

## COURSE SYLLABUS

English 393 Literacy Internship: Teaching English to Adults  
Honors Tutorial 290: Literacy Center  
Loyola University Chicago

### LOYOLA COMMUNITY LITERACY CENTER

Loyola Hall 1110 W. Loyola Avenue  
Office: LH 313 open during tutoring hours and by appointment Tutoring: 2<sup>nd</sup> floor conference room  
To contact staff, email [locolice@gmail.com](mailto:locolice@gmail.com) [Loyola Community Literacy Center]  
To contact instructor, email [jheckma@luc.edu](mailto:jheckma@luc.edu)  
<http://www.luc.edu/literacy> 773-508-2330 [www.luc.edu/academics/schedules](http://www.luc.edu/academics/schedules)

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### *Welcome to English 393/Honors 290.*

Founded in 1992, the Literacy Center has helped the adults in the Rogers Park neighborhood improve literacy and English language skills.

### **We teach people to read, and we practice Jesuit values in action.**

#### *Tutors and Adult Learners: Partners in Education*

You follow in the footsteps of a generation of Loyola students who have served our community.

**MISSION:** Our goal is to provide individual assistance to all adults, both native-born and foreign-born, who wish to improve their reading, writing, and speaking skills in English. Our primary interest at the Literacy Center is to help our adult learners reach their goals, knowing that this is a place where they are welcome and respected. Therefore, we want a firm commitment from each tutor to form a partnership with his or her learner. We are all on a first name basis at the Center to emphasize that we are sharing with each other; while the learner is acquiring new skills from the tutor, the tutor is learning about the culture and experiences of the learner.

While the Loyola Community Literacy Center offers community adults an opportunity to improve their skills, it also offers student-tutors the chance to serve their community and to engage with their Jesuit education. Our dedicated students often write in their journals about their life-changing experience at the Center:

Tutoring at the Loyola University Community Literacy Center was easily one of the best experiences I have ever been granted at Loyola University. That is coming from a student who has studied abroad three times, has volunteered elsewhere, and has had a number of internships. Never have I felt so connected to my own values. Tutoring at the center reminded me of my passions and allowed me to help others and make friends in the process... I am truly privileged to have learned about my learners' cultures and personal experiences. They've taught me to not judge cultures from an American standpoint and to instead take every culture at face value. Lia Gorogianis Spring 2016

"One of my learners spoke English as a first language, but had to stop going to school in Junior High in order to help support his family. Poverty became such a problem for him and his family that he was denied an education. In a way, helping him learn how to read and write in a safe and supportive environment is a form of justice. Tutoring this learner was undoing some of the injustice done to him as a result of poverty. During the last few weeks of tutoring, he told me how grateful he was for my help, which solidified my sense that the Loyola Literacy Center is an invaluable program for the service of members of the community. The Loyola Literacy Center has taught me the true value of giving, and this is perhaps the most valuable lesson I've learned at Loyola (Tom McManus, Spring 2016).

"The Literacy Center is a program that enables students to truly embrace the Jesuit tradition. It is a place that allows students to encounter something outside of themselves, . . . . connecting the heart with the head" (Matthew Bayens, Fall 2014).

Student-tutors "uphold the Jesuit Catholic University's mission statement: 'Seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith.' . . . [M]y learners inspire me every time I go into the Literacy Center, and while I have adopted the role as 'tutor,' I am the one who has been doing the learning" (Kimberly Capulong, Fall 2015).

The Literacy Center "heightened my cultural sensitivity and has played a massive role in . . . [my] envisioning . . . myself as a Global citizen. . . . [I]t's a place where learners and tutors come together to form a community dedicated to service through education" (Alexander Sagona Spring 2015).

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**\* Please read this syllabus carefully.** When you have read and understood the terms of this program, please **send an email** to the instructor ([jheckma@luc.edu](mailto:jheckma@luc.edu)) indicating that you understand what the course requires and specifying the following three points: 1) the number of evening/s you will tutor and which evening/s they are; 2) the number of hours of credit for which you are registered; and 3) your understanding and acceptance of the terms of this document.

To contact the instructor, Jacqueline Heckman, please email [jheckma@luc.edu](mailto:jheckma@luc.edu) Office: LH 313

To contact the Center staff, please email them at [locolice@gmail.com](mailto:locolice@gmail.com) (Loyola Community Literacy Center).

The Center is also on Facebook at <https://www.facebook.com/loyolaliteracy>

The Center office in Loyola Hall 313 is **open** only during LC tutoring hours or by appointment.

**Orientation** is held at the Literacy Center, 1110 W. Loyola Ave., 2<sup>nd</sup> floor conference room

**Tutoring** is MTWTh from 7-9:30 pm at the Literacy Center during the fall and spring semesters.

The **class** meets in the assigned classroom (see Locus) from 5:45-6:45 on the days scheduled on the syllabus. You will have time after class to go to the Center for tutoring on the same evening.

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**TEXTBOOK:** All students are required to use the textbook *I Speak English* (current ed.) by Ruth Johnson Colvin which will be available **ONLY from the LCLC** (not from the bookstore). There are two copies on reserve in Cudahy library. Additional articles will be assigned and links published in Sakai. **The reading and writing assignments are all designed to assist you with your tutoring.**

**OBJECTIVES AND OUTCOMES:** The internship/tutorial at the Loyola Community Literacy Center is a service-learning program, combining the enthusiasm and generosity of public service with the rigor of professional discipline. The internship/tutorial can be taken for one, two, or three hours of credit as an English 393 course and for three hours of credit as Honors 290; the requirements vary with each option and are spelled out in detail below. When taken for three credit hours, the course qualifies for the Core Engaged Learning-Service Learning Internship requirement.

While many of our learners are recent immigrants to the United States, some are native born citizens who are trying to improve their literacy skills. As you teach the basics of written and spoken English, you will assist the learners to improve their personal and professional lives and to assume a responsible position in society by improving their proficiency in English or in their fields of study. You will also learn about the diversity in Loyola's neighborhood, for our learners come from all continents, are members of all age groups, and range from those who may be illiterate in their native language to those who are professionals in their own country and need English proficiency in order to practice here in the United States.

The learning outcomes of this class support the values of understanding diversity in the US and around the world, of understanding and promoting justice by enabling the learners to come to the Center to integrate more completely into US society, to practice faith in action, and to engage in service and leadership in the community. You will complete weekly journals as well as several writing assignments and class discussions that will lead you to reflect on all your experiences. At the end of the term, you will discover that you have been enriched by your experience: It will change your life. You will discover strengths in yourself, because you have helped another person adjust to his/her new environment and to be prepared to assume a more responsible role in the community. You will assist that person in forging a deeper understanding of community and justice, and an appreciation of the relationships we all can form as we assist each other to grow stronger.

You are never alone: There are always at least two staff members present every evening to assist you, the instructor/director is in real-time communication with the staff, and you may contact the instructor at any time with any questions or comments.

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## **\*\* Center for Experiential Learning Requirement:**

All Loyola undergraduate students enrolled in an engaged learning course are required to **enter their engaged learning site information and learning objectives in LOCUS to substantiate the experience**. This information is used for institutional research, documentation, and risk management purposes. **You do not fill out paperwork because you are not working onsite; you only complete the electronic form in LOCUS.**

Here are the instructions for completing this requirement:

<http://www.luc.edu/experiential/academicinternships/forstudents/enrolledinacademicinternshipcourse/documentyouracademicinternship/>.

At this link students will find:

- 1) Learning Agreement template (note: if you've adapted your own learning agreement for your course, please be sure it includes important risk management language from this template about "rights and responsibilities." Alternately, you could attach the Community Partner Agreement to any learning agreement you use, since it contains the same language.)
- 2) The updated LOCUS Engaged Learning Tutorial to support the student in entering their internship information. This is an important component of the Engaged Learning risk management process, and we ask that students get that in as soon as possible at the start of the semester. The CEL will send reminders to students throughout the semester, but please assure students that they should abide by the entry deadlines you've set for them in your syllabi.

## **COURSE REQUIREMENTS:**

### **For 1 hour of credit (Engl 393 only) you agree to:**

- (1). Attend the orientation program if you are a learner new to the Center. Tutor one night each week for the semester. You agree to arrive before 7 p.m. one night each week and to tutor, to observe and report, or to undertake other volunteer duties for the evening as needed (filing, typing, sorting books, etc.) as requested by the managers. You agree to make up any evening of tutoring that you miss because of your absence.
- (2). Attend the five bimonthly 5:45 class meetings and complete all the reading assignments in the textbook as well as the assigned research articles.
- (3). Have one mandatory conference with the instructor beginning around midterm.
- (4). Write all the papers outlined on the syllabus (10 journals and 5 writing assignments). Your final assignment will be either a project description or a paper. If you are doing a project with the Director's permission, your final Writing Assignment (# 5) will be a one page report on the project's completion. If you are doing a paper, your final Writing Assignment (# 5) will be approximately 3-4 pages exclusive of the bibliography, will include some research, and will be submitted on Sakai and posted to Turnitin through Sakai.

### **For 2 hours of credit (Engl 393 only) you agree to:**

- (1). Attend the orientation program if you are a learner new to the Center. Tutor two nights each week for the semester. You agree to arrive before 7 p.m. two nights each week and to tutor, to observe and report, or to undertake other volunteer duties for the evening as needed (filing, typing, sorting books, etc.) as requested by the managers. You agree to make up any evening of tutoring that you miss because of your absence.
- (2). Attend the five bimonthly 5:45 class meetings and complete all the reading assignments in the textbook as well as the assigned research articles.
- (3). Have one mandatory conference with the instructor beginning around midterm.
- (4). Write all the papers outlined on the syllabus (10 journals and 5 writing assignments). Your final assignment will be either a project description or a paper. If you are doing a project with the Director's permission, your final Writing Assignment (# 5) will be a one page report on the project's completion. If you are doing a paper, your final Writing Assignment (# 5) will be approximately 5-6 pages exclusive of the bibliography, will include some research, and will be submitted on Sakai and posted to Turnitin through Sakai..

**For 3 hours of credit and to satisfy the Core Engaged Learning-Service Learning Internship requirement, you agree to:**

- (1). Attend the orientation program if you are a learner new to the Center. Tutor two nights each week for the semester. You agree to arrive before 7 p.m. two nights each week and to tutor, to observe and report, or to undertake other volunteer duties for the evening as needed (filing, typing, sorting books, etc.) as requested by the managers. You agree to make up any evening of tutoring that you miss because of your absence.
- (2). Attend the five bimonthly 5:45 class meetings and the additional 6<sup>th</sup> session held for 3 credit-hour Core students; to complete all the reading assignments in the textbook as well as the assigned research articles.
- (3). Have one mandatory conference with the instructor beginning around midterm.
- (4). Write all the papers outlined on the syllabus (10 journals and 5 writing assignments). Your final assignment will be either a project description or a paper. If you are doing a project with the Director's permission, your final Writing Assignment (# 5) will be a one page report on the project's completion. If you are doing a paper, your final Writing Assignment (# 5) will be approximately 7-8 pages exclusive of the bibliography, will include some research, and will be submitted on Sakai and posted to Turnitin through Sakai.
- (5). Complete an additional reading assignment, a text chosen from the suggested course supplementary reading list or another text to be approved by the instructor related to any of your experiences at the Center: second language acquisition, adult education, adult literacy, specific language skill areas (pronunciation, reading, writing, grammar), immigration, refugee issues, sociolinguistics, culture . . . . Prepare a 1 ½ to 2 page review of the book. Your book review will include an objective statement of the purpose/audience/thesis of the book, a very short summary as well as an analysis of the content, and then a subjective section discussing your evaluation of the text as well as an assessment of how it relates to your experience at the Literacy Center and to your special interests.
- (5). There will also be a required 6<sup>th</sup> session for Core students in addition to the five required class meetings for all students so that Core students can discuss their book selection.

**All students MUST submit a contribution** to the *Learning at Loyola* book published each semester.

**ATTENDANCE POLICIES – RIGID:** Because this is an internship/tutorial, not a regular class, you are responsible for meeting deadlines and requirements without reminders from the instructor. You should be aware that students in this internship/tutorial sometimes fail to turn in assignments promptly, forget that they are due, fail to ask questions about the assignments before they are written, or claim not to know that this syllabus exists. These are not encouraging signs in students who volunteer for independent learning projects. You will be required to sign a statement, an agreement with the LCLC, specifying the credit options you wish to exercise and recognizing that meeting deadlines and course requirements is your responsibility (this statement is due at the end of the second week of the semester by email to the instructor).

Please note that there are no "cuts" in this course. **If you miss a tutoring session, you must make it up** either by tutoring an extra night or by working for the LCLC in another capacity as our needs require. **You must also notify the staff beforehand of your absence.** If you know your regularly scheduled learner is not coming, you must still come to the LCLC and be assigned another learner for the evening or be asked to perform other duties; you may be assigned to assist with administrative tasks or to observe a learner-tutor pair and write a short observation report.

Because there are so few class meetings, you must attend **ALL** class meetings; there are no allowed absences.

\*\* If a student misses a tutoring session or a class and does not initiate a make-up, the student's final grade will be lowered by one grade level for each such absence: for example, from an A- to a B+ for one missed tutoring session or class absence not made up.

**ORIENTATION:** If you are new to the Center, you must attend an **orientation program**.

The required **orientation program** for new tutors is given on three separate evenings. The same material is presented; you must attend **one** of the three. Once you have completed the orientation, you may tutor any evening/s you wish, as arranged with the LCLC managers.

## Orientation Sessions at the LC:

You must attend **one of three evenings** during the second week of the semester if you have never tutored at the Literacy Center before –

The orientation session for tutors new to the Center is essential. It will help you find out if you want to tutor – not everybody is sure when they first walk in the door – and the presenters will tell you what you need to know to be an effective tutor. You can't tutor if you are not trained; it's that simple. Once you are trained, however, you will find that there is still more you need to know--about grammar, about pronunciation, about helping your learner with specific questions. That's why there are always 2 or 3 trained staff members on hand to help you out. At the LCLC you are never on your own; there are staff and resources to help you whenever you have questions.

**All orientation sessions** run from 7 p.m. to approximately 9:30 p.m. The orientation sessions (and tutoring) take place at the Literacy Center, 2<sup>nd</sup> floor conference room, LH. Classes are held in the classroom assigned in Locus.

**If you have tutored for the LCLC before**, you do not have to attend the orientation session. Just call us at 773-508-2330 or email [localice@gmail.com](mailto:localice@gmail.com) and let us know which night/s you will be able to tutor. Your assignments may vary from those outlined below; when you sign your agreement formalizing your credit hour option we will decide what modifications to the assignments are appropriate for you.

### **Tutoring begins Monday, third week of the semester**

**\*\*\* You come to the Center for tutoring on the evenings for which you have signed up beginning the week the Center opens. Our hours for tutoring are 7-9:30 p.m., Monday through Thursday. Be sure you arrive a few minutes early on the evening(s) for which you have signed up to tutor.**

**TUTORING POLICIES:** Our tutoring schedule is Monday through Thursday, 7-9:30 pm. You are required to tutor one or two nights a week, depending on the number of credits for which you are registered. If you are ill, **you must phone the manager at 773-508-2330 or send an email to localice@gmail.com to report that you will be absent; you must make up the tutoring session at a later date. If your regular learner is ill and notifies you, you must still come** to the Center where you will be assigned to tutor a different learner, to perform some other task for the Center (filing, typing, etc.), or to observe another tutor-learner pair. Further instructions concerning communication via Facebook will be given to students on Sakai.

Your tutoring will be **assessed** on an on-going basis primarily by the **Center staff**, both as you are tutoring and in terms of the records you create based on your sessions. The staff members observe tutoring, discreetly and unobtrusively, and periodically sit in on the sessions of all of our tutors. From time to time a manager or lead tutor will stop by your table, say hello, and sit in for 10 minutes or so. (If you were taking tennis lessons, you'd want the coach to watch you play, and if the coach watched you play, you'd expect some feedback; friendly and supportive supervision is part of what the Literacy Center offers both learners and tutors.) Other tutors may also observe working pairs in order to gain valuable insight into the tutoring process. This is routine practice. In addition, after each evening of tutoring, you will fill out a session report on the work you and your learner completed and suggestions/lesson plans for the following session. Each session report from all tutoring sessions for all learner/tutor pairs are reviewed by the Center staff and the instructor on an ongoing basis; the reports constitute very important evidence of your tutoring skills, including the regularity and reliability of your attendance; promptness; willingness to adapt to the LCLC's needs; responsiveness to staff suggestions; thoroughness; resourcefulness; and attentiveness to learner's needs.

**GUIDELINES FOR READING AND WRITING ASSIGNMENTS.** The reading and writing assignments are all designed to assist you with your tutoring and to lead you to reflect on your experiences. You will write regular assignments that ask you to assess your progress as a tutor and to show how you are learning to improve your teaching and to interact more effectively with our learners. The instructor reserves the right to change the assignments, readings, meeting times and dates, and due dates for assignments as the needs of the class or circumstances require.

**Reading assignments:** Come to one of the scheduled classes for each week according to the class meeting schedule. Be prepared for the meeting with the **assigned readings** analyzed and the written papers prepared. With all of our article **reading assignments** as well as the textbook, some of the information is pertinent to your tutoring but perhaps not all. If, for example, you are tutoring a native speaker, you will be less interested in the articles on language acquisition than will a tutor who is working with a second language learner. Nevertheless, read carefully the sections that apply to your current learner and skim all sections even though they are not directly related to your current learner. You never know what next week will bring.

**Writing assignments** are due every class meeting and should be typed, double spaced, and written clearly with close attention to content, organization, and mechanics. Topics and required length are listed on Sakai.

**All journals and written assignments** may be submitted in person or through Sakai. 1) **Journals** are meant to be a reflection on your tutoring experiences and on the way in which they have been reinforced by your reading. They may be typed, handwritten, or kept in a spiral notebook and shown to the instructor, depending on your journaling practices. They are important for content, not for style and mechanics. You should write a journal entry for each week reflecting on your tutoring experiences. You will submit a total of ten journals (topics assigned) throughout the semester, two for each of the five class meetings required of all students. Some of these will be reflections on your tutoring while others will be responses to assigned articles. **Length** is equivalent to one typed page double spaced. 2) **Writing assignments** are due every class meeting and should be typed, double spaced, and written clearly with close attention to content, organization, and mechanics. Topics and length are listed on Sakai.

**Due dates for papers.** All papers are due on the dates posted on Sakai. You may submit them through Sakai or in hard copy to the instructor. Extensions are possible only in cases of documented emergency. In some cases and with permission from the LCLC Director, you may present a research project rather than a research paper for the final writing assignment.

**CLASS MEETING DATES (EACH OFFERED ON 2 DATES).** In addition to regular tutoring sessions, all for-credit tutors must attend five scheduled class meetings; Core students taking the course for 3 credit hours have one additional session. These meetings will be held from 5:45 p.m. to approximately 6:45 p.m. at the classroom assigned to the course in Locus, and each is offered on two evenings; you attend one of the two. See the schedule which will be posted on Sakai with specific dates. You must attend **all** required class meetings. The **orientation session** is not included in the class meeting schedule posted on Sakai, but it is mandatory for tutors new to the Center and is held at the Literacy Center. Your regular tutoring sessions are not included in the schedule of class meetings. If you have an evening class and cannot attend either of the scheduled meetings, please contact the instructor so that alternative arrangements can be made.

We are closed for university holidays. The last night of tutoring will be announced; it is usually during the penultimate week of classes for the semester. On the last evening we will have a **closing party** for all learners and tutors, a pot luck that is always a big success and a lot of fun. At the party we distribute *Learning at Loyola*, a collection of essays written by learners and tutors during the semester.

**Schedule of Class Meetings** **You attend one of each pair posted. 5:45 pm in the room assigned in LOCUS**  
**Class ends in time for you to reach the Center for tutoring if that is your tutoring day.**

(1) **5<sup>th</sup> week of the semester; you attend one of the two class meetings scheduled – 5:45 p.m.**

**Reading due:** Colvin, chapters 5, 10, 11, and 12; review quickly chapters 1-4 (some of that material was used during orientation); be prepared to relate one specific topic from each chapter to your experience at the LCLC so far. Also, read and be prepared to discuss the articles assigned for the journal.

**Journals # 1 and 2 due:** Two journal entries from the first two weeks of tutoring. **Journal # 1** should discuss your reflections on the orientation session and your first weeks of tutoring. **Journal # 2** should discuss your reflections on the assigned articles as they relate to your tutoring. \*\* Remember that journals are informal and should be equivalent in length to one typewritten page.

**Writing assignment # 1 due:** No fewer than 2 pages (no more than 3) explaining how issues of adult education and literacy raised during the orientation session have emerged in your own tutoring. You must read chapters 5, 10, 11, and 12 and review chapters 1-4 in Colvin's *I Speak English* before you begin to write, and your essay must work specifically with ideas in several (but not all) of these chapters. Be sure to refer to Colvin in your paper. Avoid generalizations and avoid merely repeating ideas from the orientation session; focus instead on how the particulars of your own experience relate to the orientation and to the material in Colvin's book, to which you should refer specifically. Take a look at the appendices, especially the one which identifies terms used in ESL.

**(2) 7<sup>th</sup> week of the semester; you attend one of the two class meetings scheduled – 5:45 p.m..**

**Reading due:** Colvin, chapters 6, 7, 8, 9, and the appendices, especially Appendix C. Be prepared to relate one topic from each chapter to your experience at the LC; be sure you have an understanding of the specific content in each chapter. Also, read the article(s) which will be assigned on a topic related to the work of the Center (for your journals).

**Journals # 3 and 4 due:** Two journal entries from the last 2 weeks. Each journal should discuss the assigned articles.

**Writing assignment # 2 due:** No fewer than 2 pages (no more than 3) pages reflecting on your experience of the last 2 weeks. Address your experience in terms of growth, altered expectations, adjustment to the conditions of your LCLC experience. Refer to your first paper specifically and compare your views then to what you know now. Be specific about what your experience is teaching you, how your tutoring has changed, how it has been affected by your learners and their interests. Also, discuss the assigned chapters in Colvin, not only supporting your points but perhaps taking issue with some of her ideas. Be sure to refer to Colvin in your paper.

**(3) 9<sup>th</sup> week of the semester; you attend one of the two class meetings scheduled – 5:45 p.m..**

**Reading due:** Read and be prepared to discuss the article(s) assigned for the journal.

**Journals # 5 and 6 due:** In Journal 5, you will discuss your tutoring experiences over the past half semester as well as any other service to the Center. Journal 6 should be your response to the assigned article(s).

**Writing assignment # 3 due for 1 and 2 cr. hr. students:** Prepare a 2-page paper comparing how two different grammars, readers, workbooks, other LCLC texts, websites, or other sources handle a specific problem or error that you have worked on for several sessions. The paper should describe how you tried to address the problem (confusion of past and past perfect tenses, use of the definite and indefinite article, capitalization, use of the semi-colon, pronunciation of the voiced and voiceless th sound, vocabulary development, developing pieces of writing. . etc.) and what you learned from comparing two different resources that treat the problem or error. You may borrow (for a very short time – overnight or two-three days, for example) an LC text. You may use websites. You may find an article on the web or in a database. You may NOT choose any of the articles assigned for class or the textbook; we've already responded to those and discussed them in class. This paper will be posted on **Turnitin** through Sakai.

**Begin scheduling individual conferences with the instructor.**

**Writing assignment # 3 due for 3 cr. hr. students:** Prepare a 3-page paper comparing how two different sources -- grammars, readers, workbooks, handbooks, other LCLC texts, websites, or other sources -- handle a specific problem or error or skill that you have worked on for several sessions. You may also choose a topic about a problem or skill you have encountered or have heard discussed at the Center even if you have not worked on it specifically with your learner(s). The paper should describe how the topic can be addressed with a learner (e.g., confusion between two tenses; pronunciation difficulties with one sound; vocabulary development; organizing essays; developing essays and brainstorming....) and what the two sources you compared say about resolving the problem. \*\*\* In order to satisfy the new Engaged Learning requirement for Undergraduate Research for Core, you must do research for this project in addition to the two sources you have compared. Besides the two sources you are comparing, this research must include 2 outside works, either texts, journal articles, or reliable websites, 1 of which must be peer reviewed journal articles (not book reviews, abstracts, posts, letters, blogs, etc.). You may NOT choose any of the articles already assigned for class or the textbook; we've already responded to those and discussed them in class. This paper must have a bibliography (a separate 4<sup>th</sup> page). It will be posted to **Turnitin** through Sakai.

**(4) 11<sup>th</sup> week of the semester; you attend one of the two class meetings scheduled – 5:45 p.m..**

**Reading due:** Read and be prepared to discuss the article(s) assigned.

**Journals # 7 and 8 due:** journal entries will discuss the articles assigned and how the information impacted your tutoring.

**\*\*\* Submit your *Learning at Loyola* contribution to the editors no later than this week. \*\*\***

**Writing assignment # 4 due:**

**If you are doing a final project** with the Director's permission (Writing Assignment # 5 will be a short report on this project), then **Writing assignment # 4** will be a maximum **one page description** of the project you propose to complete. You will discuss the project: its goals, the methods and materials you are using, and the practical arrangements you are making to complete the project.

**If you are doing a final paper** for your Wr. Assgn. # 5, then **Writing assignment # 4** will be a proposal for your final paper. The proposal should be **one page** in length and should include a statement of your purpose, your thesis, and a preliminary working bibliography. You should plan for Wr. Assgn # 5 to be posted on Sakai and on Turnitin through Sakai. The required paper length excluding bibliography is 1 cr. hr. (3-4 pp), 2 cr. hr. (5-6 pp.) and 3 cr. hr. (7-8 pp.).

**(5) 13<sup>th</sup> week of the semester; you attend one of two class meetings scheduled – 5:45 p.m.**

**Reading due:** Read and be prepared to discuss the article(s) previously assigned. Also, 3-credit hour students should be prepared to tell the instructor which book they selected for their 6<sup>th</sup> meeting discussion and book review.

**Journal # 9 due:** This journal will discuss several websites that you are asked to explore.

**Journal # 10** Please reflect on your experience at the Center this semester.

In doing so, you may reflect on this statement from the Center for Experiential Learning

Loyola University Chicago Mission Statement: "We are Chicago's Jesuit, Catholic university – a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith."

Holding in mind the University's mission statement, please compose a written reflection of at least two double-spaced pages that explains:

- How did you connect your in-class and out-of-class Engaged Learning experiences?
- How did your Engaged Learning experience help you connect to the University's mission?
- How did the Engaged Learning experience in this course affect your personal, intellectual, civic, and/or professional development?

**Writing assignment # 5 is your final project and the written report of the project's results OR your final paper if you are not doing a project. It is due at the end of the semester.**

**If you are doing a final project**, you will write a one page minimum report on the project for Writing Assignment 5. The project can consist of visiting classrooms to recruit tutors for next semester (2 class visits per credit hour) or completing any project (with the Director's prior approval) that would be of benefit to the Center.

If you are doing a report on a project, you do not have to submit it to Turnitin.

**If you are doing a final paper**, the topic may center on any aspect of the work of the Center: second language acquisition, adult education, adult literacy, specific language skill areas (pronunciation, reading, writing, grammar), immigration, refugee resettlement, sociolinguistics, culture, etc. You may not choose the same topic you developed in your text review for Writing assignment # 3. You will include research (5-10 journal articles or texts; the number depends on the required length of your paper as described below) and submit it to Sakai and through Sakai posted to Turnitin. The paper may include a discussion of your semester experience at the LCLC and the work of the LCLC as examples - not as the main topic. Please note that generalizations about literacy, poverty, and social conditions are not needed in these papers. The length of the paper depends on the number of credit hours for which you are registered: 1 cr. hr., 3-4 pp.; 2 cr. hrs., 5-6 pp. 3 cr. hrs., 7-8 pp.

**(6) Final session for 3 cr hr Core students only tba –**

**Writing assignment # 6 on book - for 3 cr hr Core students only**

The 6th session and the book review were added to the syllabus at the time we made the application for Core credit so as to distinguish the 2 and 3 credit hour options. The book chosen (to be approved by the instructor) should address the student's specific interests and can be on any topic suggested by the student's experience at the Center: adult education; literacy, language, linguistics, second language acquisition, grammar, pronunciation, culture, political topics, economics, sociological topics, historical subjects, natural history topics, geography, or other related topics which have developed because of your experience at the Center. Students are required to discuss their choice during the last (the 6th) session and to complete a written 1 ½ to 2 page book review by the end of exam week. The review will have (1) the bibliography entry for the text listed first, followed by the review which will include (2) a brief summary of the main points (brief); (3) a short discussion of the style, evidence used, author's authority and success in achieving his/her purpose; and (4) a discussion of how the text relates to the student's own special interests and experience at the Literacy Center.

The book review has to be submitted to Sakai or to the instructor in hard copy.

**The final week the Center is open is usually the penultimate week of classes with a party on the last evening.**

**EVALUATION AND GRADING CRITERIA \* See Note 1 below for assessment information!**

Tutoring, 60% for all students

Written assignments, 1 & 2 credit hour students: Writing assignments 1, 2, 4, 10%; 10 journals, 15%;

Writing assignment 3, 5 %; Final project or paper and Writing assignment # 5 (report on project or final paper) 10%;

Written assignments, 3 credit hour students: Writing assignments 1, 2, 4, 10%; 10 journals, 10%; Writing assignment 3, 5 %;

Final project or paper and Writing assignment # 5 (report on project or final paper) 10%; Book review, 5%;

Papers must be handed in on the dates and at the times requested. Late papers will be penalized 5% per calendar day that they are late.

Grading standards. Grading criteria are numerous and address, among other concerns, dedication, reliability, originality, thoroughness, coherence of written presentation, and quality of response to assignments.

Grade of A: loyal, enthusiastic, attentive tutoring, significant originality in using and devising materials for tutoring sessions, insightful observations about learner's work, detailed and accurate session reports; tutoring shows imagination and creativity; unfailingly prompt; flexible, showing progress as a tutor even when working with a series of learners only once or twice; written work consistently meets *highest* standards of insight and expression, and effectively integrates required reading with the objectives of the assignment. Final paper may well lead to revision of some LCLC policies and procedures.

Grade of B+: highly reliable and effective tutoring, showing some originality in using and devising materials for tutoring sessions; observations about learner's work are generally very useful; sessions reports are thorough; tutor has invariably been prompt and flexible; written work meets high standards of insight and expression, and integrates required reading with the objectives of the assignment. Final paper may lead to revision of some LCLC policies and procedures.

Grade of B: reliable tutoring, generally following recommended books and techniques; observations about learner's work sometimes need clarification and sharpening, and/or sessions reports sometimes lack detail; tutor has generally been prompt and flexible; written work meets general but not top standards in terms of expression and argument, and/or required reading sometimes not fully integrated with the objectives of the assignment.

Grade of C+: adequate tutoring but not showing much originality in using and devising materials; observations often need amplification; session reports somewhat thin; tutor not always reliable; written work clearly short of highest standards and/or does not integrate required reading with the objectives of the assignment.

Grade of C: adequate tutoring but showing little or no originality in using and devising materials; observations frequently needed amplification; session reports thin; tutor not always reliable; written work clearly short of high standards and/or does not integrate required reading with the objectives of the assignment.

Grade of D and below: unsatisfactory tutoring; unreliable, diffuse reports; unresponsive to staff suggestions and assistance; poor written work, unresponsive to suggestions for improvement.

**NOTE 1: Assessment.** Your tutoring will be assessed on an on-going basis primarily by the Center staff, both as you are tutoring and in terms of the records you create based on your sessions. The staff members observe tutoring, discreetly and unobtrusively, and periodically sit in on the sessions of all of our tutors. From time to time a manager or lead tutor will stop by your table, say hello, and sit in for 10 minutes or so. (If you were taking tennis lessons, you'd want the coach to watch you play, and if the coach watched you play, you'd expect some feedback; friendly and supportive supervision is part of what the Literacy Center offers both learners and tutors.) Other tutors may also observe working pairs in order to gain valuable insight into the tutoring process. This is routine practice. In addition, after each evening of tutoring, you will fill out a session report on the work you and your learner completed and suggestions/lesson plans for the following session. Each session report from all tutoring sessions for all learner/tutor pairs are reviewed by the Center staff and the instructor on an ongoing basis; the reports constitute very important evidence of your tutoring skills, including the regularity and reliability of your attendance; promptness; willingness to adapt to the LCLC's needs; responsiveness to staff suggestions; thoroughness; resourcefulness; and attentiveness to learner's needs. Contributions to our regularly-scheduled meetings will also be factored into this part of your grade. If you sometimes tutor at another off-site location as directed by the LCLC staff because of space constraints, you will be asked to alternate the practice with tutoring on-site to enable observation. The LCLC supports its tutors with a trained, highly experienced staff. You should not feel that observation is an intrusion; it is a necessary part of what we do.

**NOTE 2:** It is assumed that you have a copy of this syllabus **no later than the end of the second week of the semester**, that you will have determined how many hours of credit you wish to earn, and that you understand and agree to abide by the rules governing this internship/tutorial and the regulations of the LCLC as explained to you during orientation sessions. You are required to email the instructor with an acknowledgement of your understanding and acceptance of all the terms of the syllabus.

**NOTE 3: Absences.** You are required to tutor one or two nights a week, depending on the number of credits for which you are registered. If you are ill, you **must** phone the manager at 773-508-2330 or email the manager at [locolice@gmail.com](mailto:locolice@gmail.com) to report that you will be absent; you must make up the tutoring session at a later date. If your regular learner is ill and notifies you, you must still come to the Center where you will be assigned to tutor a different learner, to observe another tutor-learner pair and write a report, or to perform some other task for the Center (filing, typing, etc.). You may also report absences via Facebook.

**NOTE 4:** If you are a returning tutor, your grading criteria may be altered to suit the course work agreed on in conference with the instructor.

**ACADEMIC INTEGRITY.** Please be advised that the Dean of the College of Arts and Sciences instructs all instructors at Loyola University Chicago to make their students aware of the penalties for any form of academic dishonesty as those penalties are outlined in the Undergraduate Studies Catalogue and on the Department of English webpage. It is assumed that you are familiar with these penalties; if you have any questions about fair use of material, contact the instructor. See the website at <http://www.luc.edu/english/writing.shtml> and the section "The Use and Misuse of Source Materials" for examples of what is and what is not plagiarism.

The English language research community has strict standards regarding **plagiarism** (to use or appear to use another's words or ideas without proper credit to the source.). Proper documentation techniques must always be followed when using outside sources. University policy requires that a report be sent to the chairperson of the course in which the student is enrolled for any instance of plagiarism. Plagiarism will result in a student's failing the paper **and** the course.

It is the policy of this instructor that students enrolled in their first semester at Loyola will receive a failing grade on the assignment and will not be permitted to revise it. In addition, their final grade will be lowered by one step (from a C to a C-, for example). Students enrolled in their second and subsequent semesters at Loyola will fail the course, as will first semester students who have engaged in egregious examples of plagiarism. to fail for the course any student who submits

### College of Arts & Sciences Statement on Academic Integrity

A basic mission of a university is to search for and to communicate the truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher
- Providing information to another student during an examination
- Obtaining information from another student or any other person during an examination
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor
- Attempting to change answers after the examination has been submitted
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process

Plagiarism is a serious form of violation of the standards of academic dishonesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes the following:

- Submitting as one's own material copied from a published source, such as print, internet, CD-ROM, audio, video, etc.
- Submitting as one's own another person's unpublished work or examination material
- Allowing another or paying another to write or research a paper for one's own benefit
- Purchasing, acquiring, and using for course credit a pre-written paper:

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source>.

In addition, a student may not submit the same paper or other work for credit in two or more classes without the expressed prior permission of all instructors. **A student who submits the same work for credit in two or more classes without the expressed prior permission of all instructors will be judged guilty of academic dishonesty, and will be subject to sanctions described below.** This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the chairperson of the department involved, and to the Dean of the College of Arts and Sciences. The chairperson may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the academic dean of the student's college may convene a hearing board.

Students have the right to appeal the decision of the hearing board to the academic dean of the college in which they are registered. The decision of the dean is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of a dean. Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml).

The College of Arts and Sciences maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

*Approved by the CAS Council of Chairs & Program Directors on 9/17/07; Endorsed by the CAS Academic Council on 9/19/07*  
[http://luc.edu/cas/pdfs/CAS\\_Academic\\_Integrity\\_Statement\\_December\\_07.pdf](http://luc.edu/cas/pdfs/CAS_Academic_Integrity_Statement_December_07.pdf); [http://www.luc.edu/cas/faculty\\_resources.shtml](http://www.luc.edu/cas/faculty_resources.shtml)