HU/ED 4150 SYLLABUS • Literacy in the Content Areas • Tues, Thurs 2-3:20
Fisher Hall, Michigan Technological University
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Office Hours: MF 1-2; TR 9-11

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/mdhhr/1e877-7140-28753_33232---,00.html (for GLCEs)

How students are assessed: 12 instruments totaling 1000 points are used to evaluate the quality of your performance. All work must be completed to receive a grade in this class. Grades matter—they are one manifestation of your effort, the quality of your assignments, and investment in your own learning. Grades, for now at least, are the measure of a student’s work—and are assigned according to how that individual’s work stacks up against other highly talented teacher candidates.

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.

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 entry level professional standards

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.

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 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

Academic Integrity:
http://www.studentaffairs.mtu.edu/dean/judicial/policies/academic_integrity.html

Affirmative Action:
http://www.admin.mtu.edu/aao/

Disability Services:
http://www.admin.mtu.edu/urel/studenthandbook/student_services.html#disability

Equal Opportunity Statement:

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 usable.

• 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)

Tips for success
- pretend you are already a teacher
- practice thinking, listening, talking, and writing as a teacher; use relevant 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

HU/ED 4150 Schedule of Readings and Assignments Due.

January 12 — Welcome/tutor schedules

1/14 — Key questions and concepts for literacy in the content areas. How to approach a text: What readers do.

Homework:
- Begin reading Improving Adolescent Literacy (IAL)
- Peruse 50 Strategies and find at least one that interests you.
- Do interest inventory.
- Relevant and timely issues and content areas

1/19 — Chapter 1 of IAL; support your favorite of the 50 content strategies. Hand in interest inventory. Discuss topics and issues in your content area.
Lesson: What is a "struggling reader?"

1/21 — Chapter 2 of IAL, and article
Lesson: what is comprehension?
Homework due next week:
  • Chapters 3 and 4 of IAL and "Out With Textbooks"
  • Select a book talk book

1/26 — Chapter 3 of IAL and "Out with Textbooks"
Lesson: Cloze Passages

1/28 Chapter 4 of IAL and "Consequences of Rhetoric and Literacy"

Homework due next week:
  • Read Consequences (page numbers tba) on your own
  • Read Chapter 5 of IAL

2/2 — Chapter 5 of IAL - Read "Consequences" in class
Lesson: Writing Workshop: The Literacy Project. Getting into groups of two, share "Consequences of Rhetoric and Literacy" by reading passages aloud and responding to provided questions.

2/4 — winter carnival, no class
Homework:
  • Read Chapter 6 in IAL; "Consequences" (page numbers tba).
  • Bring in article and topic for your lessons—we will workshop these in class on Tuesday, 2/9

2/9 Chapter 6 of IAL Brainstorm ideas for Literacy Project
Lesson: Lesson Planning with "cool articles"
Homework: Read Chapter 7 and construct a discussion question; develop a theme or question for a set of lessons that will use and relate to the "cool article" you selected.

2/11 Chapter 7 of IAL
Lesson: Lesson Planning and Idea Share; bring your topical readings and lesson idea/plan to class for a workshop.
Homework: Read Chapter 8 and construct a discussion question; work on literacy project

2/16 Chapter 8 of IAL
Homework: Read Chapters 9 & 10 and construct discussion questions; work on literacy project; work on lessons

2/18 Chapter 9 and 10 of IAL • lesson demo/critique #1

2/23 Mid-term Exam: Final Version of your Literacy Project Due • lesson critique #2

2/25 Fu (intro, chapters 1 and 2) • lesson critique #3

3/2 Fu (chapter 3 & 4) • lesson critique #4

3/4 Fu (chapter 5 & 6) • lesson critique #5

3/16 Fu (chapter 7 & 8) Mid-term tutoring memo due • lesson critique #6

3/18 finish and summarize Fu and Ell strategies • lesson critique #7

3/23 lesson critique #8 and #9

3/25 Book Talks 4/13 VL chapters 8, 9
3/30 Book Talks 4/15 Case Study Presentations (20 min)
4/1 Book Talks 4/20 Case Study Presentations (20 min)
4/6 Visual Literacy (VL) through Chapter 3 4/22 Case Study Presentations (20 min)
4/8 VL Chapters 4, 5, 6