Literacy in the Content Areas (4 credits)
Includes 28 hours of on-site tutoring in local schools to satisfy lab requirement

Required Texts
Various articles as assigned
Alvermann, D. and S. Phelps. *Content Reading and Literacy.*
*Michigan Department of Education Curriculum Framework (MCF)*
Lunsford, A. et al. *The Right to Literacy*
A high school or middle school textbook in your major field of certification (your choice)
(also needed: access to a local public library and internet)

Course Goals
In this course, you will practice thinking as a teacher and designing assignments and lessons that engage students in active and authentic learning. You will explore the academic field of literacy to gain an appreciation for why you are required to know about it. 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:
- comprehension strategy conducted in class with teammates tied to a chapter of a high school textbook
- comprehensive teaching unit focused on particular MCF standards in your major field that includes the following
  - strategies for employing writing, reading, speaking, listening, and viewing to support learning in all content areas
  - a selection of enrichment materials and tradebooks that will engage students in learning beyond the textbook accompanied by plans for engaging students in meaning-making activities with many of these resources
- reflection on the ways you plan to address diversity in your classroom
- report on your tutoring experience in this course

Course Requirements
*Note: There are some quizzes, but no 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 mid-term tutoring memo and 1 final report on tutoring
2. Completion of all assignments
3. Group conducted comprehension guide activity and revision workshops
4. Reading Reflections and Reading Notes
5. Class attendance and participation (includes quizzes)

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 have to 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 28 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 that 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 on days when tutoring seminars are scheduled.

**Grades are based on the following:**

- Reading comprehension strategy 100
- Teaching unit (includes a presentation to class) 300
- Reflection on diversity 100
- Tutoring (reports, log, cooperating teacher evaluations) 200
- Reading Reflections and Notes 100
- Class and group contribution to classmates’ learning 100
- Textbook reading quizzes 100

All assignments must be completed to pass the course.

**Tips for success**

- pretend you are already a teacher
- practice talking and writing as 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
- describe empathically what you observe, caring for all potential readers or listeners
- discuss respectfully, and argue to reach understanding not to be correct
- record as soon as possible after tutoring: make this a priority

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).
1. 9/5 Welcome and Elicitation of Prior Knowledge. What are your expectations and goals for yourself in HU4150? What is Literacy? What does it mean to “learn” something?

**Business**, schedules, tutoring requirement, expectations

**Activity**, Anticipation guide: “Diversity”

**Homework**, Reflection #1 (due 9/7) Please read about various learning theories at this url—http://www.funderstanding.com/about_learning.cfm before writing your reflection. Your reflection will bounce what you think against one or some of these learning theories. Here’s the prompt: “What must be in place for learning to occur? What are the relationships between teacher, methods of teaching and learning, and subject matter and learner?” Please write at least two pages, 1.5 spacing, 1 in. margins. Properly cite any sources you use.

2. 9/7 Learning

**Teaching**

**Literacy**

**Knowledge**

**Doing**

**Being**

**Making**

**Activity**, think pair share: read each other’s reflections, discuss, open to class

**Lesson**, tutoring fundamentals

**Homework**, Reflection #2 (due 9/12)—As a classroom teacher, what specific literacy strategies can you use to address the MI state standards in your content area? Please document your speculations by reviewing the standards in your area. This is not a test of your knowledge—it merely records a starting point for you to see what you’re learning

**Read Alvermann Ch. 1,2,3**

3. 9/12 What contributes to an effective tutoring relationship?

Reading quiz on Alvermann Ch. 1,2,3

**Activity**, KWL on Learning Disabilities

**Homework**, Reflection #3, What are your expectations for tutoring? Please make a journal entry based on what you discover through conversation, web search, and looking through educational texts. You will use your entry in class discussion on 9/14

**Read Alvermann, Ch. 4**

4. 9/14 Discuss Reflection #3, then watch first half of LD Film. Students with difficulties

**Homework**, Reflection #4 (due 9/19)—Response to LD film: “Who is ‘different’ and how do you know?” Read Alvermann Ch.4 for 9/19.

5. 9/19 last half of film and discussion. Updates on tutoring

Use Reflection #4 for discussion.

Reading quiz on Ch. 4 Alvermann

6. 9/21 Assessment starts with observation

**Activity**: Textbook Analysis. Bring a secondary level textbook to class with you and a cloze passage analysis. Administer the cloze passage test to a classmate outside your content area.

**Homework**, Read and take notes on *Right to Literacy* chapters: Knoblauch, Lofty, and Fishman (due 9/26). We will discuss “what is context” and how does context shape practices and definitions of literacy?

7. 9/26 Context and Literacy

**Activity**: using notes from today’s reading and book, complete learning guide in class with partner.

**Homework**, Read Ch. 6 of Alvermann and Delpit article for 9/28. Write essay, due on 10/3

8. 9/28 Reading: what can we do to get our students on the mark?

Reading quiz on Ch. 6 of Alvermann

**Activity**: Get set, Go! Mathematics majors in 4150 will conduct a reading activity in class using an actual secondary level textbook.

**Homework**, Read Ch. 7 of Alvermann for 10/3