"Why fit in when you were born to stand out?"
— Dr. Seuss

Course Goals: to deeply understand literacy as both a politically charged concept and a term that encompasses beliefs and practices; and to mindfully create and use culturally relevant literacy-based teaching tools (such as lesson plans) and techniques. These techniques are intended to help you empower diverse students (readers, writers, users of technology) to become highly motivated, aware, and interdependent agents. Hu4150 activities will prepare you to develop literacy-based instructional routines so that you and your future students can contribute to "necessary conversations" in the world. An important feature of this class is the practice of reflecting on how you were shaped as a literate person, and what this can tell you about how you approach teaching. (also refer to the "Entry (professional) Level Standards for Michigan Teachers," especially emphasizing sections 1, 2, and 3)

Course Objectives

- Understand literacy as an historical, contested, and complex concept
- Connect and contextualize literacy, learning, and diversity to understand literacy as a set of practices shared by groups
- Understand how to meet needs of specified student audiences (able to differentiate instruction)
- Understand content literacy as a range of practices inherent in pedagogy
- Understand adolescents' literacies, including digital literacies, and how those impact learning
- Develop metacognitive awareness and improve own literacy practices
- Discuss and understand Common Core Standards
- Indicate an ability to create caring and effective, culturally-sensitive learning environments
- Indicate that you can apply a range of effective teaching and assessment strategies
- Understand alignment of assessment, instruction, and learning objectives through observing, reading, and responding to a range of instruments
- Propose & defend instructional preferences and choices
- Reflect on teaching practices through tutoring, discussion, observation
- Build knowledge through research and by sharing perspectives and information with classmates and other professionals
- Understand and appreciate Michigan's entry level professional standards for teachers

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.

Tools and Materials

- Beers, Probst and Rief, Adolescent Literacy: Turning Promise into Practice
- Fisher and Frey, Improving Adolescent Literacy
- Fisher et al, 50 instruct. Routines
- Fu, My Trouble is My English
- Smith and Wilhelm, Reading Don't Fix No Chevys
- Partner reading text (trade book related to teaching and learning)
- Articles, tba: on Blackboard
- Computer and internet access
- Field notebook
- 3-ring binder for course portfolio, articles, and handouts
Strategies: How we meet objectives in Literacy in the Content Areas
Tutor (two hours per week) while researching the learning practices of your tutee and yourself—then present a case study at the end of the semester (includes a substantial written report)
- Administer evaluations (self, subject, school contact), compose a short midterm report and a final research paper (Design and complete a case study based on tutoring)
- Keep a journal of field notes describing your sessions
Read and Present, (discuss, and compose responses to) assigned and self-selected readings individually, with partners, and in small groups
Create a digital story informed by the documentary film, American Teen.
Analyze and critique units, lesson plans, and technological support using a set of criteria
Propose and defend a range of literacy-based routines for your future classroom by designing and defending a multi-disciplinary four-week unit organized around a problem or question
- Create five lesson plans
- Create an annotated bibliography of professional and classroom texts to support your teaching and enhance your students' learning through wide reading in the selected topic
Read, discuss, and present a book relevant to teaching, learning, diversity, and literacy
Workload:
- 4150 is a writing- and reading-intensive 4-credit class. 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 inspiring and consuming—as it should be.
- We will meet as a class about 27 times (75 min per class); In class we discuss readings using your questions and mine, 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.

How students are evaluated: I've designed 10 instruments totaling 1000 points to evaluate the quality of your contributions to class. 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: Your reputation as a teacher has already begun. Enthusiasm and the quality of your work go a long way toward a high score. 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. Moreover, the documents you create will reveal attention to the mechanics and design of language, be properly and amply cited, and indicate a desire to be understood by the intended (and non-target) audience.

Attendance and Cooperation: The interactive nature of this class requires your full attendance and attention—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.

Support for you: 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.

Topics for discussion that frame the course
- Literacy is socially contextual, and is an historically defined concept. Therefore, it is political.
• 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)

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

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

• 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.

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

• Writing promotes reflection: to express and see what we think, believe, or know—to contemplate on what we see—and to develop insight, the impetus to grow new thoughts.

• Writing what one knows requires synthesizing ideas, and provides a concrete record of a learner’s knowledge.

• "We do not see the world as it is. We see the world as we are."—Talmud

University Policies (from student catalog)

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

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

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

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

Equal Opportunity Statement:

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 con-
tact your advisor, department head or the Affirmative Action Office, at 487-3310
Jan. 10: Introduce course and texts. American Dream Circle in a Frame activity (Jackson and Cooper in Beers, 252-254)

Jan. 12: Reading Day. **Because of the heavy reading load, you are not required to attend class today.**
The following readings and responses will be due on Tuesday, January 17th (use attached assignment for more instructions):
2. Complete a response to Corson’s Discussion Starter #1 (about identity and personal freedom to choose). Bring a copy of this response to class, and post it on blackboard.
3. Write definitions to challenging vocabulary encountered in the texts.
4. Danling Fu’s *My Trouble is My English to page 67.*
5. NY Times article: “What Americans Keep Ignoring about Finland’s School Success.”
6. Rate the difficulty of the texts.
7. Make notes as you read about your experience with the readings—be prepared to discuss these reading episodes and experiences. Note where you were confused, intrigued, and needed to “fix up” your comprehension. Use post it notes, highlighting, and margin notes.

   For Thursday, bring a topic that could serve as the central concept for a multi-disciplinary inquiry unit. Defend your topic in a one discussion that states what the topic is and why it would be a good candidate for an inquiry unit. Please include three sources related to your topic. Put these in a reference section and annotate them (short content summary of the source and why it would be helpful). Topics should be “real world” concerns that can and should be studied by multiple content areas simultaneously. For example, last semester students wrote inquiry units on the gasoline shortage and antibacterial products. We will read and discuss their units.

Jan. 19: Topics for multi-disciplinary unit discussion; introduce unit assignment; continue discussion of assigned texts.
   Continue reading Fu. We’ll get back to this text in February. Read Beers Chapters 14 and 15 for next week.


Jan. 26: Documentary and writing prompts. Introduce digital story assignment
HU4150 Assessment Plan and Reading Schedule, Spring 2012

Items used for assessing students

<table>
<thead>
<tr>
<th>Completion</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/20</td>
<td>Digital story</td>
<td>100 pts</td>
</tr>
<tr>
<td>4/26</td>
<td>Inquiry Unit</td>
<td>250 pts</td>
</tr>
<tr>
<td>4/26</td>
<td>Case Study</td>
<td>250 pts</td>
</tr>
<tr>
<td>4/17 &amp; 19</td>
<td>Digital case study presentation</td>
<td>150 pts</td>
</tr>
<tr>
<td>* Various</td>
<td>Participation pieces</td>
<td>250 pts</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>1000 pts</td>
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</tbody>
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*Participation (includes reading responses, BB posts, chapter presentation and extended book talk, collaboration, and class discussions)

- **Digital Story Process Overview** (*digital stories are practice for digitally presented case studies*)
  1. View movie and student examples
  2. Evaluation form due on 3/20
  3. Storyboard due on 3/21
  4. Digital stories preview to instructor (tbd)

- **Team-Created Multi-Disciplinary Inquiry Unit**
  1. Group pedagogical rationale due on 3/27
  2. Individually, draft lesson plan due on 4/28
  3. Reflective summary and annotated bibliography due on 5/11
  4. Partial assembled packet due 3/27
  5. Final, polished version due 4/26

- **Case Study Paper and Digital Version**
  1. Tutoring Menu due on 3/1 via email attachment
  3. Storyboard of digital version due 4/10
  4. Show digital story of tutoring on 4/17 and 4/19
  5. Final case study due 4/26

Reading and Response Schedule, and a few notes on reading, note making, and note taking. While I'm sure you have your own technique for making notes (recording information from written materials), you might attend to the purpose for the readings you'll do and the notes you'll make and take (note taking during lectures and discussion) in this class: They will serve our classroom discussion, your reading responses, and the reflective letter and other writings you'll do for this class.

For example, if you can refer to page numbers in your notes, and you have put headings on your pages that are correct bibliographic entries, a lot of the hunting that sometimes comes when you need to write an essay based on your readings—is already done.
Specifically, when you write your tutoring reports, you can easily relate your experience to readings when you’ve included titles, topics, and page numbers in your notes.

In sum, thinking about your purpose for reading and for note making, then organizing for that purpose, will result in time saved, knowledge made, and even better reflective thinking. Consider using a split page method that allows you to organize your questions and “beyond the text” thoughts in a section of their own. And finally, use chapter 7 in the Fisher and Frey textbook to independently assess your own note taking and making techniques (see “participation” assignment due on 2/16).

Readings and “deliverables” are listed on the day they are due—so you need to read ahead in order to be prepared (bring relevant texts to class that day).

• Readings due today: Corso Ch 2, Fu to page 67, and Partanen
• Assignment #1 due (reading response, vocab, and notes)

Jan 19: Theme: What kind of classroom environment will involve all students? Inquiry Units discussion
• Readings due today: same as Tuesday.
• Assignment #2 due ( ). In class we will discuss
issues of interest in the world today that will serve as an organizing concept for the collaborative unit. How would you approach this concept in your classroom?

Jan 24: Theme: Flow and students' ways of being with literacy and technology
• Readings due today: Beers, Chapters 14 (on emerging technologies) and 15 (on inquiry).
• Assignment #3 due today: two reading response blackboard posts due (one per chapter). Respond to each of the two chapters using this prompt: “A key concept or idea that impresses me; or a question I have after reading chapter (14 and 15) is_________ . Write at least a half page response to each chapter in which you provide reasons for your answer; and satisfy our natural question, “why do you think this?” Then, please respond to at least one classmate’s post.

Jan 26: Theme: Who are our students?
• Readings due today: same as Tuesday.
• Assignment #4 due today: Bring writing prompts from Tuesday. (in class, we’ll finish viewing movie and writing prompts for digital story; also discuss the digital story assignment).

Jan 31: Theme: My teen self and how I got that way (or, identity, discourse, and culture).
• Readings due: Fu, Chapter 3; IAL Ch 1; Beers, Ch 3
• Assignment #4 due today: Bring draft of your digital story to workshop class at storybear.
February 2: Theme: Creating multi-disciplinary inquiry units.
• Readings due: same as Tuesday.
• Assignment due today: be able to speak on the topic for the unit you will design—how will your classroom engage with this topic and related concepts?

Feb 7: Theme: Defending teaching ideas for diverse classrooms
• Readings due: student-made units; Fu, Ch 4; Beers p. 143-146 and Ch 11
• Assignment #5 due today: questionnaire on the inquiry unit; and feedback on student-made units—what you noticed, how you would “grade the unit” and so on. I’ll collect and give feedback on the questionnaire. Your feedback is necessary for the workshop.

Feb 9: Theme: Fun and Relaxation at Winter Carnival. I hope you will relax a bit. Enjoy the statues!

Feb 14: Theme: What does love have to do with it? (or, the ethics of assessment and evaluation)
• Readings due today: Beers, Ch. 17; and Fisher/Frey, Ch. 9
• Assignments due today: (1) If you could use CAFE, (2) Find your primary (or find other ideas at the www teaching site that you like) method; the teacher who used to teach reading to someone else? Do you think honing your note taking/making will influence your ability to organize lectures when you’re teaching?

Feb 16: Theme: Fitting in and being labeled
• Readings due today: Corson Ch. 3 (pdf on bb); Fu, Ch 5; and Beers, Ch 16
• Assignment #6 due today: a xerox copy of the notes you made while reading the chapters due today—include a substantive comment in which you reflect on Chapter 7 of the Fisher and Frey textbook (on making and taking notes). Please use this quote as your prompt: “Describe the note-taking/making technique(s) you use, why do you do it this way, and did this chapter enlighten you to new techniques that you would like to try yourself or teach to someone else? Do you think honing your note taking/making will influence your ability to organize lectures when you’re teaching?”

Feb 21: Theme: Telling our Story and how we prefer to do that (multiple modes and media).
• Readings due today: Fu, Ch 6; Beers, Ch. 8 and interlude on page 209
• Assignment #7 due today: Pedagogical Rationale and Assessment plan draft (a well-developed defense of topic, HSCEs and CCSS; methods of assessment, and some of the methods the team will use to meet goals using literacy based instructional methods—plan to continue developing the rationale over the course of the semester as you learn new techniques and find new inspiration).
Feb: 23: Theme: What important concepts have we entertained here?
Discussion and lesson plan workshop
• Readings due today: Fu, Conclusion; Fisher and Frey Ch 2
• Assignment due: Be able to speak to key concepts that will influence your teaching; be ready to raise questions—those that you really need concrete answers to, and those that will involve the class in deeper thoughts about teaching.
• In class Lesson Plan workshop: Please bring Fisher and Frey Improving and 50 Content Routines to class.

Feb 28: Theme: Text structures and features, readability, and usability.
• Assignment #8 due today: This lesson plan should be ready to show the class and demonstrate both readability and usability. Focus on anticipatory activities (CH. 3 of Fisher and Frey)
• Assignment #9 due via email on Mar 1 unless you’ve made other arrangements in advance: Tutoring Report (using the memo format/genre).

We’re not meeting in class on March 2, but you are to post a significant reflection to blackboard.
• Assignment #10 due on March 2: Please post a reflection on blackboard for others to respond to. I leave the topic up to you—this is your reflection—but you could pick: “how has my life experience both helped me to understand kids and their literacy practices, and how has that also blinded me to the ways others (and who are these others?) have experienced life and manifest that in school?” This question relates to identity formation, Discourse theory, Culture/culture, and other discussions we’ve had already. It really harkens back to that first day when I asked what this means to you: “We see the world as we are, and not as it is.”

Break: Enjoy a relaxing spring(?) break. See you in mid-March!
In March and April, we’ll focus on Case Study Research; continue progress on portions of the inquiry unit; students will present textbook chapters; all read and discuss Reading don’t fix no Chevys; each student will read one book independently and present book talks; each student will show a case study digital stories.

March 13: Theme Why, how, and when to question. Why is it important to have intentions for questions?
• Readings due: Corson, Ch. 6; Fisher and Frey, Ch 5
• Assignment due: notes on Corson in order to discuss the article in class. Experiment with strategies in F & F Ch. 5 to investigate Corson. Be able to define critical literacy and thinking.

Mar 15: Introducing Reading don’t fix no chevys (rdfnc)

Mar 20: Show Digital Stories in class.
Mar 22: RDFNC
(1) One student presents *Dude, You’re a Fag*, by C.J. Pascoe (constitutes assignment #11 for each student presenter)

Mar 27: Comprehending Comprehension
One student presents Fisher and Frey chapter 4, includes a demonstration and interaction with class (constitutes assignment #12 for each student presenter)
- Assignment due: partial draft of assembled packet

Mar 29: RDFNC
(2) *Last Child in the Woods*, by Richard Louv, student book talk

April 3: Word knowledge is more than a weekly vocabulary quiz
One student presents Fisher and Frey chapter #3, includes a demo and interaction with class.
- Assignment due for all: Case study research proposal

Apr 5: RDFNC
(3) *Teaching Reading to Black Adolescent Males* by Alfred Tatum

Apr 10: Writing to Learn
One student presents Fisher and Frey chapter 8, includes a demo and interaction with class.
- Assignment due for all: Case study storyboard

Apr 12: RDFNC
(4) *Readicide* by Kelly Gallagher

Apr 17: Seeing is believing. Visual literacy, often overlooked.
One student presents Fisher and Frey Chapter 6
- One Case Study Digital Story Presentation

Apr 19: Three Case Study Digital Story Presentations

Apr 24: Roundtable Discussion to summarize the course. How have you come to see the world not just as you are but as it is for those who are not just like you? How will that cause you to be a more empathic, culturally relevant, and skillful teacher who understands how to use literacy-based techniques to best advantage?

Apr 26: Hand in final version of case study and inquiry unit (collaboratively written pedagogical rationale with five lesson plans and an annotated rubric per content area); Reflective letter related to the roundtable discussion.

Version #2 of reading and assignments schedule Tuesday, January 17, 2012