Rationale: This course has been established for the purpose of providing assistance in achieving an acceptable standard of literacy for struggling readers and/or enabling speakers of other languages to improve their speaking, listening, reading and writing skills in English.

Process: Grade 11\12 MVHS tutors are introduced to various techniques to assist struggling readers and students of other languages. Tutors are also immersed in the techniques of teaching. A variety of pertinent topics is explored, including: how students learn, how comprehension is enhanced through experience, how learners have different styles and how to teach and evaluate writing.

Grade 11\12 MVHS tutors are then partnered with a struggling reader or an exchange student to work on-on-one. Tutors are expected to design individualized and whole-class lessons with the purpose of meeting English language outcomes.

**Tutor Evaluations**

Assignment Description Time Frame

|  |  |  |
| --- | --- | --- |
| Reflection Journals | Tutors will provide brief summary of the week’s activities and a personal appraisal of the effectiveness of those activities. |  |
| Lesson Plans | Tutors will submit regular lesson plans to demonstrate their understanding of the course philosophy and instructional design. |  |
| Partner Evaluations | Tutors will provide regular evaluations designed to develop their partners’ language skills. |  |
| Learning Styles Presentation | Tutors will research learning styles theories and creatively present their findings to the class. |  |
| Enhancing Literacy/Language skills presentation | Tutors will research teaching methods dealing with literacy or language skills and creatively present their findings to the class. |  |
| Whole Class Lessons | Tutors will design and present lessons to improve the language skills of the other students. Projects will be accompanied by detailed lesson plans. |  |
| Special Project | With their partners, Tutors will design and create a special project that they feel encapsulates their time in Reading Tutor 120. |  |
| Personal Essay | Tutors will provide a reflection on and appraisal of their own success in Reading Tutor 120 (800 words). |  |

**Student Evaluation**

|  |  |  |
| --- | --- | --- |
| Assignment | Description | Time Frame |
| Journals | Students will complete regular writing assignments designed by the teacher or their tutors. |  |
| Tutor Lessons | Students will participate in and complete all assignments designed by their tutors. |  |
| Partner Evaluations | Students will provide regular evaluations of their tutors. |  |
| Audience Participation/ Summaries | Students will watch tutor presentations and prepare brief summaries of the presentations. |  |
| Presentation | Students will prepare a slide-show presentation based on some aspect of their cultures. |  |
| Special Project | With their tutors, students will design and create a special project that they feel encapsulates their time in Reading Tutor 120. |  |

**Course Evaluation**

Reflective Journal and Daily Lesson Plans 30% (15% each)

Portfolio 20%

Tutorial Questions and Articles 10%

Research and Case Study of learning challenge 10%

Responsibility and Reliability as a Tutor 10%

Other context specific class work 20%