1. **C****TRD 3000- AAA: Fundamentals of Language and Literacy Instruction Fall 2016**

**Credit hours:** 3. Contact hours: 3 lecture, 1 lab

**Prerequisites:** Admission into Teacher Education

**Corequisite:** No corequisites

**Date Syllabus Prepared:** August 1998, revised August 2016

1. **Term:** Fall 2016

**Class Days/Time:** Mondays, Wednesdays 10:00-11:50 am.

Classroom: 2435 Haley Center am until lab begins. Then, lab 10:00-11:00 (Auburn Early Education Center) on Wednesdays.

**Instructor:** Mary Jane McIlwain, Ph.D.

Assistant Professor, Department of Curriculum & Teaching

**Office:** 5068 Haley Center.

**E-mail:** mjm0055@auburn.edu

**Office hours:** Tuesday, Thursday 10:00 AM-12:00 pm and by appointment.

1. **Texts & Materials: Required & Optional**
	1. **Required Texts:**

# Fountas, I. & Pinell, G. S. (2017). *The continuum of literacy learning, preK—8.* Portsmouth, NH: Heinemann.

* + 1. Murray, Bruce (2012). *Making sight words: Teaching word recognition from phoneme awareness to fluency*. Ronkonkoma, NY: Linus.
	1. **Required Materials for Tutoring:**
1. A simple journal consisting of 10 sheets of lineless paper stapled together.
2. Letter manipulatives. A double-sided set to laminate and cut out may be copied from the Lesson Materials file on reserve in the LRC or downloaded from Canvas. Plastic lower-case letter tiles (available from the AU Bookstore) are easier to handle.
3. Sound boxes (Elkonin boxes), cardstock squares showing the number of phonemes in a word. Directions for letters and letterboxes are in Practical Chapter 3.
4. Single, small white board or IPad w/ white board ap (will be shown in class).
5. Prompting Guide Part 1 or its ap.
	1. **Optional:**
		1. A 3-sided project board of Styrofoam or cardboard. This board serves as a portable classroom or “cubby,” a screen from distracting sights and sounds, and a place to mount lesson materials and student work.
		2. It is suggested that you join the Alabama Reading Association through the Plains Reading Council. Get involved and learn with others
		3. Small round markers/counters (pennies work just as well)
	2. **Provided on Canvas:**
		1. Masters for creating assessments
		2. Masters for creating letter sets

**4. Course description:** Research-based theory and teaching strategies to meet the language and literacy needs of all children, especially those at risk of reading difficulties. Includes laboratory teaching experience. CTRD 3000 focuses on teaching children how to read during the developmental stages of emergent literacy, beginning reading, growing independence and fluency, and reading to learn. Students at each of these stages are commonly found in every grade in today’s elementary schools. You will learn to teach students to break the code of alphabetic writing, to identify and spell words, to develop sight vocabulary for fluent reading, and to learn strategies for understanding and learning from expository texts. As we survey each developmental stage, we will critically examine prevailing theories and practices in the light of scientific studies of reading. CTRD 3000 includes a field experience working with primary-grade students who are not yet fluent readers. Thus, as you study the research on teaching children how to read, you will apply what you learn in practical teaching experiences.

**5. Course Objectives:** Upon completion of this course, students will be able to:

1. Understand the nature of our writing system and the challenges children face at each stage of learning to read.
2. Recognize the difficulties in learning to read experienced by some children and the underlying causes.
3. Understand, assess, and teach the component abilities involved in learning an alphabetic writing system, including phoneme awareness, letter recognition, and concepts about print.
4. Understand how children can be taught to break the alphabetic code of written English, to identify words from their spellings, and to achieve early reading independence.
5. Understand how children can be helped to gain reading fluency and develop interest in reading that extends beyond the classroom, using a variety of books and multimedia materials.
6. Understand how to teach strategies for comprehending complex narrative and expository texts.
7. Design explicit lessons that include clear, developmentally appropriate explanations, modeling that dramatizes how to solve a problem, simplified practice allowing every student to succeed, extended practice reading connected text, and valid assessment to provide direction for further instruction.
8. Tutor struggling readers in the primary grades to make measurable progress in reading.
9. **Course Content, Tentative Reading Schedule and Assignment Due Dates**

|  |
| --- |
| *CLL=Continuum of Learning; MSW=Making Sight Words (CCh=content chapter; PCh=practical chapter); PG=Prompting Guide; LOC=located on Canvas; RG=Response Guide; IN=Interactive Notebook; ANB=Assessment NB* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dt/Session** | **Topic(s)** | **Readings Done Before Class** | **Due Before Class** | **Bring to Class** |
| 8/17, W1 | * Syllabus & Class Routines/Expectations
 | NA | NA | NA |
| 8/22, M 2 | * The Reading Process
* Phonics, Spelling, Word Study
* Word Reading/A New View of SW
 | CLL: Intro & 211-236MSW: CCh 1 |  | Bring RG 1 to Class |
| 8/24, W3 | * Assessment
* Self Study Questions
 | * LCC: 370-379
* MSW PCh 5 & apdx.
 | RG 2 to IN |  |
| 8/29, M4 | * History of Alphabets
* Early Reading Behaviors
 | * MSW CCh 2-3
 | RG 3 to IN | EDAssessments |
| 8/31, W5 | Tutoring Session 1: AssessmentTaking & Analyzing Running Records | * MSW PCh 6
* LOC: TBA
 | Assessment Plan for AEEC | Assessment Materials |
| 9/7, W6 | Tutoring Session 2: Assessment Assessment Summaries & Next Steps | * MSW: PCh 9
* MSW: CCh 4-5
 | Assessment Plan for AEEC | Assessment Materials |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date/Day/Session** | **Topic(s)** | **Readings** | **Due Before Class** | **Bring to Class** |
| 9/12, M,7 | * Guided Reading
* Components of the Tutoring Lessons
 | * LCC: 239-250
 | * RG 4 to IN
* Pre Assessment Data & Analysis to Canvas
 | ANB |
| 9/14, W8 | Tutoring Session 3: LP 1 |  |  | LP 1 in ANB to AEEC & Materials |
| 9/19, M9 | * Text Selection
* Book Introductions

Searching for & Using Information | * MSW CCh 8 & PCh 6
 | * RG 5 to IN
* LP 1 & Reflection to Canvas
 | ANB |
| 9/21, W10 | * Tutoring Session 4: LP 2
 |  | Bring LP 2 to AEEC | Lesson Materials & ANB |
| 9/26, M11 | * Early Writing Behaviors
* Interactive writing/Cut up stories

Sound boxes | * MSW CCh 6
* LCC: 251-263
 | * RG 6 to IN
* LP 2 & Reflection to Canvas
 | Assessment NB |
| 9/28, W12 | * Tutoring Session 5: LP 3
 |  | Bring LP 3 to AEEC | Lesson Materials & ANB |
| 10/3, M13 | * Constructing, Monitoring, Confirming Words
 | * MSW CCh 7
* LCC 264-275
 | * RG 6 to IN
* LP&R 3 to Canvas
 | Assessment NB |
| 10/5, W14 | * Tutoring Session 6: LP 4
 |  | Bring LP to AEEC | ANB & Lesson Materials |
| 10/10, M15 | * More on Phonics/Word Work

Solving Words | * MSW PCh 4
* LCC: 380-384
 | * RG 7 to IN
* LP&R 4 Canvas
 | Assessment NB |
| 10/12, W16 | * Tutoring Session 7: LP 5
 |  | Bring LP to AEEC | Lesson Materials & ANB |
| 10/17, M17 | * Monitoring, Self Correcting & Problem Solving
* Revisit Self Study Questions
 | * LOC: TBA
* LCC: 276-287
 | * RG 8 to IN
* LP&R 5 Canvas
 | EDPGAssessment NB |
| 10/19, W18 | * Tutoring Session 8: LP 6
 |  | Bring LP to AEEC | Lesson Materials & ANB |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 10/24, M19 | * More on Word Work/Word Study/Spelling

Making & Breaking | * MSW CCh 10
* LOC: TBA
 | * RG 9 to IN
* LP&R 6 Canvas
 | Assessment NB |
| 10/26, W20 | * Tutoring Session 9: LP 7
 |  | * Bring LP to AEEC
 | Lesson Materials & ANB |
| 10/31, M,21 | Maintaining Fluency | * MSW CCh 9
* LOC: TBA
 | * RG 10 to IN
* LP&R 7 Canvas
 | EDPGAssessment NB |
| 11/2, W22 | Tutoring Session 10: LP 8 |  | Bring LP to AEEC | Lesson Materials & AEEC |
| 11/7, M23 | Designing Lessons Across the Continuum | LCC: 288-303 | * RG 11 to IN
* LP&R 8 Canvas
 | Assessment NB |
| **Date/Day/Session** | **Topic(s)** | **Readings** | * **Due Before Class**
 | **Bring to Class** |
| 11/9, W24 | Tutoring Session 11: Assessment |  | Bring LP to Dean | Lesson Materials |
| 11/14, M25 | Designing Lessons Across the Continuum | TBA | * RG 12 to IN
 | Assessment NB |
| 11/16, W26 | Tutoring Session 11: Assessment |  | Bring LP to AEEC | Lesson Materials |
| **11/21 – 11/25 Thanksgiving Break** |  |
| 11/28, M27 | Designing Lessons Across the Continuum | TBA | * RG 13 to IN
* Literacy Report to Canvas
 | Assessment NB |
| 11/30, W 28 | Designing Lessons Across the Continuum | TBA | * RG 14 to IN
 |  |
| 12/2, W29 | * Vocabulary Test
* Self Study Project
 |  | Self Study to Canvas | Self Study Project |
| 12/9 | Final Exam—Case StudyOnline |

1. **Course Requirements and Assignments (see appendix for rubrics):**
2. **Readings & Interactive Notebook Entries (25%).** Responses to readings will be submitted to Canvas via your interactive notebook prior to class. Class will involve your group sharing individual responses, developing a shared summary of the readings, discussing connections to self study and tutoring experiences, and collaborating on an application.
3. **Pre-Assessment Report, Tutoring Lesson Plans & Reflections, Post Assessment Report (25%)**
	1. **Pre/Post Assessment Reports.** You will create an assessment kit based on The Observation Survey and other resources during class. This assessment will be administered during the first and last tutoring sessions at the field school. You will write up the interpretation report according to the form provided in class.
	2. **Tutoring Lesson Plans & Reflections.** To apply what you are learning, you will plan, teach, and

evaluate lessons based on the initial assessment and your ongoing observations. Six weekly tutoring sessions are scheduled (see calendar). You must successfully complete the tutoring to receive credit for this course. Grades will be based on your lesson plans and reflections, not on an evaluation of your actual teaching. Your lessons will follow a routine adapted from the Reading Recovery program, based on the work of Marie Clay. In each lesson you will assess your student’s progress with a familiar book, make & break words, help your student write a message using interactive writing, and introduce and read a new book. All lesson plans should be drafted and brought to class on the Monday/Tuesday of the week. All final lesson plans are due before class on the following Monday/Tuesday.

* 1. A & B above will be kept in an Assessment Notebook, which will inform your final write up of

your students.

1. **Self Study Project (10%).** You will synthesize your learning using the Self-Study Project guide, which can be found on Canvas.
2. **Vocabulary Test (10%).** You will complete work bank vocabulary test based on relevant terms covered in the readings and lectures. This will be done in class.
3. **Final Exam (20%)** You will complete a strengths, needs, next steps assessment and write up a lesson plan based on a case study. This will be done on line.
4. **Participation (10%).** Attendance and participation in all classes is required.

**8. Grading & Evaluation**

1. Grading Weights:
2. Readings and Interactive Notebook Entries (25%)
3. Assessments and Lesson Plans & Reflections (25)
4. Self-Study Project (10%)
5. Vocabulary Test (10 %)
6. Final Exam (20 %)
7. Professionalism and Participation (10%)
8. Scale:

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

Below 60% F

**9. Class/University Policy Statements**

1. **Participation/Attendance.** Class attendance and engaged participation are essential to achieving the goals of this course. Excused absences are defined in the *AU Bulletin*: You may be excused for personal illness, a serious illness or death of someone in your immediate family, a field trip, a religious holiday, or a subpoena. For a provisional excuse, please notify me on or before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). For a fully excused absence, you will need to provide documentation for your absence.

Absence from tutoring responsibilities limits your student’s reading progress and may create management problems for the teacher. If in an emergency you cannot teach your student, please call the school well *before* lab begins to leave a message for the classroom teacher. Later, contact the teacher to arrange an alternate time for tutoring. (Note: An alarm with a battery backup is an essential educational investment.)

All 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 and for initiating arrangements for missed work. Assignments are due on announced dates. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

**B. Tutoring Policies**

1. Dress appropriately in the “uniform” of a teacher. While schools allow some variation, denim and tee shirts are usually NOT appropriate. Women should consider wearing slacks because we typically work on the floor.

2. Have your lesson plan completely prepared before your arrival. In the brief moments before meeting your student, you won't have time to prepare book introductions, devise letterbox example words, etc.

3. Arrive at least 10 minutes before your scheduled lesson time to set up your materials and to make any last minute revisions before meeting your student. Late arrival (less than 5 minutes before the scheduled time) will lose attendance points.

4. Bring a timepiece to tutoring, and use it to pace your lesson. All children must be picked up and returned at the same time so the teacher can stay on schedule. You may not keep your student longer than the designated time.

5. Don’t allow your student to stray from the lesson or disrupt others’ learning. Recognize and reward your student’s work and attention, and plan mild but consistent consequences for disruptive behavior.

6. Do not give your student any tangible rewards (candy, pencils, etc.). This often leads to jealousy among peers and confuses the motivation for learning for the student. Your friendly attention is ample reward.

7. You are responsible for your student’s safety. Don't leave your student unattended at any time.

8. Reschedule a lesson time with the classroom teacher if you cannot meet your tutoring obligation.

9. Always make decisions based on what is best for the student. Enjoy your tutoring experience. Your student should feel your personal warmth and see your enthusiasm for reading.

**C. Unannounced Quizzes**. There will be no unannounced quizzes.

**D. Disability Accommodations.** Students who need accommodations are asked to electronically submit their

approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**E. Honesty Code**.  All portions of the Auburn University student academic honesty code (Title XII) found in

the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**F. Course contingency**: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis

situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, then addendum to your syllabus and/or course assignments will replace the original materials. The professor reserves the right to adjust content and schedule as needed.

**G. Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to

demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

1. Engage in responsible and ethical professional practices
2. Contribute to collaborative learning communities
3. Demonstrate a commitment to diversity
4. Model and nurture intellectual vitality