

AUBURN UNIVERSITY
SYLLABUS
Dr. V Ryan
256-658-6872
vryan1665@gmail.com

1. **Course Number:** CTRD 3700; **Course Title:** Fundamentals of Language and Literacy Instruction I; **Credit Hours:** Three; **Prerequisites:** Admission to Teacher Education; **Corequisites:** None
2. **Date Syllabus Prepared:** August 2013
3. **Text or Major Resources:** Text: Tompkins, G.E. (2010). *Literacy for the 21st Century A Balanced Approach*, Upper Saddle River, NJ: Pearson Education, Inc.
Documentation of Negative TB Test Results (less than one year old)
Name Badge (available in LRC—have it printed with Mr., Ms. or Mrs. and your last name)
Canvas Articles, Course Content Materials, Class Notes taken in Learning Log, etc.
4. **Course Description:** Theoretical foundations of language and literacy development of children and implications for teaching. Clinical field experiences with children in a public school.
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 be able to...
 - 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 Content and Schedule:** Classes and field experiences with children take place on Tuesday and Thursday. Assignments and specific due dates will be discussed in class. The instructor reserves the right to make changes in assignments and due dates as needed. Assignments for the first few classes are listed below. These and the other assignments for the rest of the semester will be given in class.

If normal class and/or lab activities are disrupted due to a high number of students experiencing illness or an emergency or crisis situation (such as a widespread H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments for CTRC 3700 will replace the original materials. Please monitor Auburn University's H1N1 Influenza website at www.auburn.edu/emergency/ for the latest information.

Class 1: Overview of Fundamentals of Language and Literacy Instruction

For August 22nd, we will: 1) read and discuss the syllabus; 2) begin to examine cross links between course objectives/requirements and the College of Education's Conceptual Framework for preparing Competent, Committed, and Reflective Teachers, State Certification Codes, State and National Standards for English Language Arts (from the International Reading Association and National Council of Teachers of English), and National Certification Accreditation for Teacher Education (NCATE) Standards; 3) discuss differences between Receptive and Expressive Language and Literacy (part of the Fundamentals). Complete a KWL chart.

Focusing on ORAL LANGUAGE DEVELOPMENT

Class 2: August 27th, Expressive and Receptive Oral Language (Canvas article)

Make a copy and read "The Language Explosion" article with inserts on "Parentese" and "When Silence Isn't Golden" from *Newsweek*. This article can be accessed and printed from the Canvas Course Content page for CTRD 3700. As you do the reading, find and make notes (with page numbers) on evidence showing when Receptive and Expressive Oral Language develop and which comes first.

Class 3: August 29th Systems, Stages, and Theories of Oral Language Acquisition (Canvas Article)

Read about theories that have been developed to explain how children learn language in Chapter 2(OLD) from another text *Teaching Language and Literacy* (Christie, Enz, Vukelich, 1997). This chapter is available on the Canvas Course Content page for CTRD 3700. In class, we will also find speech samples that illustrate the six Stages of Expressive Oral Language Development.

*****Get your badge and documentation of negative TB test results that are less than one year old for school-based field experiences.

Bring your TB test results, Chapter 2 from *Teaching...*, your notes on speech theories, and your textbook, *Literacy for the 21st Century* by Gail Tompkins (2006), to class.

Class 4: September 3rd Becoming an Effective Teacher of Reading Chapter 1

Quiz #1 covering oral language development lecture and articles.

Read Chapter 1 from the Tompkins (2006) textbook, *Literacy for the 21st Century*. Be sure to bring your textbook to class. Take notes as you read in your learning log.

Class 5: September 5th Teaching the Reading Writing Process Chapter 2

Read and take notes in your Learning Log for Chapter 2. Quiz #2 will be given in class.

Make sure you have turned in documentation of TB test and have badge made.

*****CELL PHONE POLICY:** Cell phone use for receiving calls or text messaging during a class or school-based field experience session is viewed as extremely unprofessional and results in an automatic loss of 10 points of the Professionalism Grade for each occurrence. Cell phones must be turned off and put away when you enter the classroom and when you enter the school to avoid any misunderstandings about their use.*

7. **Course Evaluation:** Knowledge, skills, and dispositions are assessed as follows. Total of 510 points

A. Quizzes and Final Exam (250 points)

Knowledge and skills are assessed with written examinations. A quiz over Oral Language Development (50pts) 10 weekly chapter quizzes (10pts each) and a Final Examination (100) will take place during the period specified for your class day and time by the university.

B. Graded Lesson Plans (160 points)

Approximately ten Lesson Plans are prepared by each of the pre-service teachers. (one each week of field experience teaching). All preservice teachers are responsible for planning, executing, and turning in each Lesson Plan, Lesson plans are evaluated with increasingly discriminating criteria. **Scores for eight Lesson Plans, each worth a possible 20 points, are used to determine the total points for Graded Lesson Plans. No points will be given for plans turned in after the lesson has been taught.**

C. Lesson Evaluations/Reflections (60 points)

Ten Evaluations/Reflections (six points each) will be graded. Each preservice teacher is responsible for turning in a typed Evaluation/Reflection for every lesson that is planned and taught at the field experience school. Students will reflect on teaching and learning and discuss what lesson is taught. For each day that any Evaluation/Reflection is late, one point per day will be deducted from the total points earned for graded Lesson Evaluations/Reflections. If not turned in during class, one point will be deducted from the lesson per day.

D. Professionalism (40 points)

Your professionalism grade is based on two components: attendance (20) and evaluations completed by the instructor (20 points) during field experience. Evaluations will be based on ethical and professional responsibility, participation and contribution to the learning community, commitment to diversity, and demonstration of intellectual vitality in classes and through thoughtful reflections. **Unexcused absences will deduct 3 points for each absence. Arriving to class late will result in a 1 pt deduction for each incident.**

****GRADING SCALE: A total of 510 points are possible. A 10-percentage-point grading scale will be used: 90-100%- A , 80-89.9%- B , 70-79.9%- C , 60-69.9%- D , Below 60%- F . The instructor reserves the right to make modifications in the total number of points as required.***

8. **Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate 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. (See the Class Policy statement on Professionalism and Appendix A.)

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.

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).

Honesty Code: The University Academic Honesty Code and the *Student Policy eHandbook*, Rules and Regulations pertaining to Cheating will apply to this class.

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.

11. Engage in responsible and ethical professional practices
12. Contribute to collaborative learning communities
13. Demonstrate a commitment to diversity
14. Model and nurture intellectual vitality

Appendix A: Professionalism Grade (attendance and lab 40 total points)

The professionalism grades for attendance and instructor evaluations are described below:

Grade for Attendance (20 points possible)

You are expected to attend all on-campus and field experience sessions and to arrive on time. In addition, you are expected to demonstrate organizational skills by keeping your own dated records of absences, late arrivals, and copies of documentation for excused absences in addition to turning in the original documentation for excused absences to the instructor when you return to class.

Late Arrivals - If you arrive after the instructor has started class, simply record the date of the late arrival. See the instructor after class if you are uncertain as to whether you were marked late. Point deductions: 1 point is deducted for each late arrival; an additional point may be deducted for being more than 30 minutes late.

Excused Absences – If you are unable to attend class for reasons that may qualify as an excused absence, e-mail the instructor before or immediately after class. In the e-mail, state: (1) why you are unable to attend class and (2) a tentative schedule for making up graded work or a field experience. For an unavoidable absence on an upcoming field experience day in the school, request approval from the instructor by e-mail in advance. In the e-mail, include an explanation of your arrangements for making sure that all materials are available for the lesson and that all of your duties for the lesson will be implemented in spite of your absence.

For each excused absence, submit a copy of appropriate documentation for the university-approved excused absence (e.g., a doctor's excuse, evidence of death in the family, etc.) to the instructor within seven days. See the Auburn University *Student Policy eHandbook*, URL www.auburn.edu/studentpolicies for a list of university-approved absences. In your own records, file copies of the dated e-mails to the instructor and partner and a copy of the documentation for a university-approved excused absence. Point deductions: No points are deducted if specified procedures are followed; 2 points are deducted if procedures are not followed.

Unexcused absences –For each unexcused absence from on-campus classes, three points are deducted from the Professionalism Grade for Attendance. (See the Note on Additional Deductions of Points for Absences below.)

Unapproved or Unexcused Absence from a Field Experience Session: Failure to attend a field experience session without previous approval from the instructor results in an immediate 20-point deduction. In order to regain these points, all three of the following criteria must be met: (1) The absence must meet requirements for university-approved excused absences. (2) The instructor must be contacted and informed of the absence BEFORE the in-school session begins. (3) All materials for the lesson must be available, a substitute actually teaches the lesson on the date of your absence. (4) An additional Lesson Plan is individually developed and turned in to the instructor for approval; the make-up lesson is scheduled and implemented at the cooperating teacher's convenience; and an Evaluation/Reflection and documentation from the cooperating teacher that the additional lesson was completed are turned in to the instructor.

NOTE ON ADDITIONAL DEDUCTIONS OF POINTS FOR EXCESSIVE ABSENCES: If the total number of absences exceeds two (excused or unexcused), you will lose up to 10 additional points for each absence and may be asked to withdraw from and retake the course.

Grades from Lab Experience (20 points possible) point system below to evaluate the extent to which you demonstrate and/or provide evidence of all the competencies described in the Professional Standards for this course.

The Teacher Candidate:

1. Consistently and dependably assumes ethical and professional responsibilities
 - attends all on-campus classes and field experience sessions, arrives on time, and actively participates and contributes throughout each
 - follows course procedures related to absences (see Attendance above)
 - submits assignments at designated times on due dates
 - adheres to the public school's dress code policies on field experience days in the school
 - discusses issues regarding children on a need-to-know basis only
 - wears an identification badge at all times at the public school (obtain from LRC)
 - provides proof of a negative T.B. skin test administered within the past year; documentation of the negative T.B. test must be turned in to the instructor before the first visit to the public school for field experiences
 - accepts responsibility for his/her own actions
2. Contributes to a learning community
 - Participates actively and responsibly in class discussions, small group conversations, and work with the partner
 - Provides leadership when needed to keep group or partner work focused and productive
 - Collaborates and maintains positive relationships with the instructor, colleagues (particularly the partner for field experiences), the cooperating teacher, and other school staff including administrators
 - Supports the learning of others by preparing for class, sharing different perspectives, and providing assistance when requested and/or appropriate
 - Seeks, values, and works to understand different viewpoints in class discussions, small group conversations (with peers and students in the public school), and work with the partner
 - Makes a conscious decision, and if needed seeks advice from an advisor or instructor, about how to address irritating or disturbing events or actions related to course work in a professional way
 - Takes intentional steps to adjust attitudes and/or actions when they get in the way of teacher collaboration and/or student learning
3. Demonstrates a commitment to diversity
 - Shows respect for and growing understanding of diverse multicultural, global, and community perspectives in collaborations with other professionals and students
 - Initiates interactions and/or appropriate instruction for people with disabilities and attends to the rights and needs of all students by planning and implementing instruction to accommodate individual needs
4. Models and nurtures intellectual vitality and a commitment to ongoing learning in class discussions and activities and thoughtful planning and reflections for lessons
 - Demonstrates an enthusiasm and commitment to learning
 - Asks questions that demonstrate active learning
 - Implements instruction in thoughtfully adaptive ways
 - Analyzes the effectiveness of your teaching and adjusts instruction to improve student learning
 - Identifies and addresses the complexity of issues embedded in reading instruction
 - Seeks and values constructive feedback from other professionals including peers, the cooperating teacher, and the instructor
 - Seeks out opportunities to grow professionally including participation in professional organizations, locating and reading professional articles about instructional areas of interest or concern, and initiating and participating in discussions of educational issues both in and outside class.