Auburn University

College Of Education



Department: Department of Curriculum & Teaching Reading Education

Program: Elementary Education

Course Title: Fundamentals of Language and Literacy Instruction

Course Number: CTRD 3000, Section ELB, Room 2423

Course Credit: 3 hours

Semester: Spring 2016

Instructor: Dr. Victoria Cardullo

Email Address: vmc0004@auburn.edu (preferred method of contact)

Phone Number: 334-844-6882 Office

 386-295-9346 Cell Text or Call

Office: Haley Center 5th floor

Office Hours: Mondays 1-2 and Wednesday 10-12 or by appointment.

Schedule: Mondays 8:00- 9:50 (HALEY) and Wednesday 8:50-9:50 RICHLAND Elem.

Classroom: 2423 Haley Center from 8:00-9:50 am Mondays

Lab: 8:50-9:50 (Richland Elem) (Wednesdays) **See calendar for specific dates**

**Catalog Description:**

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:**

**Both Text are Required:**

DeVries, B. (2011 or newer). Literacy assessment & intervention for classroom teachers. 3rd Edition or fourth edition. Holcomb Hathaway, Publishers.

Cooter, Flynt, & Cooter . (2014). The flynt/cooter comprehensive reading inventory-2: Assessment of k-12 reading skills in English and Spanish. Pearson, NY.

**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.

If you do send work by e-mail, address it carefully (Label clearly in Subject of email) and watch for error messages or for my acknowledgement. Note: *E-mail errors will not negate 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 contact me via cell phone text prior to the start of tutoring. 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:**

Semester grades will be calculated by determining the percentage of the total number of available points.

 The final grade for the course is based on the following:

 90%-100%= A

 80%-89% = B

 70%-79% = C

 60%-69% = D

 Below 60% = F
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 and Participation *(2*0 points)
* Deford Theory Writing (80 points)
* Lesson plans (60 points). 3 lessons @ 20 points each
* Tutoring reflections(60 points) final cumulative reflection based on lesson plans and outcome Due at end of the semester with last lesson plan submission ( see specific format in Canvas)
* Case Study Part I (200 points)
* Case Study Part II (65 points)
* Parent informational letter ( 20 points)
* Strategic Notebook 30 points
* Midterm (70 points) and Case Study Presentations(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.

Grades will be based on your lesson plans 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 or other activity, 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). Your reflection and plan must be submitted by course e-mail attachment after tutoring but before midnight. I can read word processing files in Microsoft Word or any file saved in rich text format. Detailed checklists will guide your planning.

Throughout the semester, you will write a report for your student’s teacher. 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 based on your findings. This report must be submitted by e-mail attachment. You will also complete an informational parent letter. (Details will be given in class)

*Materials Needed for Tutoring*

* Primary writing paper (the kind with dotted guidelines between solid lines suggestions and copies are located on Canvas and a pencil box with pencils, pens, colored pencil, crayons, stickers, erasers, ect...
* Letter manipulatives- plastic lower-case letter tiles are easier to handle. ( see suggestions in course canvas)
* Letterboxes (Elkonin boxes), cardstock squares showing the number of phonemes in a word. Directions for letters and letterboxes are located in Course Canvas
* Composition notebook- Student strategic log

**Tutoring Policies:**

* *DRESS:* 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. Remember every time you are on campus is a potential interview!
* *PREPARATION:* Have your lesson plan completely prepared before your arrival. In the brief moments before meeting your student, you will not have time to prepare book introductions, devise letterbox example words, etc.
	+ 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.
* *MOMENTUM:* Bring a timepiece to tutoring (most cell phones, iPads have a timer - do not use the phone for other purposes during tutoring.) Use the timer to pace your lesson and record fluency. 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.
* *FOCUS*: Do not allow your student to stray from the lesson or disrupt others’ learning. Recognize and reward your student’s work and attention, and be consistent with behaviors.
* *POSITIVE REINFORCEMENT*: Offer your student positive reinforcement and positive specific praise. (No tangible gifts)
* *RESPONSIBILITY:* **You are responsible for your student’s safety. Do not leave your student unattended at any time.**
* *OBLIGATIONS:* Reschedule a lesson time with the classroom teacher if you cannot meet your tutoring obligation.
* *ENTHUSIUSUM:* 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.

**Lesson Design Project: Students will create 3 lesson plans to support the “**Four Reading Stages” of reading: Depending upon student data results lessons may have to begin at the emergent level and move to the beginning reading level or may move from beginning reading to growing independence. (We will discuss this in class)

* *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 comprehension strategies with challenging texts.

You will design one explicit lesson for each of these stages. In selecting activities, keep in mind that the outcome we are 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. I will offer feedback on the drafts for content (not mechanics) to help you revise and strengthen the lessons.

**Exams:**

The midterm will be based on both class work and readings, with primary emphasis on material from the text.

**Classroom Expectations and Group Norms:**

* + Be respectful of yourself and others. Talking while others are addressing the class (including the instructor) is not appropriate. No put downs.
	+ The class will start and end at the instructor’s designated time. If you arrive late or leave early more than once points will be deducted from your attendance and participation.
	+ No unauthorized guests.
	+ Cell phones should be placed on vibrate mode. Excessive use of cell phones and other technology ( Facebook, email) during class time will result in loss of points.

**Assignment Requirements:**

 All assignments must be typed unless otherwise noted by the instructor. If your assignment contains excessive writing errors *it will not be accepted*. Make sure to proof read any submitted work before turning it in. Typographical and grammar errors will result in the lowering of an assignment grade.

**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.

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**Accommodations:**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy:**

All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F  7:45am-4:45pm.

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| Classroom Haley  | Readings | Assignments  | Richland Meeting |  | Expectations  |
| **Jan. 13.** **Chapter 1 LA &I** **We will be meeting at Haley Center**  |
| Jan 18  | No CLASS |  | Jan 20  | We will arrive at 8:15 to meet with the Principal Jeffery Johnson; we will visit with our students from 8:50-9:50  | Page 31 & 32 Questions from the Interest Inventory Page 34 & 35 Reading Attitude Survey **F/C RI** |
| Jan. 25 | Chapter 2 **LA &I** |  | Jan 27  | 8:50-9:50 | F/C RIConcepts of Print Page 37- 38 Page 60-61-62 Letter Naming Test  |
| Feb. 1 | Chapter 3 LA &I |  | Feb. 3 | 8:50-9:50 | Practice Lesson for Elkonin Boxes  |
| Feb. 8 | Chapter 4 LA &I | DeFord Theory Writing | Feb. 10 | 8:50-9:50 | Phonemic Awareness Page 444-447 LA & I  |
| Feb. 15 | Chapter 5 LA &I  |  | Feb. 17 | 8:50-9:50 | Phonics 446-448 LA & I  |
| Feb. 22 | Chapter 6 LA &I  |  | Feb. 24  | 8:50-9:50 | Word Identification ( Sight Words) ( Located on Canvas)  |
| Feb. 29  | Chapter 7 LA &I |  | March 2 | 8:50-9:50 | Vocabulary Building  |
| March 7 | Midterm  |  | March 9 | 8:50-9:50 | Spelling/ Writing samples (Spelling Assessment located on Canvas) |
| March 14 | Spring Break  |  | March 16 | Spring Break  |  |
| March 21 | Chapter 8 LA &I |  | March 23 | 8:50-9:50 | Comprehension F/C RI Pages 10-118ish |
| March 28  | Chapter 9LA &I |  | March 30  | 8:50-9:50 | Comprehension F/C RI Pages 10-118ishFluency Check list LA & I Page 469  |
| April 4 | Chapter 10 LA &I  | Lesson Plan 1Case Study Part One  | April 6 | 8:50-9:50 | Lesson Plan One  |
| April 11 | Chapter 11 LA &I | Lesson Plan 2 | April 13 | 8:50-9:50 | Lesson Plan Two  |
| April 18 | Chapter 12 LA &I | Lesson Plan 3Submission of your strategic student notebook ( to me)  | April 20 | 8:50-9:50 | Lesson Plan Three  |
| April 25 | Case Study Presentations  | Case Study Part 2 | April 27  | 8:50-9:50 (LAST Site Visit)  | Give Student Strategic Notebook Give Teacher any testing data and a copy of case study part 1  |
| May 2 | Case Study Presentations  |  |  |  |  |

**LA &I = Language assessment and Intervention for Classroom Teachers ( DeVries)**

**F/C RI = Flynt/ Cooter Comprehensive Reading Inventory 2 ( Cooter/ Flynt/ Cooter)**