

Assignment #8: due May 9th
Final report



Your final assignment for Linguistics 161 is a report on the results of tutoring, containing five sections. It should take 10 to 15 pages of double-spaced text. Submit it by email by May 9th. For kindergarten students, some of these sections may not apply: use your judgment. If there is graphic material that you would like to scan in to your digital report, see Sue Sheehan.

Your tutor logs will be your best resource. If you do not have copies, see Brittany. If your logs and your memory fail you, don't worry about each entry being altogether complete, but try to give a record that will allow us to retrace the student's history and progress.

1. The student(s). A summary description of the student or students you have been tutoring, including for each student
 - a. age and grade
 - b. physical behavior
 - c. response to you as a tutor
 - d. attitude and motivation to reading
 - e. students' relation to friends and other students if you have observed this.
 - f.
2. AlphaMonster scores at the beginning and end of the tutoring process with your analysis of how this shows progress in understanding and using the alphabet. In particular:
 1. the silent-e rule.
 2. regular vowel pairs.
 3. final -CC and -CCC clusters.
3. A time-line showing the sections of the IRM covered, and scores on the Tower Game for each section.
4. The story that you prepared using the Language Experience method in Assignment #4 with reading errors indicated, and a description of how this did or did not motivate students' reading.
5. A detailed account of the linguistic, cognitive and social style of one student, with concrete examples taken from your notes and tutor logs.

- a. The extent to which the student uses the main features of AAVE, especially
 - i. invariant *be*
 - ii. subject-verb agreement or lack of it
 - iii. possessive 'swith any notes on how this pattern emerges in oral reading.
- b. The student's ability to learn and apply general rules like the soft-c rule and the silent-e rule, as opposed to learning from examples or sight-word learning
- c. Reading motivation, including
 - i. A ranking of stories and activities from the most to the least motivating.
 - ii. Any concrete examples of things the student did or said that indicated motivation.
 - iii. What activities led to the most focused learning.

6. Add any other thoughts, comments, suggestions for improving our tutoring process in the future.