

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

SCHOOL OF EDUCATION

EDUC 302 INSTRUCTIONAL PRACTICES FOR READING TEACHERS

COURSE DESCRIPTION

This course will survey instructional approaches, materials, and media for the teaching of reading. The instruction of phonemic awareness, phonics, vocabulary, comprehension and fluency will be addressed. Attention will be given to creativity and enjoyment in reading.

RATIONALE

The skills of reading and writing display God's image in humanity. Because reading is central to learning and communication, it is imperative that teachers develop their ability to teach students to read well.

I. PREREQUISITES

EDUC 205

II. REQUIRED RESOURCE PURCHASE

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer and Internet access (broadband recommended)
- B. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the candidate will be able to:

- A. Articulate a Christian worldview regarding the significance of communication, reading, and writing.
- B. Develop an awareness of metacognition in teaching and learning styles.
- C. Apply the results of brain-based learning research to reading and writing instruction.
- D. Implement reading strategies to enhance student comprehension.
- E. Teach vocabulary and word analysis skills.

- F. Use graphic organizers, semantic maps, and webs in assignments.
- G. Integrate study skills into content curriculum (note-taking, organization, etc.)
- H. Facilitate pre-writing, writing, and post-writing activities.
- I. Understand the significance of phonemic awareness.
- J. Articulate an informed opinion relating to phonics and whole language instruction.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Discussion Board forums (8)

Discussion Board forums are required each module/week throughout the course. Students are required to provide a thread in response to that week's topic. Each thread is to be 250–300 words in length and demonstrate your course-related knowledge. In addition to a thread, the student is required to reply to two other classmates' threads. Each reply should be 100–125, respectful words.

- C. Vocabulary Chart

Using the textbook, the student will complete a vocabulary chart provided within Blackboard. The assignment requires the student to paraphrase the definitions and explain them in original words. Illustrations or examples may be used to assist the student explain an interpretation of the word.

- D. Learning Log

The student is required to summarize the main principles and reflect on those principles for each chapter read throughout the course. The Learning Log will be completed and updated four times. A template is provided to assist the student complete the assignment. Each summary should be 100–125 words and the reflections 150–200 words in length.

- E. Directed Reading-Thinking Activity

The student will interact with elementary aged students and help them understand and build a critical awareness of the interacting with the text. Completing a provided template, and writing a 200–250 word summary and a 200–250 word reflection will be required. This assignment involves the readers' process of predicting, verifying, judging, and extending thinking about the material.

F. Directed Reading Activity

The Directed Reading Activity is a strategy that provides students with instructional support before, during, and after reading. It will help the candidate take an active role in preparing students to read the text by pre-teaching important vocabulary, eliciting prior knowledge, how to use a specific reading skill, and providing a purpose for reading. The candidate will be required to complete the provided template for this assignment.

G. Quizzes (7)

Each quiz covers the Reading & Study for the each week it is assigned. The student will have one hour to complete the quiz. Students may use the textbook and notes to complete the exam successfully.

H. Final Exam

The Final Exam will require the students to respond to five essay questions based on the information learned in the textbook. This exam is not timed and the student can use the textbook and notes.

VI. COURSE GRADING AND POLICIES

A. Points

Discussion Board forums (8 at 20 pts ea)	160
Vocabulary Chart	100
Learning Log (4 at 30 pts ea)	120
Directed Reading-Thinking Activity	200
Directed Reading Activity	150
Quizzes (7 at 20 pts ea)	140
Final Exam	130
Total	1000

B. Scale

A = 900–1000 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Late Work & Participation

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

- Assignments submitted after the due date will receive a 10% deduction.

- Assignments submitted more than one week late receive a 20% deduction.
- Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation of extenuating circumstances.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

COURSE SCHEDULE

EDUC 302

Textbook: Vacca et al., *Reading and Learning to Read* (2012).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Vacca et al.: chs. 1 & 2 2 presentations	Course Requirements Checklist DB Forum 1 Learning Log 1 Quiz 1	0 20 30 20
2	Vacca et al.: chs. 3 & 4 2 presentations	DB Forum 2 Vocabulary Chart Quiz 2	20 100 20
3	Vacca et al.: chs. 5 & 6 2 presentations	DB Forum 3 Learning Log 2 Quiz 3	20 30 20
4	Vacca et al.: chs. 7 & 8 2 presentations	DB Forum 4 Directed Reading-Thinking Activity Quiz 4	20 200 20
5	Vacca et al.: chs. 9–11 3 presentations	DB Forum 5 Learning Log 3 Quiz 5	20 30 20
6	Vacca et al.: chs. 12 & 13 2 presentations	DB Forum 6 Quiz 6	20 20
7	Vacca et al.: ch. 14 2 presentations	DB Forum 7 Learning Log 4 Directed Reading Activity Quiz 7	20 30 150 20
8	_____	DB Forum 8 Final Exam	20 130
TOTAL			1000

DB = Discussion Board

NOTE: Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.