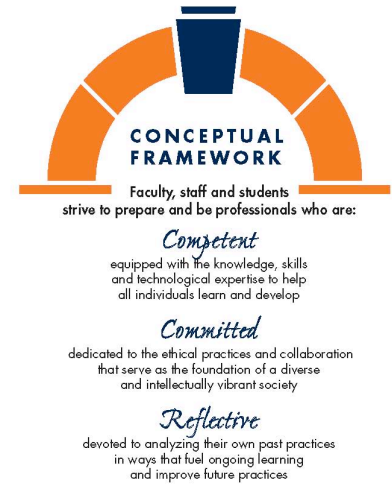


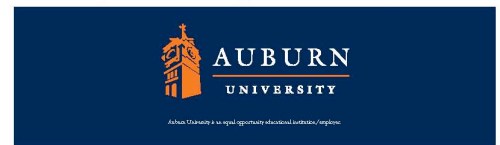
CTRD 3710: Fundamentals of Language and Literacy Instruction II

Summer 2010

COLLEGE OF EDUCATION



A Keystone in Building a Better Future for All



Schedule and Contact Information

Section 001: Tuesdays & Thursdays, 2461 Haley Center

Class: 3:00-4:50 PM. Lab (June 10-July 20): 8:00-8:50 AM

Instructor: Bruce A. Murray, Ph.D.

Associate Professor, Dept of Curriculum and Teaching

Office: 5066 Haley Center. Telephone: (334) 844-6934 (office), 887-6172

(home), 844-4434 (C&T), 844-6789 (fax). E-mail: murraba@auburn.edu

Reading Genie website: <http://www.auburn.edu/rdggenie>

Office hours: Monday and Wednesday, 4:00-4:50 PM, and likely at other times as well. I hope you will feel welcome to e-mail, telephone, or drop by the office to pursue ideas from this course.

Catalog description. Prerequisites: CTRD 3700, 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 3710 focuses on teaching children how to read during the developmental stages of emergent literacy, beginning reading, and growing independence and fluency. 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, identify and spell words, and develop fluent reading. As we survey each developmental stage, we will critically examine prevailing theories and practices in the light of scientific studies of reading. CTRD 3710 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. Only one book is required:

Adams, Marilyn Jager (1990). *Beginning to Read: Thinking and Learning About Print, A Summary* by Steven A. Stahl, Jean Osborn, and Fran Lehr. Urbana, IL: Center for the Study of Reading. The *Summary* is condensed from Adams's influential synthesis of the research about beginning reading. It focuses on what teachers need to know about beginning reading from the science of reading education.

Three supplemental readings are also required. These readings are on 2-hour reserve in the LRC, but I will also be able to supply PDFs for you. Please copy the readings for annotation, study, and reference.

Ehri, Linnea C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J. L. Metsala & L. C. Ehri (Eds.), *Word recognition in beginning literacy* (pp. 3-40). Mahwah, NJ: Erlbaum. (Note: The entire book is reserved in the LRC.)

Murray, Bruce A., & Lesniak, T. (1999). The letterbox lesson: A hands-on approach for teaching decoding. *The Reading Teacher*, 52, 644-650.

Wilson, Paul. (1992). Among nonreaders: Voluntary reading, reading achievement, and the development of reading habits. In C. Temple and P. Collins (Eds.), *Stories and readers: New perspectives on literature in the elementary classroom* (pp. 157-169). Norwood, MA: Christopher Gordon. (Note: The entire book is reserved in the LRC.)

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.
- Design explicit lessons that include clear, developmentally appropriate explanations, modeling that dramatizes how to solve a problem, simplified practice allowing every student to succeed, extended practice reading connected text, and valid assessment to provide direction for 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 the *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, 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.

You will earn points by attending class and arriving on time (see grading plan below). Quizzes missed because of unexcused absences may not be made up (though learning logs will still earn credit). Late assignments (except learning logs) 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 Monday would be worth at most 14 points by Thursday. 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 sent by e-mail to avoid late penalties. If you do send work by e-mail, address it carefully (murraba@auburn.edu) and watch for error messages or for my acknowledgement. Note: *E-mail errors will not negate late penalties.*

Absence from tutoring responsibilities limits your student's reading progress and may inconvenience parents. If in an emergency you cannot teach your student, please call the parent well *before* lab to arrange an alternate time for tutoring. (Note: An alarm with a battery backup is an essential educational investment.)

Grading Plan. Approximately 640 points may be earned by various means. Term grades will be calculated by determining the student's percentage of this total, where 90% (573 points) is *A*, 80% is *B*, 70% is *C*, and 60% is *D*. This is only a plan; point totals may change during the course of the term if assignments are added or deleted. Points may be earned for the following achievements:

- ⌘ *Attendance* (60 points). 3 points will be earned per class day (2 points for an undocumented excused absence or for arriving more than 5 minutes after the beginning of class).
- ⌘ *Tutoring* (170 points). 6 reflections and plans @ 20 points each (120) and a literacy report (50).
- ⌘ *Learning logs and quizzes* (120 points). 12 log entries @ 5 points each and 12 5-point quizzes *or* 12 10-point quizzes *or* any combination. (The quiz on Adams Chapter 10 is a bonus quiz to replace a low score.)
- ⌘ *Lesson design project* (90 points). 3 lessons @ 30 points each (20 for draft and 10 additional for publication).
- ⌘ *Midterm and final exams* (200 points). Each exam will be worth 100 points.

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 tutoring sessions are scheduled (see calendar). You must successfully complete the tutoring to receive credit for this course.

Grades will be based on your lesson plans and literacy report, not on an evaluation 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 each lesson you will assess your student's progress in reading a familiar book, teach your student a new correspondence with a letterbox lesson, introduce a new book and scaffold as your student reads aloud, and help your student write a message. Every week you will write a brief reflection on the previous lesson and a plan for the lesson to be taught next (see calendar). Your reflection and plan must be submitted by e-mail attachment on due dates after tutoring but before midnight. I can read word processing files in Microsoft Word or any file saved in rich text format. Detailed checklists will guide your planning.

At the end of the semester, you will write a report for your student's 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 by e-mail attachment.

Materials needed for tutoring.

- ⌘ A 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. If you work on the floor, I recommend getting a throw rug or a large 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 Blackboard.
- ✦ Letter manipulatives. A double-sided set to laminate and cut out may be copied from the Lesson Materials file on reserve in the LRC or downloaded from Blackboard. Plastic lower-case letter tiles (available from the AU Bookstore) are easier to handle.
- ✦ Letterboxes (Elkonin boxes), cardstock squares showing the number of phonemes in a word. Directions for letters and letterboxes are in the Murray and Lesniak (1999) article.

Tutoring policies.

1. Dress appropriately in the “uniform” of a teacher. While schools allow some variation, denim and tee shirts are usually NOT appropriate. Women should consider wearing slacks because we sometimes 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 prepare book introductions, devise letterbox example words, etc.
3. Set up your materials at least 10 minutes before your scheduled lesson time to be ready to meet your student. You should be standing at the entrance to Haley Center when your student arrives.
4. Bring a timepiece to tutoring and use it to pace your lesson. All children must be picked up and returned at the appointed times so the parent can stay on schedule. You may not keep your student longer than scheduled.
5. Don't allow your student to stray from the lesson or disrupt others' learning. Recognize and reward your student's work and attention, and provide mild but consistent consequences for disruptive behavior.
6. Don't give your student any treats (candy, pencils, etc.). This often leads to jealousy among peers and confuses the motivation for learning for the student. Your friendly attention is ample reward.
7. You are responsible for your student. Don't leave your student unattended in Haley Center at any time.
8. Before leaving the Reading Center, check to see if I have left you any observational notes.
9. Contact your student's parent early to reschedule the lesson time if, in the event of serious illness or emergency, you cannot meet your tutoring obligation. We do not want parents to come to Haley Center if you are not there.
10. Always make decisions based on what is best for the student. Enjoy your tutoring experience. What's important is that your student feels your personal warmth and sees your enthusiasm for reading.

Quizzes and learning logs. Brief quizzes will assess your comprehension of each reading on the day the reading is assigned (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.

You may use an optional learning log on quizzes, for which you will earn credit. A learning log is designed to capture your thoughts during reading. Before reading, give your opinion or ask a question, e.g., what you know or want to know. Then cover important ideas in a brief and telegraphic summary. Incomplete sentences and abbreviations are fine. For best results, don't write anything until you have finished reading each section, when you can identify the important information. Add comments as you summarize, e.g., by questioning unclear ideas. After reading, give your views. You might evaluate or apply the ideas, tell what evidence supports or contradicts the author, speculate on how an idea would work in the classroom, or explore a question left unanswered. A page or two is usually plenty for a reading, and longer entries tend to be less useful during quizzes. Entries may be handwritten or typed. A peer will evaluate your log on the day each reading is assigned (see calendar).

Thus, each day a reading is due, you will have two options: 1) You may write a learning log, have your entry evaluated by a peer, and use your log to answer the quiz. In this case, the log will be worth up to 5 points and the quiz an additional 5 points. 2) You can take the quiz without writing a log, in which case the quiz will count for 10 points. In either case, you may not use the text on the quiz.

Lesson design project. As a class, we will publish a website of teaching ideas (see the section on the Genie site entitled "From the Classroom"). We will design lessons for students in three reading stages:

- ✦ *Emergent literacy*, ideas for teaching letter recognition, phoneme awareness, or concepts about print.
- ✦ *Beginning reading*, ideas for teaching children to decode words and add them to their sight vocabularies.
- ✦ *Growing independence and fluency*, ideas for teaching children to read with automatic word recognition, allowing reading that is fast, smooth, silent, expressive, and voluntary.

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 the lesson is popular or fun. 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 to a small group of classmates and receive feedback. I will grade the drafts for content (not mechanics) to help you revise and strengthen them. Toward the end of the semester, I will show you how to make web pages from your text files, and we will publish your lessons on the Reading Genie site.

Exams. The midterm and final exams will be based on both class work and readings, with primary emphasis on material from the Adams 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 the first five chapters in Adams, the Ehri chapter, and class presentations, and the final exam will cover the last five chapters in Adams and class presentations.

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 (Title XII) found in the Tiger Cub 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.

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.











Summer 2010: Tentative Calendar for Section 001 (Tuesday-Thursday class)

Assigned readings are indicated by the symbol  and written assignments by . Finish the readings *before* the class for which they are assigned to prepare for a quiz in class that day. Reflections and plans are due by midnight on the assigned day (this provides time to reflect on that morning's lesson before planning the next lesson). Books and articles are on 2-hour reserve in the LRC. Assignments and dates are subject to change.














May 2010

Sun	Mon	Tuesday	Wed	Thursday	Fri	Sat
16	17	18	19	20 Course introduction. How to introduce a new book (via video).	21	22
23	24	25  Ehri. Booktalks. How to respond to oral reading.	26	27  Murray & Lesniak. Bring materials for letterbox lesson.	28	29
30	31 Memorial Day					

June 2010

		1  Adams Intro & Ch.1, i-14. Assessment. How to administer pretests. Managing behavior.	2	3 Letterbox review. Teaching phoneme identities. Teaching letters and scaffolding writing.  In class: Letter to student.	4	5
6	7	8  Adams Chap. 2, 17-35.  Design: Emergent literacy.	9	10 Tutoring (pretests). Interpreting pretests.  In class: Reflection & plan #1.	11	12
13	14	15 Tutoring.  Adams Ch. 3, 36-48. Repeated readings.	16	17 Tutoring. Taking running records.  Reflection & plan #2.  Adams Ch. 4, 51-58.	18	19
20	21	22 Tutoring.  Adams Ch. 5, 59-71. Practice with running records.	23	24 Tutoring.  Reflection & plan #3. No lecture class: Monday classes meet.	25	26
27	28	29 Tutoring. MIDTERM EXAM.	30			

July 2010

				1 Tutoring.  Adams Ch. 6, 73-87.  Reflection & plan #4.	2	3
4	5 Ind Day	6 Tutoring.  Design: Beginning reading.	7	8 Tutoring.  Adams Ch. 9, 107-114.  Reflection & plan #5.	9	10
11	12	13 Tutoring. 3:00-4:00: How to make a webpage, LRC 3442.  Design: Growing independence and fluency.	14	15  Wilson.  Reflection & plan #6.	16	17
18	19	20 Tutoring (posttests). Interpreting posttests. Writing a literacy report.  Designs in HTML.	21	22  Adams Ch. 7, 88-94.  Literacy report.	23	24
25	26	27  Adams Ch. 8, 95-106.	28	29  Adams Ch. 10, 115-127. Learning centers review.	30	31

August 2010

1	2	3	4 FINAL EXAM 7:00-9:30 PM	5	6	7
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