

Auburn University

CTRD 3700-002
Fundamentals of Language and Literacy Instruction I
Syllabus (Draft in Process)
Fall, 2013

1. **Course Number:** CTRD 3700-002
Course Title: Fundamentals of Language and Literacy Instruction I
Credit Hours: 3 hours
Prerequisites: Admission to Teacher Education
Co-requisites: No co-requisites
Class Days/Time: Monday and Wednesday/10:00-11:50, Haley 2435
Instructor: Mary Jane McIlwain, PhD
Office Hours: T, TH 11:00 – 2:00; T – F By Appointment

2. **Date Syllabus Prepared:** August, 2013

3. **Required Text:**

Graves, M. F., Juel, C., Graves, B. B. & Dewitz, P. (2011). *Teaching Reading in the 21st Century Motivating All Learners*, Boston, MA: Pearson Education, Inc.

Name Badge (available in LRC—include Mr., Mrs., or Ms., and your last name)

4. **Course Description:** Analysis of language and literacy development theories and classroom practice. Field experiences in public school offer practical experience to align with theoretical work.
5. **Course Objectives:** Developed from Alabama State Department of Education Standards 290-3-3-.05 for Early Childhood and 290-3-3-.06 for Elementary Education. Upon completion of this course, students will:
 - A. Demonstrate a basic understanding of the universal structures, systems, and development of oral and written languages and ways in which acquisition of phonology and grapheme-phoneme correspondences for English and other alphabetic languages differs from non-alphabetic languages. [290-3-3-.05:(2)(a)11; 290-3-3-.06: (1)(a)8]
 - B. Recognize and relate the different theories and models of learning and teaching and of language and literacy development that have been used to explain how children learn and should be taught phonology and grapheme-phoneme correspondences. [290-3-3-.05:(2)(a)11; 290-3-3-.06: (1)(a)8]
 - C. Demonstrate knowledge of the diversity of language and communication skills and learning processes in pluralistic settings and the diagnostic tools used for monitoring acquisition of reading skills, improving reading instruction, and identifying students who require additional instruction. [290-3-3-.05:(2)(a)3 and 4; 290-3-3-.06: (1)(a)2]
 - D. Select appropriate research-based strategies and materials, including multimedia materials and software, to meet the needs of developing and struggling readers and teach skills and strategies related to phoneme awareness, phonics knowledge, decoding, fluency, spelling, vocabulary, and comprehension. [290-3-3-.05:(2)(b)8; 290-3-3-.06: (1)(b)9]

E. Facilitate development and skills in communication, inquiry, creative expression, and reasoning by planning for and involving students in reading and discussing literature with adults and peers both in school and at home using traditional, electronic, and internet formats. [290-3-3-.05:(2)(a)10; 290-3-3-.06: (1)(a)13]

G. Demonstrate knowledge of state reading and language arts standards and varied techniques involved in effective early and ongoing reading instruction and practice as described in the Alabama Reading Initiative publication, *Essential Skills of Teachers of Reading*. [290-3-3-.05:(2)(a)12; 290-3-3-.06: (1)(a)9]

H. Create and organize classroom environments that include opportunities for cooperative learning and various other grouping strategies that promote students' ability and appreciation for taking efferent and aesthetic stances in reading and writing activities and integrate traditional and innovative technologies. [290-3-3-.05:(2)(a)3; 290-3-3-.06.: (1)(a)1]

6. **Course Assignments and Evaluation:** Knowledge, skills, and dispositions are assessed according to the following artifacts using a 10 point grading scale. The point value and rubrics for each of the work components below are to be announced.

A. Quizzes & Final Exam (in the form of case studies)

1. Each class session will close with collaborative case study analysis worth 15 points.
2. The final exam will be in the form of an independent case study analysis.
3. Please see the rubric in the final pages of the syllabus for details.

B. Graded Lesson Plans

1. Students will plan lessons based on the technique presented in class. Each lesson plan and reflection will be worth 50 points.
2. The format and technique to be used in the plan will be determined by the professor.
3. Please see the rubric for more details.

C. Self Study Project (20%)

1. Self-study is a way to understand how our beliefs are influencing our teaching and learning. Students will look across the case studies, lessons/reflections, and other reflection points prompted by the professor to begin answering the questions:
 - a. How do I define literacy?
 - b. What are my assumptions about how children develop literacy?
 - c. How are my assumptions influencing my teaching and continued learning?
 - d. Form of the project is open (i.e. ppt. self portrait, digital story, portfolio, etc.)
2. Rubric to come soon.

D. Professionalism (10%)

1. Collaborative groups will take form of Professional Learning Communities.
2. Participants will collaborate on notes, case studies, lesson planning and reflections.
3. Promptness, professional appearance, and professional interactions in field experiences are also considered.

7. Class Policy Statements:

- A. Participation: Students are expected to participate in all class discussions and participate

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in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

- B. Attendance/Absences: Attendance is required at each class meeting. If a quiz is missed, a make-up quiz will be given only for University-approved excuses. Arrangement to take the make-up quiz must be made in advance. Students who miss a quiz or class session because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**. Unexcused absences will result in 3 points deducted from the professional grade. If the total number of absences exceeds two (excused or unexcused), you may be asked to withdraw from and retake the course.
- C. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).
- D. Honesty Code: The University Academic Honesty Code and the *Student Policy eHandbook*, Rules and Regulations pertaining to Cheating will apply to this class.
- E. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College of Education's Conceptual Framework. These professional commitments or dispositions are described as four of the Candidate Proficiencies in the Conceptual Framework, and they are listed below.
 - a. Engage in responsible and ethical professional practices
 - b. Contribute to collaborative learning communities
 - c. Demonstrate a commitment to diversity
 - d. Model and nurture intellectual vitality

These are further described in the document found at:

http://www.education.auburn.edu/files/facstaff_resources_forms/memo_of_understanding_regarding_professionalism.pdf

- 8. **Course Content and Tentative Schedule:** The instructor reserves the right to make changes in assignments and due dates as needed. Schedule follows on next page.

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Tentative Course Schedule

Topic/Module	Date/Day Session	In Class Activities	Assignments Due	Prep for Next Class By Viewing PPT &
The Reading Process	8/21-W 1			Chapters 2, 3 & 12
Instruction, Motivation & Engagement	8/26-M 2	Collaborative CS/L Creating Materials (Story Ropes)	Initial Self Portrait Sketch to share	
	8/28-W 3	Collaborative CS/L Lesson Prep	Lesson 1 Draft (emailed by 9/1)	Chapters 4 & 13
	9/4-W 4	Field Exp. IT- Interactive RA/Anecdotal Notes IF-Retelling F	Lesson 1 assessment info and reflection by Friday	
Literacy Continuum & Assessments	9/9-M 5	Collaborative CS/L Lesson Prep	Lesson 2 Draft (emailed by midnight)	
	9/11-W 6	Field Exp. IT-Shared Reading/Running Records IF-Retelling NF	Lesson 2 w/ assessment info and reflection (by Friday)	Chapters 5 & 14
Scaffolding & Differentiating Instruction	9/16-M 7	Collaborative CS/L Lesson Prep	Lesson 3 Draft (by midnight)	
	9/18-W 8	Field Exp. IT-Guided Reading Running Records IF-Retelling	Lesson 3 with assessment info and reflection (by Friday)	Chapter 6
Oral Language & Emergent Literacy	9/23-M 9	Collaborative CS/L Lesson Prep	Lesson 4 Draft (by midnight)	
	9/25-W 10	Field Exp. IT-Guided Reading/Rubrics IF-Retelling	Lesson 4 w/ assessment info and reflection (by Friday)	Chapter 7
Word Recognition & Phonics/Word Study	9/30-M 11	Collaborative CS/L Lesson Prep	Lesson 5 Draft (by midnight)	
	10/2-W-12	Field Exp. IT-Guided Reading/Ongoing Assessment IF-Searching/WW	Lesson 5 w/ assessment info and reflection (by Friday)	
	10/7-M 13	Collaborative CS/L Lesson Prep	Lesson 6 Draft (by Midnight)	
	10/9-W 14	Field Exp. IT-Guided Reading/Ongoing Assessment IF-CC to SC/WW	Lesson 6 w/ assessment info and reflection (by Friday)	Chapter 8
Fluency	10/14-M 15	Collaborative CS/L Lesson Prep	Lesson 7 Draft (by midnight)	

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Topic/Module	Date/Day Session	In Class Activities	Assignments Due	Prep for Next Class By Viewing PPT &
	10/16-W 16	Field Exp. IT-Reading Conf./Ongoing Assessment IF-Confirming/WW	Lesson 7 w/ assessment info and reflection by Friday	Chapter 9
Vocabulary	10/21-M 17	Collaborative CS/L Lesson Prep	Lesson 8 Draft (by midnight)	
	10/23-W 18	Field Exp. IT-IRA & Guided Reading/Ongoing Assessment IF-Explicit Vocab.	Lesson 8 w/ assessment info and reflection (by Friday)	Chapter 10 & 11
Comprehension	10/28-M 19	Collaborative CS/L Lesson Prep	Lesson 9 Draft (by Midnight)	
	10/30-W 20	Field Exp. IT-Interactive RA/Ongoing Assessment IF-Connections	Lesson 9 w/ assessment info and reflection (by Friday)	
	11/4-M 21	Collaborative CS/L Lesson Prep	Lesson 10 Draft (by midnight)	
	11/6-W 22	Field Exp. IT-GR/Ongoing Assessment IF-Connections	Lesson 10 w/ assessment info and reflection (by Friday)	
Review Literacy Framework	11/11-M 23	Collaborative CS/L Lesson Prep	Lesson 11 Draft (by midnight)	
	11/13-W 24	Field Exp. IF-Reading Conf./Ongoing Assessment IF-Connections	Lesson 11 w/ assessment information and reflection (by Friday)	
	11/18-M 25	Collaborative CS/L Lesson Prep	Lesson 12 Draft (by midnight)	
	11/20-W 26	Field Exp. IT-Interactive RA IF-Visualing	Lesson 12 w/ assessment info and reflection (by Friday)	
11/25-11/29 Thanksgiving Break				
Supporting Reading Development in the Content Areas	12/2-M 27	Collaborative CS/L		
	12/4-W 38	Collaborative CS/L Self Study Project Share	Self Study Project Due (by midnight)	
Final Exam	12/9 M	Independent Case Study		

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Case Study Rubric

Case Study Rubric						
Criteria	Ratings					Pts
Identifies Strengths Related to Structure of Reading Process	Advanced: All strengths identified and used language of the field. 5 pts	Proficient: Most strengths identified and used language of the field. 4 pts	Needs Improvement: Some strengths identified OR inconsistent use of language of the field. 3 pts	Needs Improvement: Few strengths identified OR limited use of language of the field. 2 pts	Needs Improvement: Few strengths identified OR limited use of language of the field. 1 pts	5 pts
Identifies Needs Related to Structure of Reading Process	Advanced: All needs identified and used language of the field. 5 pts	Proficient: Most needs identified and used language of the field. 4 pts	Needs Improvement: Some needs identified OR inconsistent use of language of the field. 3 pts	Needs Improvement: Few needs identified OR limited use of language of the field. 2 pts	Needs Improvement: Few needs identified OR limited use of language of the field. 1 pts	5 pts
Identifies Next Instructional Steps Related to Balanced/Comprehensive Literacy Framework	Advanced: Provides multiple instructional implications across the gradual release model that explicitly ties to all needs. 5 pts	Proficient: Provides multiple instructional implications across the gradual release model that explicitly ties to most needs. 4 pts	Needs Improvement: Provides multiple instructional implications across the gradual release model that explicitly ties to some needs. 3 pts	Needs Improvement: Provides multiple instructional implications with limited use of gradual release model. Limited specificity to needs. 2 pts	Insufficient: Provides minimal instructional implications OR lacks in the use of the gradual release model. 1 pts	5 pts

Use this rubric to guide your case study analysis.