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CTRD 3700-002

Early Childhood

Fundamentals of Language

and Literacy Instruction I

Spring 2013

Room 2435

Monday/Wednesday

8:00-9:50

Lab at Yarbrough Elementary

**Instructor: Katie Forster**

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College of Education

Dept. of Curriculum & Teaching,

5040 Haley Center

Auburn University

Office Hours: by Appointment

**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:** August 2012

3. **Text or Major Resources:**

* Tompkins, G.E. (2006). *Literacy for the 21st Century A Balanced Approach*, Fifth Edition Upper Saddle River, NJ: Pearson Education, Inc.
* Copy of Documentation of Negative TB Test Results (current within the year)
* Name Badge (available in LRC—have it printed with Mr., Ms. or Mrs. and your last name)
* Canvas Course Pages as assigned
* Print the Alabama Course of Study Standards for English Language Arts for 3rd grade, 2007 [www.alex.state.al.us/browseStand.php](http://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 take place on Tuesdays and Thursdays from 8:00-9:50. Field Experience will be on one of those days for much of the semester

7. **Course Evaluation:** (May make adjustments based on Canvas)

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 and students will be notified.

**A. Exams (250 points, 50% of grade)**

Exam 1 50 points Exam 2 & 3 100 points each

**B. Special Assignments (95 points, 19% of grade)**

Last two pages in syllabus give descriptions of these assignments

C. Graded Lesson Plans (125 points, 25% of grade)

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 provided. You will be responsible for having a hard copy of this lesson plan in hand at every field experience. Five lesson plans will be turned in for a grade. You will be responsible for seeking feedback on any observed lessons.

D. Professionalism (30 points, 6% of grade)

Your professionalism grade is based on an evaluation completed by the instructor (25 points), and an evaluation completed by your teaching partner (10 points). See the rubric following the class policy statements regarding the evaluation.

|  |  |
| --- | --- |
| **Exams (250)** | **Points** |
| Oral Language Test  | /50 |
| Midterm  | /100 |
| Final  | /100 |
| **Special Assignments (95)** |  |
| Reading Process Quiz  | /10 |
| Word Wall Words  | /10 |
| Vocabulary Card | /10 |
| Anecdotal Records  | /15 |
| Literacy Letter | /50 |
| **Lessons Plans(125)** |  |
| Lesson 1 (same grade as partner, completed together)  | /25 |
| Lesson 2  | /25 |
| Lesson 3  | /25 |
| Lesson 4  | /25 |
| Lesson 5  | /25 |
| **Professionalism (30)** |  |
| Instructor Evaluation  | /20 |
| Partner Evaluation  | /10 |
| **TOTAL** | **/500** |

8. **Class Policy Statements:**

***Attendance****:* Student attendance is expected at every session. I work hard to make sure that each class is important! Any foreseeable absences should be discussed with the instructor in advance.

\*\***An unexcused absence of any kind from class will result in a 10 point deduction from your TOTAL 500 POINTS.**

**\*\*Failure to attend a field experience session without previous approval from the instructor results in an immediate 15-point deduction from your TOTAL points.**

* Written, *University approved*, documentation should be provided for any absence resulting from extenuating circumstances (as outlined in the Student Policy eHandbook). <http://www.auburn.edu/student_info/student_policies/>
* 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 EXCESSIVE ABSENCES: If the total number of absences exceeds two (excused or unexcused), you may be asked to withdraw from and retake the course.

***Late Arrival:***  Being on time is part of being professional. You are in training as a teacher and being on time is so important. I am evaluating your professionalism in this class. Points will be deducted if tardiness is a problem. If you arrive after class has started, please see me to be certain you were marked present..

**\*\*Late arrival for a field experience will result in a 10 point deduction from your TOTAL 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.

***Academic Misconduct:*** The University Academic Honesty Code will be followed in the event of academic misconduct. See Student Policy eHandbook for more specific information. <http://www.auburn.edu/student_info/student_policies/>

***Special notes:*** Auburn University has provided each student with an email account. Only these accounts should be used as the official communication medium between the university and the student.

***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 field experience session is viewed as extremely unprofessional. Cell phones must be turned off and put away when you enter the classroom and especially when you enter the school for the field experience.

Personal Note:

I am happy to be your instructor. My goal is to support you in becoming an excellent teacher. I try to achieve that through careful planning and teaching that includes clear instruction, modeling, guidance, and feedback. I care a great deal about you and about the importance of the teaching profession. Let’s all work hard to do our best!

***Katie Forster***

***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 and effort in class and observations made during your field experience.

|  |  |
| --- | --- |
| 1. **Consistently and dependably assumed ethical and professional responsibilities.**

- attends all on-campus classes and field experience sessions and arrives on time - submits assignments at designated times on due dates- adheres to the public school's dress code & other policies - discusses issues regarding children and teachers 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 year- accepts responsibility for his/her own actions- maintains a positive and professional attitude in the classroom and in the school. | /8  |
| 1. **Models and nurtures intellectual vitality and contributes to the learning community in our classroom and field experience**

- Demonstrates an enthusiasm and commitment to learning- Participates actively and responsibly in class discussions & small group conversations- Develops lessons supporting instruction from class- Implements instruction in thoughtfully adaptive ways- Analyzes the effectiveness of your teaching and adjusts instruction to improve student learning- Seeks and values constructive feedback from other professionals including peers, the cooperating teacher, and the instructor | /10 |
| 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 | /2 |
|  Total Points | /20 |

**Special Assignment Instructions:**

**Anecdotal Records- 15 points, due on last lab day**

You will have an anecdotal record **for each student for each day** you attend the lab. These are informal notes based on your observations of the students. You should complete these while listening to the students read aloud to you and immediately following your small group. These should be handwritten.

These notes should be used to inform your instruction as you plan. Think about strategies and ideas you can try to help students improve as readers and as engaged respectful participants of your group.

Here is an example of an anecdotal record for one day for two different students:

Anecdotal Reading Record for : Joshua

|  |  |  |
| --- | --- | --- |
|  | Observations While Reading (words/strategies) | Participation in Group (behavior, quality of responses) |
| Lab3 | Often skipping small wordsSometimes making up non-words, and struggling with the middle sounds, not using many strategies to figure out unknown words, not self-correctingdee-like trans-rent crisisdelicate transparent chrysalisSometimes not observing periods or commas | Calling out responses without raising handSometimes copying others’ responses Easily frustrated when incorrect |

Anecdotal Reading Record for : Anita

|  |  |  |
| --- | --- | --- |
|  | Observations While Reading (words/strategies) | Participation in Group (behavior, quality of responses) |
| Lab3 | Very accurate, somewhat monotoneWork on expression | Not raising hand muchThoughtful and correct responses when called on |

**Word Wall Words**- **10 points, due after study of Fluency**

You will make words for a word wall to be used in a first grade classroom. The words can be found on page 191. These are 100 of the most frequently used words in texts, (also called sight words). Please follow these instructions when making your words:

* Use white card stock
* Use bold black ink
* 2 ¾ in. x 4 ¼ in. (This should be one page divided into 8 cards)
* Type or print words neatly (should not be capitalized)
* Laminate
	+ Tip: It is best to laminate the full page, and then cut into 8 cards so as not to cut twice!

**Vocabulary Word Maps**- 10 points, due after study of Vocabulary

You have an option to make a poster size Vocabulary Word Map or a set of 6 on cardstock. Please follow these instructions when making your Vocabulary Word Map(s)

* Use card stock (any color, make sure print will show up)
* Write neatly
* Use half a sheet of cardstock for small set
* Laminate

|  |  |
| --- | --- |
| Word | Definition or synonyms |
| What it is **NOT** | Examples |

**Literacy Letter**- 50 points, due at the end of the semester

Write a friendly letter to the parents of your first class. Your purpose is to explain your approach to teaching literacy. This should show evidence of the balanced approach we have learned about throughout the semester. You can assume you have already introduced yourselves to the parents and other newsletters will inform them of homework & behavior policies. This letter is about literacy! Parents are curious about how you plan to teach their children, (especially ones like me). Your letter should be no longer than 5 paragraphs. In your letter, state the grade you are teaching. Keep in mind the grade level when describing about your approach.

Looking For:

\_\_\_\_ Evidence of a **balanced** and age appropriate literacy program (30 points)

\_\_\_\_ Well-written for intended audience, the parents (10 points)

\_\_\_\_ Well-organized composition (5 points)

\_\_\_\_ Correct grammar, spelling, punctuation, and letter format (5 points)