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 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. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Construct a Christian worldview regarding the significance of communication, reading, and writing.
B. Describe the differences in teaching and learning styles.
C. Evaluate reading strategies to enhance student comprehension.
D. Teach vocabulary and word analysis skills.
E. Compare different views related to phonics, whole language instruction, and other approaches (top-down, bottom-up, integrative, and literacy approaches).
F. Differentiate instruction by implementing various literacy strategies to meet individual learner’s needs.

V. COURSE REQUIREMENTS AND ASSIGNMENTS
   A. Textbook readings and lecture presentations/notes
   B. Course Requirements Checklist
      After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.
   C. Discussion Board Forums (4)
      There will be 4 Discussion Board Forums throughout the course. Discussion boards are collaborative learning experiences, and the purpose of Discussion Board Forums is to generate interaction among the candidates in regards to relevant, current course topics. For each prompt, the candidate is required to post 1 thread of at least 250 words. The candidate will then post replies of at least 100 words each to 2 other candidates’ threads.
   D. Vocabulary Lesson
      The candidate will choose a book on a self-determined grade level and pick out 5–9 vocabulary words from that book. They will create a total of 4 short PowerPoint presentations. In order to teach the meaning of each word, the first PowerPoint presentation will have 1 of the selected words on 1 slide, and a picture illustrating the word will be placed on the following slide. The candidate will then develop 3 more PowerPoint presentations with the same vocabulary words using specific development strategies.
   E. Article Review
      The candidate will prepare a review of a provided article. They will start with a 250–300-word summary and then develop a 250–300-word reflection focusing on how the article can be applied in his/her own classroom. The candidate will also choose 2 brochures on the same topic as the article he/she would hypothetically print and give to parents. The candidate will describe in 250–300 words why he/she made his/her choice and why the brochures are beneficial. The review must include a title page and reference page with current APA formatting.
   F. Directed Reading Activity
      This assignment teaches a strategy that enables the candidate to provide students with instructional support before, during, and after reading. It will help the candidate take an active role in preparing children to read the text by pre-teaching important vocabulary, eliciting prior knowledge, explaining how to use a specific reading skill, and providing a purpose for reading. After completing an activity with children, the candidate will be required to write a 250–300-word summary of the session and a 250–300-word reflection.
   G. Case Studies (2)
The candidate will respond to questions posed in regard to a case study prompt in a 250–300-word current APA-formatted document.

H. Directed Reading-Thinking Activity

The candidate will work with elementary-aged students and help them understand and build a critical awareness of the interaction with the text. The candidate will complete a provided template and write a 250–300-word summary and a 250–300-word reflection. This assignment involves the reader’s process of predicting, verifying, judging, and extending thinking about the material.

I. Final Paper

The Final Paper will require the candidate to respond to 5 essay questions based on the information learned in the textbook. The candidate may use the textbook and notes for assistance.

J. Quizzes (7)

There are 7 open-book/open-notes quizzes that contain 20 multiple-choice and true/false questions. The candidate will have 1 hour to complete each quiz.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (4 at 50 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Vocabulary Lesson</td>
<td>100</td>
</tr>
<tr>
<td>Article Review</td>
<td>40</td>
</tr>
<tr>
<td>Directed Reading Activity</td>
<td>140</td>
</tr>
<tr>
<td>Case Studies (2 at 45 pts ea)</td>
<td>90</td>
</tr>
<tr>
<td>Directed Reading-Thinking Activity</td>
<td>140</td>
</tr>
<tr>
<td>Final Paper</td>
<td>150</td>
</tr>
<tr>
<td>Quizzes (7 at 20 pts ea)</td>
<td>140</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1010</td>
</tr>
</tbody>
</table>

B. Scale

A = 900–1010   B = 800–899   C = 700–799   D = 600–699   F = 0–599

C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:
1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g., death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
## Course Schedule

**EDUC 302**


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vacca et al.: chs. 1–2 2 presentations 1 website</td>
<td>Course Requirements Checklist  Class Introductions Quiz 1</td>
<td>10 0 20</td>
</tr>
<tr>
<td>2</td>
<td>Vacca et al.: chs. 3, 9 3 presentations</td>
<td>DB Forum 1  Vocabulary Lesson Quiz 2</td>
<td>50 100 20</td>
</tr>
<tr>
<td>3</td>
<td>Vacca et al.: chs. 4–5 2 presentations 1 website</td>
<td>DB Forum 2  Article Review Quiz 3</td>
<td>50 40 20</td>
</tr>
<tr>
<td>4</td>
<td>Vacca et al.: ch. 8 3 presentations</td>
<td>Directed Reading Activity Quiz 4</td>
<td>140 20</td>
</tr>
<tr>
<td>5</td>
<td>Vacca et al.: chs. 6–7 1 presentation</td>
<td>Case Study 1 Quiz 5</td>
<td>45 20</td>
</tr>
<tr>
<td>6</td>
<td>Vacca et al.: chs. 10–11 2 presentations</td>
<td>DB Forum 3 Directed Reading-Thinking Activity Quiz 6</td>
<td>50 140 20</td>
</tr>
<tr>
<td>7</td>
<td>Vacca et al.: chs. 12–13 2 presentations</td>
<td>Case Study 2 Quiz 7</td>
<td>45 20</td>
</tr>
<tr>
<td>8</td>
<td>Vacca et al.: ch. 14 2 presentations</td>
<td>DB Forum 4 Final Paper</td>
<td>50 150</td>
</tr>
</tbody>
</table>

**Total** 1010

DB = Discussion Board

**NOTE:** Each course module/week (except Module/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 module/week ends at 11:59 p.m. (ET) on Friday.