Literacy in the Content Areas (4 credits)

Includes 26 hours of on-site tutoring in local schools to satisfy lab requirement. All work must be completed to receive a grade. Presence is highly valued.

Required Texts
Various articles on literacy, differences and diversity
Alvermann, D. and S. Phelps. Content Reading and Literacy
Michigan Department of Education Curriculum Framework (MCF) online
Tradebooks: Jimenez. F. The Circuit
Fu, Danling. The Trouble is My English
(also needed: access to libraries and internet)

Course Goals
✓ Differentiate instruction for a diverse classroom
✓ Design challenging assignments and lessons that engage students in active and authentic learning
✓ Develop a critical understanding of literacy
✓ Incorporate literacy (reading, writing, speaking) as a powerful learning tool
✓ Apply literacy strategies and theories
✓ Gain new perspectives on the factors that influence learning and comprehension
✓ Address the standards of the Michigan Curriculum Framework

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Course Requirements
All work must be completed to receive a grade. The work is project-based and practical, yet all of it should demonstrate that you are reading and applying the assigned materials, 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. 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 (the same) two junior high or high school students twice a week for a minimum of 26 hours. These students will be assigned to work with you because their teachers have identified a need for special attention. We will try to schedule students back-to-back. 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 asap.

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? Correct some misconceptions? Develop a graphic organizer of the vocabulary needed to explain photosynthesis? Break the process down into manageable units? Elaborate a section of the textbook? Essentially, 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 discussions are scheduled. Attach two sample pages of your log each time you turn in a tutoring memo.

Grades are based on the following:

1. Teaching strategy 50
2. Teaching unit (includes a presentation to class) 175
3. Essay/statement on lit, diff, and div 100
4. Tutoring (reports, log, cooperating teacher evaluations) 200
5. Test 100
6. Contributions in class (i.e. index) 100
7. Textbook reading quizzes 100
8. Unit Presentation 75
9. Course Portfolio 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
- keep an open mind and a willingness to reflect
- make connections between your tutoring experience and your coursework
- describe empathetically 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

From MTV'S COURSE PLANNING GUIDE

2) CREDITS:

a. Credits: These are the current units used to measure course work and the number of semester credit hours that can be earned by students who successfully complete the course. A course may have either a fixed number of credit hours or a variable number of credit hours. Credits must be 1.0 or greater with the exception of some co-curricular offerings. If the credits are changed it may be necessary to change the class hours.

b. Contact Hours per Week: The number of credit hours scheduled per week that students of the course are in contact with their instructor.

If the course is in a time frame other than a 14-week semester the contact hours must be equivalent to a semester experience.

Recitation courses are based on the instructional contact hours per semester. One class meeting of 50 minutes per week is assigned one credit.

- Lecture: This is a class format where the instructor takes the lead role and the primary emphasis is on transmitting a body of knowledge or information and explaining ideas or principles. Student interaction is accommodated as circumstances permit. Lecture courses are based on the instructional contact hours per semester. One class meeting of 50 minutes per week is assigned one credit.

- Recitation: This is a class format that involves one instructor to a smaller group of students. A certain amount of interaction and discussion is expected between the instructor and students.

- Laboratory: This is a class format where the primary emphasis on learning is doing or observing, with the majority of the course activity placed on the student, under the direction and supervision of an instructor. The purpose of the activity is to provide first-hand experience, develop and practice skills, translate theory into practice, and develop, test, and apply principles. Laboratory and field courses are typically assigned one credit for 50-170 minutes (one to three 'hours'), two credits for sections ranging from 170-230 minutes (three to four 'hours'), and three credits for those ranging from 170-290 minutes (three to four 'hours'). The variation in time-
To-credit is intended to reflect both the intensity of the laboratory experience and the time required out of class to develop reports. Field classes typically carry the same or fewer credits per class hour compared to laboratory classes since time is often spent in transit and in other relatively low intensity learning activities.

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).
HU4150 Fall Schedule

WEEK 1 • ARCHITECTURE
9/4 blueprint part 1: Components, assignments and goals.
  Tutoring (2 hrs per week)
  Two tutoring memos
  Unit/Lesson Design
  Final presentation
  Quizzes (Ch 6-10)
  Chapter review index
  Test (9/20)
  Student-led activities
  Workshops
  Essay (statement)
  Portfolio
9/6 Review of course blueprint: Questions anyone?

Assignment #1 due week 2 Complete Learning Theories Study Guide.
2. Hunt for best sites that deal with literacy and learning differences. Make a list of 5 of these sites. Take notes (annotate). Be prepared to share what you’ve discovered.
3. Scan textbook and experiment with index. Share one concept or technique that intrigued you.

WEEK 2 • Learning Differences and Literacy
9/11 Discussing learning theories, “difference” and “literacy” connections to tutoring
9/13 Terms and definitions; Themes and Adolescent Learners

Assignment #2 due week 3: Complete Study Guide on Constructing Knowledge

WEEK 3 • CHAPTERS 1-3; 13; Fu to page 32.
9/18 Class discussion of readings and test prep
9/20 Test on terms, learning theories, and readings

Assignment 3 due week 4: Planning for week four: visit MDE website to read MCFrameworks in your content area. Which standards will you attempt to address in your learning unit?
There is no form provided for this assignment

WEEK 4 • CHAPTER 4 Planning for Content Literacy
9/25 Instruction on Unit Design
9/27 Learning Differences film (F.A.T. City with Richard Lavoie)

WEEK 5 • CHAPTER 5 Assessment of students and textbooks; Fu to page 67
10/2 Reflect on the film; discuss Fu
10/4 Student-led activity; tutoring discussion and instruction on tutoring memo.

WEEK 6 • CHAPTER 6 Preparing to Read and Fu chapters

10/9 required community literacy activity: Collaborative Assessment Protocol 5:00-8:15, 116 Walker Hall (edu. Student receives FB pass)
October 11: Fu chapters: Tran, Paw, Charm. Sy literature discussion circles; reflect on CAP and connect to diversity essay assignment

WEEK 7 • CHAPTER 7 Reading to Learn; start The Circuit
10/16 Student-led activity related to Ch 7
10/18 Quiz on Chapters 6 & 7; discuss The Circuit

WEEK 8 • CHAPTER 8 Increasing Vocabulary and Conceptual Growth; Lofty and Fishman articles
10/23 Student-led activity; Tutoring Memos due workshop 1 essay pre-writing and drafting,
10/25 Quiz on Chapter 8 and articles

WEEK 9 • CHAPTER 9 Reflecting on Reading Articles on diversity, TBA
10/30 Student-led activity: workshop 2 revising
11/1 Quiz on Chapter 9; Review Chapters 4-7
10 • CHAPTER 10 Writing Across the Curriculum; finish reading The Circuit
11/6 Student-led activity; workshop 3 editing
11/8 Quiz on Chapter 10; discuss The Circuit

WEEK 11 • CHAPTER 11 Studying and Study Strategies
11/13 Student-led review of chapters 8-10: Diversity Essays due; tutoring discussion
11/15 Students give 5 min. practice talks on units to receive feedback from class.

WEEK 12 • CHAPTER 12 Developing Lifetime Readers: Literature in Content Area Classes;
11/22 Day off, comp. time for indiv conferences
11/29 Chapter 12 and End of semester reminders Workshop unit drafts in class (peer review)

WEEK 13 • Course Review and Tutoring Memos
12/4 Review Chapters 11-12 and articles using student-generated questions
12/6 Submit final tutoring memos; Test Prep

WEEK 14 • Unit Presentations
12/11 : Unit Presentations (20 minute talks with visual support)
12/13 Unit Presentations (20 minute talks with visual support)

Finals Week
Dec 18 2-5pm Final Exam