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 632
LANGUAGE ACQUISITION AND INSTRUCTION

I. COURSE DESCRIPTION

A study of the major perspectives on the acquisition of oral and written language, including language differences and difficulties, methods of evaluating oral and written language performance, and strategies for improving the quality and quantity of oral and written language in classroom settings.

II. RATIONALE

Language provides the basis for human communication. Teachers should be knowledgeable about the most effective methods to facilitate language learning (listening, speaking, reading, writing, viewing, and visually representing). It is particularly important in the culturally diverse school situation for language arts skills to be well taught in order to provide an optimal situation for student success.

III. PREREQUISITE

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

IV. 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

V. MEASURABLE LEARNING OUTCOMES

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

A. Define concepts and terminology in language arts and language development through vocabulary development strategies.
B. Research, develop, and prepare a language arts presentation utilizing a digital format and the language arts.
C. Evaluate the Virginia Department of Education Standards of Learning for English and the National Council of Teachers of English Standards for the English Language Arts.
D. Review diagnostic methods and materials and analyze when and how the classroom teacher should utilize these methods and/or refer students for further diagnosis.
E. Analyze the relationships between language skills.
F. Describe and discuss learning characteristics of language-different children and identify classroom strategies to promote language development for these students.
G. Integrate Christian and professional principles throughout the course.
VI. COURSE REQUIREMENTS AND ASSIGNMENTS

The detailed information for each assignment is listed in Blackboard.

A. Course Requirements Checklist (CRC)
B. Read Textbook Chapters, Textbook Quizzes
C. Language Arts Presentation
D. Research Summaries
E. Patterns of Practice Activities (4)
F. edTPA Assignment in LiveText
G. Dispositions Self Evaluation
H. Language Arts Strands Project

VII. COURSE GRADING AND POLICIES

Points

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINT VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist (CRC) Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Read Textbook Chapters, Complete Textbook Quizzes</td>
<td>240</td>
</tr>
<tr>
<td>• 12 quizzes at 20 points each</td>
<td></td>
</tr>
<tr>
<td>Four Patterns of Practice Activities (75 pts. Each)</td>
<td>300</td>
</tr>
<tr>
<td>1. Literature Focus Unit</td>
<td></td>
</tr>
<tr>
<td>2. Thematic Unit</td>
<td></td>
</tr>
<tr>
<td>3. Literature Circles</td>
<td></td>
</tr>
<tr>
<td>4. Reading/Writing Workshop</td>
<td></td>
</tr>
<tr>
<td>Language Arts Presentation</td>
<td>150</td>
</tr>
<tr>
<td>Journal Article Research Summaries</td>
<td>75</td>
</tr>
<tr>
<td>Discussion Board 1 - LA Topic Selection</td>
<td>25</td>
</tr>
<tr>
<td>edTPA Assignment in LiveText</td>
<td>50</td>
</tr>
<tr>
<td>Language Arts Strand Project</td>
<td>150</td>
</tr>
<tr>
<td>Dispositions</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
</table>

Scale

D- = 730–749  F = 729 and below

Attendance Policies

Class attendance is mandatory. In case of unavoidable absence, it is the student's responsibility to contact the professor, submit a reason in writing, and arrange for make-up work. Unexcused absences are subject to grade penalties.

- Attendance for ENTIRE WEEK, ALL day long is required for passing the course. Regular and punctual attendance is expected; do not be tardy each day or in returning from breaks.
Because this class is taught in a residence format where you have come from all distances to this campus to learn and interact with others in a face-to-face format, participation is required. Various class activities will involve peer interaction, group work, group presentations, and nightly group meetings, etc. Participation and discussion are required.

Lack of participation and effort or inappropriate interactions with others may result in a grade reduction or failure from the course.

*This policy is non-negotiable because of the short amount of time we have together. So please make travel arrangements early enough to allow for flight delays.*

VIII. **OTHER POLICIES**

A. **Academic Misconduct**

   Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.

B. **Disability Statement**

   Online students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations. Residential students with a documented disability may contact the Office of Disability Academic Support (ODAS) in DH 2016 to arrange for academic accommodations.

C. **Drop/Add Policy**

   Consult the Graduate Catalog for drop/add policies.

D. **Dress Code (applies to classes meeting on campus)**

   Students are expected to maintain a neat, professional appearance while in class. Consult your department for additional guidelines.

   Presentation attire is business professional. See SOE Student policies for specifics.

E. **Classroom Policies (applies to classes meeting on campus)**

   Classroom policies will be established and enforced by the individual instructor. Cell phones, internet social networking and other distractions take away from the learning environment. Use these on class assigned breaks only.

F. **Assignment Submissions**

   - **All assignments must be submitted to successfully complete the course.**
   - 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 grade penalty.

- **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.

**CALENDAR**

A detailed calendar is posted separately.

*This syllabus is subject to change by verbal or written announcement by the professor.*
## COURSE SCHEDULE

**EDUC 632**


<table>
<thead>
<tr>
<th>IMPORTANT DATES</th>
<th>TOPICS</th>
<th>ASSIGNMENTS AND LEARNING ACTIVITIES</th>
</tr>
</thead>
</table>
| Pre-Course Assignments Due by Sunday prior to intensive | • Orientation  
• 6 Language Arts Strands  
• Patterns of Practice | • Course Requirements Checklist (CRC)  
• Read the Textbook, Chapters 1-12  
• Take Quizzes, Chapters 1-12  
  • You may complete all quizzes before the first day of class, or you may follow the quiz deadlines listed below.  
• Research Summaries  
• Language Arts Presentation: submit PowerPoint in Bb  
• **DB Forum 1: Language Arts Topic (should be selected & approved two weeks prior to intensives, or a topic may be assigned)** |
| Day 1 | • Emergent Literacy  
• Literacy Differentiation in the Elementary Classroom | • Language Arts Presentations  
• Patterns of Practice – Literature Focus Units  
• Quizzes 1-3: Due before class |
| Day 2 | • Culturally and Linguistically Diverse Students  
• Reading Interventions | • Language Arts Presentations  
• Share PoP Activity 1  
• Patterns of Practice – Thematic Units  
• Quizzes 4-6: Due before class |
| Day 3 | • Language Arts Strategies | • Language Arts Presentations  
• Share PoP Activity 2  
• Patterns of Practice – Literature Circles  
• Quizzes 7-9: Due before class |
| Day 4 | • Putting It All Together | • Share PoP Activity 3  
• edTPA and Submit in LiveText  
• Language Arts Presentations  
• Quizzes 10-12: Due before class |
| Day 5 | • Due Sunday prior to intensive by midnight EST.  
• No extensions. | • Patterns of Practice – Reading and Writing Workshop  
• Language Arts Strands Project  
• All assignments are due prior by noon on Friday of intensive week, except post-course assignments. |
| Post Course Assignments | • SCRIP Dispositions Assessment in LiveText  
• End of course survey |
Important Notes for Students:

- Every chapter in the textbook is not necessary covered directly in class. The textbook materials are posted in Bb, but chapter quizzes are required.
- Students are asked to bring three of their favorite children’s books to class for Patterns of Practice activities. There will be class time spent in the curriculum library as well.
- edTPA is a new component in the teacher licensure process and a practice exercise is included for all students during this intensive (regardless of major). No advance preparation is needed for edTPA task.