

**UNIVERSITY OF CALIFORNIA, SAN DIEGO
EDUCATION STUDIES**

**EDS 136/139
Fall 2009**

INTRODUCTION TO ACADEMIC TUTORING OF SECONDARY SCHOOL STUDENTS

Instructor: Luz Chung
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Lecture: Tuesdays, 2:00-3:20 PM

Section:
Tuesdays,
3:30-4:20 PM

Instructional Assistant:
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Office Hours:
Fridays: 1:00-3:00 PM or by appointment

Through EDS 136 you will examine today's secondary schools; the factors influencing the academic achievement of students; the relationship between schools and the community; and the policy issues currently being debated regarding public education. Through the co-requisite EDS 139 course you will be provided with a practicum in tutoring and mentoring by working with students traditionally underrepresented at UCSD, and in higher education overall. In sum, the intent of EDS 136/139 is to explore the issues that will both challenge and mold the practical and policy aspects of secondary education in the near future.

READINGS

1. Corwin, Miles (2001) And still we rise: The trials and triumphs of twelve gifted inner-city students (available at the UCSD Bookstore)
2. EDS 136 Course Reader (available through University Readers)
3. Various articles found online and on course WebCT page

COURSE EXPECTATIONS

	Due Dates	Points
Attendance and Participation Your ongoing contribution to the EDS 136 class, through regular and punctual attendance, participation and contribution to class activities and discussions. Please also note that section attendance is mandatory .	Weekly	30
Weekly Reflections Your thoughtful weekly written responses to the weekly readings, class discussions, and tutoring experiences. All Reflections must be typed.	Weekly in section	90
Culminating Assignment: <u>Tutor-Tutee Collaborative Project</u> The purpose of this project is for UCSD tutors to work with their tutees <u>collaboratively</u> to produce a tangible <i>artifact</i> (e.g. resource guide, Math problem set, vocabulary list, children's book, etc.) that reflects their work together throughout the quarter. This should be a <u>joint</u> effort between the UCSD tutors and their tutees. The artifact should be something that would be useful and meaningful to the tutee and to his/her classroom/school.		
Project Proposal To be submitted in class.	Tue.10/27	20
Culminating Assignment <u>Analytic Narrative</u> and <u>Exhibition</u> <ul style="list-style-type: none"> ▪ Project Exhibitions in class ▪ Analytic Narrative due by noon 	Tue. 12/1 Mon. 12/7	20 40
Total points		200

COURSE OUTLINE AND READINGS

Week 1

Tuesday, September 29, 2009 Introduction and overview

Week 2

Tuesday, October 6, 2009 Schools today & No Child Left Behind

Readings due:

- Rabow, J. et al. (1999). *Tutoring matters: Everything you always wanted to know about how to tutor*. Philadelphia: Temple University Press.
 - pp. 1-29
- Lapkoff, S. & Li, R.M. (2007). Five trends for schools. *Educational Leadership*, 64(6), 8-14.
- **On WebCT:** Darling-Hammond, L. (2006). No Child Left Behind and High School Reform. *Harvard Educational Review*, 76(4), 642-667.
- The Education Trust, (Fall 2003). *Improving your schools: A parent and community guide to No Child Left Behind*. Washington, DC, The Education Trust (pp. 1-12).
- Crawford, J. (2006). A diminished vision of civil rights. *Education Week*, 26(39), 31-40.
- Dillon, Sam, "Dangling money, Obama pushes education shift," *The New York Times*, August 16, 2009. Read it online at:
 - http://www.nytimes.com/2009/08/17/education/17educ.html?pagewanted=1&_r=1

Assignment due in section:

- Reading Reflection #1
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Week 3

Tuesday, October 13, 2009 The tracking dilemma

Readings due:

- **On WebCT:** Rubin, B. C. (2008). Detracking in context: How local constructions of ability complicate equity-gearred reform. *Teachers College Record*, 110(3), 646-699.
- Loveless, T. (1999). *The tracking wars: State reform meets school policy*. Washington: Brookings Institution Press.
 - pp. 115-132
- "Educating migrant children: Huddled classes," *The Economist*, September 11, 2008.
- Russell, R. (2007). Promoting social and emotional learning through service-learning art projects. *Art Education*, 60(3), 6-11.
- Corwin, M. (2001). *And still we rise: The trials and triumphs of twelve gifted inner-city students*. New York: Perennial.
 - Introduction, Prologue (pp. 1-20)
 - Chapter 1-3 (pp. 21-61)

Assignments due in section:

- Reading Reflection #2
 - Tutoring Journal #1
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Week 4

Tuesday, October 20, 2009 English Language Learners

Readings due:

- Valdés, G. (2001). *Learning and not learning English: Latino students in American schools*. New York: Teachers College Press.
 - pp. 10-28
- Perez, W. (2007). Beyond language: Strategies for promoting academic excellence among immigrant students. *The Claremont Letter*, 2(2), 1-4.
- **On WebCT:** Garcia, E. (2009). The demographic imperative. *Educational Leadership*, 66(7), 8-13.
- **On WebCT:** Dong, Y R. (2009). Linking to prior learning. *Educational Leadership*, 66(7), 26-31.

- Corwin, M. (2001). *And still we rise: The trials and triumphs of twelve gifted inner-city students*. New York: Perennial.
 - Chapters 4-8 (pp. 62-118)

Assignments due in section:

- Reading Reflection #3
 - Tutoring Journal #2
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Week 5

Tuesday, October 27, 2009.....Inclusion: Fostering inclusive practices in the classroom and school

Readings due:

- Hehir, T. (2007). Confronting ableism. *Educational Leadership*, 64(5), 9-14.
- **On WebCT:** Sapon-Shevin, M. (2008). Learning in an inclusive community. *Educational Leadership*, 66(1), 49-53.
- Corwin, M. (2001). *And still we rise: The trials and triumphs of twelve gifted inner-city students*. New York: Perennial.
 - Chapters 9-10 (pp. 119-142)

Assignment due in lecture:

- Project Proposal (**also be sure to email a copy to your TA**)

Assignment due in section:

- Reading Reflection #4
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Week 6

Tuesday, November 3, 2009.....School and identity

Readings due:

- Nakkula, M. (2006). Identity and possibility: Adolescent development and the potential of schools. In M. Sadowski (Ed.) *Adolescents at school: Perspectives on Youth, identity, and education* (pp. 7-18). Cambridge, MA: Harvard Education Press.
- Raible, J. & Nieto, S. (2006) Beyond categories: The complex identities of adolescents. In M. Sadowski (Ed.) *Adolescents at school: Perspectives on Youth, identity, and education* (pp. 145-161). Cambridge, MA: Harvard Education Press.
- Corwin, M. (2001). *And still we rise: The trials and triumphs of twelve gifted inner-city students*. New York: Perennial.
 - Chapters 11-18 (pp. 143-236)

Assignments due in section:

- Reading Reflection #5
 - Tutoring Journal #3
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Week 7

Tuesday, November 10, 2009.....The democratic classroom: A cultural and critical approach to teaching

Readings due:

- Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom* (2nd ed.). New York: The New Press.
 - Pgs. 167-183
- Sleeter, C E. (2008). Teaching for democracy in an age of corporatocracy. *Teachers College Record*, 110(1), 139-159.
- Brown, M R. (2007). Educating all students: Creating culturally responsive teachers, classrooms, and schools. *Intervention in School and Clinic*, 43(1), 57-62.
- **On WebCT:** Irvine, J.J. (2009). Relevant: Beyond the basics. *Teaching Tolerance*, 36(Fall 2009). <http://www.tolerance.org>.
- Corwin, M. (2001). *And still we rise: The trials and triumphs of twelve gifted inner-city students*. New York: Perennial.
 - Chapters 19-22 (pp. 237-268)

Assignments due in section:

- Reading Reflection #6
 - Tutoring Journal #4
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Week 8

Tuesday, November 17, 2009 The world of students (Partner schools' student visit)

Readings due:

- Bransford, J. D., Brown, A. L., & Cocking, R.R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, D.C.: National Academy Press.
 - pp. 131-154
- Corwin, M. (2001). *And still we rise: The trials and triumphs of twelve gifted inner-city students*. New York: Perennial.
 - Chapters 23-31 (pp. 269-359)
 - Chapters 32-36 (pp. 360-400)

Assignments due in section:

- Reading Reflection #7
 - Tutoring Journal #5
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Week 9

Tuesday, November 24, 2009 Teaching for social responsibility

Readings due:

- Michie, G. (1999). *Holler if you hear me: The education of a teacher & his students*. New York: Teachers College.
 - pp. xix-xxii
 - pp.20-32
- **On WebCT:** Rotherham, A., & Willingham, D. (2009). 21st century skills: The challenges ahead. *Educational Leadership*, 67(1), 16-21.
- **On WebCT:** Graseck, S. (2009). Teaching with controversy. *Educational Leadership*, 67(1), 45-49.
- Rabow, J. et al. (1999). *Tutoring matters: Everything you always wanted to know about how to tutor*. Philadelphia: Temple University Press.
 - Chapter 6 (pp. 161-182)

Assignments due in section:

- Reading Reflection #8
 - Tutoring Journal #6
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Week 10

Tuesday, December 1, 2009 Project exhibitions

Assignments due in lecture:

- Reading Reflection #9
- Project Exhibition