Beginning to Early Intermediate

ELD Tutorial Course Description

**Course Information:**

* Course Title: Beginning to Early Intermediate ELD Tutorial A/B
* Transcript Abbreviation: ELD Tutorial A/B
* Length of Course: One or Two Semesters
* A – G Subject Area and Discipline: College Preparatory Elective (“G”)
* Grade Levels: Grades 11 and 12
* Prerequisites:
  + A cumulative GPA of 3.0 or higher.
  + Honors and Advanced Placement (AP) course of study preferred.
  + Referral from ELD instructor, counselor, or another faculty member.

**Course Outcomes:**

* Development of a stronger set of general study skills and strengthen ability to communicate clearly and concisely, both orally and in written language.
* Expansion of communication skills, analytical reading, expository writing, and articulation of oral communications.
* Acquisition of experience that could lead directly to a field of study at a university.

**Course Overview:**

The Beginning to Early Intermediate ELD Tutorial is available only with approval from a faculty member. Beginning to Early Intermediate Tutorial is a course that offers students the ability to assist students in English language acquisition. Typically, the Beginning to Early Intermediate ELD tutor works in a small group setting to assist students in vocabulary development, enhance grammatical skills, provide review and reinforcement for lessons, and assist with areas of clarification for students’ area of need. The Beginning to Early Intermediate ELD tutor works closely with the instructor in maximization of learning and achievement of educational goals for English Language Learners. This course is of particular value to students considering education as a profession.

**Course Materials:**

* AVID Tutorial Curriculum
* ELD 110, 210, 310, and 410 curriculum
* *The Elements of Style* by Oliver Strunk and E.B. White

**Course Content:**

* **Weekly Tutor Learning Log**: Students are required to keep a learning log identifying and explaining the progress of his/her English Language Learner or tutorial group. In the log, students are required to reflect upon the topic studied for the week explaining if learning was acquired or if additional practice is needed. Additionally, tutor should include a self-evaluation each week identifying his/her own growth in teaching including any struggles or triumphs that occurred in the week. Students will explain and evaluate how struggles can be minimized to maximize student success.
* **Reflection Essays:** Tutors are required to read *The Elements of Style*,by Oliver Strunk and E.B. White, reflecting upon how the grammatical structures and elements of writing can be utilized in their own writing and in the writing of the students whom they tutor. Students are required to write five reflective essays throughout the course of the semester synthesizing the information from the book in a five paragraph, MLA formatted essay. The topics for each essay are below:

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| **Unit One – “Elementary Rules of Usage”** | Read chapter one of *The Elements of Style* and evaluate the struggles that second language learners may have while learning the basic grammatical functions of the English language. Devise a strategic plan for how to assist students with these struggles. |
| **Unit Two —“Elementary Principles of Composition”** | Read chapter two of *The* *Elements of Style* noting any helpful suggestions for improving your own writing. Tahquitz High School’s English Department preferred method of writing is the “Say, Mean, Matter” format. Identify and explain this format and how to integrate MLA format successfully.  Develop a “Tutor Review Sheet” to utilize with your students to assist with improving their writing. Your “Tutor Review Sheet” should be a sheet that you create based on the readings in this chapter to help your students become better writers. You will utilize this sheet when you review and improve your students’ essays. |
| **Unit Three – “A Few Matters of Form”** | Read chapter three of *The Elements of Style*. Add any additional requirements to your “Tutor Review Sheet” to include pertinent information from this chapter to utilize in review of your students’ essays. Visit the *Owl Purdue* *Online Writing Lab* and review the contents for a Works Cited page. Explain its contents and the correct way to cite commonly used sources. |
| **Unit Four – “Words and Expressions Commonly Misused”** | Read chapter four of *The Elements of Style.* Develop a practice page for your tutorial students identifying the various “Commonly Confused Words” and their correct usage. |
| **Unit Five – “An Approach to Style”** | Read chapter five of *The Elements of Style*. Utilizing the information you have acquired from this chapter, write a short story about your experience as a tutor in your own style and voice. Reflect upon your experience as a tutor and your personal growth. |

**Qualifications:**

The Beginning to Early Intermediate ELD Tutor should possess the following qualifications:

* An interest in helping others to succeed.
* A strong academic background.
* A desire to learn about world languages and cultures.

The Beginning to Early Intermediate ELD Tutor should have the ability to:

* Communicate clearly and concisely, both orally and in writing.
* Recognize variations in student backgrounds, abilities, and learning styles.
* Interact in a friendly and patient manner with students from a variety of cultures and languages at a variety of levels of English proficiency.
* Present and explain Standard English clearly by providing a linguistic model for students.
* Speak and present in front of a large peer group.
* Communicate effectively with students by articulating clearly, selecting appropriate vocabulary and assessing comprehension by varying methods and students’ individual needs.
* Tutor and assess student learning in all language skill areas: reading, writing, speaking, and listening.
* Respond and provide opportunities for students to effectively improve writing in grammar, structure, and analysis.
* Listen actively and effectively to identify and solve problems to facilitate learning for students and build confidence.
* Read, read, understand, and effectively deliver teacher lesson plans.
* Operate district computerized programs including: *Read 180,* word processing programs, online textbooks, and Aeries.
* Learn and apply applicable federal, state, local laws, regulations and district policies regarding English Language Learners.
* Apply and follow teacher, departmental, and administrative policies and procedures.
* Establish and maintain professional rapport, credibility, and working relationships with students in addition to being a positive and supportive role model.

The Beginning to Early Intermediate ELD Tutor should possess knowledge of:

* Functions and structure of Standard English.
* Punctuation marks and usage.
* A strong understanding of grammatical functions and rules within written and spoken words.
* Rules for basic verb tenses.
* Basic writing conventions.
* MLA format.
* A high level of spelling proficiency.
* Basic essay structures including: hooks, introductory paragraph formations, thesis statements, structure of body paragraphs in “Say, Mean, Matter” format, concluding paragraph formation.
* Research techniques and proper documentation.
* Rhetorical modes.
* The Writing Process.
* Study skills.