**CTRD 3000 Foundations of Language and Literacy Instruction I. EL- B**

Spring 2023

**General Information**

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

*Schedule*: Mondays and Wednesdays 8:00-9:50 am.

2456 Haley Center from 8:00-9:50 am until lab begins.

Then, Wednesday Lab 7:50-8:30 (Auburn Early Ed. Center),

followed by class 9:00-9:50.

*Instructor*: Katie Forster, M.Ed., CALP, OGA

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*Office hours*: Monday & Wednesday , 12-4 in office,

or through appointment on Zoom.

Auburn Early Ed: 334-887-4950

**Catalog description.**  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 understand the code of alphabetic writing, to decode and spell words, to develop word recognition skills 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 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**

* Fundamentals of Literacy Instruction & Assessment Pre-K-6, Second Edition by Martha C. Hougen & Susan M. Smartt, Brookes Publishing
* Digital & printed materials from Canvas

**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 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**

**Class Content: Three Instructional Components to CTRD 3000**

* Depth of Knowledge- theories, pedagogy, terminology, & history of language and literacy instruction
* Lesson Planning
* Phonics Content

**Tutoring**

To apply what you are learning, you will plan and teach lessons and develop a literacy report for a primary grade beginning 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, goals set for learning and literacy report, not on observations of your teaching. Your lessons will follow a format similar to a multisensory Orton Gillingham lesson incorporating the following components: visual drill, dictation of sounds, phonological awareness, reading of words and sentences and writing words and a sentence. This will be extensively modeled and practiced in class.

At the end of the semester, you will write a report for your student’s teacher and their parent. The report will record your observations of the student’s learning, explanations of what was taught, evidence of student’s current reading abilities and needs, and recommendations for further growth. 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. A format will be provided.

*Materials needed for tutoring*

\_\_ A 3-sided project board (approximately 36 X 48) 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, you may also bring a small throw rug or a beach towel for you and your student to sit on.

\_\_ One ½ binder with 4 dividers labeled Assessments, Practice, New Info, Plans

# \_\_ Index Cards 3 X 5 (white and multi-colored)- These can be cut in half or you may purchase:

#  Assorted Colored Blank Flash Cards for Studying - 2" x 3" Blank Index Notecards - 1000 Pre Hole Punched Colored



\_\_ Pencil pouch with:

 black sharpie, pencils, highlighters, blank index cards & manipulatives for – words, syllables, sounds (manipulatives will be discussed in class)

\_\_ Clipboard or something hard to write on- for you and student

\*Update your printing capabilities to have easy access for printing. You can use TigerPrint for prepay printing or kiosk printing options. There will be several things to print for tutoring purposes.

*Tutoring Policies (adherence to these policies contributes to your professionalism points)*

1. Arrive 10 min. before lab time.
2. Sign in.
3. Wear College of Ed issued name badge. This must be purchased at the LRC $1.00 CASH.
4. Be dressed professionally (no t-shirts, no jeans, full coverage clothing, appropriate for sitting on the floor).
5. Have your lesson plan completely prepared before your arrival.
6. 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.
7. Do not give your student any tangible rewards (candy, pencils, etc.).
8. You are responsible for your student’s safety. Don't leave your student unattended at any time.
9. 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. Find out the teacher’s email address and have the school # in your phone.

**1 point deduction from the 24 total for any unmet professional expectation.**

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

**\*An unexcused absence from class or lab may result in a 20-point deduction from overall points.**

*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 fully excused absence (and full attendance/participation points), 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.)

**Grading Plan.** Approximately 514points may be earned by various means. Semester grades will be calculated by determining the percentage of this total, where 90% (462 points with rounding) is *A*,80% is *B (411 points)*,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:

**Lab- Tutoring**(190 points):

50 points Assessment Intake and Goals for Tutoring

80 points 2 lesson plan submissions –one random submission selected by Mrs. Forster, one scheduled submission

60 points Literacy Report

**In Class** (324 points)

160 points 4 quizzes, consisting of dictation of sounds and spellings and concepts from class and readings

 60 points Reading Responses

 80 points Final Exam

1. points Professionalism Evaluation- for professionalism during lab and in class

**Professional Classroom/Lab Expectations:** *(adherence to these expectations contributes to your professionalism points)*

 Please do not text or scroll through your phone/device during active lecture or learning activities. Phones should be on “do not disturb” mode and not be in use.

 Please use technology for active learning purposes only.

 Be respectful of yourself and others. Talking while others are addressing the class (including the instructor) is not appropriate.

 Please be on time and prepared for class.

**Quizzes and reading guides:** Four scheduled quizzes will be given throughout the semester. They have 3 parts:

Dictation- assessing the spelling correspondences we have learned in class

Terms- vocabulary associated with language and literacy

Concepts-Short answer or multiple-choice scenarios

**Exams:** The final exam will be based on both class work and readings.

**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. Points will be deducted for late assignments.

**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

**Depth of Knowledge Outline & Calendar**

Introduction to Literacy Instruction

Oral Language and Phonological Awareness

Alphabet Knowledge

Phonics

Dyslexia and Special Populations

Morphology

|  |  |  |  |
| --- | --- | --- | --- |
| Jan. | Mon. | PhonicsContentProgression | Wed. |
|  | ConsonantsVowels Short vowels Concept of a syllableClosed syllableOpen syllable long vowelsDigraphsBlendsShort Vowel Flag Spellings: FLOSS Rule Ck Tch DgeWelded Soundsang, ing, ong, unkank, ink, onk,unkSoft cSoft gSilent e syllable Vowel teams syllablesai, ay, ee, ea, igh, oaBossy r syllableer ir uror arConsonant leSyllableSyllable divisionVC/CVVC/CCVVCC/CVV/CVVC/VV/V | 11 Introduction to Class & Materials needed. New Info:HandwritingReading H.W. Read Unlocking Literacy Ch. 1 p. 3-9. Take notes be prepared to discuss next class. \*Bring to Class:Black Sharpie, scissors, package of white 3 x 5 index cards  |
| 16 MLK HOLIDAY | 18 Lesson Planning: Visual Drill & Dictation of SoundsDiscussion of Ch. 1 text\*Bring to Class:Assessments for Lab1, sound card deck, colored index cards, Sharpie |
| 23 Assessment Administration PracticeLesson Planning: Word Reading, Spelling, & Sentence Writing | 25**Lab 1**- Initial Assessments Class- Purple Pod, room 603\*Bring Tri-fold board, all lab manipulatives & materials & labeled binder to lab.Lesson Planning: New Info |
| Feb.  | Jan. 30Quiz 1Ehri’sPlan first lesson. Scope & Sequence | 1 **Lab 2**- Complete Assessments,  First Lesson Class- Purple Pod, room 603 |
| 6Oral Language & Phonological AwarenessDiscuss Tutoring Goals | 8 **Lab 3**- Second Lesson  Random Lesson Submission Class- Conference Room  |
| 13Oral Language & Phonological AwarenessTutoring Goals Due- Submit on Canvas | 15 **Lab 4**- Third Lesson Random Lesson Submission Class- Purple Pod, room 603 |
| 20Quiz 2Alphabet Knowledge | 22  **Lab 5**- Fourth Lesson Random Lesson Submission Class- Purple Pod, room 603 |
| March | Feb. 27Alphabet Knowledge | 1 **Lab 6**- Fifth Lesson No Class Following  |
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| 13Phonics | Concept of a suffix-s-es-ing-edSuffix Spelling Rules:DoublingDrop the eChange the yDipthongsoi, oy, au, aw, ou, owExceptions- Wild/OldAdditional Suffixes | 15 **Lab 7**- Sixth Lesson Class- Conference Room |
| 20Phonics | 22 **Lab 8**- Seventh Lesson Class- Purple Pod, room 603 |
| 27Quiz 3Dyslexia/Special Populations | 29 **Lab 9**- Eighth Lesson Class- Purple Pod, room 603 |
| April | 3Dyslexia/Special Populations | 5**Lab 10**- Ninth Lesson Class- Purple Pod, room 603 |
|  | 10Morphology | 12 **Lab 11**- Tenth Lesson Class- Conference Room |
|  | 17Quiz 4Writing the Literacy Report | 19 **Lab 12**: Final Assessments Class- Purple Pod, Room 603 |
|  | 24Literacy Report Due | 26Final Exam |