1. **C****TRD 3000- AAA: Fundamentals of Language and Literacy Instruction Fall 2016**

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

**Prerequisites:** Admission into Teacher Education

**Corequisite:** No corequisites

**Date Syllabus Prepared:** August 1998, revised August 2016

1. **Term:** Fall 2016

**Class Days/Time:** Mondays, Wednesdays 8:00-9:50 am.

Classroom: 2462 Haley Center am until lab begins. Then, lab 8:00-9:30 (Auburn Early Education Center) on Mondays.

**Instructor:** Mary Jane McIlwain, Ph.D.

Assistant Professor, Department of Curriculum & Teaching

**Office:** 5068 Haley Center.

**E-mail:** mjm0055@auburn.edu

**Office hours:** Wednesdays & Thursdays 1:00-3:00 pm and by appointment.

1. **Texts & Materials: Required & Optional**
   1. **Required Texts:**

# Fountas, I. & Pinell, G. S. (2017). *The continuum of literacy learning, preK—8.* Portsmouth, NH: Heinemann.

* + 1. Murray, Bruce (2012). *Making sight words: Teaching word recognition from phoneme awareness to fluency*. Ronkonkoma, NY: Linus.
  1. **Required Materials for Tutoring:**

1. A simple journal consisting of 10 sheets of lineless paper stapled together.
2. Letter manipulatives. A double-sided set to laminate and cut out may be copied from the Lesson Materials file on reserve in the LRC or downloaded from Canvas. Plastic lower-case letter tiles (available from the AU Bookstore) are easier to handle.
3. Sound boxes (Elkonin boxes), cardstock squares showing the number of phonemes in a word. Directions for letters and letterboxes are in Practical Chapter 3.
4. Single, small white board or IPad w/ white board ap (will be shown in class).
5. Prompting Guide Part 1 or its ap.
   1. **Optional:**
      1. 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.
      2. It is suggested that you join the Alabama Reading Association through the Plains Reading Council. Get involved and learn with others
      3. Small round markers/counters (pennies work just as well)
   2. **Provided on Canvas:**
      1. Masters for creating assessments
      2. Masters for creating letter sets

**4. Course description:** 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.

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

1. Understand the nature of our writing system and the challenges children face at each stage of learning to read.
2. Recognize the difficulties in learning to read experienced by some children and the underlying causes.
3. Understand, assess, and teach the component abilities involved in learning an alphabetic writing system, including phoneme awareness, letter recognition, and concepts about print.
4. 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.
5. 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.
6. Understand how to teach strategies for comprehending complex narrative and expository texts.
7. 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.
8. Tutor struggling readers in the primary grades to make measurable progress in reading.
9. **Course Content, Tentative Reading Schedule and Assignment Due Dates**

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| *LC=Literacy Continuum; MSW=Making Sight Words (CCh=content chapter; PCh=practical chapter); LOC=located on Canvas; RG=Response Guide; IN=Interactive Notebook; LNB=Lesson NB* |

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| --- | --- | --- | --- | --- |
| **Dt/Session** | **Topic(s)** | **Readings Done Before Class** | **Submitted Before Class** | **Bring to Class** |
| 1/11, W  1 | * Syllabus & Class Routines/Expectations * The Reading Process & Emergent Literacy * Vocabulary Review & Sort * Foundational Standards | LC-Intro (will read in class) | NA | NA |
| 1/18, W  2 | * Phonological Awareness, Phonics, Spelling & Word Study * Word Reading/A New View of SW * Assessment: Phonological Awareness & Phonics | MSW: CCh 1  LOC: Yopp & Yopp, 2009  LC: 357-398 |  | Bring RG 1 to Class  Lesson Notebook |
| 1/23, M  3 | * Early Reading Behaviors/Concepts About Print * Assessment: Concepts About Print | MSW PCh 4 & 5 & apdx. | RG 2a to IN | LNB & Assessment Materials |
| 1/25, W  4 | * History of Alphabets * Review Assessments * Self- Study Questions | MSW CCh 2-3 | RG 2b to IN | LNB & Assessment Materials |
| 1/30, M  5 | Tutoring Session 1: Getting to Know the Child through Word Play & Family Interview   * Analysis and Strengths Based Approach | MSW: PCh 9 |  | LNB & Assessment Materials |
| 2/1, W  6 | * Taking Running Records * Components of the Tutoring Lessons | MSW: CCh 4-5 LC: 399- | RG 3 to IN | LNB  LC |

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| **Date/Day/Session** | **Topic(s)** | **Readings** | **Submitted Before Class** | | **Bring to Class** |
| 2/6, M  7 | Tutoring Session 2: Assessment Administering the Observation Survey   * Assessment Summaries for OS & PA * Analyzing Running Records | MSW: PCh 6 |  | LNB & Assessment Materials | |
| 2/8, W  8 | * Text Selection * Book Introductions | MSW CCh 8  LC: 399- | RG 4 to IN  Initial Assessment Write Up | |  |
| 2/13, M  9 | Tutoring Session 3: LP 1   * Early Writing Behaviors |  |  | |  |
| 2/15, W  10 | * Interactive writing/Cut up stories * Sound boxes | MSW CCh 6  LC: 223-324 | RG 5 to IN  LP 1 | |  |
| 2/20, M  11 | Tutoring Session 4: LP 2   * Searching for & Using Information |  |  | |  |
| 2/22, W  12 | * Phonics, Spelling & Word Study * Word Work throughout the Lesson | MSW CCh 7  LC: 357-398 | RG 6 to IN  LP 2 | |  |
| 2/27, M  13 | Tutoring Session 5: LP 3   * Searching for & Using Information |  |  | |  |
| 3/1, W  14 | * Constructing, Monitoring, Confirming Words * Writing the Planning Commentary (Selected Prompts) | MSW: CCh 10  LC: 223-324 | RG 7 to IN  LP 3 | |  |
| 3/6, M  15 | Tutoring Session 6: LP 4   * Revisit Self Study Questions |  |  | |  |
| 3/8, W  16 | * Monitoring, Self-Correcting & Problem Solving * Writing the Planning Commentary (Selected Prompts) * Vocabulary Test | TBA | RG 8 to IN  LP 4 & Planning C. | |  |
|  | 3/13-3/17 Spring Break |  |  | |  |
| 3/20, M  17 | Tutoring Session 7: LP 5   * Writing the Instruction Commentary (Selected Prompts) |  |  | |  |
| 3/22, W  18 | * Building & Maintaining Fluency * Writing the Instruction Commentary (Selected Prompts) | * MSW CCh 9 | RG 9 to IN  LP 5 & Commentaries | |  |
| 3/27, M  19 | Tutoring Session 8: LP 6   * Writing the Instruction Commentary (Selected Prompts) |  |  | |  |

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| 3/29, W  20 | * TBA * Writing Assessment Commentary (Selected Prompts) | TBA | LP 6 & Selected Commentaries |  |
| 4/3, M  21 | Tutoring Session 9: LP 7  Writing Assessment Commentary (Selected Prompts) |  |  |  |
| 4/5, W  22 | Designing Lessons Across the Continuum | TBA | LP 7 & Selected Commentaries |  |
| 4/10, M  23 | Tutoring Session 10: LP 8   * Writing Instruction & Assessment Commentaries |  |  |  |
| 4/12, W  24 | * Vocabulary Test * Self-Study Project |  | LP 8 & Complete Commentaries |  |
| 4/17, M  25 | Tutoring Session 11: Assessment   * Assessment Analysis |  |  |  |
| 4/19, W  26 | Writing the Case Study | TBA | TBA |  |
| 4/24, M  27 | Tutoring Session 12: Assessment   * Assessment Analysis |  |  |  |
| 4/26, W  28 | Writing the Case Study | TBA | TBA |  |
| 5/1 | Final Exam—Case Study  Online | | | |

1. **Course Requirements and Assignments (see appendix for rubrics):**
2. **Attendance/Participation, Readings & Interactive Notebook Entries (25%).** Attendance and participation in all classes is required. Responses to readings will be submitted to Canvas via your interactive notebook prior to class. Class will involve your group sharing individual responses, developing a shared summary of the readings, discussing connections to self study and tutoring experiences, and collaborating on an application.
3. **Pre-Assessment Report, Tutoring Lesson Plans & Commentaries (30%)**
   1. **Pre/Post Assessment Reports.** You will create an assessment kit based on The Observation Survey and other resources during class. This assessment will be administered during the first and last tutoring sessions at the field school. You will write up the interpretation report according to the form provided in class.
   2. **Tutoring Lesson Plans & Reflections.** To apply what you are learning, you will plan, teach, and

evaluate lessons based on the initial assessment and your ongoing observations. Six 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 reflections, not on an evaluation of your actual teaching. Your lessons will follow a 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, make & break words, help your student write a message using interactive writing, and introduce and read a new book. All lesson plans should be drafted and brought to class on the Monday/Tuesday of the week. All final lesson plans are due before class on the following Monday/Tuesday.

* 1. A & B above will be kept in an Assessment Notebook, which will inform your final write up of

your students.

1. **Self Study Project (10%).** You will synthesize your learning using the Self-Study Project guide, which can be found on Canvas.
2. **Vocabulary Tests (15%).** You will complete work bank vocabulary test based on relevant terms covered in the readings and lectures. This will be done in class.
3. **Final Exam/Case Study (20%)** You will complete a strengths, needs, next steps assessment and write up a lesson plan based on a case study. This will be done on line.

**8. Grading & Evaluation**

1. Grading Weights:
2. Readings and Interactive Notebook Entries (25%)
3. Assessments and Lesson Plans & Reflections (30%)
4. Self-Study Project (10%)
5. Vocabulary Test (15 %)
6. Final Exam (20 %)
7. Scale:

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

Below 60% F

**9. Class/University Policy Statements**

1. **Participation/Attendance.** Class attendance and engaged participation are essential to achieving the goals of this course. 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.

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.)

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.

**B. Tutoring Policies**

1. 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.

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, devise 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. 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.

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

**D. 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).

**E. 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.

**F. 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, then addendum to your syllabus and/or course assignments will replace the original materials. The professor reserves the right to adjust content and schedule as needed.

**G. 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:

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