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

**Spring 2021**

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

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

*Classroom*: 2406 Haley Center from 8:00-9:50 am until lab begins. Thursdays lab 7:45-8:15 (Loachapoka), class via Zoom 9:00-9:50.

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

Professor, Department of Curriculum & Teaching

Coordinator of Reading Education

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*Reading Genie* site: <http://wp.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 and issues from the course.

**Catalog description.** Prerequisites: 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 decode 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.

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

Murray, Bruce (2020). *Making sight words: Teaching word recognition from phoneme awareness to fluency* (2nd edition). Ronkonkoma, NY: Rylan.

Because decodable texts are engineered to help beginners apply phonics successfully, two volumes of stories will help your student maximize reading progress. These books are recommended but not required for this course:

Bruce & Geri Murray (2019), *Lad and His Pals* (Auburn AL: Geniebooks) features 14 engaging decodable stories for practicing the five short vowels and the consonant digraphs *sh*, *ch*, and *th*.

Bruce & Geri Murray (2019), *Fun and Games with Lad and Slim* (Auburn AL: Geniebooks) has 15 engaging decodable stories for advanced beginners: two stories for each long vowel, as well as stories for more advanced vowel digraphs (*er*, *ir*, and *ur*; *ar* and *or*; *ou* and *ow*; *au* and *aw*; and *oi* and *oy*).

Both books are sold as print books on Amazon, as Kindle eBooks on Amazon, and as Apple Books for the iPhone, iPad, and iPod touch at the iTunes Store. I also have hard copies for sale in my office.

See this website <https://murraba.wixsite.com/geniebooks> for more information.

**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 for 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 enabling every student to succeed, extended practice reading connected text, and valid assessment to direct 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 by AUpolicy: 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.

While live attendance at our teaching lab is required, students can attend class in person, via Zoom, or by watching Panopto recordings on Canvas, where attendance will be assessed from viewing records as follows: 90%+ = 2 points; 60-89% = 1 point; 0-59% = 0 points.

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 750points may be earned by various means. Semester grades will be calculated by determining the percentage of this total, where 90% (672 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 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(210 points): 6 reflections and plans @ 20 points each (120 points), a completed pretest interpretation form (20 points), 2 videos @ 10 points each (20 points), and a literacy report (50 points).

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

In addition, there will be several extra-credit projects and quizzes (EC on the calendar below).

**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, teaching videos, and literacy report, not on observations 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 a typical 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 oral 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 back 50% of any lost points by making corrections.

Two video submissions are required. One will demonstrate scaffolding oral reading, and the other will show an effective letterbox lesson. Each video should be 5-10 minutes. I prefer that you submit the videos on Canvas as YouTube links to facilitate sharing your work (post them as public but unlisted) but you may submit mpg or mov files. Although there is a submission deadline (see calendar), each lesson may be resubmitted once to improve the score. Informal feedback from tutoring observations will be helpful in improving your teaching effectiveness.

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 in Word (to allow editing) by Canvas upload and must include a scan of required appendix materials as a PDF document.

Materials needed for tutoring

🖈A large 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 beach 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 for 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 compose 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 assign mild but consistent consequences for disruptive behavior.

6. Do not give your student any tangible rewards (candy, pencils, etc.). This can lead to jealousy among peers and can confuse 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. Call the school office early to get a message to the teacher. Teachers can usually be reached by e-mail via the school website.

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 most chapters (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 the content literacy guide will help you get the most important information from each chapter. Completed guides can be used while taking quizzes but not for the midterm or final exams. A completed guide will count for 5 points of the 10-point score.

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

🛉 *Emergent literacy,* ideas for teaching phoneme awareness with a review of letter recognition.

🛉 *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 enables faster, smoother, more expressive, and silent reading, and which encourages voluntary, avid reading.

🛉 *Reading to learn,* ideas for teaching vocabulary and 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 an activity 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 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. 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 to have their designs published, I will remove them from the index after students introduce their designs in class.

**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. Both exams will be taken on Canvas.

# **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

### **COVID Related Policies**

### [**Statement on COVID-19 physical distancing**](https://auburn.instructure.com/courses/1303000/assignments/syllabus)

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

### [**Face covering policy**](https://auburn.instructure.com/courses/1303000/assignments/syllabus)

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

### [**Possibility of going remote**](https://auburn.instructure.com/courses/1303000/assignments/syllabus)

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

### [**Assignments / schedule subject to change due to pandemic**](https://auburn.instructure.com/courses/1303000/assignments/syllabus)

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

### [**In the event a student in class tests positive**](https://auburn.instructure.com/courses/1303000/assignments/syllabus)

Students must conduct daily health checks in accordance with [CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms, or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

### [**In the event that I test positive or am required to quarantine**](https://auburn.instructure.com/courses/1303000/assignments/syllabus)

If I am unable to attend our face-to-face portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

### [**Attendance**](https://auburn.instructure.com/courses/1303000/assignments/syllabus)

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

CTRD 3000-ECB Spring Semester 2021 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 chap **EC.** Practical chap **PC.**

Written assignment 🖉

Reflection & Plan R&P Wellness Day

**January 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| 10 | 11 | 12 🕮 **EC 1** (A new view of sight words) & **PC 1** (How to introduce a new book). Course introduction. | 13 | 14 🕮 **EC 3** (How beginners develop the ability to read words) & **PC 2** (How to scaffold word learning during oral reading). Booktalks.  ✪ **EC 1**. | 15 | 16 |
| 17 | 18  M  L  K | 19 🕮 **PC 3** (How to teach a letterbox lesson). | 20 | 21 🕮 **PC 5** (How to assess to find out where reading is breaking down). Managing behavior. 🖉 Letter to student. ✪ **EC 3.** | 22 | 23 |
| 24 | 25 | 26 **EC 2** (How alphabets work—a history). ✪ **PC 2**. | 27 | 28 Tutoring (pretests). How to interpret pretests. Writing a reflection and plan (R&P). | 29 🖉 R&P 1 | 30 |

**February 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 31 | 1 | 2 ✪ **PC 5.** | 3 | 4 Tutoring. 🕮 **EC 6** (Learning to detect phonemes in spoken words). 🖉 Pretest interpretation completed form. ✪ **PC 3** | 5 | 6 |
| 7 | 8 | 9 🕮 **PC 6** (How to take a running record). ✪ **EC 2**. | 10 | 11 Tutoring. 🕮 **EC 4** (The language processing system of skilled readers) 🖉 Design: Emergent literacy. ✪ **EC 6**. | 12 🖉 R&P 2 | 13 |
| 14 | 15 | 16 | 17 | 18 Tutoring. ✪ **PC 6.** | 19 | 20 |
| 21 | 22 | 23 🕮 **EC 5** (Preparing students to learn to read).✪ **EC 4** | 24 | 25 Tutoring. 🕮 **PC 4** pp. 286-290 only (how to teach concepts about print). ✪ **EC 5.** | 26 🖉 R&P 3 | 27 |

**March 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 28 | 1 | 2 Midterm exam. | 3 | 4 Tutoring. 🕮 **EC 7** (How to teach phonics for sight word learning). | 5 | 6 |
| 7 | 8 | 9 🖉 Design: Beginning reading. | 10 | 11 Tutoring. 🕮 **PC 7** (How to develop fluency through repeated readings). ✪ **EC 7**. | 12 🖉 R&P 4 | 13 |
| 14 | 15 | 16 🕮 **EC 8** (Choosing texts for reading instruction). EC: Decodable texts. ✪ **PC 7**. | 17 | 18 Tutoring. | 19 | 20 |
| 21 | 22 | 23 🕮 **EC 9** (Moving from decoding to fluency). 🖉 Design: Growing independence and fluency. ✪ **EC 8.** | 24 | 25 Tutoring. 🖉 Video submission: Scaffolding oral reading. | 26 🖉 R&P 5 | 27 |
| 28 | 29 | 301🕮 **EC 11** (Teaching vocabulary and comprehension strategies). Using Wix.com to publish designs (bring laptop to class). | 31 |  |  |  |

**April 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | 1 | 2 | 3 |
| 4 | 5 | 6 🖉 Design: Reading to learn. ✪ **EC 9**. 🖉 Video submission: Letterbox lesson. ✪ Vocabulary EC Quiz. | 7 | 8 Tutoring. 🕮 **EC 10** (Developing word recognition through spelling)  ✪ **EC 11**. ✪ Recip Tchg EC Quiz. | 9 🖉 R&P 6 | 10 |
| 11 | 12 | 13 🕮 **PC 8** (How to teach spelling as wordmapping). 🖉 Designs in HTML.  ✪ **EC 10**. ✪ Spelling EC Quiz. | 14 | 15 Tutoring (posttests). 🕮 **PC 9** (How to write a literacy report). Interpreting posttests. Writing a literacy report. | 16 | 17 |
| 18 | 19 | 20 Introduce lesson designs. 🖉 Literacy report. | 21 | 22 🕮 **EC 12** (Landmarks and pitfalls in learning to read). Learning centers review.  ✪ **Bonus Quiz, EC 12**. | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30\* |  |

\*Scheduled Final Exam Fri., Apr 30, 8:00-10:30