**CTRD 3010/3013 Auburn University**

**Spring 2019**

**Foundations of Language and Literacy Instruction II**

Department: Department of Curriculum & Teaching

Reading Education

Program: Elementary Education

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**1. COURSE DESCRIPTION**

**Catalog Description:**

This course introduces theoretical foundations of first and second language acquisition and literacy development of children and implications for teaching in diverse settings. Clinical experiences in teaching reading in small groups are included.

**Required Text:**

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. Stenhouse Publishers.

Additional Reading will be available through Canvas

**Course Goals:**

I. Theories of First & Second Language Acquisition and Theories of Learning

* demonstrate knowledge of the four language domains—speaking, listening, reading, writing
* 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
* demonstrate knowledge of the impact of native language and linguistic background on language acquisition
* *demonstrate the knowledge of the process of English acquisition and* *strategies to support the learning of students whose first language is not English; demonstrate knowledge of bics & calp demonstrate knowledge of cultural and linguistic factors that influence* first *and second language acquisition*
* 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—speaking, listening, reading, writing

II. Pedagogy & Assessment

* 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
* 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
* *demonstrate the ability to differentiate between learner difficulties that are related to cognitive or skill development and those that relate to language learning*
* *create and use authentic and unbiased assessments for ELs*  III. Development of an Authentic, Personal & Responsive Home-School-Classroom Community Using a “Diverse Lens”
* use strategies for involving families in planning for and assisting with the children’s reading development
* *demonstrate the ability to collaborate with teacher of English language learners and to assist those*  *students with full integration into the regular classroom*
* demonstrate ability to involve families, community agencies and organizations and colleagues in helping support academic achievement of diverse learners
* *demonstrate knowledge of how personal/cultural biases can affect teaching and learning*
* facilitate development and skills in communication, inquiry, creative expression and reasoning by  planning for and involving student in reading and discussing literature with adults and peers both in school and at home using traditional, electronic and internet formats; demonstrate ability to create a learning community in which individual differences are respected
* 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
* select appropriate research-based strategies and materials including multimedia and software materials that meet the needs of developing and struggling readers and teach skill related to phoneme awareness, decoding, fluency, vocabulary, & comprehension

**2. 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 (one week notice required), or a subpoena. For a provisional excuse, please notify me before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). For a fully excused absence (and full attendance/participation points), you will need to provide documentation for your absence.

You will earn points by attending class and arriving on time (see grading plan below). Late assignments will be decreased by 10% per day. If your absence is excused, any assignment will be due the following day and will begin to incur late penalties on the second day unless you provide daily updates of continuing excusing information. Assignments may be sent by course e-mail to avoid late penalties. If you do send work by e- mail, address it carefully and watch for error messages or for my acknowledgement. Note: *E-mail errors will not negate late penalties.*

**Small Group Work:**

To apply what you are learning, you will plan, teach, and evaluate lessons and develop a literacy report for a student in your practicum placement. Ten weekly small group sessions are scheduled. You must successfully complete the teaching to receive credit for this course. Grades will be based on your lesson plans, reflections, learner profiles report, and a self-evaluation of your teaching.

Throughout the semester, you will keep an assessment notebook in which you will record your observations of students’ behavior, explain your prompting and feedback, and discuss the student’s current reading abilities and needs. This documentation will inform your teaching and the learner profiles report, which is your final exam for the course.

**Grading Plan:**

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 the course may change during the semester if assignments are added or deleted. Detailed instructions will be available in Canvas.

**Classroom Expectations and Group Norms:**

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

**Online Expectations:**  Students are expected to complete 1⁄2 of the course workload online via Canvas. You are expected to check Canvas often for assignments and announcements. The course is set up in weekly modules (see calendar for dates). The module starts on Wednesdays and work must be completed by Tuesday at midnight so that you can apply your learning in our face-to-face class. Instructions will be provided in Canvas.

**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. All assignments will be submitted via Canvas. Only use Word files when uploading to Canvas.

**3. 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 (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) 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 7:45 am- 4:45 pm.

**Student eHandbook:**

Please refer to http://www.auburn.edu/student\_info/student\_policies/ for all AU student policies.

NOTE: Chapter readings are NOT in Sequential Order and should be completed prior to the scheduled class meeting. We will be reviewing the content and the assignments during each required submission. NOTE: Individual chapter assignments and discussion postings are posted on canvas under assignments.

**4. TENTATIVE SCHEDULE**

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| **Week** | **Topic** | **Assignment** |
| Week 1 | Introduction |  |
| Week 2 | Reading is Thinking Chapter 1 |  |
| Week 3 | Reading is Thinking Part 2 Chapter 7 |  |
| Week 4 | Reading is Strategic Chapter 2 |  |
| Week 5 | Reading is Strategic Part 2 Chapter 10 |  |
| Week 6 | Effective Comprehension Instruction Chapter 3 | Lesson Plan 1 |
| Week 7 | Effective Comprehension Instruction Part 2 Chapter 9 |  |
| Week 8 | Tools for Active Literacy Chapter 4 |  |
| Week 9 | Tools for Active Literacy Part 2 Chapter 6 | Lesson Plan 2 |
| Week 10/Spring Break |  |  |
| Week 11 | Text Matters Chapter 5 |  |
| Week 12 | Text Matters Part 2 Chapter 11 | Lesson Plan 3 |
| Week 13 | digital literacy |  |
| Week 14 | Final Presentation | Reflective Weekly Writing, Reflective Journal Writing, |
| Week 15 | Final Presentation |  |