**CTRD 3000-ECB: Fundamentals of Language and Literacy Instruction I**

**Spring 2015**

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

*Schedule*: Tuesdays and Thursdays 8:00-9:50 am.

*Classroom*: 2423 Haley Center from 8:00-9:50 am until lab begins. Then, lab 8:00-8:30 (Cary Woods Elem), class 9:00-9:50.

*Instructor*: Bruce A. Murray, Ph.D.

Associate Professor, Department of Curriculum & Teaching

Coordinator of Reading Education

Office: 5066 Haley Center. Office phone: 844-6934.

Departmental secretary: 844-4434. Fax: 844-6789.

E-mail: murraba@auburn.edu.

*Reading Genie* site: <http://www.auburn.edu/rdggenie> (please bookmark—many useful course materials are here).

*Office hours*: Mon, Tues, & Thurs, 4:00-4:45 pm and by appointment. I hope you'll feel welcome to e-mail, telephone, or drop by the office to pursue ideas from the course.

**Catalog description.** Prerequisites: CTRD 3700, admission to teacher Education. 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.

**Text.** The basic learning activity for this course is thoughtful reading. The required text:

Murray, Bruce (2012). *Making sight words: Teaching word recognition from phoneme awareness to fluency*. Ronkonkoma, NY: Linus.

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

* Understand the nature of our writing system and the challenges children face at each stage of learning to read.
* Recognize the special difficulties in learning to read for children marginally prepared by home literacy experiences.
* Understand, assess, and teach the component abilities involved in learning an alphabetic writing system, including phoneme awareness, letter recognition, and concepts about print.
* 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.
* 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.
* Understand how to teach strategies for comprehending complex narrative and expository texts.
* 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.
* Tutor struggling readers in the primary grades to make measurable progress in reading.

**COURSE REQUIREMENTS**

**Attendance.** Class attendance and engaged participation are essential to achieving the goals of this course. Missing class is like skipping a chapter in a book—what follows is harder to understand. 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.

 You will earn up to 60 points by attending class and arriving on time (see grading plan below). Quizzes missed because of unexcused absences may not be made up (though you may submit a content literacy guide for partial credit). Late assignments lose 10% credit per unexcused *weekday* late (including weekdays when we don't meet) to a maximum of 30% lost credit. For example, a 20-point assignment due Tuesday would be worth at most 14 points by Friday. If your absence is excused, any assignment will be due the following weekday and will begin to incur late penalties on the second weekday unless you provide daily updates of continuing excusing information. Assignments may be submitted electronically to avoid late penalties.

 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.)

**Grading Plan.** Approximately 720points may be earned by various means. Semester grades will be calculated by determining the percentage of this total, where 90% (645 points with rounding) is *A*,80% is *B*,70% is *C*,and 60% is *D.* Please note that this is only a plan; point totals for course achievements may change during the course of the semester if assignments are added or deleted. You will earn points for the following achievements:

🎖 Attendance(60 points). 2 points may be earned for attending each session or for a fully excused absence (1 point for a provisionally excused absence or for arriving more than 5 minutes after the beginning of class or less than 5 minutes before tutoring).

🎖 Tutoring(180 points). 6 reflections and plans @ 20 points each (120 points), a completed pretest interpretation form (10 points), and a literacy report (50 points).

🎖 Quizzes(160 points). 16 quizzes @ 10 each.

🎖 Lesson design project(120 points). 4 lessons @ 30 points each (20 for draft; 10 more for publication).

🎖 Midterm and final exams(200 points). Each exam will be worth 100 points.

**Tutoring.** To apply what you are learning, you will plan, teach, and evaluate lessons and develop a literacy report for a primary-grade struggling reader. Twelve weekly tutoring sessions are scheduled (see calendar). You must successfully complete the tutoring to receive credit for this course.

 Points will be earned based on your lesson plans, test interpretations, and literacy report, not on an evaluation of your teaching. Your lessons will follow a four-activity 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, teach your student a new correspondence with a letterbox lesson, introduce a new book and scaffold your student's reading, and help your student write a message.

Every other week you will write a brief reflection on the previous lesson and a plan for the lesson to be taught the following week (see calendar). To provide prompt feedback, your reflection and plan must be submitted on Canvas after tutoring but before 4:45 the next day. I can read word processing files in Microsoft Word or any file saved in rich text format. Detailed checklists will guide your planning. Because your teaching will benefit by revising your plan in response to my feedback, you may resubmit your reflection and plan at any time until 4:45 pm of the day before teaching your lesson and earn 50% of any lost points by making corrections.

 At the end of the semester, you will write a report for your student’s teacher and parents. The report will record your observations of the student’s behavior, explain what you taught, discuss the student’s current reading abilities and needs, and make recommendations to teachers and parents. This report must be submitted by attachment in Canvas.

*Materials needed for tutoring.*

🖈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. Because we usually work on the floor, I recommend getting a throw rug or a large towel for you and your student to sit on.

🖈Primary writing paper (the kind with dotted guidelines between solid lines) and pencils. Illustrated papers are here: <http://www.abcteach.com/directory/teaching_extras/border_papers/paperprimary_lines/> and on Canvas.

🖈Letter manipulatives. I recommend plastic lower-case letter tiles (available from the AU Bookstore) because they are easy to handle. Alternatively, you may download a double-sided set from Canvas to print, laminate, and cut out.

🖈Letterboxes (Elkonin boxes), cardstock squares showing the number of phonemes in a word. Directions for letters and letterboxes are in Practical Chapter 3 in *Making Sight Words*.

*Tutoring Policies*

1. Dress appropriately in the “uniform” of a teacher. While schools allow some variation, denim and tee shirts are usually inappropriate. 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, choose 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. Effective behavior management will help your student stay on task and 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.

**Quizzes and reading guides.** Brief quizzes will assess your comprehension of each reading (see calendar). Quizzes are designed to be easy enough that a careful reading will earn a good score without extensive study, but too difficult to finesse using background knowledge and test-taking skills. Completing each content literacy guides will help you get the most important points from each chapter. Completed guides can be used while taking quizzes but not for the midterm or final exams.

**Lesson design project.** We will publish a website with our best lesson ideas for students in four reading stages:

🛉 *Emergent literacy,* ideas for teaching letter recognition, phoneme awareness, or concepts about print.

🛉 *Beginning reading,* ideas for teaching students to decode or spell words.

🛉 *Growing independence and fluency,* ideas for teaching students to read with automatic word recognition, which allows faster, smoother, more expressive, and silent reading, and which encourages voluntary, avid reading.

🛉 *Reading to learn,* ideas for teaching vocabulary or comprehension strategies with challenging texts.

You will design one explicit lesson for each of these stages. You may start from scratch or adapt a lesson from another source (methods text, journal, website, teaching observations, etc.). In selecting activities, keep in mind that the outcome we’re after is learning, whether or not the lesson is fun or popular. Your instruction must be based on scientific studies of reading. Design complete lessons with well-defined goals, easy-to-understand explanations, explicit modeling, simplified practice guided by the teacher, application in longer connected texts, and assessment to determine whether children have learned what the lesson is designed to teach.

You will present drafts of your lesson ideas periodically for peer review and receive feedback (see calendar). I will grade the drafts for content (not mechanics) to help you revise and strengthen the lessons. Late in the semester, I will show you how to make web pages from your text files. Your lessons will be published on your own public web pages to meet media literacy standards (Wix.com and Google Sites are easy to use). The design index page on the Reading Genie site will link to your lessons; however, during this semester, the design index page will only be made available through Canvas, which is only open to students enrolled in the course. Because of concerns for privacy, I will not link the design index page to the Genie site until the end of the semester. After the project is graded, you may delete the pages from your web page, or you may choose to remove your email address from your posted lessons. If students do not wish their designs published, I will remove them from the index after students introduce their designs in class, after which the design index page will be linked to the Reading Genie site to publish the designs.

**Exams.** The midterm and final exams will be based on both class work and readings, with primary emphasis on material from the text. Exams will feature both objective questions (multiple choice, true-false, and matching questions) and essay items (brief explanations, abbreviated lesson designs with explanation, modeling, and practice activities, and one extended essay selected from several options, planned using an outline, web, or graphic). The midterm exam will cover expository chapters 1-6 and practical chapters 1-6, and the final exam will cover expository chapters 7-12 and practical chapters 7-9.

**University and College Policies**

**Participation**. 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.

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

**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).

**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.

**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.

**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:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Spring Semester 2015 Calendar**. Readings are to be completed *before* the class for which they are assigned. Comprehension of most readings will be assessed by a brief quiz. Assignments and due dates are subject to change.

Symbol Key

Assigned reading 🕮 Quiz ✪

Expository Ch. **EC** Practical Ch. **PC**

Written assignments 🖉

Reflection & Plan RP#

**January 2015**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| 11 | 12  | 13  | 14  | 15 🕮 **EC 1** (A new view of sight words) & **PC 1** (How to introduce a new book). Course introduction. | 16 | 17 |
| 18 | 19MLK  | 20 🕮 **EC 3** (How beginners develop the ability to read words) Booktalks. ✪**EC 1**. | 21  | 22 **PC 2** (How to scaffold word learning during oral reading). | 23 | 24 |
| 25 | 26 | 27 🕮 **PC 3** (How to teach a letterbox lesson). Managing behavior. 🕮 **PC 5** (How to assess to find out where reading is breaking down). ✪**EC 3**. 🖉 Letter to student. | 28 | 29 Tutoring (pretests). How to interpret pretests. Writing a reflection and plan (R&P). 🖉 R&P #1. | 30 | 31 |

**February 2015**

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| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2  | 3 🕮 **EC 2** (How alphabets work—a history). ✪**PC 2**. | 4  | 5 Tutoring. 🖉 Pretest interpretation completed form.✪**PC 5**. | 6 | 7 |
| 8 | 9  | 10 🕮 **EC 6** (Learning to detect phonemes in spoken words).✪**PC 3**. | 11 | 12 Tutoring. 🕮 **PC 6** (How to take a running record). 🖉 R&P #2. ✪**EC 2**. | 13 | 14 |
| 15 | 16  | 17 🕮 **EC 4** (The language processing system of skilled readers). 🖉 Design: Emergent literacy. ✪**EC 6**. | 18  | 19 Tutoring. ✪**PC 6**.  | 20  | 21 |
| 22 | 23  | 24 🕮 **EC 5** (Preparing students to learn to read).✪**EC 4.** | 25  | 26 Tutoring. 🕮 **PC 4** pp. 286-290 (how to teach concepts about print). 🖉 R&P #3. ✪**EC 5**. | 27 | 28 |

**March 2015**

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| --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 Midterm exam. | 4 | 5 Tutoring. 🕮 **EC 7** (How to teach phonics for sight word learning). | 6 | 7 |
| 8 | 9  | 10 🖉 Design: Beginning reading. | 11  | 12 Tutoring. 🕮 **PC 7** (How to develop fluency through repeated readings). 🖉 R&P #4. ✪**EC 7**. | 13 | 14 |
| 15 | 16  | 17 🕮 **EC 8** (Choosing texts for reading instruction). ✪**PC 7**. | 18 | 19 Tutoring.  | 20 | 21 |
| 22 | 23  | 24 Spring Break | 25  | 26 Spring Break | 27 | 28 |
| 29 | 30  | 31 🕮 **EC 9** (Moving from decoding to fluency). 🖉 Design: Growing independence and fluency. Decodable texts. ✪**EC 8**. |  |  |  |  |

**April 2015**

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| --- | --- | --- | --- | --- | --- | --- |
|  |   |  | 1  | 2 Tutoring. 🖉 R&P #5. | 3 | 4 |
| 5 | 6  | 7 🕮 **EC 11** (Teaching vocabulary and comprehension strategies). Using Wix.com to publish designs (bring laptop to class). | 8  | 9 Tutoring.✪**EC 9**. | 10 | 11 |
| 12 | 13  | 14 🖉 Design: Reading to learn. ✪**EC 11**. | 15 | 16 Tutoring. 🕮 **EC 10** (Developing word recognition through spelling) .🖉 R&P #6. | 17 | 18 |
| 19 | 20  | 21 🕮 **PC 8** (How to teach spelling as wordmapping). 🖉 Designs in HTML.✪**EC 10**. | 22  | 23 Tutoring (posttests). 🕮 **PC 9** (How to write a literacy report). Interpreting posttests. Writing a literacy report. | 24 | 25 |
| 26 | 27 | 28 🖉 Literacy report. Introduce lesson designs. | 29 | 30 🕮 **EC 12** (Landmarks and pitfalls in learning to read). Learning centers review. ✪**Bonus quiz, Ch. 12**. |  |  |

**May 2015**

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|  |  |  |  |  | 1 | 2 |
| 3 | 4  | 5 Final Exam 8:00 – 10:30 am. | 6  | 7  | 8 | 9 |