

**Tutoring Adult ESOL at Community Colleges**  
**UNST 421 504 CRN 44045**  
**Winter 2022 6 credits**  
**Wednesday, 12:45 – 3:45 pm**  
**Karl Miller Center 190**

**Michelle Culley**

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Office Hours: After class or by appointment

**Course Learning Outcomes:**

- **Develop** practical skills and strategies in tutoring English Language Learners.
- **Support** ESOL instructors and students in teaching and learning English.
- **Negotiate** intercultural communication while interacting with limited-English speakers.
- **Examine** the political, social, and economic implications for immigrants in the United States.
- **Defend** statements critically evaluating various organizations and news sources.
- **Reflect** on social responsibility pertaining to living among people from various cultures.

**University Studies Goals:**

- **Communication:** Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.
- **Inquiry and Critical Thinking:** Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.
- **Diversity, Equity, and Social Justice:** Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.
- **Ethics, Agency, and Community:** Students will examine values, theories, and practices that inform their actions and reflect on how personal choices and group decisions impact local and global communities.

**Required Course Texts/Readings:**

There are no texts to purchase. I will provide you with articles, videos, and other resources.

**Online Access to Course Information:**

**Canvas Course Shell:**

## **Class Sessions**

Regular attendance and participation are required. Don't hesitate to get in touch with me if you have unusual circumstances so that we can make an appropriate plan for your situation. You are responsible for getting assignments and class notes.

If you know that you will be missing a tutoring session, **contact your tutoring supervisor**. The instructors will often allow you to make up the missed session.

My role is that of facilitator and instructor. As a facilitator, my job is to help you resolve problems related to your community-based work and guide classroom discussions. As an instructor, I will organize, provide structure, facilitate and evaluate the work you do in class. Please get in touch with me immediately if you and/or the community partner have comments or concerns so they can be addressed quickly.

## **Course Grading Criteria: Total 600 Points**

1. **Tutoring** = 200 points – The instructor you are working with will be your tutoring supervisor. They will provide me with a percentage grade based on attendance, participation, and engagement.

2. **Coursework** = 400 points

### **A. Class Attendance / Participation (200 points)**

You will receive 20 participation points each week. The points are based on attendance and completing activities. Coming late or leaving early may reduce your points depending on the situation. Your grade is based on attendance and participation in weekly activities.

### **B. End of Term Reflection (50 points) – Due Date – March 22nd - 5:00 pm**

Two pages double-spaced. This reflection should be written formally and reflect on the term, such as what you have learned about immigration and your experiences tutoring, and how they connect to the University Studies goals.

### **C. Website Critical Analysis (Total 100 points)**

The detailed assignment sheet is available in Canvas

Part 1 (10 points) – January 29<sup>th</sup>

Part 2 (10 points) – February 12<sup>th</sup>

Part 3 (10 points) – March 5<sup>th</sup>

Final Project (70 points) – March 22<sup>nd</sup> – 5:00 pm

### **D. Tutoring Activity - (50 Points)- Variable due dates**

Each student will be responsible for bringing and demonstrating a teaching activity for the class. Find activities that will be appropriate for working with adults to be used in your tutoring sessions. You will present your activity and demonstrate the activity by having the class participate. I will demonstrate examples.

## Grading

Percentage	Grade
100-93%	A
90-92%	A-
89-86%	B+
85-83%	B
80-82%	B-
79-76%	C+
75-73%	C
70-72%	C-
69-66%	D+
65-63%	D
60-62%	D-

## Extra Credit / Late Work

My goal is for you to succeed in class. If you encounter any personal or educational hurdles or barriers, please contact me as soon as possible. I cannot assist you if you do not ask for assistance. I am happy to work with students individually to make up missing assignments.

## University Policies and Resources:

Resource Center to schedule an appointment and initiate a conversation about PSU Codes of Conduct: A productive learning environment relies on our adherence to PSU [Codes of Conduct](#)

Academic Integrity: Academic integrity is a vital part of the educational experience at PSU. PSU defines plagiarism as including "word for word copying, using borrowed words or phrases from the original text into new patterns without attribution, or paraphrasing another writer's ideas." If you have questions about whether or not you should give credit to a source in your work, you may clarify it with me. In general, though, I recommend always citing the sources you have consulted, as well as those you borrow from directly. If you are having difficulty with an assignment or a due date, please contact me.

Access and Inclusion for Students with Disabilities: PSU values diversity and inclusion; My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of the instruction or course design result in barriers to your inclusion or learning, please notify me. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, chronic illness, and other disabilities.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about your reasonable accommodations. If you already have accommodations, please contact me to make sure that I have received your DRC Faculty Notification Email so we can discuss your accommodations.

The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, [drc@pdx.edu](mailto:drc@pdx.edu). Visit the DRC online at <https://www.pdx.edu/disability-resource-center>.

Title IX Reporting: Portland State is committed to fostering a safe, productive learning environment. Title IX and PSU policies prohibit discrimination, including discrimination on the basis of sex/gender and sexual harassment, which includes sexual assault, domestic and dating violence, and stalking. We expect a culture of mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the [Title IX Coordinator](#), [Office of Equity and Compliance](#), or the [Office of the Dean of Student Life](#).

Please be aware that as an instructor, I have the responsibility to report any instances of sexual harassment, sexual and relationship violence and/ or other forms of prohibited discrimination to PSU's [Title IX Coordinator](#), the [Office of Equity and Compliance](#) or the [Dean of Student Life office](#) and cannot keep information confidential. However, the information will be kept private and only those with a need to know will be provided with what you disclose. If you would rather share information about sexual harassment or sexual and relationship violence to a confidential employee who does not have this reporting responsibility, you can contact a [confidential advocate](#) at 503.894.7982 or by scheduling [online](#). You may also contact other confidential employees found on the [sexual misconduct resource webpage](#).

Please complete the required student module [Understanding Sexual Misconduct and Resources](#) in Canvas, which provides information about PSU policy and resources.

You may also report sexual and relationship violence to law enforcement on campus with [Campus Public Safety Office \(CPSO\)](#).

Or you may file an [anonymous report with Campus Public Safety Office](#) or a [Bias Incident report](#) with the [Bias Review Team \(BRT\)](#). PSU does not typically investigate the reports that are made through these two avenues. These reports help PSU understand what students and employees are experiencing on and around campus and provide support where needed.

### **Campus Resources for Students:**

The Writing Center: The Writing Center at PSU can provide help at any stage of the writing process (from idea generation to revising). You can make an appointment at <https://www.pdx.edu/writing-center/>.

Cultural Resource Centers: provides student leadership, employment, and volunteer opportunities; student resources such as computer labs, event, lounge and study spaces; and extensive programming. You can find more info at: <https://www.pdx.edu/cultural-resource-centers/>.

The Basic Needs Hub: provides students with one place to stop for all concerns related to providing for basic needs support. Our mission is to connect PSU students to resources in the moment of need so students can focus on academics, career goals, and interpersonal relationships. Additional information can be found at: <https://www.pdx.edu/dean-student-life/basic-needs-hub>

My Student Support Program: PSU students taking 1+ credits are now able to access free, confidential mental health and wellbeing support 24/7 via the My Student Support Program (MySSP) @ PSU app, telephone, or website. To learn more about My SSP, please go to:

<https://www.pdx.edu/health-counseling/my-ssp>

The Center for Student Health and Counseling: Also known as SHAC. Students may experience stressors that can impact both their academic experience and their personal well-being. PSU offers many resources, some of which are listed here: <https://www.pdx.edu/health-counseling/>.

Food Assistance: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Committee for Improving Student Food Security. You can find more info at: <https://www.pdx.edu/student-access-center/>.

The PSU Landing: The PSU Landing at FUMC is a collaborative community resource providing transitional, temporary, safe-haven housing for PSU students navigating severe housing insecurity and homelessness. The Landing offers assistance to students by allowing them the time and support they need to seek permanent and affordable housing solutions, including guaranteed space and resources 7 nights/week with meals, for up to a complete academic term. Reach out to the PSU C.A.R.E. Team if you are in need of transitional housing assistance ([askdos@pdx.edu](mailto:askdos@pdx.edu), 503-725-4422).

### **COVID-19 Supplement:**

Classroom Requirements for All Students and Faculty Due to Covid-19:

The University has established rules and policies to make the return to the classroom as safe as possible. It is required for everyone to follow all the Return to Campus rules and policies. To participate in this class, PSU requires all students to comply with the following.

### **Vaccination:**

Be vaccinated against COVID-19 and complete the [COVID-19 vaccination attestation](#) form. Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on the "COVID-19 Vaccine Exemption Request Form" to establish those exemptions.

Health Check, Illness, Exposure, or Positive Test for COVID-19:

- Complete the [required self-check for COVID-19 symptoms before coming to campus each day](#).
- If you are feeling sick or have been exposed to COVID-19, do not come to campus. Call [The Center for Student Health and Counseling \(SHAC\)](#) to discuss your symptoms and situation at 503-725-2800. They will advise you on testing, quarantine, and when you can return to campus.
- If you test positive for COVID, [report your result to SHAC](#) and do not come to campus. SHAC will advise you on quarantine, notification of close contacts, and when you can return to campus.
- Please notify me (i.e. your instructor), should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.

- If I become ill or need to quarantine during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

#### Failure to Comply with Any of these Rules:

As the instructor of this course, the University has given me the authority to require your compliance with these policies. If you do not comply with these requirements, I may ask you to leave the classroom, or I may need to cancel the class session entirely.

In addition, failure to comply with these requirements may result in a referral to the Office of the Dean of Student Life to consider charges under PSU's Code of Conduct. A student found to have violated a university rule (or rules) through the due process of student conduct might face disciplinary and educational sanctions (or consequences). For a complete list of sanctions, see Section 14 of the [Student Code of Conduct & Responsibility](#).

#### Guidance May Change:

Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University's main [COVID-19 Response](#) webpage and look for emails from the University on these topics.

### **Tentative Schedule Winter 2023**

#### **Week 1**

- Introductions
- Syllabus
- Introduction to Language Acquisition
- A very brief History of English
- Tutoring Tips

#### **Weeks 2 -5 (Sample Topics)**

- Second Language Acquisition
- Common Learner Issues
- Lesson Planning
- Activities
- Reading & Writing
- Conversation & Listening
- Pronunciation
- Grammar
- Providing Feedback to Learners

#### **Weeks 6 – 7**

- Culture
- Intercultural Communication
- Exploring Cultures
- Stereotypes & Biases

## **Week 8**

- Bias in the media
- Evaluating Sources
- Digital Literacy

## **Weeks 9 &10**

- Immigration
  - History
  - Visas
  - Citizenship
  - Voting Rights

**Finals** No Class Meeting