Literacy in the Content Areas (4 credits)
HU4150/Fall 2003
Professor: Nancy Grimm
Office: 103 Walker
Office Hours: T/Th 3:30-4:30 (others by appointment)
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Required Texts

Michigan Department of Education Curriculum Framework (MCF)
A high school or middle school textbook in your major field of certification
(also needed: access to a local public library and internet)

Course Goals
In this course, you will practice developing lessons and instructional strategies that engage students in active and authentic learning; you will learn how to address the standards of the Michigan Curriculum Framework in these lessons; you will learn how to incorporate literacy (reading, writing, speaking) as a powerful learning tool; you will tutor students in the public schools to learn about the factors that influence learning and comprehension; and you will develop preliminary plans for teaching your subject matter in a way that addresses the diversity of today's classrooms.

By the end of this course, you will have developed the following materials to add to your teaching portfolio:
- a comprehension strategy tied to a chapter of a high school textbook
- a vocabulary lesson tied to a chapter of a high school textbook
- a text preview exercise tied to a high school textbook
- a comprehensive teaching unit focused on particular MCF standards in your major field that includes the following
  * writing to learn strategy
  * talking to learn strategy
  * a selection of 15 resources that will engage students in learning beyond the textbook accompanied by plans for engaging students in meaning-making activities with these resources
- a reflection on the ways you plan to address diversity in your classroom
- a report on your tutoring experience in this course

Course Requirements
Note: There are no quizzes, exams, or final papers in this course. The work is project-based and practical, yet all of it should demonstrate that you are reading the assigned material and applying your understanding of what you have read. For example, the lessons you design should demonstrate that you are applying what you have read about literacy and that you are addressing the MCF. Your reflections on your tutoring experience should demonstrate an effort to connect the experience with what you are learning in the course.

1. Tutoring in a local school, keeping a log, writing 1 tutoring memo and 1 final report on tutoring
2. Completion of all portfolio assignments
3. 1 individual presentation on portfolio and 1-2 group presentations on textbook chapters
4. Reading Responses
5. 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. When you miss a class, please let me know the reasons and check with another student to learn what you missed.
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 Log

Use an easy-to-carry 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 and what exactly you worked on to improve comprehension. Use specific terms for this; for example, instead of writing “we went over photosynthesis,” write instead about the strategies you used to improve or assess the student’s comprehension of photosynthesis: did you assess his/her prior knowledge? Draw a diagram of the process? Reconstruct an inadequate schema? Develop a graphic organizer of the vocabulary needed to explain photosynthesis? Break the process down into manageable units? Elaborate a section of the textbook? Write about the work you do together and assess its effectiveness. Remember to also record student absences, school cancellations, teacher suggestions. Include notes about what you want to do in the upcoming sessions. Do these writings immediately after your sessions if possible.

Bring these logs to class every Thursday.

Grades are based on the following:

- comprehension strategy: 10%
- vocabulary lesson: 10%
- teaching unit: 35%
- reflection on diversity: 10%
- Tutoring (reports, log, cooperating teacher evaluations): 20%
- Reading Responses; Class and group participation: 15%

All assignments must be completed to pass the course.

Tips for success

- pretend you are already a teacher
- practice talking and writing like a teacher, using the terminology from your readings
- keep up with the work: have the reading and writing done before discussion
- bring the book(s) under discussion to class
- keep an open mind and a willingness to reflect
- make connections between your tutoring experience and your coursework

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 Term at a Glance Syllabus
Fall 2003, Nancy Grimm

Wk. 1
Aug. 26  Course and class introduction
Aug. 28  Literacy and State Standards, Kane, Ch. 2

Wk. 2
Sept. 2  Michigan Curriculum Framework
Sept. 4  Michigan Curriculum Framework/textbook chapter due: focus/topic/ for teaching unit

Wk. 3
Sept. 9  Tutoring Principles; Strategies that Make a Difference
Sept. 11  Passionate Learning, Kane, Ch 2: group presentations

Wk. 4
Sept. 16  How does comprehension work? Kane, Ch 4
Sept. 18  How difficult can this be? (video) due: comprehension guide

Wk. 5
Sept. 23  Evaluating Textbooks, Kane 3,
Sept. 25  Choosing and using Tradebooks, Kane 3 due: textbook guide

Wk. 6
Sept. 30  Writing to Learn, Kane 7 due: tradebook ideas and tutoring logs
Oct. 2  Writing to Learn, Kane 7 due: writing plans

Wk. 7
Oct. 7  Talking to learn, Kane 8 (group presentations) due: Tutoring Memo
Oct. 9  Talking to learn, Kane 8 due: talking plans

Wk. 8
Oct. 14  Assessment Kane 4 & 6 and MCF
Oct. 16  Assessment Plans due: assessment ideas for teaching unit

Wk. 9
Oct. 21  Critical Thinking/Metacognition
Oct. 23  Prepare teaching unit: no class

Wk. 10
Oct. 28  Presentations of teaching units due: Teaching Unit
Oct. 30  Presentations of teaching units

Wk. 11
Nov. 4  Presentations of teaching units
Nov. 6  What does it mean to teach vocabulary, Kane 5

Wk. 12
Nov. 11  Media literacy group presentations due: Vocabulary Lesson
Nov. 13  Digital literacy group presentations

Wk. 13
Nov. 18  Teaching Visions group presentations
Nov. 20  Teaching in a multicultural world, Delpit due: final tutoring report and log

Happy Thanksgiving!

Wk. 14
Dec. 2  Teaching in a multicultural world, Delpit
Dec. 4  Teaching in a multicultural world, Delpit

Wk. 15
Dec. 9  Teaching in a multicultural world, Delpit due: reflection on diversity
Dec. 11  Course review and course evaluations
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