Course Requirements
You will have several kinds of requirements for this course:
1) Tutoring in the Schools
2) A tutoring reflection notebook and log
3) Reading responses and exercises as they are assigned throughout the term
4) A presentation to the class in which you lead the class discussion on an assigned reading. You essentially teach the class on that day (this is a group assignment).
5) Three tutoring report and planning memos
6) A literacy report.
7) A midterm exam
8) An in-class essay at the end of the term

A note on attendance—As in all of your classes, attendance is crucial to your success in the course. More than three absences will affect your final grade. Always come prepared and ready to discuss the assignments for the day. Throughout the term, I will also ask you to share the work you are doing with students in the local schools, so always bring your reflection notebook with you.

Tutoring in the Schools
You must have a minimum of 30 hours of tutoring. If one of your students has frequent absences or decides to quit during the term, request a different student as soon as possible. You should work with the same two students twice a week for the entire semester. We will try to schedule students back-to-back so that you can meet with both students on the same day twice a week. (Be very sure that the school understands that you need to work with the same students rather than fill in as a study hall monitor.)

At the end of the term, the cooperating teacher, counselor, or principal will fill out an evaluation of your work.

Tutoring Reflection Notebook and Log
For each day that you tutor, carefully record the date, the length of the session, what you worked on, and notes to yourself about what you think succeeded, what you’d like to work on next, what challenges the student poses, and what you’d like to remember for your next session. This notebook should conclude with a lengthy summary entry in which you reflect on what you have accomplished in your tutoring with your students, how your course reading and discussions can be or were incorporated into your tutoring/teaching, and what you would like to address in future teaching or tutoring situations.

Reading Responses and other Activities as Assigned
I will assign reading responses or activities to help you keep up with the reading and to use in our classroom discussions.
Presentation
With one or two of your classmates, you will be responsible for one class in which your group has the primary responsibility for teaching the reading assigned for that class period.

Tutoring Report and Planning Memos
Three times during the quarter—February 5, March 12, and April 16—I will ask for a tutoring memo in which you report on the work you have done thus far in the term, reflect on your tutoring, and detail plans for upcoming sessions.

Literacy Reports
Because this course is about literacy in the content areas, I want you to begin to think about what that will mean for the subject (or subjects) you plan to teach throughout your career. In this report, you will be asked to examine literacy in your subject area. The report (written and oral) is due April 9.

Midterm Exam
At midterm, you will have an exam on the reading material up to that point in the course.

In-Class Essay
On April 30, you will write an in-class essay. I'll give you more detail on that after midterm.

Jan.
15 Intro to Course
17 Chapter 1, Mahiri
22 Chapters 2-3, Mahiri
24 Chapter 4, Mahiri
29 Chapters 5-6, Mahiri
31 Anne Haas Dyson, "Coach Bombay’s Kids Learn to Write: Children’s Appropriation of Media Material for School Literacy," in Cushman pp. 325-375

Feb.
5 Screening/Discussion of LD Video & Memo 1 Due
7 no class-winter carnival
14 Christina Haas, "Learning to Read Biology: One Student’s Rhetorical Development in College," in Cushman pp. 358-375
26 Yetta Goodman, "The Development of Initial Literacy," in Cushman pp. 316-324; and preparation for midterm exam.
28 midterm exam

Mar.
12 Ohanian, Introduction and Chapter 1; Memo 2 Due
14 Ohanian, Chapters 2-5; Presentation Day
19 Ohanian, Chapters 6-7;
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>April 2</td>
<td>Finders, Chapters 3 and 4, Presentation Day</td>
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<tr>
<td></td>
<td><strong>Literacy Report Due—You will present your findings to the class today.</strong></td>
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<tr>
<td>4</td>
<td>Finders, Chapter 5</td>
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<tr>
<td>9</td>
<td><strong>Finders, Chapters 8, 9, and Conclusion</strong></td>
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<td>11</td>
<td>Dennis Baron, &quot;From Pencils to Pixels: The Stages of Literacy Technologies,&quot; in Cushman pp. 70-84.</td>
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<tr>
<td>16</td>
<td>Davida Charney, &quot;The Effect of Hypertext on Processes of Reading and Writing,&quot; in Cushman pp. 85-103. *MEMO 3 DUE*</td>
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<tr>
<td>25</td>
<td>Preparations for in-class essay</td>
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<tr>
<td>30</td>
<td><strong>In-class Essay</strong></td>
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<tr>
<td>May 2</td>
<td>Course Evaluations—All work DUE TODAY</td>
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