Reading Education

Department of Curriculum and Teaching

Auburn University



**Course Number:** CTRD 3010/3013

**Title:** Foundations of Language and Literacy Instruction II

**Credit Hours:** 4

**Course Time Schedule: See Calendar**

**Course Delivery Method: Hybrid**

**Instructor:** Vicky Cardullo

**Email: vmc0004@auburn.edu**

**Student Hours:** By Appointment.

Student should e-mail to set-up a Zoom meeting at any time.

# 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.

Course Goals:

* + - 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
    - 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 ELLs*
    - 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, and comprehension.

### Essential Questions

* + - What does it mean to be a "strategic reader"?
    - How do readers construct meaning around text, and beyond?
    - How can teachers develop strategic readers?

# COURSEREQUIREMENTS

### Course Readings and Materials

* + - **Required Text:**
* Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. Stenhouse Publishers.

### Additional Readings Provided on Canvas

* + - **Two Picture Books (These do not have to be purchased; more information will be given during class)**

### 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. Attendance is required at each class meeting.

* + - 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.

o For this course, an “unexcused absence” will be defined as missing a meeting OR going more than one full week without turning in assignments/making contact with the instructor.

* + - Tardiness: Tardiness indicates an unprofessional disposition. Continued tardiness (3 times or more) will be considered an unexcused absence. Leaving class early counts as an absence without prior (not same day) approval. A tardy consists of being more than five minutes late past the class scheduled beginning time or leaving class ten or more minutes from the course’s scheduled end time.
    - 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 and 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. It is the candidate's responsibility to initiate communication of any absence and to provide appropriate documentation within the stated timeframe for the absence to be considered excused. When feasible, the candidates must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification 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 in advance of the absence (not on the class day) to request permission. The instructor will weigh the merits of the request and render a decision.

***Attendance always counts, even in online courses. Effective teachers understand the importance of class attendance. Each of you must expect excellent attendance of your student, so your students will have opportunities to reach their full potential. The instructor of this course holds the same expectations and desires for her students. Please keep this in mind as you work your way through this class: All lectures, assignments, and activities are carefully created to help candidates be better prepared for and successful with their teaching careers.***

### Assignments

All assignments will be described in detail in Canvas and during our class sessions. A tentative assignment plan is as follows:

* + - **Attendance/Participation:** Candidates will participate in class meetings and online discussions in addition to completing course readings and assignments.
    - **Reading Instruction Concept Web:** Candidates will create a concept web connecting the major components of reading instruction, demonstrating understanding of the balanced literacy approach.
    - **Personal Literacy Funds of Knowledge:** Candidates will create a VoiceThread to share their own personal literacy FoK as they examine how lived experiences and personal knowledge funds impact learning.
    - **Reading Skills and Strategies:** Candidates will create an Infographic to inform others on the differences between readings skills and strategies, while also sharing specific skills and strategies that strategic

readers use.

* + - **Vocabulary Instruction:** Candidates will identify Tier I, II, and III vocabulary words within pictures. They will create vocabulary maps and instructional plans for effective vocabulary instruction.
    - **Whole Group Lesson Plans (2):** Candidates will create one fictional text-based lesson and one informational text-based lesson, focusing on teaching a specific reading strategy.
    - **Small Group Guided Practice Lesson Plans (4-6):** Candidates will create small group guided practice lesson plans to support students by scaffolding instruction after planning the whole group lesson plan.
    - **Developing Questions:** Candidates will create questions around selected text, which challenge students to think in deeper and more meaningful ways in order to construct knowledge about text content and beyond.
    - **Writing about Reading Prompts:** Candidates will create writing prompts which provide students opportunities to extend their thinking beyond the reading of the text.

### \*At the end of the semester, candidates will combine assignments together to create a “Literacy Portfolio” to demonstrate their ability to plan a variety of effective reading comprehension instruction.

* 1. **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 proof read 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.

### Unannounced Quizzes:

There may be unannounced quizzes.

### Late Assignments

Graded course assignments are to be submitted by the listed due date and must be completed in a thorough manner. Major assignments that are incomplete or submitted after the listed due date will be reduced by 10% for each day they are submitted late for up to three calendar days. All assignments must be completed, whether credit is given, in order to pass the course. Late weekly assignments will not receive credit. Unexcused late assignments are unacceptable. It is the candidate’s responsibility to contact the instructor if assignment deadlines are not met. Candidates are responsible for initiating arrangements for missed work. Candidates must satisfy all course objectives to pass the course. Note: Technology failure and *E-mail errors will not negate late penalties.*

### Grading Plan:

The final grade for the course is be: 90%-100%= A

80%-89% = B

70%-79% = C

60%-69% = D

Below 60% = F

### Online Expectations:

Candidates are expected to complete the course workload online via Canvas and class sessions. You are expected to check Canvas often for assignments and announcements. The course is set up in modules (see calendar for dates). Instructions for assignments, feedback on assignments, and reading content will be provided in Canvas. Class sessions will provide instructional content and collaboration.

### Class Norms:

* + - Be respectful of yourself and others.
    - The class will start and end at the instructor’s designated time. If you arrive late or leave early, points

will be deducted from your attendance and participation.

* + - Cell phones should be placed on vibrate mode. Inappropriate use of cell phones and other technology during class time will result in loss of points.

### Participation:

Participation will be defined as actively engaging in discussions during class sessions and within discussion boards. All candidates are expected to participate in all class discussions and participate in all exercises. It is the candidate’s responsibility to contact the instructor if assignment deadlines are not met and for initiating arrangements for missed work.

1. **UNIVERSITY AND COLLEGE POLICIES**

### Student eHandbook:

Please refer to [http://www.auburn.edu/student\_info/student\_policies/ for](http://www.auburn.edu/student_info/student_policies/for) all AU student policies.

### Accommodations:

Candidates who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. You must provide a copy of your Accommodation Memo and an Instructor Verification Form. 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.

### 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 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 ([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) .

### 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 that is free from discrimination and harassment based upon 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 go to: <http://auburn.edu/administration/aaeeo/title-ix/>.

### Professionalism:

Faculty, staff, and candidates 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.

**PROFESSIONAL**: A person who does something with great skill; worthy of the high standards of a profession.

A professional is someone who, without supervision or regulation:

 Is responsible, dependable and punctual

 Is competent, caring and committed

 Has a continuing growth plan to achieve and further develop competence

 Participates in self-evaluation and reflection to enhance competence

 Strives continuously to raise the level of expectation for oneself and others.

 Respects others and their beliefs

 Communicates fluently using appropriate and grammatically correct oral and written language.

 Seeks to implement the recommendations from evaluations of his/her personal performance

 Communicates in a respectful way, striving to understand the other’s point of view.

## IX. Tentative Course Schedule

\*Please note that this is only a plan; point totals for the course may change during the semester if assignments are added or deleted. Detailed instructions will be available in Canvas.

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| **Wednesday, May 18th**  **12:30-4:30** | **Topic**  The Process of Thinking as one Reads |
| **Readings Due** | Chapter 1 Reading is Thinking  Rosie Revere Engineer |
| **Homework Assignments Due** | Reading is Strategic Document (Bring to class on the 18th) Due date May 20th  Picture Book Selection Due May 30 |
| **Thursday, May 19th**  **12:30-4:30** | **Topic**  Strategies to Support Reading  Ada Twist Scientist |
| **Readings Due** | Chapter 2 Reading is Strategic |
| **Homework Assignments Due** | Assessing your Strengths and Weaknesses- Surveys (Bring results to class on May 19h) Upload results to Canvas  Watch- Mirrors, Windows, and Sliding Doors  Read article to support Mirrors, Windows, and Sliding Glass Doors. |
| **Friday, May 20th**  **12:30-4:30** | **Topic**  Building Knowledge  Energy Island: How One Community Harnessed the Wind and Changed their World |
| **Readings Due** | Chapter 3 Comprehension at the Core: Building Knowledge |
| **Homework Assignments Due** | Personal Funds of Knowledge (FoK) Graphic Organizer Uploaded to Canvas May 24th  FoK Voice Thread WORKING Hyperlink Uploaded to Discussion Board May 27th  Respond to Peers FoK May 30th (Discussion Posting) |
| **Monday, May 23rd**  **8:00-12:00** | **Topic**  Changes in Reading  Give it a Push! Give it a Pull! A Look at Forces |
| **Readings Due** | Chapter 4 Twenty-First Century Reading: Books and Beyond |
| **Homework Assignments Due** | Infographic Due- Due May 23rd |
| **Tuesday, May 24th**  **8:00-12:00** | **Topic**  The Process of Thinking as one Reads  Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future |
| **Readings Due** | Chapter 5 Effective Comprehension Instruction: Teaching, Tone, and Assessment |
| **Homework Assignments Due** | Writing about reading prompts |
| **Wednesday, May 25th 12:30-4:30** | **Topic**  Instructional Practices  A Storm Called Katrina using blue bots creating a path for recovery |
| **Readings Due** | Chapter 6 Instructional Practices for Teaching Comprehension |
| **Homework Assignments Due** | Whole group Lesson Plan: Nonfiction text features- (you may not have the time to teach this) May 25th |
| **Thursday, May 26th 12:30-4:30** | **Topic**  The Inner Conversation  The Boy Who Harnessed the Wind |
| **Readings Due** | Chapter 7 Monitoring Comprehension: The Inner Conversation |
| **Homework Assignments Due** | Developing Strong Questions Due May 26 |
| **Friday, May 27**  **12:30-4:30** | **Topic**  Why Background Knowledge Matters |
| **Readings Due** | Chapter 8 Activating, Connecting, and Building: Why Background Knowledge Matters |
| **Homework Assignments Due** | Vocabulary Map Due May 27 |
| **Tuesday, May 31**  **8:00-12:00** | **Topic**  Implicit & Explicit |
| **Readings Due** | Chapter 9 Visualizing and Inferring: Making what's Implicit Explicit |
| **Homework Assignments Due** | Small Group Lesson May 31 -try to connect this to your teaching (Camp) |
| **Tuesday, June 18th**  **Online Class** | **Topic**  Nonfiction Connections |
| **Readings Due** | Chapter 10 Determining Importance in the Text: The Nonfiction Connection |
| **Homework Assignments Due** | Whole Group Lesson Plan: Fictional Text and Reading Strategies-Due June 18 |
| **Thursday, June 25th**  **Online Class** | **Topic**  The Evolution of Thought |
| **Readings Due** | Chapter 11 Summarizing and Synthesizing Information: The Evolution of Thought |
| **Homework Assignments Due** | July 8th Portfolio due: Using Real Books: Picture Book Curriculum |

**CHANGES TO THE SYLLABUS**

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

Referenc