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.
EDUC 554
READING AND LANGUAGE ACQUISITION

COURSE DESCRIPTION
A study of foundations of reading and language acquisition 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. 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 video/audio equipment
B. Internet access (broadband recommended)
C. Microsoft Office
D. Standards of Learning for elementary/literacy/ELA as provided for the candidate’s state of residence. These standards should be available online.
E. Access to professional education journals (these are available online through the Liberty University library). Please use scholarly sources only. Consult library for assistance.

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Identify individual principles of reading instruction and apply strategies to help students become readers.
B. Define and explain effective reading instruction for all learners.
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(s) that demonstrate the elements of instructional planning, performance, and reflection and implement classroom assessment.
J. (RS only) Prepare reading instruction the demonstrates the elements of reading instruction.
K. Generalize current professional literature regarding developmental reading instructions and apply APA style to course assignments.

V. COURSE REQUIREMENTS AND ASSIGNMENTS
A. Textbook readings and lecture presentations
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 (6)
Discussion boards are collaborative learning experiences. There will be six Discussion Board Forums throughout the course. The purpose of Discussion Board Forums is to generate interaction among the candidates in regards to relevant and current course topics. The candidate is required to submit 1 thread of 400–500 words. If the candidate chooses to use journal articles (within past 10 years), quotes, text references, and Bible passages to support his/her opinion, the resources must be cited using current APA format. The candidate must submit 3 replies of 200–250 words each. In each reply, there must be at least 2 well-developed paragraphs. The Discussion Board Forums must be done in current APA format.
D. Field Experience Module (FEM)
1. Field Experience Plan
   The candidate will identify the setting and method for fulfilling a minimum of 30 hours of field experience in elementary or remedial classrooms during reading instruction in FEM through LiveText.
2. Field Experience Time Log
   While completing the required hours, the candidate must complete the Field Experience Time Log provided in LiveText.
3. Field Experience Assessment (FEA)
The candidate will have the host teacher complete this assessment and submit the Field Experience Assessment in LiveText.

E. Lesson Plan Writing (3) OR Reading Modules (3) (RS)

The candidate will create 3 lesson plans that contain a reading focus from the following topics: phonemic awareness, phonics, fluency, vocabulary, or comprehension. The candidate must use the Daily Lesson Plan Template in LiveText to submit this assignment.

*The reading specialist will create a demonstration lesson for each of the following reading modules: 1) whole group instruction “classroom supports for teachers”, 2) small group instruction “meeting the needs for diverse learners”, and 3) instructional resources for interventions “for struggling readers”. The RS candidate must use the Daily Lesson Plan Template in LiveText to submit this assignment.*

F. Teaching the Lesson Plan OR Demonstrating a Reading Module (RS)

The Elementary and Special Education candidate will use 1 of the 2 lesson plans that he/she created to teach elementary-level or remedial students reading during his/her practicum at his/her field placement site. The candidate will include a pre-test and post-test.

*The Reading Specialist candidate will choose 1 of the 3 demonstrations from the reading modules he/she created, prepare all materials, and teach the lesson to elementary children as a demonstration for (with) a classroom teacher at his/her field placement site.*

G. Elements of Effective Reading Instruction Paper (RS)

*The candidate will complete four parts Elements of Effective Reading Instruction Paper assignment: 1) whole group instruction “classroom supports for teachers”, 2) small group instruction “meeting the needs for diverse learners”, 3) instructional resources for interventions “for struggling readers”, and 4) candidate’s reflection on an effective reading program (based on teaching a demonstration lesson).*

EdTPA Literacy Instruction Task 1 (not required for Reading Specialists)

The candidate will complete Literacy Instruction Task 1 (elementary/special education complete Elem. Literacy, secondary complete secondary) providing details in a Livetext template for the following categories: literacy context for learning information, lessons plans for the learning segment, instructional materials, literacy assessment, and literacy planning commentary.

H. Reading for Virginia Educators Exam Documentation

The candidate must submit registration or passing scores on the Reading for Virginia Educators Exam. Secondary education candidate must show appropriate Praxis II documentation only.
I. Quizzes (6)

Each quiz will cover the Reading & Study material for the assigned modules/weeks. Each quiz will be open-book/open-notes, contain 25 multiple-choice questions, and have a 2-hour time limit. The quizzes can be taken multiple times during the 2-hour time limit; automatically close at end of due date.

J. Dyslexia Training Module

The candidate will complete the dyslexia training module as required by Virginia Department of Education requirements. Passing score will be scanned into Livetext.

VI. COURSE GRADING AND POLICIES

A. Points (Choice one track only)

**MAT/MeD – Licensure Track OR Non Reading Specialist track**

- Course Requirements Checklist 10
- Discussion Board Forums (6 at 25 pts ea) 150
- Field Experience Module (FEM)
  - Field Experience Plan 10
  - Field Experience Time Log 50
  - Field Experience Assessment (FEA) 100
- **Lesson Plans (3 at 50 pts ea)** 150
- Teaching Lesson Plan (Part of FEA grade)* 0
- **EdTPA Literacy Planning Practice Task 1** 200
- Reading for Virginia Educators Exam Documentation 25
- Quizzes (6 at 50 pts ea) 300
- Dyslexia Training Module 15
- Course Survey 0

**Total** 1010

**EdS - Reading Specialist track**

- Course Requirements Checklist 10
- Discussion Board Forums (6 at 25 pts ea) 150
- Field Experience Module (FEM)
  - Field Experience Plan 10
  - Field Experience Time Log 50
  - Field Experience Assessment (FEA) 100
- **Reading Modules (3 at 50 pts ea)** 150
- Demonstrating Reading Module (Part of FEA grade)* 0
- Elements of Reading Rationale and Project* 200
- Reading for Virginia Educators Exam Documentation 25
- Quizzes (6 at 50 pts ea) 300
- Dyslexia Training Module 15
- Course Survey 0

**Total** 1010

(*difference in tracks is indicated in bold)
B. Scale

D- = 730–749   F = 0–729

C. LiveText Submission Policy

All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

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.
5. Quizzes will close automatically at end of day on due date.

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 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 554**


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<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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**TOTAL:** 1010

DB = Discussion Board  
FEM = Field Experience Module  
RS = Reading Specialist only assignment

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