Required Texts


Michigan Department of Education Curriculum Framework

Course Requirements

1. Tutoring in a local school
2. Tutoring log
3. Final Tutoring Report
4. Weekly Reading/Tutoring Reflections, due every Tuesday
5. Inclass Reading Reflections
6. Group Oral Presentation on a chapter of the textbook
7. Group Oral Presentation on Student Tradebooks
8. Individual Book Talk on a Tradebook for Teachers
9. Final Paper
10. Class Attendance and Participation

More than 3 absences will lower your final grade. Being fully present means coming to class prepared to participate, having completed the reading and writing assignments.

Tutoring in the schools

You will tutor two junior high or high school students twice a week for a minimum of 30 hours. These students will be assigned to work with you because their teachers have identified a need for special attention. You will tutor the same two students twice a week for the semester. We will try to schedule students back-to-back so you need to visit the school only twice a week. Be sure the school understands you need to work with the same students rather than fill in as needed.

If one of your students has frequent absences, request a different student as soon as possible. If there is an occasional absence, you should help another student, but if repeated absences occur, let me and the cooperating teaching know.

Tutoring Logs

Use a small notebook. Every time you meet with your students, record the date and brief notes to yourself about the session. Included some details about what your students say and do. Note what you did and assess your effectiveness. Record student absences, school cancellations, teacher suggestions. Note what you want to do in the upcoming sessions.
Weekly Reflections

Reflections are due every Tuesday. They should address the following three questions:
1. What are you learning about literacy from your tutoring experience and from your reading and class discussions?
2. What connections can you make between the tutoring and the course readings?
3. How might you use your new learning as a classroom teacher?

Final Paper

This paper is a synthesis of your learning in the course and would be a good addition to your teaching portfolio. In it, you need to explain how and why you will provide students with genuine opportunities to use literacy to learn the subjects you'll be teaching.

Grading

All assignments must be completed to pass the course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Weekly Reading/Tutoring Reflections</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Final Tutoring Report, Tutoring Log, cooperating teacher evaluations</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation and Peer review of contribution</td>
<td>20%</td>
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Tips for Success

- keep up with the work: have the reading and writing done before discussion.
- pretend you are already a teacher.
- keep an open mind.
- work constantly to make connections between your tutoring experience and your coursework.
- practice talking and writing like a teacher, using the terminology from your readings.
- be self-reflective.
- bring the book under discussion to class and mark pages you like.

MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disability Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Associate Dean of Students, (7-2212). For other concerns about discrimination, you may contact your advisor, department head, or the Affirmative Action Office (7-3310).
HU 4150 SYLLABUS, Fall 2001, Nancy Grimm

Wk 1
Aug. 28  Course Introduction
Aug. 30  Alvermann/Phelps, Chapter 1

Wk 2
Sept. 4   Alvermann/Phelps, Chapter 2
Sept. 6   Michigan Curriculum Framework

Wk 3
Sept. 11  Michigan Curriculum Framework
Sept. 13  LD Video: How Difficult Can This Be?

Wk 4
Sept. 18  Alvermann/Phelps, Chapter 11
Sept. 20  Ross, Intro, Chapters 1-3

Wk 5
Sept. 25  Ross, Chapters 4-5
Sept. 27  Alvermann/Phelps, Chapter 8

Wk 6
Oct. 2    Alvermann/Phelps, Chapter 10
Oct. 4    Alvermann/Phelps, Chapter 12

Wk 7
Oct. 9    Heath, Prologue, Chapters 1-3
Oct. 11   Heath, Chapters 4-5

Wk 8
Oct. 16   Heath, Chapters 6-7
Oct. 18   Heath, Chapters 8-9 and Epilogues

Wk 9
Oct. 23   Alvermann/Phelps, Chapter 3, Group Presentation Day
Oct. 25   Alvermann/Phelps, Chapter 4, Group Presentation Day

Wk 10
Oct. 30   Alvermann/Phelps, Chapter 5, Group Presentation Day
Nov. 1    Alvermann/Phelps, Chapter 6, Group Presentation Day

Wk 11
Nov. 6    Alvermann/Phelps, Chapter 7, Group Presentation Day
Nov. 8    Alvermann/Phelps, Chapter 9, Group Presentation Day

Wk 12
Nov. 13   Obidah/Teel, Intro, Chapters 1-2
Nov. 15   Obidah/Teel, Chapters 3-5

Happy Thanksgiving! Break Week

Wk 13
Nov. 27   Tradebooks for Kids Presentations
Nov. 29   Tradebooks for Kids Presentations

Wk 14
Dec. 4    Course Review, Final Tutoring Report Due
Dec. 6    Lesson Plan Presentations

Wk 15
Dec. 11   Draft of Final Paper Due
Dec. 13   Final Paper Due, Course Evaluations