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CTRD 3700-002

Fundamentals of Language

and Literacy Instruction I

Spring 2010

**Instructor: Katie Forster**

**Office: Haley 4095**

**Home Phone: 826-1153**

**E-Mail:** [**ksf0001@auburn.edu**](mailto:ksf0001@auburn.edu)

College of Education

Dept. of Curriculum & Teaching,

5040 Haley Center

Auburn University

Office Hours: by Appointment

**AUBURN UNIVERISTY**

**SYLLABUS**

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:** January 2010

3. **Text or Major Resources:**

* Tompkins, G.E. (2006). *Literacy for the 21st Century A Balanced Approach*, Fourth Edition Upper Saddle River, NJ: Pearson Education, Inc.
* Course Packet with Alabama Reading Initiative Professional Development Materials
* Copy of Documentation of Negative TB Test Results (less than three years old)
* Name Badge (available in LRC—have it printed with Mr., Ms. or Mrs. and your last name)
* Blackboard Course Pages with Assignments, Course Content Materials, Class Notes, etc.
* Alabama Course of Study Standards for English Language Arts (on-line and LRC) www.alex.state.al.us/browseStand.php
* Field Experience supplies (to be discussed later)

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]

F. 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]

G. 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. **Schedule:** Classes and field experiences with children take place on Tuesdays and Thursdays from 8:00-9:50. Our chosen day for the field experience will be determined in the near future.

7. **Course Evaluation:**

GRADING SCALE: A total of 500 points is possible. A 10-percentage-point grading scale will be used: 90-100%- A (450-500 points), 80-89.9%- B (400-449 points), 70-79.9%- C (350-399 points), 60-69.9%- D (300-349 points), Below 60%- F (299 points or below).

The instructor reserves the right to make modifications in the total number of points if needed.

Exams 275 points

Notes from Readings & In-Class Activities 50 points

Graded Lesson Plans & Reflections (5) 125 points

Professionalism 50 points

**A. Exams (275 points)**

Exam 1 75 points Exam 2 & 3 100 points each

All exams are cumulative and comprehensive.

**B. Notes from Readings & In-Class Activities (50 points)**

Notes from readings, pop quizzes, and in class activities will be given to assess ongoing knowledge.

C. Graded Lesson Plans & Reflections (125 points)

You are required to design and implement a series of lesson plans that are appropriate for the age and grade level of the students you are assigned, and that are compatible with your mentor teacher’s literacy program. Please use the template for lesson plans that will be provided at a later date. You will be responsible for having a hard copy of this lesson plan in hand at every field experience. A reflection on each lesson will be completed and turned in with the lesson. You will turn in a plan each week. Only 5 of the 10 or 11 lessons will be graded.

D. Professionalism (50 points)

Your professionalism grade is based on two components: attendance (30 points) and an evaluation completed by the instructor (20 points). See the rubric following the class policy statements regarding the evaluation.

8. **Class Policy Statements:**

***Attendance****:*

Student attendance, thorough preparation, and active participation are expected at every session. Any foreseeable absences should be discussed with the instructor in advance. **An unexcused absence of any kind from class will result in a 15 point deduction from your professionalism points. Failure to attend a field experience session without previous approval from the instructor results in an immediate 30-point deduction from your professionalism points.**

* Written, *University approved*, documentation should be provided for any absence resulting from extenuating circumstances (as outlined in the Tiger Cub Student Handbook <http://www.auburn.edu/student_info/tiger_cub/index.html>).
* Failure to provide such documentation within one week of the student’s return to class will result in the absences being classified as “unexcused.”
* Students are responsible for initiating arrangement for missed work due to excused absences.

NOTE ON ADDITIONAL DEDUCTIONS OF POINTS FOR EXCESSIVE ABSENCES: If the total number of absences exceeds two (excused or unexcused), you will lose 20 points for each absence and may be asked to withdraw from and retake the course.

***Late Arrival:***  If you arrive after the instructor has started class, see the instructor after class to be certain you were marked present. After being late once, **five points will be deducted from your professionalism points.**

***Assignment Submission:*** Absolutely **no work for the course will be accepted as an e-mail**, unless specifically indicated by the instructor. Any assignments turned in late, will receive half the original credit & must be turned in at the following class. Late assignments will not be accepted after one class has passed.

***Data Maintenance:***It is the *student's responsibility* to maintain backup copies of assignments and to complete the work in the time available.

***Academic Misconduct:*** The University Academic Honesty Code will be followed in the event of academic misconduct. See Tiger Cub Student Handbook http://www.auburn.edu/student\_info/tiger\_cub/index.html for more specific information.

***Special notes:*** Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using *only* their official university (TigerMail) accounts. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructor.

***Accommodations:*** Students who need accommodations are asked to arrange a meeting the first week of classes, or as soon as possible if accommodations are needed immediately. 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).

***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.

***Professionalism:*** Rubric for Instructor Evaluation

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. The following rubric will be used to evaluate your professionalism. This evaluation is based on your participation in class and observations made during your field experience.

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| --- | --- |
| 1. **Consistently and dependably assumed ethical and professional responsibilities.**   - attends all on-campus classes and field experience sessions, arrives on time, and actively participates  - submits assignments at designated times on due dates  - adheres to the public school's dress code & other policies  - discusses issues regarding children on a need-to-know basis only  - wears an identification badge at all times at the public school  - provides proof of a negative T.B. skin test administered within the past three years  - accepts responsibility for his/her own actions | /6 |
| 1. **Contributes to the learning community in our classroom, and in field experience**   - Participates actively and responsibly in class discussions & small group conversations  - Collaborates and maintains positive relationships with the instructor, colleagues (particularly the partner for field experiences), the cooperating teacher, and other school staff  - Supports the learning of others by preparing for class | /5 |
| 1. **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 |
| 1. **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 | /5 |
| Total Points | /20 |