Course Goal: to deeply understand literacy and be able to apply techniques as necessary or appropriate, enabling learners to reach independence. This course will be an opportunity for you to examine and explore concepts, apply teaching and learning techniques, read, discuss, critique, and write about what you’re learning.

- Reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation...

- The act of reading is critical to learning in all subject areas. The English language arts involve several communication processes including reading, listening, speaking, writing, viewing, and visually representing. All six processes are mutually enhancing and essential tools for thinking and learning in all content areas. Since students spend much of their time learning from texts, reading instruction should be embedded and developed in all subject areas. In a broad sense, all teachers are teachers of reading.

- The ultimate goal of reading instruction is to develop independent, strategic, motivated readers who actively engage in reading as a lifelong pursuit for a variety of purposes, such as recreation, economic success, participation in political and social processes, remaining informed, and continuing to learn. (2002, Michigan State Board of Education)

- Writing is a valuable activity for many reasons, a powerful learning tool that allows students to reinforce learning and make content-area knowledge useful to themselves and others.

- Literacy involves the ability to encode or decode meaning in any of the symbolic forms used in the culture. (Elliot Eisner, 2003 in Vol 61 No. 4 Educational Leadership)

Course Objectives
- Communicate effectively
- Improve own literacy practices
- Know and Apply MCF
- Design & Defend instruction
- Understand Assessment
- Apply effective teaching strategies
- Reflect on teaching practices through tutoring, discussion, observation
- Understand how to meet needs of specified student audiences (able to differentiate instruction)
- Build knowledge through research and by sharing perspectives and information with classmates and other professionals
- Contextualize literacy
- Meet state literacy goals for teachers

Required Texts:
- Improving Adolescent Literacy
- 50 Content Area Strategies for Adolescent Literacy
- The Trouble is my English
- The Circuit
- Write for Insight
- One book of your choice on literacy, diversity, teaching, and adolescents to read and share with the class
- Additional articles assigned as needed

Materials and Resources
- 3-ring binder
- Composition books for tutors and tutees
- How Can This Be So Difficult: F.A.T. City
- Workshop film
- Websites in your teaching area
I reserve the right to make changes to the syllabus to meet my students’ needs. I welcome thoughtful recommendations from students to improve the course plan.

Michigan Tech complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have a disability and need a reasonable accommodation for equal access to education or services at Michigan Tech, please call the Dean of Students Office, at 487-2212. For other concerns about discrimination, you may contact your advisor, department head or the Affirmative Action Office, at 487-3310.

The interactive nature of this class requires you to attend—if circumstances prevent you from attending, please let me know immediately. Two absences are permitted with reasonable excuses. Just please keep me informed...A third absence will result in a 50 pt. loss. All assignments must be completed in order to receive a grade in this class.

Assessments (1000 pts)

- Blue Asn #1 Literacy Autobiography (100)
- Green Asn #2 Mid-term Tutoring Memo and Eval Form (50)
- Yellow Asn #3 Volunteer Day (50)
- Pink Asn #4 Four Original lesson plans and assignments (160)
- Tan Asn #5 Student Book Talks (100)
- Salmon Asn #6 Annotated list of 15 Content Area Trade Books (90)
- Lavender Asn #7 Case Study and Presentation (150)
- Goldenrod Asn #8 Portfolio letter (50)
- Grey Asn #9 Learning Log (tutoring, critical thinking and engagement) (100)
- White Asn #10 Course Portfolio and Final Tutoring Eval Form (150)

Overview of Weeks one and two

- Examine assignments and syllabus
- Complete the interest inventory
- Read Ch. 1, 2, 3, and 10 in Improving Adolescent Literacy (IAL) and skim 50 Content Strategies. Begin learning log, write discussion questions
- Understand key terms, structure of the course, expectations of students and teacher;
- Receive tutoring assignments;
- Select a trade book to read and present;
- Choose a book presentation day
- Begin to design their unit;
- Choose a Volunteer day (show a lesson plan and assignment/activity)

1/13—Welcoming

1/15—Introductory Concepts

1/20, 22—Discuss textbook chapters 1, 2, 3, and 10; Develop a discussion question; select and discuss your favorite of the 50 content strategies. Hand in interest inventory.