

**CTRD 3010 EC-C**

**Auburn University**

**Department**: Department of Curriculum & Teaching

Reading Education

**Program:** Early Childhood Education

**Course Title:** Foundations of Language and

Literacy Instruction II

**Course Number:** CTRD 3010

**Course Credit:** 4 hours

**Semester:** Spring 2023

**Instructor:** Katie Forster

**Email Address:** ksf0001@auburn.edu

**Cell Number:** 334-329-9672

**Office:** 5054 Haley Center

**Office Hours:** M/W 12-4

\*or by appointment

**Schedule:** M/W 10-11:50

**Classroom:** HC 2456

**Lab**: Wrights Mill Road Elementary. 334-887-1990

**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 Texts:**

Fundamentals of Literacy Instruction & Assessment Pre-K-6. Second Edition, Martha C. Hougen, Susan M. Smartt

Paul H. Brookes Publishing Co.

The Stories That Julian Tells by Ann Cameron

**Lab Materials:**

Folders for students in small group

Pencils, highlighters, sticky notes

**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**

**Lab:**

This lab experience allows you the opportunity teach a small group of students. Your emphasis is teaching reading comprehension skills and strategies, explicit vocabulary instruction, and fluency instruction. As your knowledge evolves throughout the semester so will your instruction and lesson plan.

* You will teach a small group, (4-5 students), of 3rd, 4th, or 5th graders.
* Same group of students (on level or Tier 2)
* You will partner teach with another classmate.
* 12 labs (6 for each teaching partner)
* When you are not teaching the small group, you will be engaged in the following: observations of your small group, observations within the school (ESL, Title One, classroom instruction), & individual reader support.

**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 lab limits your students’ reading progress and may create management problems for the teacher. If in an emergency you cannot teach, please call the school well *before* lab begins to leave a message for the classroom teacher. Next, contact your teaching partner to determine next steps. Later, contact the teacher to arrange an alternate time to make it up.

**Grading Plan:**

Approximately 468points may be earned by various means. Semester grades will be calculated by determining the percentage of this total, where 90% is an *A*,80% is a *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. Changes will be posted in Canvas. You will earn points for the following achievements:

**Lab/Lessons:** 164 points

Lesson Plans 80 points- two graded

Lesson Case Study 40 points

School Experiences Response 20 points

**In Class:** 280 points

4 Quizzes 160 points- 4 quizzes

Reading Responses 40-60 points

Final Exam 60 points

**Professionalism** 24 points

Partner Evaluation 8 points

Forster Evaluation 16 points

Lab Professionalism Expectations

Arrive 10 min. before lab time.

Sign in.

Wear College of Ed issued name badge. ($1.00 CASH, purchase at LRC).

Be dressed professionally (no t-shirts, no jeans, full coverage clothing, appropriate for

sitting on the floor).

Be all the way prepared for the lesson/observation.

Respectfully interact with students and staff.

1 point deduction from the 16 total for any unmet professional expectation.

**Classroom Expectations:** (Adherence to these expectations contributes to 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.

**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 proofread any submitted work before turning it in. Typographical and grammar errors will result in the lowering of an assignment grade. Some assignments will be hard copy, printed on paper, and some will be submitted through Canvas. Only use PDF or Word files when uploading to Canvas.

\*Update your printing capabilities to have easy access to printing. You can use TigerPrint for prepay printing or kiosk printing options.

**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](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. 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](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](mailto:writctr@auburn.edu) or call 334-844-7475 M-F 7:45am-4:45pm.

**Student handbook:**

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

**4. Tentative Course Schedule**

CTRD 3010 Monday/Wednesday Schedule

|  |  |
| --- | --- |
|  | 1/11  Class Overview  Ch 1 Becoming an Effective Literacy Teacher |
| 1/16  No Class | 1/18  Ch. 2 Critical Components of a Literacy Teacher  Lesson Planning |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Classroom Instruction** | **Labs**  **Small Group Focus** | **Phonics Content** | **Group Instruction** | **Partner Responsibility** |
| 1/23  Comprehension | 1/25  Lab 1  Intro, materials, expectations  Interactive Read-Aloud Explicit Comprehension brief strategy instruction: Comprehension Monitoring | Phonics-  Wild/Old  Review Syllable Division- c-le  Adv. Word Study- Suffixes  -y, -ly, -ful, -less, -er,  -est, -ish  ear-3 sounds  oi/oy, au/aw, ou/ow, oo, ew, ou, ea-3 sounds  Adv. Word Study-common prefixes  tion, sion, cian  No Class after lab  Common Roots  More  Common  Suffixes  \*Lesson Planning Shift to Teaching Readers  More  Common Prefixes  Rare Vowel Teams  Greek Code  Silent Letters | Teacher A leads with B together | |
| 1/30  Comprehension  Model: Summarizing | 2/1  Lab 2  Teaching Reading  Explicit Comprehension Strategy Instruction: Using Text Features | Teacher B | Teacher A  anecdotal observations |
| 2/6  Quiz  Begin Vocab. instruction | 2/8  Lab 3  Teaching Reading  Explicit Comprehension Strategy Instruction:  Predicting  \*Graded, turn in hard copy | Teacher A | Teacher B  anecdotal observations |
| 2/13  Vocab. Continued  Dr. Harrison -1 hr. introduce protocol for MLL observation | 2/15  Lab 4  Teaching Reading  Explicit Comprehension Strategy Instruction:  Summarizing  \*Graded, turn in hard copy | Teacher B | Teacher A  School Observation |
| 2/20  Complete Vocab. Instruction | 2/22  Lab 5  Teaching Reading  Explicit Vocabulary Instruction: | Teacher A | Teacher B  School Observation |
| 2/27  Quiz  Fluency  \*Rare -long a | 3/1  Lab 6  Teaching Reading  Explicit Vocabulary Instruction: | Teacher B | Teacher A  School Observation |
| 3/13  Fluency  Poetry Circle \*Rare -long e | 3/15  Lab 7  Teaching Reading  Explicit Vocabulary Instruction:  \*Graded, turn in hard copy | Teacher A | Teacher B  School Observation |
| 3/20  Fluency  \*Rare -long i  \*Lesson Planning Shift to Teaching Readers  School Experiences Response submit on Canvas | 3/22  Lab 8  Teaching Reading  Explicit Vocabulary Instruction:  \*Graded, turn in hard copy | Teacher B | Teacher A  Individual student pullout-fluency or comprehension |
| 3/27  Quiz  Jamie-MLL | 3/29  Lab 9  Teaching the Readers: | Teacher A | Teacher B  Individual student pullout-fluency or comprehension |
| 4/3  MLL Language Acquisition  \*Rare -long o | 4/5  Lab 10  Teaching the Readers: | Teacher B | Teacher A  Individual student pullout-fluency or comprehension |
| 4/10  MLL Cont.  Idioms, Homophones  \*Rare -long u & oo | 4/12  Lab 11  Teaching the Readers: | Teacher A | Teacher B  Individual student pullout-fluency or comprehension |
| 4/17  Lesson Case Study Due submit on Canvas  Assessment | 4/19  Lab 12  Closing: Interactive Read-Aloud- feedback for students  Teaching the Readers: | Teacher B leads with A together | |

|  |  |
| --- | --- |
| 4/24 Quiz  Professionalism Partner Evaluations due on Canvas | 4/26 Final Exam |