# CTRD 3010: Foundations of Language and Literacy Instruction II

Auburn University

Course Dates and Times: T 12:30-3:30pm (lecture); Lab TBD individually

**Department:** Curriculum & Teaching

**Program:** Elementary Education-Reading

**Course Title:** Language & Literacy Instruction II

**Course Credit:** 3 lecture hours, 1 practicum hour

**Semester:** Spring 2025

**Instructor:** Dr. Jennie Baumann

**Email:** jmb0336@auburn.edu

* I try to respond to emails within 24 hours unless they are over the weekend or during a university break; then, I respond within 48 hours. Please note that my working hours may be different from yours.

**Phone:** 419-494-2098 (emergencies only please)

**Office: Haley** 5006

**Office Hours**: By Appointment

**Prerequisites:** CTRD 3000 Language & Literacy Instruction I

## **Course Description**

This course provides a scientifically based reading research foundation essential for understanding student reading development and informing explicit, systematic instruction in the core aspects of reading. Topics include understanding reading research, cognitive processes involved in reading, language development, and effective reading instruction and assessment for students in PK-6. Additionally, the course emphasizes the theoretical foundations of literacy development in children and its implications for teaching.

## Required Readings and Texts

### Textbooks

Honig, B., Diamond, L., Gutlohn, L., (2008). *Teaching reading sourcebook*. Arena Press; 3rd edition.

Hougen, M. (2020). *Fundamentals of literacy instruction & assessment, Pre-K-6*.  New edition, Brookes Publishing

### Additional Readings- In-Class or Homework

Additional articles will be made available through Canvas.

### Web Resources:

[**Science of Reading Podcast**](https://podcasts.apple.com/us/podcast/science-of-reading-the-podcast/id1483513974)

[240 Tutoring](https://www.240tutoring.com/)

## Learning Objectives

By the end of this course, you will recognize, explain, and apply:

1. **Recognize** the key components of scientifically based reading research and its relevance to student reading development.
2. **Explain** the cognitive processes involved in reading and how they contribute to language development.
3. **Apply** effective reading instruction and assessment techniques for students in grades K-6 based on a solid understanding of reading research.
4. **Demonstrate** an understanding of the theoretical foundations of literacy development in children and articulate its implications for teaching practices.

## Alabama Literacy Standards

**Please see attached documents:** [**Early Childhood Standards Alignment**](https://docs.google.com/document/d/1jFI3Av_0gVwQT_BeCSKMxwv7PP2fcevuUAKy4VW9Xw4/edit?usp=sharing)**,** [**Elementary Standards Alignment**](https://docs.google.com/document/d/1IT01JeZCVkhT5y8YZiSdhZ2dMRSOBSMF3vxIO5MhOdg/edit?usp=sharing)**.**

## Field Experiences

Field experiences will occur based on your placements with your CTEE courses. Expectations for field experiences are that you will dress professionally, come prepared for teaching and learning, and engage with colleagues. Observation protocols are TBD as of 11/29/2024.

The field experience Case Study assignment comprises four components: one whole-group lesson (not taught; created in class), a small-group lesson plan (recorded on GoReact), feedback, and creating an actionable report.

### CTRD 3010 Elementary Education: Key Assessment - Case Study

This case study provides a comprehensive overview of the key assessment for CTRD 3010 Elementary Education, emphasizing the importance of scientifically based research. The study begins by addressing contextual factors, including school information, grade level, and classroom features, to set the stage for understanding the environment in which students learn. It also highlights the students' prior knowledge, capabilities, and ongoing learning processes, focusing on how their personal, cultural, and community assets relate to the lesson's central focus. Each student's profile—Student A, Student B, and Student C—is detailed with anecdotal observations and teacher input to provide a nuanced understanding of their individual learning experiences.

In the whole-group lesson decision-making section, the study summarizes instructional decisions based on collective observation of lesson data. It identifies instructional strengths and challenges for each student, supported by evidence. For instance, the strengths and challenges observed in Students A, B, and C are analyzed, providing a detailed account of each student's learning journey. The assessments used to identify these strengths and challenges are described and justified, explaining why specific methods were chosen.

Critical feedback is another crucial component of this case study. The feedback given to students is described in detail, along with how it was used to guide instruction, develop learning goals, and support students. This feedback loop is essential for continuous improvement and student success.

The transition to small group reteaching involves a 10-minute GoReact recording and an edTPA commentary, which offer insights into instructional strategies and their effectiveness. Each student's instructional strengths and challenges in the small group lesson are examined, providing evidence-based claims. This section also describes and justifies the assessment used in small-group instruction.

The study concludes with a justification of data and decision-making, highlighting updates related to the small group reteach, goals, recommendations for future support, and additional parental resources. The evidence includes whole and small group lesson plans, examples of critical feedback and its use, anecdotal notes, and references formatted in APA 7. This comprehensive approach ensures a thorough understanding of each student's learning experience and the effectiveness of instructional strategies.

## Grades

I apply an approach to grading in which you will receive feedback only. At the end of this course and a few times throughout, you will be asked to assign yourself a grade based on a reflection you will complete. Further, you will be evaluated on single-criteria rubric so you can see what is going well and what needs to improve.

I use this approach because it is intentionally flexible and allows you to deeply reflect on their progress toward meeting course objectives. I want to empower you to focus on learning rather than grades and points; I care more about your readiness to teach on your own than the score you get at the end. Show me you are prepared to apply our learning in your future classroom and you will be set!

## Feedback

You can expect to receive narrative feedback on almost every assignment within two weeks of submission. This feedback will be in a rubric or on your document itself. Some feedback will ask you to revise and resubmit your work to better address the assignment objective.

You will get personalized feedback on your work. The feedback will prompt further thinking, provide pointers for future work, and engage with the work you have submitted. Research shows that narrative feedback is more meaningful to students than grades. For this reason, you will not see letter grades on anything in this course as they are inherently dis-empowering. (Vocabulary quizzes will be scored, but feedback will be given in class.)

Please make sure to engage with the feedback and ask follow-up questions if needed.

## Assignments

Major assignments include the Case Study (inclusive of fiction whole group teaching, small group reteach, needs assessment, edTPA write-up, GoReact recording, and actionable report), small group lessons, vocabulary quizzes, class notebooks, Open Response 2 practice, and handwriting assignments. Please see Table A for specifics.

### Table A. Assignments

| Task | Description | Deliverables |
| --- | --- | --- |
| Pre-Class Preparation | Getting to Know You Survey, Syllabus Review | Getting to Know You Survey, Syllabus Review |
| Handwriting Homework | Cursive handwriting practice (2 packets) | Completed packets |
| Handwriting Demo | Using cursive, write standard, objectives, and quote on the board | Board handwriting |
| Class notebook | Handwritten board information written in cursive, guided note-sheets | Submitted at the end of the course; two notebook checks |
| Theory Chart | Chart with theorists and theories | Chart submitted on course shell |
| Open Response practice | Handwritten; based on the Foundations of Reading assessment | Half will be submitted in cursive, the other half will be typed and uploaded to Canvas |
| Whole Group Lesson Plan | Whole group lesson plan | Lesson plan, needs assessment, analysis and justification submitted to course shell |
| Small Group Lesson plan(GoReact & Reflection) | Small group lesson plan and reflection | Submitted to course shell and GoReact – only video one time |
| Vocabulary Quizzes | Taken in class | Taken in class |
| Field Reflections | Based on assigned question | Reflective writing |
| Case Study | Whole group lesson, needs assessment and justification, small group lesson plan, reflection, feedback | Whole group lesson, needs assessment and justification, small group lesson plan, reflection, feedback submitted to course shell |
| Portfolio | Completed work samples to show progress | Portfolio |
| Final Presentations: Quad Text Set | Unit developed to support students in developing research-based reading abilities | Presentation and evaluations |
| Final Reflection | In a written reflection, answer the questions and justify the grade you wish to receive. Be sure to show your learning and support your response with texts from class. | Written reflection |

### Final Exam

Your final exam will occur on Monday May 5 from 10:30am-12:30pm. You will work in a small group of no more than 4 to develop a text set that encompasses everything you have learned this semester. Details forthcoming.

### Unannounced Quiz Policy

Unannounced quizzes may be included at the instructor’s discretion.

### Assignment Requirements:

All assignments must be typed using 12-point font, double space, with 1” margins 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. All assignments will be submitted via Canvas. Only use Word files when uploading to Canvas.

### Late Assignments and Calendar

Our course has a detailed calendar that includes the dates for when things are due, what we will cover in class each week, and links to the course readings to complete. This calendar will always be up-to-date and is always accessible through Canvas.

The calendar is subject to change based on the needs of the course and the students. Every assignment has an automatic 48-hour grace window unless it is a lesson plan required to teach to students. If you need more time to complete an assignment in order to give it your best effort, I am happy to make a plan with you ***if you communicate your needs with me.*** The intention with the grace window is to empower you to manage your time well so you complete work you are proud of in this course. If you are not proud of your work or are just checking things off your list instead of engaging in learning and the work, let’s find ways to make it more meaningful for you. If you need more time than the built-in grace window to complete work, reach out to me. I understand that you have a lot going on and I want to support your learning and wellbeing.

### Make-Up Policy

If a submission is not up to Dr. Baumann’s standards, you will be asked to resubmit. Use the feedback provided to improve your work. For each assignment, you have up to three times to “get it right.” I would rather you turn in good work late, than be embarrassed by work you turn in on time.

## Class Participation

### Class Norms:

* Be respectful of yourself and others.
* Ask questions when you don’t understand something.
* Be hard on content, soft on people.
* Cell phones should be placed on vibrate or do not disturb. Inappropriate use of cell phones will result in lost points.
* Take care of each other, that’s the rule
* Don’t worry unless Dr. Baumann tells you to
* You will receive unconditional positive regard from Dr. Baumann

“Unconditional positive regard means I care about you, you have value, you don’t have to do anything to prove it to me, and nothing will change my mind.

It’s about seeing somebody as a whole and complete and worthy person starting from a place where care doesn’t have to be earned. It’s just assumed. Everybody gets care.

You’re allowed to mess up. You’re allowed to have struggles, but that is never going to invalidate your worth, and it’s never going to invalidate my care for you.” –Alex Shevrin Venet

### Participation:

You will be expected to talk in every class period and engage with your peers. I will try hard not to call you out or make you speak in front of the class without some notice, but you will need to be ready to work with partners and small groups. If something is going on that makes it difficult to participate in class, let me know in advance so that I don’t worry about you not engaging with the material. I understand that it’s possible to be present and learn without interaction with peers ***if necessary*** to support your wellbeing.

You get a choice in how you participate. I won’t ask you to share what you aren’t comfortable sharing, and you won’t be forced to share with the class. You share what you want and you tell your own story.

That being said, I do value your contribution and I hope to make a brave-enough space that you feel safe to share your thinking. If at any point you feel like the space is not inviting of your thoughts, please reach out.

## 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; therefore, being present and on time will be highly beneficial to you. Attendance is required at each class meeting. However, if you are unable to attend a class session due to an illness or emergency, please call or email the instructor in advance. Similarly, if you are to be absent from a field experience session, please contact your mentor teacher and instructor. When you are absent or not fully present in class, I genuinely worry about your and want to support you. I request that you communicate what you need to be successful so that we can have a solid connection and so that I can support your learning.

You will need to show your understanding of the content from every class session. I work hard to ensure that each class session is engaging and relevant to your career as a teacher. Zoom is not always an alternative to in-person learning, so be prepared to spend some time with the course content you miss if you are unable to be with us in person.

If you cannot be in class, we can arrange alternative work for you to show your understanding for up to two class sessions. This should be used as a last resort because it isn’t ideal. Because every minute of our time together is valuable and packed with learning, an alternative way of showing your understanding should not be used more than twice.

### Unexcused Absences:

Two unexcused absences will result in the lowering of a letter grade on the final grade. At a third unexcused absence, the candidate will have a conference with the elementary education faculty and they will be referred to the Office of Student Services to be withdrawn from the course.

### *Excused Absences*:

Candidates are granted excused absences from class for the following reasons:

* Illness of the candidate or serious illness of a member of the candidate’s immediate family
* Death of a member of the candidate’s immediate family
* Trips for student organizations sponsored by an academic unit
* Trips for university classes
* Trips for participation in intercollegiate athletic events
* Subpoena for a court appearance
* Religious holidays.

Submission of all appropriate documentation for all excused absences is required no later than one week after the absence. After this timeframe, the absence will be marked unexcused. The candidate's responsible for initiating communication of any absence and providing appropriate documentation within the stated timeframe for the absence to be considered excused. When feasible, the candidates must notify the instructor before any excused absences, but such notification shall not occur more than one week after the absence. See the Student Policy eHandbook for more information on absences. Candidates who wish to have an excused absence from this class for an additional reason must contact the instructor before the absence (not on the class day) to request permission. The instructor will weigh the merits of the request and render a decision.

### Withdrawal Policy:

Students may withdraw without penalty until the fifteenth class day, and until mid-semester (though a W will appear on the transcript if the student withdraws between the 16th and 36th class date).

NOTE: Students who withdraw between the sixth and fifteenth class day will pay a course drop fee of $100.

## Tentative Schedule

**Please see attached documents:** [**Early Childhood Standards Alignment**](https://docs.google.com/document/d/1jFI3Av_0gVwQT_BeCSKMxwv7PP2fcevuUAKy4VW9Xw4/edit?usp=sharing)**,** [**Elementary Standards Alignment**](https://docs.google.com/document/d/1IT01JeZCVkhT5y8YZiSdhZ2dMRSOBSMF3vxIO5MhOdg/edit?usp=sharing).

## University and College Policies

### Student eHandbook:

Please refer to [the Student eHandbook](http://www.auburn.edu/student_info/student_policies/for) for all AU student policies.

### Classroom Behavior:

The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) for details of this policy.

### Accommodations:

Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. You must provide a copy of your Accommodation Memo and an Instructor Verification Form. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228.

To promote equitable access for all colleagues, accessibility principles must be followed for all deliverables submitted online:

* Tables must have header rows.
* Links must be accessible for those with screen readers; essentially, it should lead to the website and the link itself should list what it is (e.g., please visit the [Auburn University Office of Accessibility](https://accessibility.auburn.edu/) main website for details. The link says where you go when you click)
* Pictures should have alternate text.
* Please use headings as appropriate (part of the menu/ribbon on most document processing software).
* Videos should have closed captioning.
* Audio recordings should have transcripts.
* When accenting text, please use two of the three acceptable styles: underline, bold, italicized.
* Items in a list should be in bullet or numbered form.

### Writing Center:

The Miller Writing Center provides free support on any writing you do at Auburn, whether for a course or not. Trained consultants can work with you as you plan, draft, and revise your writing. For candidates in distance courses and Candidates temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the [Miller Writing Center website](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 .](about:blank)

### Artificial Intelligence (AI)

In this course, students are encouraged to use Generative AI Tools like ChatGPT or Copilot to support their work in **generating ideas or for minor wording and organizational support only**. To maintain academic integrity, students must disclose any AI-generated material they use and properly attribute it, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PIIDZE), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].” Please provide a link to the conversation as well.

### Mental Health:

If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334-844-1305 or [on the Auburn Cares website.](http://auburn.edu/auburncares) Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123. Learn more about mental health information on campus [through the Student Counseling link](http://auburn.edu/scps).

### Basic Needs:

Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or the [Auburn Cares website](https://auburn.edu/auburncares) for resources and support.

### 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.

### Title IX:

Auburn University is committed to providing an environment free from discrimination and harassment based on a protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please visit: [the Auburn University Title IX website.](http://auburn.edu/administration/aaeeo/title-ix/)

### Sexual Misconduct Statement

Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at [Auburn's Title IX website.](http://auburn.edu/titleix).

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit [the Safe Harbor website](http://auburn.edu/safeharbor).

### Professionalism:

Faculty, staff, and candidates in professional settings must 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

In this course, you are to act professionally in both our time together and in the field. The expectation is that you will demonstrate the following qualities, on your own account and with integrity (that is, without supervision or regulation):

* Responsibility, dependability, punctuality
* Competence, care, and commitment to students’ and personal development
* Reflectivity and self-evaluation
* Continuous dedication to exceeding the expectation
* Respect of others and their beliefs
* Fluent, appropriate, respectful, and grammatically correct oral and written communication
  + This includes checking your email and Canvas for updates on a consistent basis.
* Implementation of feedback from others’ evaluations of their performance

### Changes to the Syllabus

As educators become acquainted with their students' backgrounds, strengths, needs, and knowledge, they decide how best to teach to that audience. The instructor of this course will make changes to the syllabus as needed during the semester. *All changes will be communicated to candidates through Canvas, university email, or during class.*

## Miscellaneous Course Policies

### Asset-Based Language

All students should write using asset-based language, e.g, assuming competence of the subject. Words such as “struggling readers” or “lacks XYZ” are deficit-based and do a disservice to the capabilities students do have. Please consult a peer, the Writing Center, or artificial intelligence for assistance.