

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 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. Blackboard [recommended browsers](#)
- D. Microsoft Office

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 (3)

Discussion boards are collaborative learning experiences. There will be three 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 450–500 words. If the candidate chooses to use journal articles (within past five 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 two replies of 150-200 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.

If a candidate does not successfully complete the field experience, a passing grade may not be possible.

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 edTPA approved Lesson Plan Template to submit this assignment. For each lesson plan submission, a new template is used.

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”

3) instructional resources for interventions “for struggling readers”. The RS candidate must use the approved Lesson Plan Template in Bb to submit this assignment.

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

The Elementary and Special Education candidate will use one of 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 Reading Specialist 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 (Choose one track only)

Licensure Track OR Non Reading Specialist track		MLO
Course Requirements Checklist	10	
Discussion Board Forums (3 at 25 pts ea)	75	A, C, B, D, K
Field Experience Module (FEM)		
• Field Experience Plan	10	G, H, I
• Field Experience Time Log	100	G, H, I
• Field Experience Assessment (FEA)	150	G, H, I
Lesson Plans (3 at 75 pts ea)*	225	A, B, D, E, F, H
Teaching Lesson Plan (Part of FEA grade)*	0	E, I
EdTPA Literacy Planning Practice Task 1*	100	A, F
Reading for Virginia Educators Exam Documentation	25	C
Quizzes (6 at 50 pts ea)	300	C, F
Dyslexia Training Module	15	C
Total	1010	
Reading Specialist track		
Course Requirements Checklist	10	
Discussion Board Forums (3 at 25 pts ea)	75	A, C, B, D, K
Field Experience Module (FEM)		
• Field Experience Plan	10	G, H, I
• Field Experience Time Log	100	G, H, I
• Field Experience Assessment (FEA)	150	G, H, I
Reading Modules (3 at 75 pts ea)*	225	A, B, D, E, F, H
Demonstrating Reading Module (Part of FEA grade)*	0	E, I
Elements of Reading Rationale and Project*	100	A, F, J, H, K
Reading for Virginia Educators Exam Documentation	25	C
Quizzes (6 at 50 pts ea)	300	C
Dyslexia Training Module	15	C
Total	1010	

(*difference in tracks is indicated in bold)

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
D- = 680–699 F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Disability Assistance

Candidates with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

EDUC 554

Textbook: Tompkins, *Literacy for the 21st Century: A Balanced Approach* (2017).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Tompkins: ch. 1 3 presentations 1 PDF	Course Requirements Checklist	10
		Class Introductions	0
		Advising Guide Acknowledgement	0
		DB Forum 1	25
		FEM - Field Experience Plan	10
2	Tompkins: chs. 2–3 2 presentations	Quiz 1	50
		Lesson Plan 1 <i>OR</i> Reading Module Element 1(RS)	75
3	Tompkins: chs. 4–5 6 presentations 1 study guide	DB Forum 2	25
		Quiz 2	50
4	Tompkins: chs. 6–7 4 presentations	Quiz 3	50
		Lesson Plan 2 <i>OR</i> Reading Module Element 2(RS)	75
5	Tompkins: chs. 8–9 1 website	DB Forum 3	25
		Quiz 4	50
6	Tompkins: chs. 10–11 1 website	Lesson Plan 3 <i>OR</i> Reading Module Element 3(RS)	75
		Quiz 5	50
7	Tompkins: ch. 12 2 presentations	EdTPA Literacy Planning Task 1	100
		<i>OR</i>	-
		<i>Elements of Reading Instruction Paper</i> (RS)	100
		Quiz 6	50
		Teaching the Lesson Plan	*
<i>OR</i>	-		
<i>Demonstrating Reading Module</i> (RS)	*		
8	Review Course Material 1 presentation	Dyslexia Training Module	15
		FEM - Field Experience Time Log	100
		FEM - Field Experience Assessment (FEA)	150
		Reading for Virginia Educators Exam Documentation	25
		Course Survey	*
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**.