

To Villalume 5-1-15
enrolled 5-5-15
Directed study.

Tracy
CTRD 7900 (3)

AUBURN UNIVERSITY

APPROVAL FOR INDEPENDENT STUDY / DIRECTED READINGS

Part I - To Be Completed By Student

Name: MARY Katherine Reeves Student ID#: 902406544
College: Education Major: Reading Specialist
Semester: Sum, 2015 Class #: CTRD 6706
Professor: Cardullo, Vicky Professor Department: C&T
Grade option: ☒ Letter grade ☐ S/U
Number of credit hours to be awarded upon completion of course: 3

Part II - To Be Completed By Instructor

Faculty-student agreement/ Syllabus must be attached.

- I. Objective of the course:
- II. Nature of the teaching-learning process and the proposed schedule of meetings:
- III. Proposed work products:
- IV. Criteria to assess the work products.

mkbenton 4-15-15
Student Signature Date

Vicky Cardullo 4-13-15
Instructor Signature Date

Theresa McCormick for (KW) 5/1/15
Dept. Head/Chair (or Dean) Date

**College of Education Supplement to
AU Approval for Independent Study/Directed Readings Form**

The student is responsible for obtaining all compliance documentation and submitting it to the head of the department offering the course prior to the 10th class day (5th class day if summer semester). Compliance documentation consists of (1) the AU Approval for Independent Study/Directed Reading; (2) the College of Education Supplement; and (3) the syllabus. The department head forwards a copy of all compliance documentation to the Associate Dean of Academic Affairs for final approval (signature required in Part III).

Name of Student Requesting Individual Study MARY KATHLENE REEVES
Course number and Title LCRD 6706 Semester SUMMER 2015

Part I. Verification of Eligibility to Take an Individual Study Course

The student's advisor initials each of the following boxes if the eligibility requirement is met.

- ☒ Junior standing or higher W
☒ Course taken for credit toward the student's major minor (circle one) W
☒ Individual study course not offered as a regular course Summer term
☒ No more than 9 hours of individual study coursework (i.e., X90X, X93X, X96X) is included on the student's degree program. (Written approval from the student's dean and the provost must be attached if taking the course would cause the student to exceed the 9 hour limit.) W

Vicky Cardullo
Advisor's Signature

4-13-15
Date

m. kenton
Student's Signature

4-15-15
Date

Note: If one or more of the eligibility requirements listed above are not met, the advisor must provide a rationale for approving an eligibility waiver. The student then secures the signatures below.

IF AN ELIGIBILITY WAIVER IS BEING REQUESTED, attach a rationale for the waiver and obtain the following signatures. Signatures indicate approval of an eligibility waiver.

Instructor's Signature

Date

Signature of Head of Department offering course (or dean/associate dean if instructor serves as department head)

Date

Part II. Verification of Eligibility to Teach an Individual Study Course

The instructor offering the individual study course initials each of the following boxes if the eligibility requirement is met.

- ☒ My course assignments do not exceed the 3 student limit for offering individualized coursework this semester.
☒ I understand that I will not receive course load credit for teaching this individual study course.

Vicky Cardullo
Instructor's Signature

4-13-15
Date

Part III. Permission to Remain/Enroll in an Individual Study Course

The department head forwards all compliance documentation to the Associate Dean of Academic Affairs for final approval.

Fall 2006: If the associate dean's approval has not been obtained by the 10th class day, the student will be dropped from the course.

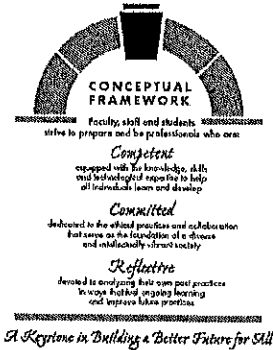
Spring 2007 and afterwards: Once all compliance documentation has been received, the associate dean will notify the department that the student may be enrolled in the course.

Signature of Associate Dean of Academic Affairs

Date

Auburn University
College Of Education

COLLEGE OF EDUCATION



Department: Department of Curriculum & Teaching Reading
Education
Program: Elementary Education
Course Title: Developmental Reading
Course Number: CTRD 6706, Section 001, Room 2213
Course Credit: 3 hours
Semester: Spring 2015
Instructor: Dr. Victoria Cardullo
Email Address: vmc0004@auburn.edu (preferred method of contact)
Phone Number: 334-844-6882
Office: 5066 Haley Center 5th floor
Office Hours: Mondays 2:30- 4:30 or by appointment.
Schedule: Monday 5:00-7:50
Classroom: 2213 Haley Center



Catalog Description

Prerequisite: Admission to teacher education. Theoretical and research foundations for a balanced approach to reading assessment and instruction.

Developmental Reading K-12 addresses how to guide students' literacy development as they progress through the elementary and secondary school curriculum. About half the course will be devoted to methods of teaching students how to read (learning to read) and half to methods for teaching students to learn from texts (reading to learn). Our emphasis will be on explicit instruction in which teachers explain strategies in simple language, model strategies by dramatizing how to solve reading problems, arrange carefully graduated reading practice, and assess progress to keep reading challenging rather than frustrating. Because CTRD 5700/6700 is designed with special attention to the challenges facing Special Education teachers, we will look closely at ways to help struggling readers.

Texts

Graves, M.F., Juel, C. Graves, B.B., & Dewitz, P. (2011). Teaching reading in the 21st century motivating all learners. Allyn and Bacon, Boston, MA. 5th edition.

Course Goals

Those who successfully complete the requirements of CTRD 5700/6700/ 6706 will demonstrate a basic understanding of:

- Readers' general course of literacy development, and specific ability to recognize words, in terms of stages or phases that suggest past achievements and present challenges.
- Theories and models of oral and written communication and of language and literacy development, which help us understand the complexity and diversity of language and communication learning with children of varying learning needs.

To apply this knowledge, students will be able to:

- Design explicit lessons that include developmentally appropriate explanations, modeling that reveals how a strategy is carried out, simplified practice allowing every student to succeed, extended practice reading connected text, and valid assessment that reveals learning and provides direction for further instruction.
- Give book talks and read aloud illustrated storybooks with a manner and pace that communicates with young children and encourages interaction and learning.
- Teach phoneme awareness lessons that enable beginners to recognize phonemes in spoken words.
- Teach letterbox lessons that help children learn useful correspondences and read unfamiliar words.
- Teach explicit phonics lessons that give beginners decoding tools to unlock the identities of words and add them to their sight vocabularies.
- Scaffold oral reading in decodable text to help novice readers learn words, gain fluency, comprehend stories, and enjoy reading.
- Teach fluency lessons involving repeated readings of decodable text, and encourage students to read voluntarily.
- Guide readings of children's literature and encourage students' aesthetic responses to reading.
- Teach semantically related vocabulary words to students in ways that establish their meanings for use in comprehension and expression.
- Teach explicit comprehension lessons that give students strategies for learning from challenging text.
- Use text structures and high-level questioning to guide students' reading of expository text.
- Help students use writing to study and remember the content of expository text.
- Select and administer tests to assess students' reading ability, identify possible causes of reading breakdown, and determine instructional goals.

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 up to 60 points by attending class and arriving on time (see grading plan below). Quizzes missed because of unexcused absences may not be made up. Late assignments lose 10% credit per unexcused weekday late (including weekdays when we do not meet) to a maximum of 30% lost credit. For example, a 20-point assignment due Monday would be worth at most 14 points by Friday. 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 course e-mail to avoid late penalties. If you do send work by e-mail, address it carefully (Label clearly in Subject of email) and watch for error messages or for my acknowledgement. **Note:** E-mail errors will not negate late penalties.

Grading Plan

Semester grades will be calculated by determining the percentage of the total number of available points.

The final grade for the course is based on the following:

- 90%-100% = A
- 80%-89% = B
- 70%-79% = C
- 60%-69% = D
- Below 60% = F

Please note that this is only a plan; point totals for course achievements may change during the course of the semester if assignments are added or deleted.

You will earn points for the following achievements:

- Attendance and Participation (60 points) 2 points may be earned for attending each session or for a fully excused absence (1 point for a provisionally excused absence or for arriving more than 5 minutes after the beginning of class or less than 5 minutes before tutoring).
- Lesson components (90 points) 3 @ 30 points each see schedule
 - Phonemic Awareness, Phonics
 - Vocabulary, Fluency, Sight Word
 - Comprehension
 - Think alouds, read alouds, Guided reading
- Administer 3 test (choice of three)
 - Phonemic Awareness
 - Phonics
 - Sight word Recognition
 - Fluency
 - Comprehension
- Lesson Design project (90 points) See Below
- Midterm (100 points)
- Final (100 points)

Lesson designs project (90 points)

As we study developmental reading, you will compose and pilot brief lesson designs for a

range of literacy goals. To compose the design, you will assemble features to make the lesson whole and complete, usually including an explanation, a model, a simple activity for motivated practice, reading a whole text, and an assessment. To pilot the design, you will try it out in class. As the time to add each component nears, I will provide a specific checklist to help you prepare. At the conclusion of the course, you will have created a collection of teaching ideas across the developmental spectrum, with feedback from your peers.

Specific point values for components of this project are as follows:

- 1a) A read-aloud of an illustrated storybook with a manner and pace that communicates with young children and encourages interaction and learning. (15 points)
- 1b) Word Work ~A phoneme awareness lesson to teach beginners to recognize a consonant phoneme in the context of spoken words, phonics lesson for vowel recognition, vocabulary identification for informational text, or vocabulary work for high school students. (15 points)
- 1c) A fluency lesson involving repeated readings for close reading. (15 points)
- 1d) A vocabulary lesson with a group of semantically related words that establishes word ownership. (15 points)
- 1e) Scaffolding for student reading and understanding: A guided lesson with an expository text emphasizing text structures and higher-level questioning. (15 points)
- 1f) Technology lesson (writing or reading) (15 points)

Exams Midterm 100 points & Final exam 100 points

The midterm and final exams will feature both objective questions (e.g., multiple choice, true-false, and matching questions) 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). Exams will cover both assigned readings and class work (see calendar for schedule). Questions will generally aim at an applied level of understanding rather than literal recall.

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.

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) 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

7:45 am-4:45 pm.

Calendar of Modules

Date	Readings	Assignments	Due Dates
Jan. 26	Chapter 1 Reading & Learning to Read		
Feb. 2	Chapter 2 Reading Instruction	Bring in a 2 children's books (You will use these all semester) a picture book and a chapter book. Both on the same concept.	Feb 2
Feb. 9	Chapter 3 Motivation and Engagement	1a. Read Aloud	
Feb. 16	Chapter 4 Classroom Assessment		
Feb. 23	Chapter 5 Differentiating Instruction and Intervention		
March 2	Chapter 6 Emergent Literacy		Assessment #1 Phonemic Awareness or

			Phonics Assessment
March 9	Chapter 7 Word Recognition	MidTerm 1b. Word Work	
March 16	Chapter 8 Fluency	1c. Fluency	Lesson Plan #1 Due March 16 th Electronic Submission ONLY
March 23		Spring Break	
March 30	Chapter 9 Vocabulary Development	1d. Vocabulary	Assessment #2 Sight word or Fluency
April 6	Chapter 10 Scaffolding Student's Comprehension of Text	1e. Scaffolding	Lesson Plan # 2 Due April 6 Electronic Submission ONLY
April 13	Chapter 11 Teaching Comprehension Strategies		
April 20	Chapter 12 Independent Reading and Reader Response		Assessment # 3 Comprehension (DRA, IRA or other)
April 27	Chapter 13 Writing and Reading	1f. Technology for Reading or Writing	Lesson Plan #3 Due April 27 Electronic Submission ONLY
May 4	Chapter 14 Reading Instruction for ELL	Final Exam	