
COMMUNITY SERVICE-LEARNING: LITERACY TUTORING

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INTRODUCTORY ESSAY

Though the concept of service-learning dates back to the early writings of John Dewey (Giles & Eyster, 1994), a national movement to integrate academic courses with community service has increased in popularity over the past decade (Hart, 2006; Schock, 2017). For example, colleges of engineering (Barnard, 2018) and business (Petrie, Jones, & Murrell, 2018) add service-learning as a pedagogical technique for students to apply training in a real-world setting. Further, researchers claim: "service learning projects improve undergraduate student leadership competencies and awareness of social justice issues" (Petrie, Jones, & Murrell, 2018, p. 42).

Although the definition of service-learning varies, scholars identify six core characteristics of this type of learning experience. Service-learning a) links community service to the curriculum, b) meets a genuine community need, c) is an equal benefit to the provider and recipient, d) is collaboratively designed, e) has a flexible structure and implementation, and f) allows for recognition of accomplishments (Hart, 2006; Tinkler, Tinker, Hausman, & Strouse, 2014). Germane to our course, we embrace Lund and Lee's (2015) perspective, claiming service-learning courses offer a practice experience for college students to engage in cultural competence training in settings that allow for interactions with diverse children and youth.

COURSE DETAILS

COMMUNITY SERVICE-LEARNING: LITERACY TUTORING is a three-hour, elective course offered spring and fall semesters by the College of Education (COE) at the University of Memphis. The course is designed for undergraduate students who wish to engage in a community service experience by tutoring a child in literacy during an afterschool program. There are no prerequisites for the course and it is open to all students on campus. It is a face-to-face course; however, resources and an assignment dropbox are located in the university's online management system: eCourseware. Two weeks prior to the course beginning, we email the syllabus and the following welcome message to students:

Greetings!

I am Dr. Rebecca Anderson, the professor of our class. I am a literacy professor, former department chair, and currently director of the University of Memphis Center for Literacy and Practice (Literacy Center). I love to teach and conduct research, and I'm especially excited about our course this semester! I want to introduce you to another person who will be assisting with our course: Ms. Leslee Bailey-Tarbett. Ms. Bailey-Tarbett is a third-year doctoral student with several years of classroom teaching experience. You can reach us both through our eCourseware email.

In a nutshell, this course is designed to provide you an opportunity to work in an educational setting while partnering with the community. Specifically, you will tutor elementary children one-on-one while assisting them with writing and illustrating a children's book. A former student once said that each course has its own "groove" and once you understand this, the course is less stressful. Thus, we want to explain a little bit about our tutoring course and how it is organized, to help you get in the groove as quickly as possible.

1. There will be ten weeks of tutoring for 1.5 hours at Belle Forest Elementary School. You will love this school! It is beautiful, only four years old, has over 1000 students, and the staff is warm and welcoming. We try our best to show respect and appreciation to them.
2. You will also love the children at Belle Forest Elementary! The school has a predominately African American student body with a growing Latinx population. You will be working with a 2nd grade student from the afterschool program.
3. The first three weeks of the semester, you will receive training on campus to help prepare you for tutoring. You will learn how to follow a process approach to writing, implement writing mini-lessons, use the iPad for research and composing, link children's literature to writing, encourage children to reflect on their writing, communicate with parents, and embrace a culturally relevant pedagogy.
4. The children's book that you will help your child write will address a different social justice topic each week. Related to the topic, you will research online, read a trade book, share a personal story you wrote, write a draft, and create an illustration.
5. Thanks to the Spanish Department on campus, the children's books are bilingual. In order to make this happen, you will need to meet deadlines to ensure the writing can be translated each week.
6. The books are professionally published, and copies are donated to patients at St. Jude International Children's Cancer Research Hospital. Your children may not know about St. Jude's Hospital, so during the first tutoring session, you will share a video and explain how children are being helped there. Having an authentic audience for their writing is motivating. You and your child will receive a free copy of the printed books.
7. We understand that you do not have teaching experience and may feel overwhelmed at the beginning. Please know this is normal and in a short period of time you will feel like a pro! Also, know that we are with you each step of the way, supporting and providing you with feedback. We attend all training and tutoring sessions. Weekly we respond online to your individual reflection about your tutoring session and share our thoughts from observing you teach.
8. One person in the course will be your partner. If you are absent, then your partner will also tutor your child. If your child is out, then your partner can assist you with team-teaching during that session.
9. During the last tutoring session, we have a parent celebration, sharing electronic versions of the created books, enjoying cupcakes, and receiving certificates, t-shirts, and totebags.
10. You will also find in Module 1, a folder titled: Issues, Concerns, and Questions. This is the quickest way to ask a question about the course, an assignment, due date, etc. This will be our go-to-location throughout the semester for such questions. Remember that anyone in the course can respond to the questions or issues posed there. Do not post personal questions here that would not be of interest to the entire course.

This is a very engaging course! Please know that it is also a time-consuming and challenging course. You will learn a lot, and you will accomplish a lot that you will be proud of. Again, we're excited about our course and know you are too! So, welcome aboard!

Cheers,

Dr. Rebecca Anderson, Professor

Ms. Leslee Bailey-Tarbett, Graduate Assistant

LESSONS LEARNED

In this section, we discuss three lessons learned about: 1) creating and sustaining partnerships, 2) identifying course outcomes, successes, and challenges, and 3) replicating the course.

CREATING AND SUSTAINING PARTNERSHIPS. This course hinges on meeting the needs of several partners, garnering their feedback, and being flexible in making suggested changes. Initially, the course was designed by the Director of the Literacy Center who desired to provide a course for university undergraduate honors and education students with a practical field experience. This initiative was approved by the Dean in the COE because prior to this time, the COE had never offered a course specifically for honors students, nor a course for education students with a community service-learning component. When the Director of the Literacy Center met with the Dean in the University Honors College, she received confirmation that the course would indeed meet service requirements for their students, and when she next met with the principal in a large, local public elementary school, again she received an enthusiastic invitation to implement the course during their afterschool program. Finally, the Director of the Literacy Center approached St. Jude Hospital and was assured that the books written and published for their cancer patients would be disseminated. Thus, the first semester partners were in place for the course to be created and implemented with university honors and education students.

During the first semester the course was offered, the Director of the Literacy Center met with faculty in the University's Spanish Department who concurred that having bilingual children's books would be an asset. It was noted there are numerous international Spanish speaking children who use St. Jude Hospital, and there is also a growing Spanish speaking population in our city. Thus, since the second semester the course was taught, the books are also translated into Spanish. Each week, Spanish professors receive children's writing from our course, coordinate the translation assignments with their students, and then the following week return the translations to us. In other words, Spanish students are not enrolled, nor receive credit in the tutoring course, but rather complete the translation assignment for a course they are enrolled in the Spanish Department.

During the second semester the course was offered, an advisory board was formed consisting of our partners from the COE, Honors College, Spanish Department, Elementary School, Hospital, a university student enrolled in the course, and a patient from Hospital. Two major changes resulted from this meeting. First, an argument was made to open the course to any undergraduate student on campus since this course is an elective, not dependent on any particular program. We discussed how students in any discipline, who seek community service opportunities could find the course meaningful, especially if they plan on going to graduate school where this experience is often valued. Additionally, students who are unsure but contemplating going into teaching, could benefit from having an early experience in the schools. Since that meeting, approximately half of the students taking this course are enrolled in colleges

outside of education or honors. Secondly, it was argued that both children who write the books, as well as children who receive them, could benefit from researching and writing about topics that have depth and substance beyond writing about our city, which we did the first two years. As a result, the curriculum has expanded to include writing topics on social justice issues.

The advisory board continues to meet once a year and provides guidance as needed to improve the course. For example, this year during our annual meeting, the member from St. Jude Hospital volunteered to chair a committee which will create a new curriculum on health and well-being to be implemented next year. Related to this work, a faculty member from the University's Public Health Literacy Center was added to the board for her expertise on this topic.

IDENTIFYING COURSE OUTCOMES, SUCCESSES, AND CHALLENGES. The course has been researched both externally and internally through multiple studies, including two which culminated into dissertations (Skelley, 2017; Stevens, 2017), one journal article (Skelley, Stevens, & Anderson, 2017), and four national conference presentations (Skelley, Stevens, Anderson, & Freeman, October 2016; Stevens, Skelley, & Anderson, December 2016; Skelley & Anderson, November 2017, & Skelley, Bailey-Tarbett, Stevens, & Anderson, December 2017). During the first year of the program an external evaluation reported overall success from the instructors, tutors, children, and principal's perspectives. However, two areas of concern were identified. First, there was limited parental involvement. Although we attempted to communicate and engaged with parents throughout the course, only approximately fifteen percent of parents replied to weekly emails from tutors and fifty percent attended the end of the semester parent celebration. We continue to search for meaningful ways to incorporate parents into the course. A second concern was that tutors were not using a culturally relevant pedagogy. This finding prompted the redesign of the tutor training to better equip tutors to engage in productive dialogue when culturally sensitive issues arise. Providing a culturally relevant pedagogy continues to be an ongoing focus of this course.

During the three years of implementation there were also a number of successes with the course. All tutors have successfully created a published book with their children, meaning weekly all children produced an illustrated piece of writing which meets the criteria outlined in the syllabus. Tutor data was collected weekly and at the end of each semester about their perceptions of the writing topics, trade books selected, their teaching, and their children's learning. Tutors were extremely positive about the relationship and literacy accomplishments they enjoyed with their children. The children were equally enthusiastic about the course, although it was found they enjoyed reading more than writing.

REPLICATING THE COURSE. This course could be easily implemented without funding and modified for disciplines other than education. We received both internal and external funding to purchase iPads, children's books, incentives, and pay for books to be published. However, the course could be modified and offered without expenses, if an instructor chose to produce e-books, tutors used their own computers, incentives were not provided, and tutors either checked out library books or read online books to children. Additionally, audiences for the book could shift to being online, meaning children could share their writing and illustrations or discuss books they read with children online, such as with national or international KeyPals.

Finally, the course could be restructured for specific disciplines. For example, finance faculty could require students to tutor and help children write books on financial literacy, science faculty could focus on environmental issues, or political science faculty on government policy. The possibilities are endless. When considering the development of a similar service-learning course, faculty could begin by asking:

What do your students need to learn about your discipline, and what do children in the public schools, or people in a different off-campus site, need to know about your topic?

There are many reasons to provide a community-service course. Students become more knowledgeable and enthusiastic about their field when teaching or interacting with others. This experience also allows students to gain a greater understanding of world needs, link theory and practice, and enjoy a rich connection to their community. We might add, the benefits for faculty are immense. It is truly a meaningful and rewarding experience to teach such a course.

SYLLABUS

COMMUNITY SERVICE-LEARNING: LITERACY TUTORING

COURSE DESCRIPTION: Designed for students to teach literacy skills to school-aged children in clinical, K-12 schools, or non-profit settings. Three hours credit. May be repeated for a maximum of nine hours credit. May not be repeated to improve grade.

PRE-REQUISITE: None, except all students must have a current background check on file.

REQUIRED TEXTS: **None.** Online and printed materials related to literacy tutoring, social justice praxis (curriculum and method), and assessment will be provided.

OVERVIEW OF THE COURSE: The purpose of this course is to provide an opportunity for university students to work in an educational setting while partnering with the community. Following three weeks of training, university students tutor elementary children weekly following a social justice curriculum while using the iPad to research, write, and illustrate a book as a part of a project entitled *Bilingual Books for Kids by Kids*. The books are bilingual with students and faculty in the Spanish Department providing the translations. The course is made possible through the collaboration between The University's College of Education, Honors College, and Spanish Program, along with St. Jude International Children's Research Hospital, and Belle Forest Elementary School.

TEACHING METHODS: Lecture, Discussion, and Modeling

KEY ASSESSMENTS: N/A

COURSE OBJECTIVES: Tutors are expected to achieve the following course objectives adapted from the National Research Council of Community-Level Programs for Youth (2002), the Council for the Advancement of Standards (CAS) in Higher Education (2014), and the International Literacy Association (2010):

1. Teach elementary children weekly in a culturally responsive manner while engaging in the writing process.
2. Create a safe learning environment while forming positive and caring relationships.
3. Use technology tools to assist children with researching, writing, and illustrating a children's book.
4. Implement and design writing lessons that are specific to a theme.
5. Use multicultural literature to link reading, writing, and thinking.

6. Actively communicate with parents about children's overall well-being, inform parents digitally of children's literacy experiences, and solicit feedback.
7. Engage in professional discussions about teaching and learning with colleagues, instructors, and/or mentors.
8. Reflect weekly on personal growth and consider how cultural differences can be bridged.

ASSIGNMENTS:

Tutoring Training Sessions: Modules 1 – 3. (3 Sessions worth 2 points each, 6 Possible Total Points).

We will provide training sessions during the first three weeks to help prepare you for your tutoring sessions. You are expected to attend and participate fully in all discussions and lesson plan development, following the required lesson plan format. **Completed first 3 weeks of course. NOTE:** You will not tutor during the first three weeks of the semester, during Elementary School's spring break, the University's spring break, and the last week of the semester.

Rationale: The training sessions will provide opportunities to learn about the social justice curriculum and pedagogy, the purpose and structure of the *Bilingual Books for Kids by Kids* program, the role of tutor, and course expectations.

TUTORING LESSON PLAN

TIME	INFORMATION/ACTIVITIES
	Objectives:
4:00-4:20	<p>Introduction & revision of last week's writing:</p> <ul style="list-style-type: none"> • Welcome, overview/objectives of tonight's lesson. • Connect to last week's lesson by reviewing what parents wrote in their email. • Provide feedback to your partner/child's writing from last week. • Conduct mini-lesson and revise last week's writing using mini-lesson focus and parent input.
4:20-4:50	<p>Prewriting for this week's writing:</p> <ul style="list-style-type: none"> • Introduce topic and activate prior knowledge by sharing your own personal writing on the topic. • Link children's literature to this week's topic (we provide this book) by generating vocabulary words, pre-reading, during, and after reading activities and discussions. • Review online links related to topic. • Complete graphic organizer and/or other prewriting activities. • Ask children to tell you their stories orally.

4:50-5:15	<p>Writing rough drafts and illustrating this week's writing:</p> <ul style="list-style-type: none"> • Use iPad to write child's story. • Illustrate writing. • Read over draft, making connections to mini-lessons or other activities that can help them consider revisions to make to their own writing.
5:15-5:30	<p>Closure:</p> <ul style="list-style-type: none"> • Ask children to reflect on learning by answering the Children's Reflection Questions (see below). • Photograph and email children's rough drafts and their reflection on today's learning to parents, DR. Anderson & Ms. Bailey-Tarbett. • Children select take home book. If time, read book, play vocabulary games or research topics for book.

LESSON PLAN RUBRIC

No Lesson Plan Posted (or Late Posting) 0 points	Posts Lesson Plan by Monday, Midnight 1 point
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Tutoring Sessions and Lesson Plans: Modules 4 – 15. (10 sessions worth 4 points each, 40 Possible Total Points.)

You will teach one elementary student at a local elementary school in literacy for 10 weeks. Sessions are each Tuesday, 4:00-5:30 pm, followed with a debriefing with your Instructors, 5:30 – 6:00 pm. Lesson plans embracing a social justice curriculum will be created for each tutoring session. Your lesson plan should follow the template above. You will post each week's lesson plan in the discussion folder on eCourseware by midnight on Mondays.

Rationale: By embracing a social justice curriculum, tutors will consider not only the academic objectives of the writing lesson, but will design lesson plans that are culturally relevant, encourage respectful dialogue concerning cultural issues, and validate cultural identity.

TUTORING RUBRIC

Does NOT Teach 0 points	Arrives Late Teaches Session and Meets Partial Requirements 2 points	On Time Teaches Session and Meets All Requirements 3 points
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Children's Rough Drafts and Reflections: Modules 4 – 15. (10 postings worth 1 point each; 10 Possible Total Points):

Each week you will post one rough draft of each child's work and help him/her write ONE reflection on the day's session, all to be emailed at the end of the session to parents and your Instructors.

Children Reflection Questions

1. Tell your family what you wrote about today. How did you feel about today's topic?
2. What would you tell your family you learned about being a writer today?
3. Tell your family what was your favorite thing you did today.

CHILDREN'S ROUGH DRAFT AND REFLECTION RUBRIC

No Rough Draft and Reflection/Emailed Late 0 points	Emailed Rough Draft or Reflection .5 point	Emailed Both Rough Draft and Reflection 1 point
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Rationale: One goal of the program is to actively communicate with parents about their children's overall well-being, inform parents digitally of children's literacy experiences, and solicit feedback about children's writing.

Tutor Reflections: Modules 4–15. (10 postings worth 1 point each; 10 Possible Total Points):

You will reflect on your teaching each week by answering the questions below. You should post your reflection in the eCourseware dropbox by Monday, midnight and you will receive feedback from your Instructors.

Rationale: Great teachers are reflective practitioners. This means you consciously think about your teaching, reflect weekly on personal growth, and consider how cultural differences can be bridged during debriefing sessions.

Tutor Reflection Questions

1. What content did your lesson cover?
2. How did your lesson components connect with the previous lesson?
3. How did you use culturally relevant strategies in my lesson? What did you learn from using them?
4. How did the social justice topic affect interactions, discussion, and writing with your student today?
5. How did your student react to the social justice topic?
6. Were any elements of the lesson more effective than other elements? Did some aspects need improvement?

7. What have you learned about your strengths and areas in need of improvement? How are you progressing as a tutor?

8. What questions about your tutoring do you have for us?

TUTOR REFLECTION RUBRIC

NO Reflection (or Late) Posted 0 points	Partial Reflection Posted 0.5 points	Complete Reflection Posted 1 point
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Children's Book: Rough Draft Due Module 15. Final Due Module 16. (21 Possible Total Points):

You will assist your children in following a process approach to writing to write and illustrate a bilingual book about social justice topics. The University's Spanish students will provide the translations to include in your book. An electronic copy of the book will be shared at a parent celebration, 5:00 – 5:30 pm during our last tutoring session.

Rationale: Writing research informs us that children are motivated and invest themselves in writing when they have a real purpose and audience for their writing, making it relevant to their daily lives.

Children's Book Guidelines:

- The book will have a total number of pages that is a multiple of four, probably 32 or 36 pages (this includes the front and back cover). The first page will be the cover page, the second page (the inside cover) will list the Spanish translators (this information will be provided), the third page will be the title page including first and last names of authors, the fourth page is the sponsor page (this information will be provided), the fifth page is a dedication page to the children at X Children's Hospital.
- There will be 10 classes that tutors/children will read a children's book and use online resources to connect social justice topics to help children read, write, and think about: 1) What is the issue or social justice problem? 2) What is being done nationally and locally to address this problem, and 3) What can we do individually in our city to improve the situation? The completed books will include two pages per child (one writing, one illustration) about each of the following social justice topics: 1) Caring, 2) Justice, 3) Courage, 4) Generosity, 5) Responsibility, 6) Fairness, 7) Compassion, 8) Persistence, and 9) Kindness.
- The cover page and all pages in the book, (excluding the title, sponsor page, favorite words, and dedication page), will include illustrations. The illustrations will be drawn by the tutor/children, scanned or photographed by the tutor, and uploaded.
- In the content pages, text will be on the left page and illustrations on the right. This means there will be two pages for each topic.
- The inside back cover will be "Meet the Authors." Here you will include the names, pictures, and a brief bio of both yourself and children.

- The back cover will be provided (sponsored by the series: *Bilingual Books for Kids by Kids*, Series Seven, The University's Literacy Center).
- Final drafts of student writings should be emailed each Tuesday by midnight to your Instructor, so she can forward to the Spanish Department for translation. The final translations will be put in files in the dropbox.

CHILDREN'S BOOK RUBRIC

Section	Possible Points
Book includes the following sections: Cover, Translator Page, Dedication Page, Glossary, Author Background Page	3 points
Book is themed and organized by social justice topic headings	3 points
Book includes accurate information and details	3 points
Book includes an illustration for each page of writing	3 points
Book adheres to English conventions and mechanics	3 points
Book is original, inviting, and visually attractive	3 points
Book includes all Spanish translations	3 points
TOTAL	21 possible points

Children's Mini-Case Study: Module 16. (10 Possible Total Points):

You will produce a mini-case study about your child. The report should address the four areas listed below. The case study will share information about the child's literacy performance and recommend ways that can promote the child's literacy development.

Rationale: Preparing a case study gives the tutor an opportunity to reflect on the individual strengths of the student and identify areas that can be strengthened with further lessons. Additionally, this information can provide insights into a child's performance that is communicated and helpful to other educators.

Mini Case Study

- A brief description of the child, e.g. his/her interests, prior literacy experiences, special qualities.
- A summary of the child's strengths and challenges, supported by pre-assessment results, as well as on-going evaluations of progress.

- A description of child’s work during the sessions, including a list of the books read and websites used.
- Suggestions for ways that the parent and teacher can further enhance the child’s literacy development.

MINI-CASE STUDY RUBRIC

No Case Study 0 points	Meets the Minimum Guidelines for 1/4 Categories 3 points	Meets the Minimum Guidelines for 2/4 Categories 5 points	Meets the Minimum Guidelines for 3/4 Categories 8 points	Meets All the Minimum Guidelines 10 points
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Final Reflection and Self-Assessment Assignment: Module 16. (3 Possible Total Points):

You will write a final self-assessment and final reflection on the class. You will include the grade that you think you earned and the rationale for the grade. You will discuss what you learned about implementing a social justice curriculum and embracing a cultural relevant pedagogy, being a tutor, impacting children’s literacy development, engaging in a community-based service course, and anything else related to the class. This assignment is worth 3 points and will submitted to the dropbox in eCourseware by the last night of class.

Rationale: When we stop and assess how well we have accomplished a task it can assist us with identifying our strengths and areas that we want to improve in the future. We want both teachers and students to engage in this form of self-regulating behavior.

FINAL REFLECTION/SELF-ASSESSMENT RUBRIC

Rationale Not Provided 0 points	Only Rationale for Self-assessment OR Only Final Reflection 2 points	Includes Both Self-assessment and Final Reflection 3 points
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Course Feedback: Due Module 16. (3 Possible Extra Credit Points):

You will have the opportunity to give feedback on the course for extra credit, using the model, “Three Stars and a Wish.” What are three things you liked about the course? What is one thing that you would change about the course? Please submit your course feedback in the dropbox folder by the last night of class.

Rationale: Reflecting on the course and engaging in constructive feedback allows the instructors to make important adjustments to their lesson design and instruction for future students and children.

EVALUATION AND GRADING SCALE RANGE:

Training Participation (3 Sessions x 2 Points)	6 points
Tutoring Sessions (10 Sessions x 3 Points)	30 points
Lesson Plans (10 Sessions x 1 Point)	10 points
Child Rough Drafts and Reflection Emails (10 Sessions x 1 Point)	10 points
Tutor Personal Reflections (10 Weeks x 1 Point)	10 points
Mini-Case Study	10 points
Children's eBook	21 points
Final Reflection/Self-Assessment	3 points
Total Possible Points:	100 points

GRADING SCALE:

93-100	A
85-92	B
76-84	C
70-75	D

Attendance Requirements for this Course: Professionals, particularly teachers and tutors charged with the safety of youngsters, must be both prepared and punctual. Thus, students are expected to attend all classes and tutoring sessions for the full time period called for in the schedule. Because elementary students will be depending on you to be present and prepared for each scheduled tutoring session, emergency procedures for notifying your instructor about absences must be closely followed. If you are unable to attend a tutoring session, call your instructor with the contact information provided at the top of the syllabus. Students who miss sessions without notification are considered unexcused absences and are subject to a letter grade reduction for each session missed.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant university policies concerning *plagiarism*. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Date	Required Assignments/Due Dates	Possible Points
Module 1	Training Session 1 at LC <ul style="list-style-type: none"> • We will be meeting at Literacy Center (LC) for the first three training sessions. 	2 points
Module 2	Training Session 2 at LC	2 points
Module 3	<ol style="list-style-type: none"> 1. Training Session 3 at LC 2. Monday: Post Tuesday's lesson plan by midnight in discussion folder on eCourseware. 	2 points 1 point
Module 4 @BF <i>Theme:</i> Caring	<ol style="list-style-type: none"> 1. Tuesday, 4 pm: Tutor at Belle Forest Elementary School (BF) 2. Tuesday by midnight: Email child's writing and child's reflection to parents and instructors. 3. Monday: Submit tutor reflection from last Tuesday's session and Post Tuesday's lesson plan by midnight in discussion folder on eCourseware. 	1 point 1 point 3 points 1 point
Module 5 @BF <i>Theme:</i> Justice	<ol style="list-style-type: none"> 1. Tuesday, 4 pm: Tutor at BF 2. Tuesday by midnight: Email child's writing and child's reflection to parents and instructors. 3. Tuesday by midnight: Email Ms. Bailey-Tarbett's last week's revised writing 4. Monday by midnight: Submit tutor reflection from last Tuesday's session and Post tomorrow night's lesson plan in discussion folder on eCourseware. 	1 point 1 point 3 points 1 point
Module 6 @BF <i>Theme:</i> Courage	<ol style="list-style-type: none"> 1. Tuesday, 4 pm: Tutor at BF 2. Tuesday by midnight: Email child's writing and child's reflection to parents and instructors 3. Tuesday by midnight: Email Ms. Bailey-Tarbett last week's revised writing 4. Monday by midnight: Submit tutor reflection from last Tuesday's session and Post tomorrow night's lesson plan in discussion folder on eCourseware. 	1 point 1 point 3 points 1 point

<p>Module 7 @BF</p> <p><i>Theme:</i> Responsibility</p>	<ol style="list-style-type: none"> 1. Tuesday, 4 pm: Tutor at BF 2. Tuesday by midnight: Email child's writing and child's reflection to parents and instructors 3. Tuesday by midnight: Email Ms. Bailey-Tarbett last week's revised writing 4. Monday by midnight: Submit tutor reflection from last Tuesday's session and Post tomorrow night's lesson plan in discussion folder on eCourseware. 	<p>1 point 1 point 3 points 1 point</p>
<p>Module 8</p>	<p style="text-align: center;">University's SPRING BREAK – No Tutoring</p> <ul style="list-style-type: none"> • <i>Begin rough draft of case study, review formatting of eBook, and complete lesson plans.</i> 	
<p>Module 9</p>	<p style="text-align: center;">School's SPRING BREAK – No Tutoring</p> <ul style="list-style-type: none"> • <i>Continue rough draft of case study, review formatting of electronic book, complete</i> 	
<p>Module 10 @BF</p> <p><i>Theme:</i> Generosity</p>	<ol style="list-style-type: none"> 1. Tuesday, 4 pm: Tutor at BF 2. Tuesday by midnight: Email child's writing and child's reflection to parents and instructors 3. Tuesday by midnight: Email Ms. Bailey-Tarbett last week's revised writing 4. Monday by midnight: Submit tutor reflection from last Tuesday's session and Post tomorrow night's lesson plan in discussion folder on eCourseware. 	<p>1 point 1 point 3 points 1 point</p>
<p>Module 11 @BF</p> <p><i>Theme:</i> Fairness</p>	<ol style="list-style-type: none"> 1. Tuesday, 4 pm: Tutor at BF 2. Tuesday by midnight: Email child's writing and child's reflection to parents and instructors 3. Tuesday by midnight: Email Ms. Bailey-Tarbett last week's revised writing 4. Monday by midnight: Submit tutor reflection from last Tuesday's session and Post tomorrow night's lesson plan in discussion folder on eCourseware. 	<p>1 point 1 point 3 points 1 point</p>
<p>Module 12 @BF</p> <p><i>Theme:</i> Kindness</p>	<ol style="list-style-type: none"> 1. Tuesday, 4 pm: Tutor at BF 2. Tuesday by midnight: Email child's writing and child's reflection to parents and instructors 3. Tuesday by midnight: Email Ms. Bailey-Tarbett last week's revised writing 4. Monday by midnight: Submit tutor reflection from last Tuesday's session and Post tomorrow night's lesson plan in discussion folder on eCourseware. 	<p>1 point 1 point 3 points 1 point</p>

<p>Module 13 @BF</p> <p><i>Theme:</i> Compassion</p>	<ol style="list-style-type: none"> 1. Tuesday, 4 pm: Tutor at BF 2. Tuesday by midnight: Email child's writing and child's reflection to parents and instructors 3. Tuesday by midnight: Email Ms. Bailey-Tarbett last week's revised writing 4. Monday by midnight: Submit tutor reflection from last Tuesday's session and Post tomorrow night's lesson plan in discussion folder on eCourseware. 	<p>1 point</p> <p>1 point</p> <p>3 points</p> <p>1 point</p>
<p>Module 14 @BF</p> <p><i>Theme:</i> Persistence</p>	<ol style="list-style-type: none"> 1. Tuesday, 4 pm: Tutor at BF 2. Tuesday by midnight: Email child's writing and child's reflection to parents and instructors 3. Tuesday by midnight: Email Ms. Bailey-Tarbett last week's revised writing 4. Monday by midnight: Submit tutor reflection from last Tuesday's session, and Post tomorrow night's lesson plan in discussion folder on eCourseware. 	<p>1 point</p> <p>1 point</p> <p>3 points</p> <p>1 point</p>
<p>Module 15 @BF</p>	<ol style="list-style-type: none"> 1. Tuesday, 4 pm: Tutor at BF 2. Tuesday 5:00–5:30: Parent Celebration 3. Monday by midnight: Submit tutor reflection. <ul style="list-style-type: none"> • Note: Have mini-case study ready to bring to class next week. 	<p>1 point</p> <p>1 point</p> <p>3 points</p> <p>1 point</p>
<p>Module 16 @LC</p>	<p>Tuesday: EXAM Day <u>In-class</u> meeting to make final edits to student book, mini-case study and complete self-assessment. Due in dropbox by MIDNIGHT. <i>Celebrate your accomplishments!</i></p> <ul style="list-style-type: none"> • Tuesday: Also, complete class feedback by MIDNIGHT 	<p>21 points</p> <p>10 points</p> <p>3 points</p>

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