• 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)

Applications/Assessments (1000 pts)
• Blue Asn #1 Unit Idea Memo (feedback) 9/11
• Pink Asn #2 Unit Proposal (50) 10/9
• Green Asn #3 Mid-term Tutoring Memo (50) 10/28
• Yellow Asn #4 Teaching Day (50) various
• Tan Asn #5 Student Book Talks (100) 11/18 & 20
• Salmon Asn #6 Unit Presentation (100) wks 13 and 14
• Lavender Asn #7 Tutoring Case Study (150) 12/5
• Goldenrod Asn #8 Portfolio letter (50) 12/14
• White Asn #9 Final Unit Packet (150) 12/14
• Asn #10 Course Portfolio (150) 12/14
• Ten Individual unit strategy drafts connected to chapters (10 ea)
• Critical thinking and conversation (100)

Course Goal: to deeply understand literacy and be able to apply techniques as necessary or appropriate, enabling learners to reach independence.

Course Objectives
• Design instruction

• Defend instructional choices
• Inquire into own literacy practices
• Improve own literacy practices
• Apply effective teaching strategies
• Reflect on teaching practices through tutoring, discussion, observation
• Meet needs of specified student audiences (by being able to differentiate instruction)
• Build knowledge by sharing perspectives and information with classmates and other professionals
• Understand and increase connections between literacy and thinking
• Contextualize literacy culturally
• Meet state literacy goals for teachers

Standards • context of teaching
• State standards for teachers (ELSMR)
• Professional standards for teachers (content area and literacy)
• School expectations for entry-level teachers
• Curriculum expectations for students (MDE and school)
• Community expectations and connections

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

Resources
Composition books for tutors and tutees
How Can This Be So Difficult: F.A.T. City Workshop film
Professional websites in your teaching area
MDE website for standards
Local schools, teachers, libraries
Etc

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.

Reading and Assignments Schedule
This schedule is subject to change. For example, I intend to add professional journal articles to the readings already scheduled. Let me know if you have a problem with that. I welcome you to my office whenever you would like a conference, or just to visit.

Overview of Weeks one and two • September 2, 4, 9, 11
 ✓ Examine assignments and syllabus
 ✓ Complete the interest inventory
 ✓ Read Ch. 1, 2, 10 in Improving Adolescent Literacy (IAL) and skim 50 Content Strategies. Take notes, 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;
 ✓ Identify a big question or theme for their unit;
 ✓ Begin to design their unit;
 ✓ Choose a teaching day (45 min lesson and 10 min discussion); and
 ✓ Choose a book presentation day (20 min. presentation and 10 min. discussion)

9/9—Discuss textbook chapters 1, 2, and 10; Develop a discussion question; discuss 50 content strategies. Hand in interest inventory.

9/11—Continue discussing Ch. 1, 2, and 10. Assignment #1 (blue) due*
* Unit Idea Memo (50) unit points in which you suggest a theme or Big Idea/Question for your unit. Type at least one page describing what you would like this unit to be/what you'd like to do/benefits to students. How you expect to assess students at the end. This memo does not set your unit in stone—it does get your ideas down on paper and gives me something to respond to.

Weeks/Chapters three and four • September 16, 18, 23, 25
Attention getters and Vocabulary development
- 9/16 Read for class: txtbk chapter 3; attention getter workshop
- 9/18 Student teaches from ch 3
- 9/23 Read for class: txtbk ch 4; vocab workshop
- 9/25 Student teaches from ch 4
- 9/25 Due: Anticipation guide and vocabulary plan or activity for your unit
- Required on your teaching day: lesson plan and teaching materials for everyone

Weeks/Chapters five and six • September 30, October 2, 7, 9
Comprehension and Question Strategies
- 9/30 Read for class: Txtbk ch. 5; comprehension and questioning workshop
- 10/2 Student teaches from ch 5
- 10/7 Read for class: Txtbk ch 6; instruction on unit proposal writing
- 10/9 Assignment #2 (pink) due—a unit proposal memo* (a statement of intention with some description)

*Unit Proposal Memo (50): Please refine your theme or Big Idea/Question for your unit and type a two page proposal describing in more detail what you intend for your unit. Please refer to the assignment for more direction.

Weeks/Chapters seven and eight • October 14, 16, 21, 23
Graphic organizers and Note taking
- 10/14 Read for class: Txtbk ch 7; workshop graphic organizers in class
- 10/14 Hand in a comprehension guide and a questioning strategy
- 10/16 Student teaches from ch 7
- 10/21 Read for class: Txtbk ch 8; Begin discussing The Circuit
- 10/23 Student teaches from ch 8; Discuss The Circuit
- 10/23 Hand in a graphic organizer and note-taking strategy for your unit

Weeks/Chapters nine and ten • October 28, 30, November 4, 6
Writing to learn
- 10/28 Read for class: Txtbk ch 9, writing workshop; hand in mid-term tutoring memo and teacher evaluation form
- 10/30 Student teaches from ch 9
- 11/4 Begin discussing The Trouble is my English
- 11/6 The Trouble is my English
- 11/6 Hand in a writing to learn plan for your unit

Weeks 11 and 12 • November 11, 13, 18, 20
Diversity, Literacy, Differentiation
11/11 The Trouble is my English; methods of ESL instruction
11/13 Unit Design Workshop/Peer Review—Bring to class: Unit design drafts: your introduction, rationale, lesson plans and assignments, annotated trade books bib for your unit

Student Book Talks
11/18 Assignment #5 (tan) Student Book Talks
11/20: Student Book Talks

Weeks 13 and 14 • December 2, 4, 9, 11
Assignment #6 (salmon) Unit presentations each day; unit critiques
December 5: email draft of Assignment #7 (lavender) case study

Exam week: Assignment #10 (white), Course Portfolios, are due in 339 Walker by 3:00 on December 14. with final versions of all assignments, and introduced with portfolio letter.