Literacy in the Content Areas (4 credits)
HU4150/Spring 2003
Professor: Nancy Grimm
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Required Texts
Michigan Department of Education Curriculum Framework

Course Goals
The central premise of this course is that learners become active meaning makers when they have multiple opportunities to engage in authentic literacy activities (reading, speaking, listening, writing). Thus, the central goal of this course is to guide future teachers in developing instructional strategies and professional understandings that will enable them to create active, authentic learning environments. By the end of this course, you will be able to demonstrate that you have developed the following:

• a portfolio of creative, practical, active instructional strategies that integrate the meaning-making literacy practices in ways that improve student comprehension and respect student differences
• a resource file of motivating ideas and learning materials of a variety of genres for yourself as well as for future students.
• an understanding of the ways that diverse language, racial, class, and cultural identities influence learning
• an understanding of how literacy processes work and ways to encourage inquiry-based learning and deep comprehension
• an ability to create lessons that are consistent with the Michigan Curriculum Framework
• the capacity to reflect as a professional on tutoring experience with struggling learners
• the ability to plan effective lessons in collaboration with teaching peers

Course Requirements
1. Tutoring in a local school
2. Tutoring/Learning log
3. Final Tutoring Report
4. Completed portfolio
5. 2 Portfolio Presentations
6. Group lessons on textbook chapters
7. Final Exam
8. Class Attendance and Participation, Group Participation, Reading Quizes

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.

Supplies
File System: Manila Folders and container
Large Portfolio Binder--21/2 - 3 in. MTU Logo preferred.
Public Library Card
Middle or high school textbook in your subject area
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/Learning Logs
Use a medium-sized notebook. Every time you meet with your students, record the date and brief notes to yourself about the session. Include 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.

Bring these logs to class everyday to use for discussion and occasional in-class writings.

Grading
Completed Portfolio 60%
Final Exam 10%
Tutoring Reflections Final Tutoring Report, Tutoring Log, cooperating teacher evaluations 20%
Class Participation, Peer review of contribution, Reading Quizzes, Learning Log 10%

All assignments must be completed to pass the course.

Tips for success
• pretend you are already a teacher.
  • keep up with the work: have the reading and writing done before discussion.
  • bring your logs to class every day.
  • bring the book under discussion to class and mark sections you like.
  • keep an open mind and a willingness to reflect
  • work to make connections between your tutoring experience and your coursework.
  • practice talking and writing like a teacher, using the terminology from your readings.

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, Spring 2003, Nancy Grimm

Wk 1
Jan. 14 Course Introduction
Jan. 16 Kane, Chapter 2

Wk. 2
Jan. 21 Lowry, up to 151; Kane, Preface (first 9 paragraphs), Introduction
Jan. 23 Kane, Chapter 1; First 20 minutes of every Thursday class will be about tutoring

Wk. 3
Jan. 28 Michigan Curriculum Framework
Jan. 30 Kane, Chapter 3

Wk. 4
Feb. 4 Kane, Chapter 4
Feb. 6 Kane, Chapter 5 to page 146

Wk. 5
Feb. 11 Video on Learning Disabilities: How Difficult Can This Be?
Feb. 13 Winter Carnival Recess

Wk. 6
Feb. 18 Ross, Intro, Chap. 1-3
Feb. 20 Ross, Chap. 4-5

Wk. 7
Feb. 25 Kane, Chapter 5 to end
Feb. 27 Kane, Chapter 6 to 178

Happy Break Week!

Wk. 8
Mar. 11 Midterm Portfolio Presentations (Due A.1, A.3, B.1, B.2,C.4, C.8, plus 2)
Mar. 13 Midterm Portfolio Presentations

Wk. 9
Mar. 18 Kane, Chap 6, 178-198
Mar. 20 Library and Portfolio Day

Wk. 10
Mar. 25 Kane, Chapter 7 to page 220
Mar. 27 Kane, Chap. 7, pp. 220-234

Wk. 11
Apr. 1 Kane, Chap. 8
Apr. 3 Kane, Chap. 9

Wk. 12
Apr. 8 Heath, Prologue 1-14, Preschool exp. 73-86, 113-133, 236-255
Apr. 10 Heath, Part 2, 265-342 and Epilogue

Wk. 13
Apr. 15 Kane, Chap. 10
Apr. 17 Kane, Chap. 11, Final Tutoring Report Due

Happy Easter!

Wk. 14
Apr. 22 Portfolio Presentations
Apr. 24 Portfolio Presentations

Wk. 15
Apr. 29 Portfolio Presentations, Course Evaluations
May 1 Final Essay