Another component is the field experience in which students serve as mentors to upper elementary grade children for at least 40 hours during the quarter. At least 30 of the volunteer hours will be spent at the children's school site.

Course Expectations:

Because this course has a field component, there are expectations for students that go beyond that of the usual course. All students are expected, *at minimum*, to:

1. regularly participate in field experience for a minimum of 40 hours
2. maintain consistent contact with the cooperating teacher
3. complete assigned readings
4. participate in a PAL sponsored event
5. submit required paperwork
6. attend weekly lectures and discussion sections

Failure to complete these minimum course requirements will severely affect final course grades.

Student Evaluation:

Course grades will be based on punctuality and consistency of volunteer hours, regularity of attendance at lectures, quality of participation and contribution to discussions, and timeliness and quality of written assignments and paperwork. Points for written assignments and paperwork will be assigned as follows:

Journals 27
Paperwork 18
Progress Report 15
Final Assignment 40
100

Journals:

An integral part of the experience will be the weekly journal. A detailed description of journal requirements will be distributed in class. Journal entries must contain the following information:

Section 1:

student's name date journal #
name of school name of child teacher and room #
dates and times of your visits during the week t.a. name
total number of hours at site to date

Lecture Topics, Readings and Journal Prompts:

Session #1 **Overview: Introduction and Course Expectations**
9/25

Session #2 Literacy

10/2 **read:**

Coles, "Mentoring"

SD City Schools, Mentor Handbook" excerpt

Trelease, "Why Read Aloud?"

Fox, "Lessons from a Home"

due:

copy of letter of intro to classroom teacher

journal assignment 1

reading prompt: How does the Coles reading complement the information you got from the first day of class? What ideas from Trelease and Fox will you try to implement with your mentees?

Session #3 Mathematics

10/9 **read:**

Zarate, "Understanding Latino Parental Involvement in Education"

Barry, "Common Scents

Moses, "Algebra and Civil Rights"

Mokros, "Teaching Children Mathematics"

due:

journal assignment 2

reading prompt: How do the Zarate and Barry readings help you prepare for meeting and working with your mentee's family? What connections does Moses make between mathematics achievement in school and the civil rights movement? What ideas from Mokros will you use with your mentees?

tb test results

Session #4 Learning Environments

10/16 **read:**

Jones, "The First Day"

Charney, "Intentions"

Colby & Damon, "How Moral Commitment Develops Through Life"

Kohn, "Bribes and Threats"

due:

journal assignment 3

reading prompt: Describe how you'll use key points from Charney and Kohn to support your mentee's learning. What experiences have you had that connect with ideas from Colby and Damon?

Session #5 Literacy Part 2

10/23 **read:**

Atwell, Side by Side excerpt

McCormick-Calkins, "Tap the Energy for Writing"

Jimenez, "The Circuit"

due:

journal assignment 4

reading prompt: What common messages about literacy can you find in Atwell and McCormick-Calkins? Connect the Jimenez story to any reading from a previous week.

progress report

Session #6 Learning

10/30 **read:**

Smith, "The Immensity of Children's Learning"

Resnick, "From Aptitude to Effort"

Goldberg, "Bee Season"

due:

journal assignment 5

reading prompt: Pick a quote from each reading that surprised you or gave you a new perspective on learning. Explain.

completed permission slips

Session #7 Mathematics Part 2

11/6 **read:**

Crawford & Witte, "Strategies for Mathematics: Teaching in Context"

Burns, "A Cupful of Fractions"

due:

journal assignment 6

reading prompt: What new perspectives on mentoring did you get from the Jekielek article? Compare and contrast math in your mentee's class and math as described by Crawford & Witte and Burns.

child information sheet

Session #8 Status and Labels

11/13 **read:**

Sedaris, "Go Carolina"

Tough, "What It Takes to be a Teacher"

Delpit, "Lessons from Home"

Armstrong, "IKSWAL: Interesting Kids Saddled with Alienating Labels"

due:

journal assignment 7

reading prompt: What will you try to look at more seriously as a result of considering each reading?

Session #9 **Science**

11/20 **read:**

Mamet, "Soul Murder"

Kingsolver, "Somebody's Baby"

Duckworth, "The Having of Wonderful Ideas"

Sears, "Dancer"

due:

journal assignment 8

reading prompt: Connect each reading to your role as a mentor.

Session #10 **Summary of Experiences**

12/4 **read:**

Putnam, "Education and Children's Welfare"

Gladwell, "The Tipping Point"

Meier, "In Defense of Public Education"

Due:

journal assignment 9

reading prompt: How might you use each of the readings to explain the importance of mentoring to a friend or family member?

child intro letter

hours log

Field Experience:

Students will participate in a field experience component in which they will be assigned to upper elementary grade children. Students are expected to work in various academic capacities with children, contributing 4-6 hours per week for the quarter, totaling at least 40 hours per quarter. Students must establish and maintain a regular schedule of visits throughout the quarter. In setting up the schedule, and in providing assistance to the school and the children, students must be responsive to the needs of the children and the needs of the school. Individual tutoring and small group instruction are appropriate activities. Depending on the particular school and scheduling, students will act as tutors, mentors, and/or facilitators in classrooms, labs, and after school programs at a number of San Diego schools.

Progress Report:

The Progress Report is a way to take an in-depth view of an individual child. Although students may work with more than one student during the quarter, **only one child will be the study focus**. Throughout the quarter, students examine their own educational experiences and their beliefs about teaching and learning. They then begin to explore their mentees' worlds by considering such influences as family, school environment,

educational history, and home community. Meetings with the mentee's parent or guardian and the mentee's teacher are required components of this assignment. The specific criteria for the project will be discussed in class.

Final Assignment: *Due Monday, Dec 8th 3-6 p.m. (put in box labeled 130 Finals outside my office, Pepper Canyon 321)*

The final project will include information from the journal and written assignments, as well as an analysis of the issues raised in the course lectures, readings, and discussions and their relevance to the field experience. A more detailed description of the final project components will be distributed in class.

***NOTE:** Quality and timeliness of written work plays a key role in this course. If assistance is required, please plan ahead and get appropriate support from OASIS, TAs, or the course instructor.