Course Goal: to deeply understand and mindfully apply appropriate literacy-based teaching techniques to enable learners to become independent and interdependent.

Required Texts:
- Improving Adolescent Literacy
- 50 Content Area Strategies for Adolescent Literacy
- Teaching Visual Literacy
- My Trouble is my English
One book of your choice on literacy, diversity, teaching, and adolescents to read and share with the class
Additional articles as assigned
How Can This Be So Difficult: F.A.T. City Workshop (film viewing provided in class)

Recommended websites, materials and resources
http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html (for GLCEs)
- www.reading.org
- www.readingonline.org
- www.readwritethink.org
- http://www.austhink.org/critical
- www.funderstanding.com/content/about-learning
- www.usask.ca/education/coursework/802paperv/brenda.htm
- www.literacymatters.org/content/readandwrite/reading.htm
- www.npr.org
- www.pbs.org/teachers
- www.pbs.org/wgbh/misunderstoodminds
- www.centerforlearningdifferences.org
- www.learningdifferences.com
- www.studygs.net/tutoring.htm

Composition books for tutors and tutees
Members of the class
3-ring binder

I reserve the right to make changes to the syllabus and schedule to meet my students' needs. I welcome thoughtful recommendations from students to improve the course plan.

How students are assessed: 12 instruments totaling 1000 points are used to evaluate the quality of your performance. See "Invitations" and "Invitations and Points" in your docs for students folder. All work must be completed to pass the class. Some assessment are collaborative.

Professionalism: Because this class includes a professional development lab—tutoring in a local school—students must be able to travel, maintain high personal and professional standards, and recognize that their contributions to HU4150 have consequences to self and others. In short, you are needed here.

Cooperation: 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 lower your grade. All assignments must be completed in order to receive a grade in this class.
Inquiry: You're encouraged to visit with me anytime that our schedules allow. I look forward to getting to know you. If you ever feel confused or discouraged, please know that I would like to help you clarify or ease what is bothering you.

Course Objectives
• 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
• Contextualize literacy
• 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
• Meet state literacy goals for teacher

What to Expect:
• 4150 is a 4-credit class. Three credits of lecture and 1 credit of lab. In a week, you should plan to dedicate 2.5 hours to class; 2.5 hours to tutoring and travel; 3+ hours to homework (on the average). It's like having a 8-10-hour per week job. Like teaching itself, preparing to teach is remarkably consuming – as it should be.

• We will meet as a class 27 times (75 min per class); In class we discuss readings using your and my questions, demonstrate teaching strategies; review and critique each others work. The atmosphere is cooperative, open, and respectful; the learning theory that informs this class is “social constructivism.” All members of the class must be prepared, so that experiences in class are deeply worthwhile.

• Lab. You will tutor for 12 weeks (ideally), and complete a minimum of 22 tutoring hours.

CLASS MEETING DAYS
September 1, 3, 8, 10, 15, 17, 22, 24, 29
October 1, 6, 8, 13, 15, 20, 22, 27, 29
November 3, 5, 10, 12, 17
December 1, 3, 8, 10

John Mooy, MI author and storyteller visits 4150 and the Portage Public Library on October 6th

*We will meet at a different time and place on November 17th – in the evening for “Teacher Talk” (details to follow), Room 134 Walker Hall — We will not meet on November 19th

• When we meet in December, students will present their “case study of two learners” presentations (see “invitations” for description) – THIS IS YOUR FINAL EXAM

University Policies
Academic regulations and procedures are governed by University policy. Academic dishonesty cases will be handled in accordance the University’s policies.

If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please see me as soon as possible so that we can make appropriate arrangements. The Affirmative Action Office has asked that you be made aware of the following:

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 accommo-
What is (Content) Literacy?

• 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...

• Individuals as knowledgeable members of constructed groups, acquire and experience literacy according to group norms—thus, members of groups will be more and less prepared to enter the discourse community of schools and content areas.

• Literacy is a contextually and historically defined concept. Therefore, it is political.

• To be content-area literate means to understand and use symbol systems to learn and teach in a particular subject area.

• 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 real 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. It can be a powerful learning tool to reinforce learning and make content-area knowledge useful and useable.

• 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*)