**Foundations of Language and Literacy Instruction II CTRD 3010 ELC**

**Auburn University**

Department: Curriculum & Teaching

Program: Reading

Course Title: Foundations of Language and Literacy

 Instruction II (Elementary Section C)

Course Credit: 4 hours (3 class on campus/1 lab)

Semester: Spring 2022

Class location: Haley Center 2435

Instructor: Geralyn Murray

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Phone: Cell: 334-275-1003

Office Hours: By appointment: online/live options

Schedule: Mon & Wed 8:00 - 9:50

Prerequisites: Admission to Teacher Education and

 completion of CTRD 3000

**1. COURSE DESCRIPTION**

**Catalog Description:** Strategies to enhance literacy and inquiry for students' content area learning in the K-6 classroom.

**Text:**

* McKenna, Michael C., & Robinson, Richard D. (2013 or later). *Teaching Through Text: Reading and Writing in the Content Areas* (2nd edition). Boston: Pearson. Digital edition recommended.
* Alabama State Department of Education Academic Standards [index](https://www.alabamaachieves.org/academic-standards/) for Course of Study and Curriculum Guides for Content Areas: English Language Arts (with Core Reading standards) Science, Social Studies, Mathematics

**Course Objectives:** Course objectives include a subset of key indicators from the Alabama State Department of Education preservice teacher continuum (.03), English language arts program-specific standards (.10), and advanced technology standards (.42). Final assessment of the advanced technology standards (.42) are in this course.

**Course Objectives:**

(Developed from Alabama State Department of Education Standards 290-3-3-.05 for Early Childhood and 290-3-3-.06 for Elementary Education)

**Upon completion of this course, students will be able to…**

A. 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. [290-3-3-.05:(2)(a)11; 290-3-3-.06: (1)(a)8]

B. 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. [290-3-3-.05:(2)(a)11; 290-3-3-.06: (1)(a)8]

C. 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. [290-3-3-.05:(2)(a)3 and 4; 290-3-3-.06: (1)(a)2]

D. select appropriate research-based strategies and materials, including multimedia materials and software, to meet the needs of developing and struggling readers and teach skills and strategies related to phoneme awareness, phonics knowledge, decoding, fluency, spelling, vocabulary, and comprehension. [290-3-3-.05:(2)(b)8; 290-3-3-.06: (1)(b)9]

E. facilitate development and skills in communication, inquiry, creative expression, and reasoning by planning for and involving students in reading and discussing literature with adults and peers both in school and at home using traditional, electronic, and internet formats. [290-3-3-.05:(2)(a)10; 290-3-3-.06: (1)(a)13]

G. 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*. [290-3-3-.05:(2)(a)12; 290-3-3-.06: (1)(a)9]

H. 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. [290-3-3-.05:(2)(a)3; 290-3-3-.06: (1)(a)1]

**Preservice Teacher Continuum (.03)**

*Literacy*

3.3 Uses age-appropriate instructional strategies to improve learners’ skills in fluency, vocabulary, and comprehension

3.4 Integrates narrative and expository reading strategies across the curriculum

3.7 Identifies and integrates available emerging technology into the teaching of all content areas

3.8 Facilitates learners’ individual and collaborative use of technology and evaluates their technological proficiency

*Diversity*

4.1 Develops culturally responsive curriculum and instruction

4.4 Supports learners to accelerate language acquisition

4.5 Guides 2nd language acquisition and utilizes English Language Development (ELD) strategies

4.6 Differentiates between learner difficulties related to cognitive or skill development and those that relate to language learning

 4.7 Understands and recognizes the characteristics of exceptionality in learning to assist in appropriate identification

and interventions

**English Language Arts Program-specific Standards (.13)**

Create meaning including comprehension, interpretation, evaluation and appreciation-from texts. (2) (a)3. (ii)(i)

Select Appropriate research based strategies and materials to meet the needs of struggling readers, including those identified in the Alabama Reading Initiative publication Essential Skills of Teaching Reading. (2) (a) 3. (ii) (lll)

[**Alabama Reading Initiative Proficiency scales**](https://drive.google.com/drive/folders/1KU_hDuh-CuM7kmYZxgW38WI6CBq-D3JG)

**2. COURSE REQUIREMENTS**

A. Participate in live classes, Zoom classes when applicable, or view Panopto classes with valid excuse.

B. Complete all live lab activities.

C. Complete all assigned readings.

D. Complete all class activities and tests on Canvas or in Zoom discussion groups when applicable.

E. Maintain a professional presence in live, online, and lab environments for this course.

F. Frequently check the Canvas course website for updates, notices, quiz dates, emails, and assignments.

Attendance and Participation: Class content and processes related to literacy and inquiry are based on social interaction, applications of cooperative learning activities, shared reader responses, and collaboration. Due to the participatory nature of learning experiences in this class, students are expected to attend live if they do not have a valid excuse to miss class, and adhere to all course requirements explained in this syllabus.

Late Assignments: Late assignments lose 5% credit per unexcused day late to a maximum of 30% lost credit. For example, a 20-point assignment due Monday would be worth at most 17 points by Thursday. Discussion board posts occur during live Zoom sessions. Missed opportunities will have to be made up that day unless you have a valid university excuse.

Assigned Readings: All course materials will be available in Canvas Course Content for this class. An electronic version of the text is available at a greatly reduced price, through the publisher. See the ALL ACCESS document posted with the syllabus and the RedShelf link to the AU bookstore on Canvas. Readings will be discussed in various manners ranging from Canvas discussions to in-class group work. Readings contain information that will be included in reflections, projects, examinations, and other course requirements.

Activities: Class & lab activities can be found in the Assignments page on Canvas. ALL assignments are expected to be completed on time. 5% deducted per day for late work up to 1 week without approved excuse.

**Course Goals**. Those who successfully complete the requirements of CTRD 3013 will know how to guide students to learn by reading. In general, teachers prepare students to take an interest in and set purposes for what they will read in content-areas (social studies, science, mathematics, language arts), assist students' comprehension during reading, and help them reflect on what they have read. Accordingly, you will learn how to:

R Assess the readability of a text for your students.

R Design prereading assessments of students' background knowledge.

R Prepare students to read by building their background knowledge, generating interest, and helping your students read purposefully.

R Teach students key vocabulary they will remember and use.

R Help students monitor their comprehension and locate important information during reading.

R Develop questions beyond the literal to guide students' higher-level thinking.

R Design reflective activities to help students consolidate and apply ideas and read critically.

R Develop writing activities to help students prepare, assist, and reflect on readings.

**Grading Plan.** Approximately 820 points may be earned by various means. Grades are not weighted but some assignments are worth more points than others. Semester grades will be calculated by determining the student's percentage of this total, where 90% = A (734 - 820 pts); 80% = B (652 - 733 pts); 70% = C (570 -651 pts); 60% range = D (488 – 569 pts); and < 487 = F. Please note: this is only a plan; point totals for course achievements may change during the course of the quarter if assignments are added or deleted.

7% Attendance (60 points, 2 points per class + 2 bonus points.)

15% In class discussions/activities (120 points, 12 @ 10 points each).

15% Quizzes (120 points, 12 @ 10 points each).

15%Lab experience – (125 points) One required assignment during lab worth 25 points. Your choice of any completed portfolio assignment used with a live small group, one-on-one individual help, or whole class teaching using a pre-reading, post-reading, and/or after reading support activity.

 Any additional portfolio assignment counts for 2 bonus points each if piloted with live elementary student(s.) Daily lab reflection journal = 5 pts x 20 days for 100 pts. (Details covered in class.)

24% Unit plan project (200 points).

24% Midterm and final exams (200 points) 100 points each exam.

**Attendance points** (60 pts) Live in-person classes will be in session throughout the course. (This is not a distance learning course). Social distancing and masks if required on campus will be part of live class participation.

If due to the pandemic, an excused absence from a live class or virtual Zoom session can receive full attendance credit (2 pts) and participation credit (15 pts) by viewing the recorded class via Panopto and submitting late work. Acceptable excuses: medical excuse from a clinic, serious illness or death of someone in your immediate family, a university related trip, a religious holiday, or a subpoena. Partial credit (1 pt) is available for unexcused absences by watching an asynchronous class recorded via Panopto however participation credit can be earned by completing the missing group work on your own.

**Unit plan project** (200 pts) Throughout the course you will design 10 components to aid student reading in a content area in your lab placement. One of them should be used in the classroom with an individual, small group, or the entire class. Additional live piloted lessons can be submitted as bonus points worth 2 points each, or you can use a peer to pilot other assignments (worth 1 point each). If neither is available, you will need to have an imaginary student to provide a sample reflection and

Specific point values for components of this project, with relevant chapter numbers in brackets, are as follows:

Pts Assignments

10 Find a grade level supplemental, expository text (relative to the students you’ll be working with) in social studies, science, or language arts. (Send URL or PDF of text.)

15 Determine the readability of the text. [Ch. 3]

15 Develop accommodation activities to build background knowledge for struggling readers. [Ch. 5]

20 Develop a lesson to teach key vocabulary for a daily lesson. [Ch. 6]

15 Design and explain a graphic organizer to show relationships among concepts in a daily lesson. [Ch. 6]

15 Develop purpose-setting activities to help readers focus attention during reading. [Ch. 7]

20 Design a content literacy guide to assist students during reading. [Ch. 8]

20 Develop an exemplary daily reading plan using one of the major lesson formats (DRTA, KWL, LRD, Reciprocal teaching, etc. [Ch. 9]

15 Plan a discussion as a reflection activity, including questions that go beyond the literacy guide. [ch 10]

15 Develop a reflection activity to help students consolidate, apply, or think critically about a topic they’ve been studying. [Ch.11]

15 Develop a writing-to-learn activity to deepen understanding of the topic. [Ch. 11]

25 Publish a PDF or web-based portfolio of before, during, and after reading activities with a table of contents.

At the conclusion of the course, you will have created a collection of exemplary reading support activities to guide your teaching in content area texts in an elementary classroom.

**Quizzes** (120 points) Quizzes will be administered weekly (see calendar) to monitor your understanding of assigned readings. My intention with quizzes is to make them so easy that anyone who has read the material carefully will do well, but so difficult that anyone who has not read will not do well. An additional bonus quiz worth 10 pts will be available at the end of the semester. Quizzes are timed and can be taken on Canvas until 11:59 p.m. on their due dates or on days before they are due.

**In Class Activities** (120) On designated days (12 classes in all) there will be in-class group activities or discussion groups each of which is worth 10 points.

**Exams** (200). The midterm and final exams will feature both objective questions (e.g., multiple choice, true-false, and matching) and essay items (brief explanations, abbreviated lesson designs, and at least one extended essay (selected from several options and planned using an outline, web, or graphic organizer). For each exam, you will consider or devise teaching activities on texts I will provide. Exams will cover both assigned readings and class work (see calendar for schedule).

**3. University and College Policies**

**Participation**:

Students are expected to participate in all synchronous assignments. It is the student’s responsibility to contact the instructor if deadlines for exercises and assignments are not met. Students are responsible for initiating arrangements for submitting missed work.

Live classes are conducted on Mondays and Wednesdays unless otherwise notified. Students may attend primary lectures via Zoom during quarantine periods or if community health conditions warrant distance learning. Excused missed days can be made up by watching Panopto for attendance points.

**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 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. 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.

**Student eHandbook:**

 Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

### **COVID Related Policies**

### **Statement on COVID-19 physical distancing**

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**

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 currently required on campus until further notice. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity. 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. This policy may change in response to local health conditions. Go here for [more information on face coverings](https://sites.auburn.edu/admin/universitypolicies/Policies/UsageOfFaceCoveringsPolicy.pdf).

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation. https://sites.auburn.edu/admin/universitypolicies/Policies/UsageOfFaceCoveringsPolicy.pdf

### **Possibility of going remote**

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**

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 any 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 that I test positive or am required to quarantine**

If I am unable to attend a face-to-face 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 communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

### **Attendance**

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-19 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-19 related issues, please let me know as soon as possible so we can discuss your options.

4. SCHEDULE - Spring 2022

**Symbol Key**

Assigned chapter reading 🕮 Quiz 6

Written assignment 🖉 In class pts N

Lab reflection LR

**CTRD 3010 January 2022**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  **Su**  | **M** | **T** | **W** | **H** | **F** | **S** |
| 9 | 10 | 11 | **12** Course Intro; & Ch. 1 Importance of reading in Content Areas; N Bio poem in class | 13 | 14 | 15 |
| 16 | 17 Martin Luther King Jr Holiday  | 18 | **19** & Ch. 2 Literacy Processes; 6 Quiz Ch. 1; N Reading/writing standards | 20 | 21 | 22 |
| 23 | **24** & Ch. 3 Students, materials, texts, self-knowledge; 6 Quiz Ch. 2 | 25 | **26** N Ch. 3 Readability Activity 6 Quiz Ch. 3 | 27 | 28 | 29 |
| 30 | **31** Ch. 4 Teaching for Diversity;  |  |  |  |  |  |

 **February 2022**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 1 | **2** N Building classroom community; 6 Quiz Ch. 4 🖉 Readability analysis (Ch. 3) due | 3 | 4 LR | 5 |
| 6 | **7** 🕮 Ch. 5 Building background knowledge;  | 8 | **9** N Prior knowledge; 🖉Unit photocopy & description due on Thu. Feb 10; 6 Quiz Ch. 5 | 10 | 11LR | 12 |
| 13 | **14** Ch. 6 Teaching vocabulary🖉 Accommodations (Ch. 5) due  | 15 | **16** N Vocabulary activity & in class bonus quiz; 6 Quiz Ch. 6  | 17 | 18LR | 19 |
| 20 | **21** Ch 🕮 Ch. 7 Setting purposes🖉 Vocabulary Unit (Ch. 6)  | 22 | **23** N Purpose setting activity;  6 Quiz Ch. 7 🖉 Graphic organizer (Ch. 6) | 24 | 25LR | 26 |
| 27 | **28 Midterm Exam** (75% objective, 25% short + essay) |  |  |  |  |  |

 **March 2022**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 1 | **2** Midterm analysis (Zoom)  | 3 | 4LR | 5 |
| 6 | **7** Spring Break | 8 | **9** Spring Break | 10 | 11 | 12 |
| 13 | **14**  🕮 Ch 8 Reading guides; 🖉 Purpose Setting Activity (Ch. 7)  | 15 | **16** N Jigsaw group; 6 Quiz Ch 8 | 17 | 18LR | 19 |
| 20 | **21** 🕮 Ch. 9 Scheduling reading 🖉 Content literacy guide (Ch. 8) | 22 | **23** N Reciprocal Teaching group; 6 Quiz Ch 9 | 24 | 25LR | 26 |
| 27 | **28** 🕮 Ch. 10: Effective questioning for discussion 🖉 Exemplary Reading Schedule (Ch. 9) | 29 | **30** N Literature Circle group; 6 Quiz Ch 10 | 31 | 1LR | 2 |

 **April-May 2022**

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| --- | --- | --- | --- | --- | --- | --- |
| 3 | **4** 🕮 Ch. 11 Extending content knowledge. 🖉 Effective Discuss Questions (Ch. 10)  | 5 | **6**  N Extension activities 6 Quiz Ch. 11  | 7 | 8LR | 9 |
| 10 | **11** 🕮 Ch. 12 Study skills: Encouraging Independence  | 12 | **13** N Using mnemonics to recall key ideas  6 Quiz Ch. 12  | 14 | 15LR | 16 |
| 17 | **18** 🕮 Ch. 13 Student Attitudes: Encouraging Independence  | 19 | **20** Create Content Literacy Quiz🖉 Writing to Learn (Ch. 11) | 21 | 22 | 23 |
| 24 | **25** Course Wrap-up and Preview of final🖉 Lab Choice Unit Activity  | 26 | **27** 6 Bonus Quiz Ch. 13 🖉 Published CL Unit  | 28 | 29 | 30 |
| **May** 1 | **2 Final Exam** 8-10:30 am  | 3 | 4 | 5 | 6 | 7 |

**Lab assignments**

You will attend field placements each Tuesday and Thursday, Feb - April 15. Lab experience will require daily documentation of observed reading comprehension practices in the lab setting for this course. Please keep a shareable electronic journal that I can view each week or upload documents to canvas. Literacy reflections (LR) can be sent to me each Friday. In addition, **one** pre-reading, during-reading, **OR** post-reading activity will be used with a small group, individual student, or whole class as agreed on with the supervising teacher. Any additional use of activities in the classroom should be documented when weekly assignments are submitted, and will be scored as extra credit.