

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

EDUC 554

READING AND LANGUAGE ACQUISITION

COURSE DESCRIPTION

A study of foundations of reading and language acquisitions, principles, techniques, and materials for developmental reading programs. Field experience required.

RATIONALE

A knowledge of why a reading teacher uses certain methods is just as important as what methods are used. An understanding of the reading processes, models used to represent these processes, and current literature in reading pedagogy is a necessity for the graduate teacher candidate.

I. PREREQUISITES

EDUC 500 or equivalent.

II. REQUIRED RESOURCE PURCHASES

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 with basic video/audio equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word
(Microsoft Office is available at a special discount to Liberty University students.)
- D. Windows Media Player

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Identify individual principles of reading instruction and apply strategies to help students become readers.
- B. Define and explain a balanced literacy program.
- C. Demonstrate professional responsibilities by consistent course participation and completion of all stated assignments in a timely manner.
- D. Integrate Christian and professional principles throughout the course.
- E. Utilize technology competencies for educators for effective reading instruction.

- F. Conceptualize theories and models of assessment and evaluate educational assessment materials.
- G. Observe and assist reading instruction in a classroom and/or clinical setting.
- H. Formulate instructional strategies to enhance the reading success of all learners.
- I. Prepare a reading lesson that demonstrates the elements of Instructional Planning, Performance, and Reflection and implement classroom and individual assessment.
- J. Generalize current professional literature regarding developmental reading instructions and apply APA style to course assignments.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, video and lecture presentations/notes
- B. Class Introductions

In Module/Week 1, candidates will post a thread in the Discussion Board, introducing themselves to the class. The introduction thread should include a picture of the candidate alone and general biographical information about the candidate. The candidate will upload a picture, provide general information, and maintain professionalism in the presentation.

- C. Discussion Board Forums (7)

Candidates will participate in 7 Discussion Board forums by posting a two-paragraph thread in response to the instructor's prompts. Then, they will post a 100-word reply to two classmates' threads. Threads are due by Wednesday night, and the replies are due by Sunday night of the same module/week.

- D. Field Experience

1. Plan: In Module/Week 1, the candidate will identify the setting and method for fulfilling a minimum of 10 hours of field experience in elementary or remedial classrooms during reading instruction. At least one reading lesson in kindergarten or first grade must be included.
2. Log/Observational Notes: After completing the required hours, the candidate must complete the Field Experience Log provided in Blackboard. In addition, the candidate will include a 1–2-page paper analyzing his or her experience. This assignment is due by the end of Module/Week 8.
3. Field Experience Assessment (FEA): In Module/Week 8, candidates should have the Host Teacher complete the FEA packet. Then, candidates need to submit the completed packet to LiveText.

- E. Lesson Plans (5)

Candidates will create 5 Lesson Plans based on the topics of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Templates are provided for each lesson/topic. The Lesson Plan Templates are due by end of Modules/Weeks 2, 4, 5, 6, and 7, respectively.

F. Phonics Practice Quiz

Candidates will complete a 15-question practice quiz, which will be completed in a Word document. They will answer the questions provided, and then correct the quiz themselves using the answer key provided. The corrected quiz will be submitted by the end of Module/Week 3.

G. Phonics Test

Candidates will complete a Phonics Test that contains 10 exercises in a Word document. The test should be completed without the assistance of any additional resources. There is no time limit. Once the Word document is complete, candidates will submit it as an attachment by the end of Module/Week 3.

H. Textbook Quizzes (3)

Candidates will take three open-book quizzes throughout the course. Each quiz contains 15 multiple-choice questions, and there will be no time limit. The questions will be based on the Heilman text. The quizzes are due by the end of Modules/Weeks 4, 5, and 7, respectively.

I. Instructional Planning, Performance, and Reflection (IPPR)

Candidates will use one of the five lesson plans they created to teach to elementary-level or remedial students, including a pre-test and post-test (provided by the Heilman text). The candidate will then submit the project, along with digital images of the students' work, the self-evaluation, and the teacher evaluation through LiveText in Week 8.

J. Assessment Project

The candidate will choose two different students to assess: a K-1 student for the Early Literacy Assessment and a student in 1st grade or higher for the Informal Reading Assessment. The student will submit these two assessment forms along with digital images of the assessments through LiveText in Week 8.

K. Final Paper

The candidate will prepare a 5–10-page response paper in APA format using the instructions and topics provided. Topics will correspond with the Lesson Plans. Reading Specialists will have both a paper and an additional demonstration lesson that they will submit in LiveText. This assignment is due in Module/Week 8.

L. Course Reflection

The candidate will review the Teacher Competency Assessment or Advanced Competency Assessment for his/her degree program and use it to prepare answers to four questions in Week 8.

VI. COURSE GRADING AND POLICIES**A. Points**

Class Introductions		20
Discussion Board Forums	(7 at 30 pts ea)	210
Field Experience Plan		20
Field Experience Log/Observational Notes		75
Field Experience Assessment		10
Lesson Plans	(5 at 50 pts ea)	250
Phonics Practice Quiz		20
Phonics Test		50
Textbook Quizzes	(3 at 15 pts ea)	45
Instructional Planning, Performance, and Reflection		100
Assessment Project		75
Final Paper		100
Course Reflection		25
	Total	1000

B. Scale

A = 960–1000 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889
 C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779
 D- = 730–749 F = 729 and below

C. Late Policy

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:

1. Assignments submitted after the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.

D. Assignment Submissions

All assignments must be completed using Microsoft Word only and must be submitted through Blackboard or LiveText. Points will be deducted for incorrect grammar, spelling, APA formatting, and failure to follow instructions. If a resubmission is permitted, it will incur a 10% assignment grade penalty.

E. Disability Assistance

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

COURSE SCHEDULE

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Textbooks: Heilman, Blair, & Rupley, *Principles and Practices of Teaching Reading* (2002).
Johns, *Basic Reading Inventory* (2008).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Heilman: chs. 1 & 2 1 article 2 presentations	Course Requirements Checklist	0
		MAT/MED Core Advising Guide Quiz	0
		Class Introductions	20
		Discussion Board Forum 1	30
		Field Experience Plan	20
2	Heilman: chs. 3 & 13 1 article 5 presentations	Discussion Board Forum 2	30
		Lesson Plan 1	50
3	Phonics Study Guide 1 article 4 presentations	Discussion Board Forum 3	30
		Phonics Practice Quiz	20
		Phonics Test	50
4	Heilman: chs. 4 & 5 1 article 4 presentations	Discussion Board Forum 4	30
		Lesson Plan 2	50
		Textbook Quiz 1	15
5	Heilmans: chs. 6 & 7 1 article 3 presentations	Discussion Board Forum 5	30
		Lesson Plan 3	50
		Textbook Quiz 2	15
6	Heilman: chs. 8–10 3 presentations	Discussion Board Forum 6	30
		Lesson Plan 4	50
7	Heilman: chs. 11 & 12 Johns: Instructions for IRI 4 CD-Rom video clips 2 presentations	Discussion Board Forum 7	30
		Lesson Plan 5	50
		Textbook Quiz 3	15
8	Review material for Cumulative Benchmark Assignments	Instructional Planning, Performance, and Reflection	100
		Assessment Project	75
		Field Experience Log/Observational Notes	75
		Field Experience Assessment	10
		Final Paper	100
		Course Reflection	25
TOTAL			1000

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