HU 4150 SYLLABUS • Literacy in the Content Areas
126 Fisher Hall • Tuesday, Thursday 2–3:20
Evelyn Johnson • 339 Walker Hall • 487-2982 • evjohnso@mtu.edu
Office Hours: Tuesday, Wednesday, Thursday 10-12; and by apt

Course Goals:
• to deeply understand the concepts of literacy and critical literacies, terms that encompass beliefs and practices (the politics of literacy)
• to mindfully create and use culturally relevant literacy-based teaching tools and routines intended to empower diverse students (the practices of literacy)
• to create environments in which students become highly motivated, aware, and interdependent learners (gradual release of responsibility).
• to develop in students the means for contributing to “necessary conversations” in the world (creating literate citizens)
• to adopt the habit and practices of reflection (e.g., on how you were shaped as a literate person, and what this can tell you about how you approach teaching.
(also refer to InTASC Standards and Essential Knowledge—replaces Michigan’s Professional Standards and Entry Level Standards for Teachers—found at the back of this syllabus)

Course Objectives.
• Define and apply components of reading comprehension to teaching and learning in all content areas
• Contextualize literacy, learning, and diversity as a set of cultural practices (or literacies) shared by groups
• Able to create caring and effective, culturally-aware and responsive learning environments, connecting learning to real world problems
• Hone your own literacy knowledge and abilities in all modes of expression
• Understand adolescents’ literacies, including digital literacies, and how those impact learning
• Understand how to meet needs of specified student audiences (able to differentiate instruction)
• Build rapport with students
• Develop metacognitive awareness and improve own literacy practices
• Discuss and target Common Core State Standards in instructional design

• Understand content literacy as a range of pedagogical practices to accompany content knowledge
• Compose questions that require higher order thinking
• Design and use a range of effective teaching and assessment strategies
• Propose & defend instructional preferences and choices
• Understand and apply gradual release of responsibility in instructional practices
• Reflect on teaching practices through tutoring, discussion, observation
• Build knowledge through research and by sharing perspectives and information with classmates and other professionals
I reserve the right to make changes to the syllabus and to meet my students' needs. I welcome thoughtful recommendations from students to improve the course plan.

**Required texts, tools, etc.**
- Beers, *When Kids Can't Read What Teachers Can Do*
- Fisher et al, *50 Instruct. Routines*
- Fu, *My Trouble is My English*
- Gallagher, *Readicide*
- Plaut, *The Right to Literacy*
- Films, online videos, TED talks
- Articles, tba
- Computer and internet access
- Field notebook
- 3-ring binder for course portfolio, articles, and handouts
- Transportation

**The in-class experience in Literacy in the Content Areas**
Show up prepared and interested—support the community of our class.
Please turn cell phones off when in class; only use laptops when relevant to class.
Read, Discuss, and Present assigned and self-selected readings individually, with partners, and in small groups (varies by semester)
View and discuss films.
Analyze and critique reports, lesson plans, and teaching methods
Contribute to online discussions of educational relevance

**Your lab experience**
Tutor (two hours per week for 11 weeks, min.) 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

**Products and points**
- Quizzes, written responses, and/or Canvas posts 200 pts
- Mid-term tutoring memo and evaluation. 50 pts./50 pts.
- A two-week (or longer) unit plan that emphasizes inquiry and implements sound literacy-based instructional practices to reach higher order thinking. 200 pts.
- Final Tutoring evaluation. 50 pts.
- Significant research paper that connects tutoring, class experiences, and outside research. 200 pts.
- Presentation of tutoring study. 50 pts.
- Tutoring field notes. 200 pts.

**Late Work**
In order to receive a grade in this class, all work must be turned in. Late work will be accepted when the student requests an extension. Otherwise, late work will be down graded by ten points per day.
Professionalism: Reputation is golden. Think of this class as a small committee or staff all focused on shared goals. Enthusiastic participation, a great ethic of collaboration, and the quality of your work go a long way toward strong evaluation in this class. Because this class includes a professional development lab—tutoring in a local school—students must be punctual and reliable, maintain high personal and professional standards, and recognize that their contributions to H4150 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 Collaboration: 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.

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/aaio/

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 contact your advisor, department head or the Affirmative Action Office, at 487-3310.

"Student work products (exams, essays, projects, etc.) may be used for purposes of university, program, or course assessment. All work used for assessment purposes will not include any individual student identification."

The following professional standards are integrated in this class. Please become familiar with this list:

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<th>Standards and Essential Knowledge</th>
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<tr>
<td><strong>1. Learner Development</strong></td>
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<td>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually</td>
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<td>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
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**6. Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

| 6.j | The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each. |
| 6.k | The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. |
| 6.l | The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. |
| 6.m | The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning. |
| 6.n | The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback. |
| 6.o | The teacher knows when and how to evaluate and report learner progress against standards. |
| 6.p | The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. |

**7. Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

| 7.g | The teacher understands content and content standards and how these are organized in the curriculum. |
| 7.h | The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge. |
| 7.i | The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. |
| 7.j | The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. |
| 7.k | The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. |
| 7.l | The teacher knows when and how to adjust plans based on assessment information and learner responses. |
| 7.m | The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, ... |
8. Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

8.j The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8.k The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8.l The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8.m The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8.n The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8.o The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

9. Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9.g The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9.h The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10. Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

10.n The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10.o The teacher knows how to contribute to a common culture that supports high expectations for student learning.

The preparation program ensures that individuals recommended for certification have completed 20 semester hours of theoretical and practical knowledge in the following fields:

1. How human beings grow and how they learn. Elementary preparation shall focus on the developmental needs of preadolescents and early adolescents. Secondary preparation focuses on the developmental needs of early adolescents and adolescents. All study includes the needs of the exceptional child, including those with handicapping conditions, the gifted and talented, and those with cultural differences.