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

1. **Term:** Spring, 2014

**Class Days/Time:** Tuesdays and Thursdays, 8:00-9:50 am, Haley 2435

**Instructor:** Mary Jane McIlwain, PhD

**Office Address:** 5014 Haley Center, Auburn University, Alabama 36830

**Contact Information:** [mjm0055@auburn.edu](mailto:mjm0055@auburn.edu)

**Office Hours:** Tuesdays and Thursdays, 1:00-3:00 pm and by appointment

1. **Required Text:**

Tompkins, G. E. (2014). *Literacy for the 21st Century: A Balanced Approach,* Boston, MA:

Pearson Education, Inc.

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

1. **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.
2. **Student Learning Outcomes:** 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]

1. **Course Content and Tentative Schedule:** The instructor reserves the right to make changes in assignments and due dates as needed.

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic/Module**  **Instructional Technique** | **Date/Day Session** | **Before Class** | **Bring To Class** |
| Oral Language Development | Jan. 9/Th  1 |  |  |
| Oral Language Development | Jan. 14/T  2 | Article  Submit quiz online | Notes from article |
| Oral Language Development | Jan. 16/Th  3 | Rd. Ch 2 (on Canvas)  Upload response |  |
| Oral Language Development | Jan. 21/T  4 | NOTHING☺ | *Language Explosion*  KWL chart response |
| Learning Theories  Effective Instruction | Jan. 23/Th  5 | Ch. 1; PPT  Upload response |  |
| Reading Process & Instructional Techniques | Jan. 28/T  6 | Ch. 2; PPT  Upload quiz |  |
| Literacy Assessment  The Lesson Plan & Refl | Jan. 30/Th  7 | Ch. 3; PPT  Upload quiz |  |
| Language & Comp /Reader Factors; Read Aloud | Feb. 4/T  8 | Ch. 8; PPT  Upload response | Recording device |
| Language & Comp./Reader Factors; Close Reading w/ Interactive Read Aloud | ***Feb. 6/Th***  ***9*** | PPT  Complete planning sections of LP Report | **AT RICHLAND**  Recording device  Lesson Materials |
| Emergent Literacy | Feb. 11/T  10 | Upload LP Report #1  Ch 4; PPT  Upload response | **AT AUBURN**  Lesson transcripts  Book(s) for lesson plan #2 |
| Emergent Literacy | ***Feb.13/Th***  ***11*** | PPT  Complete planning sections of LP Report #2 | **AT RICHLAND**  LP & materials |
| Phonics & Word Study | Feb 18/T  12 | Upload LP Report #2  Ch. 5; PPT  Upload quiz | **AT AUBURN**  Book(s) for lesson plan #3 |
| Phonics & Word Study | ***Feb 20/Th***  ***13*** | PPT  Complete planning sections for LP Report #3 | **AT RICHLAND**  LP & materials |
| Decoding | Feb. 25/T  14 | Upload LP Report #3  Ch.6; PPT; Resp. | **AT AUBURN**  Book(s) for lesson plan #4 |
| **Topic/Module**  **Instructional Technique** | **Date/Day Session** | **Before Class** | **Bring To Class** |
| Decoding/Fluency | ***Feb 27/Th 15*** | PPT  Complete planning section for LP Report #4 | **AT RICHLAND**  LP & materials |
| Fluency  Running Records | Mar. 4/T  16 | Upload LP Report #4  PPT  Upload response | **AT AUBURN**  Book(s) for lesson plan #5 |
| Running Records/Comprehension Int. | Mar 6/Th  17 | PPT  Complete planning sections for LP Report #5 | **AT RICHLAND**  LP & materials |
| Academic Vocabulary | Mar 18/T  18 | Upload LP Report #5  Ch. 7; PPT  Upload response | **AT AUBURN**  Book(s) for lesson plan#6 |
| Academic Vocabulary  Looking At Words | ***Mr 20/Th***  ***19*** | PPT  Complete planning sections for LP Report #6 | **AT RICHLAND**  LP & materials |
| Compr. Text Factors | Mar 25/T  20 | Upload LP Report #6  Ch. 9; PPT  Upload response | **AT AUBURN**  Materials for SS project |
| Comp. Text Factors/Content Reading | Mar 27/Th  21 | Ch. 12; PPT  Upload response | **AT AUBURN**  Book(s) for lesson plan #7 |
| Reading in the Content Areas | ***Apr 1/T***  ***22*** | PPT; Upload response  Complete planning sections for LP Report #7 | **AT RICHLAND**  LP & materials |
| Reading in the Content Areas | ***Apr 3/Th***  ***22*** | Upload LP Report #7  Complete lesson plan sections for LP Report #8 | **AT RICHLAND**  LP & materials |
| Organizing for Instruction | ***Apr 8/T***  ***23*** | Upload LP Report #8  Complete planning sections  for LP #9 | **AT RICHLAND**  LP & materials |
| Organizing for Instruction | ***Apr 10/Th***  ***24*** | Upload LP Report #9  Complete planning sections for LP #10 | **AT RICHLAND**  LP & materials |
| Differentiation  Ongoing Assessment | Apr 15/T  25 | Upload LP Report #10  Ch 11; PPT  Upload response | **AT AUBURN**  LP #10 transcript |
| Differentiation | ***Apr 17/Th***  ***26*** | Plan and conduct a running record/comp. interview | **AT RICHLAND** |
| The Reflective Process | Apr 22/T  27 | Complete Self-Study Project | **AT AUBURN**  Access to Self-Study project |
|  | ***Apr 24/Th***  ***28*** |  | **AT RICHLAND** |
| FINAL EXAM  8:00-10:30 | May 1/Th |  |  |

Some “responses” will be in the form of case studies

1. **Assignments/Projects:** Knowledge, skills, and dispositions are assessed according to the following artifacts using a 10 point grading scale. Please see the assignment descriptions on Canvas for more details.
2. **Quizzes & Final Exam (traditional and in the form of case studies) (40%)**
3. Quizzes & responses to readings will be completed on Canvas prior to class. The Response Rubric (Worth 10 points) follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Advanced | Proficient | Needs Improvement |
| Accuracy: Provides accurate answers when applicable. | |  | | --- | | No errors--deepening understanding  3 pts | | 1 error--growing knowledge  2 pts | More than 1 error--developing awareness  1 pt |
| Elaboration: Provides evidence when applicable. | Provides reasoning, connections, and examples when applicable to show in depth understanding of ALL applicable content.  3 pts | Provides reasoning, connections, and examples to show developing understanding of some appllicable content.  2 pts | Lacks evidence to show understanding of most applicable content.  1 pts |
| Timeliness | Work is submitted on Canvas BEFORE class.  4 pts | | Work is submitted on Canvas after the start of clas.  0 pts |

1. Case studies will be completed during class and/or as responses to readings. A Case

Study Guide is located on Canvas. The Case Study Rubric (Worth 20 pts) follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Advanced  5 | Proficient  4 | Developing Awareness  3 | Needs Improvement  2 | Needs Improvement  1 |
| Identifies Strengths Related to Structure of Reading Process | All strengths identified and used language of the field. | Most strengths identified and used language of the field. | Some strengths identified OR inconsistent use of language of the field. | Few strengths identified OR limited use of language of the field. | Few strengths identified OR limited use of language of the field. |
| Identifies Needs Related to Structure of Reading Process | All needs identified and used language of the field. | Most needs identified and used language of the field. | Some needs identified OR inconsistent use of language of the field. | Few needs identified OR limited use of language of the field. | Few needs identified OR limited use of language of the field. |
| Identifies Next Instructional Steps Related to Balanced/Comprehensive Literacy Framework | Provides multiple instructional implications across the gradual release model that explicitly tie to all needs. | Provides multiple instructional implications across the gradual release model that explicitly ties to most needs. | Provides multiple implications across the gradual release model that explicitly ties to some needs. | Provides multiple instructional implications with limited use of gradual release model. Limited specificity to needs. | Provides minimal instructional implications OR lacks in the use of the gradual release model. |
| Turned In On Time | Turned in before class |  |  |  |  |

1. the course final will occur in class during the designated exam time.
2. **10 Graded Lesson Plans & Reflections (40%)** You will plan, conduct, and reflect upon 10 lessons at a public elementary school. The objectives will be dependent on the classroom teacher and student needs. The instructional technique is to be provided by the professor. A Lesson Plan & Reflection Report requirement guide is on Canvas. The Lesson Plan & Reflection Reports Rubric follows (each worth 50 points):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Advanced  5 pts | Proficient  4 pts | Developing Awareness  3 pts | Needs Improvement  2 pts |
| Specific Standards-Based Goals and Assessment Based Objectives | Specific Alabama learning standards/goals stated AND explicit/detailed connection to previous assessments dictating this need | Specific Alabama learning standards/goals stated AND explicit connection to previous assessments, but lacks some detail. | Specific Alabama learning standards/goals stated OR explicit connection to previous assessment. May lack specificity or details. | Specific Alabama learning standards/goals are not present OR connection to previous assessment is limited. |
| Text & Materials | Text choice is explained detailing multiple considerations (level/instructional technique, background knowledge, language load, etc.). Reasons for additional materials are explained using appropriate theoretical foundations. | Text choice is explained detailing 1 or 2 considerations. Reasons for additional materials are thoroughly explained. | Text choice is explained proficiently detailing 1 consideration OR inaccurate explanations provided. Reasons for additional material selection lack specificity. | Text choice explanation is insufficient or lacks validity. Reasons for additional materials are not explained. |
| Pre-reading Link (A) | Background knowledge is skillfully activated/built AND targeted skills/strategies are thoughtfully modeled/scaffolded AND purpose for reading is stated using kid friendly language AND purpose for read | Background knowledge is activated/built AND targeted skills/strategies are modeled and purpose for reading is stated, but lacks insight into how to best scaffold/ model children’s learning. | Background knowledge is activated/built OR targeted skills/strategies are modeled OR purpose for reading is stated. | Plans to activate/build background knowledge, model targeted skills/strategies, and purpose for reading are not sufficiently developed. |
| During Reading Techniques & Scaffolds (B) | Instructional technique is adequately stated AND planned by using the technique accurately including ways of providing scaffolds, feedback and/or coaching | Instructional technique is adequately stated AND planned by using the technique accurately, but lacks sufficient plans for providing scaffolds, feedback and/or coaching. | Instructional technique is adequately stated OR accurately planned but lacks plans for scaffolds, feedback and/or coaching | Instructional technique not specified or is not used properly based on plans provided. |
| Post Reading Responses/ Actions (C) | Plans for post reading response scaffold students to more sophisticated thinking and conversations align with theories AND prompts are detailed. | Plans for post reading response scaffold students to more sophisticated thinking and conversations align with theories, but prompts lack detail. | Plans for post reading response loosely align with theories. Prompts may not be present. | Plans for scaffolding more sophisticated thinking are insufficient |
| Post Reading Responses/ Further Exploration (D) | Plans for revisiting the text are included AND alignment with theories and need is detailed. | Plans for revisiting the text are included, but alignment with theories lacks specificity. | Plans for revisiting the text do not reflect purposeful planning. | No plans for revisiting the text are present. |
| Criteria | Advanced  5 pts | Proficient  4 pts | Developing Awareness  3 pts | Needs Improvement  2 pts |
| Assessment (E) | Appropriate assessment(s) selected and described to measure degree of mastery of targeted standards/goals and plans for documenting progress are included | Appropriate assessment(s) are selected and described, but plans for documenting progress lack specificity. | Assessments do not measure targeted goals appropriately. | Assessments are not present. |
| Evaluation and Assessment for Mastery for Current Lesson | Assessment results are explained in detail AND next steps are discussed with specificity. | Appropriate assessments selected AND assessments and results are explained, but lack specific detail OR next steps. | Assessment results include little detail. | Assessment results are not present. |
| Reflection on Practice | Explains post lesson thoughts on appropriateness of text, materials, lesson steps, and future changes in detail AND shares changes in assumptions about how children develop literacy with specificity to the reading process. | Explains post lesson thoughts on appropriateness of materials, lesson steps, and future changes AND shares changes in assumptions about how children develop literacy, but lacks detail and connection to the reading process. | Explains post lesson thoughts of appropriateness of materials, lesson steps, and future changes OR shares changes in assumptions about how children develop literacy. | Explanation reveals limited reflection on practice and understanding of reading process |
| Written Professional Communication | Language reflects professional knowledge of the field AND complete sentences, coherence, and correct spellings, punctuation, and grammar are used throughout with minimal errors. | Language reflects growing professional knowledge AND complete sentences, coherence, and correct spellings, punctuation, and grammar are used throughout with some errors. | Language reflects emerging professional knowledge OR complete sentences, coherence, and correct spellings, punctuation, and grammar are used throughout with many errors. | Language does not acknowledge field. |

**C. Self Study Project (10%)** You will synthesize your learning (based on *1* through *4* below) using the Self-Study Projectguide, which can be found on Canvas.

* 1. Initial self portrait and reflection on knowledge & beliefs about language and literacy learning
  2. Study questions and question reformations
  3. Lesson Plan and Reflection Reports
  4. Final self portrait and reflection on knowledge and beliefs about language and learning

The Self-Study Project Rubric follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Synthesis, Creating Generative Knowledge**  **3 pts** | **Developing Connected Understanding**  **2 pts** | **Developing Awareness**  **1 pt** |
| Knowledge of Content:  Understands the complexity and interconnectedness of the reading process | Final reflection addresses content self-study question providing evidence AND clearly synthesizes thoughts w/ other self-study questions. | Final reflection addresses content self-study question, and includes evidence AND synthesis w/ at least one of the other self-study questions. May lack some clarity. | Final reflection addresses content self-study question, but lacks evidence or synthesis with other research questions. |
| Knowledge of Teaching & Learning: Understands and applies various learning theories in helping children develop as readers | Final reflection addresses teaching & learning self-study question providing evidence AND clearly synthesizes thoughts w/ other self-study questions. | Final reflection addresses teaching & learning question, and includes evidence AND synthesis with at least one of the other self-study questions. May lack some clarity. | Final reflection addresses teaching & learning question, but lacks evidence or synthesis w/ other questions. |
| Knowledge of Diversity: Recognizes how cultural & linguistic differences influence language and literacy learning & adjusts planning and instruction accordingly. | Final reflection addresses diversity self-study question providing evidence AND clearly synthesizes thoughts w/ other self-study questions. | Final reflection addresses diversity question, and includes evidence AND synthesis with at least one of the other self-study questions. May lack some clarity. | Final reflection addresses self-study diversity question, but lacks evidence or synthesis with other self-study questions. |
| Usage & Mechanics |  |  | Error Free 1 pt |

1. **Professionalism & Class Participation (10%)** Attendance and participation in all classes is required. The Professionalism/Participation Rubric follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Demonstrating Professional Dispositions**    **5 pts** | **Strengthening**  **Professional Dispositions**  **4 pts** | **Developing Early Professional Dispositions**  **3 pts** | **Developing Awareness of Professional Dispositions**  **2 pts** | **Lacks Awareness of Professional Dispositions**  **1 pt** |
| **Attendance** | Attended ALL classes & ALL field experiences. | ALL classes & field experiences missed were accompanied with a written excuse. | Missed classes and were arranged with professor prior to class. No field experiences were missed. | Missed classes and/or field experience(s) were not discussed with professor. | Missed more than 2 classes or field experiences. |
| **Professionalism** | Fully participates in all class and field word according to expectations stated in Memorandum of Professionalism. | Fully participates in MOST class and field work according to expectations stated in Memorandum of Professionalism. | Fully participates in SOME class and field work according to expectations stated in Memorandum of Professionalism. | Fully participates in FEW class and field work according to expectations stated in Memorandum of Professionalism. | Marginally participates in most class and field work. |

1. **Grading Scale:**
2. Grading Weights:
3. Quizzes, Responses, Case Studies, Final (40%)
4. Lesson Plan and Reflection Reports (40%)
5. Self-Study Project (10%)
6. Professionalism and Participation (10%)
7. Scale:

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

Below 60% F

1. **Class Policy Statements:**
2. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. 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. Students must satisfy all course objectives to pass the course.
3. **Excused Absences**:  Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
4. **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be (as specified by instructor).
5. **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).
6. 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.
7. 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, and addendum to your syllabus and/or course assignments will replace the original materials.
8. 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.
   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

These are further described in the document found at: [http://www.education.auburn.edu/files/facstaff\_resources\_forms/memo\_of\_understanding\_regarding\_professionalism.pdf](https://cas.auburn.edu/owa/redir.aspx?C=9qJSqDvUpkGDmAuew0oWLYNIug8dc9AIb1SdMjKW4Hix2jA3DcyMXOdYZGXASZBaVwKok8sAxbM.&URL=http%3a%2f%2fwww.education.auburn.edu%2ffiles%2ffacstaff_resources_forms%2fmemo_of_understanding_regarding_professionalism.pdf)