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. Blackboard recommended browsers
D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the candidate 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 (2)
   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 create 1 thread of at least 250 words. Each thread must include at least 2 citations. The candidate will then submit replies of at least 100 words each to the threads of at least 2 classmates. This assignment must be in current APA format. (MLO: A, B, C, D, E, F)
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. He/she 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 on the following slide and will follow this pattern for each of the remaining vocabulary words. The candidate will then develop 3 more PowerPoint presentations with the same vocabulary words using specific development strategies. (MLO: B, D, F)
E. Article Review
   The candidate will prepare a review of a provided article. He/she 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 as a Christian educator. 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 chose those 2 brochures and why the brochures are beneficial. The review must include a title page and reference page with current APA formatting. (MLO: A, B, C, F)
F. Directed Reading Thinking 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 to 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. (MLO: B, C, F)

G. Case Studies (2)
The candidate will respond to questions posed in regard to a case study prompt in a 250–300-word document in current APA format. (MLO: B, C, D, E, F)

H. Informal Reading Inventory
The candidate will listen to a recording of a student reading a passage and answering comprehension questions. The candidate will complete a provided template and mark all errors and comprehension responses. This assignment involves the candidate to establish the reading level of the recorded student. (MLO: B, E)

I. Final Paper
The Final Paper will require the candidate to respond to 5 essay questions based on the information learned in the textbook. Each response must include the question and be 250–300 words. The candidate may use the textbook and notes for assistance. (MLO: A, B, C, E)

J. Quizzes (8)
Each quiz will cover the Reading & Study material for the assigned module/week. Each quiz will be open-book/open-notes, contain 20 to 30 multiple-choice and true/false questions, and have a time limit of 1 hour. (MLO: A, B, C, D, E, F)

VI. Course Grading and Policies
A. Points

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (2 at 50 pts ea)</td>
<td>100</td>
</tr>
<tr>
<td>Vocabulary Lesson</td>
<td>100</td>
</tr>
<tr>
<td>Article Review</td>
<td>90</td>
</tr>
<tr>
<td>Directed Reading Thinking Activity</td>
<td>140</td>
</tr>
<tr>
<td>Case Studies (2 at 60 pts ea)</td>
<td>120</td>
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<tr>
<td>Informal Reading Inventory</td>
<td>150</td>
</tr>
<tr>
<td>Final Paper</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (4 at 20 pts ea, 4 at 30 pts ea)</td>
<td>200</td>
</tr>
</tbody>
</table>

**Total** 1010

B. Scale

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

Students 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.
# Couse Schedule

**EDUC 302**


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>1</td>
<td>Roe et al.: ch. 1 1 presentation 1 video 1 website</td>
<td>Course Requirements Checklist Advising Guide Acknowledgement Introduction/Welcome Quiz 1</td>
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<tr>
<td>2</td>
<td>Roe et al.: chs. 3, 8 3 presentations</td>
<td>DB Forum 1 Vocabulary Lesson Quiz 2</td>
<td>50 100 30</td>
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<tr>
<td>3</td>
<td>Roe et al.: ch. 4 2 presentations 1 website</td>
<td>Article Review Quiz 3</td>
<td>90 20</td>
</tr>
<tr>
<td>4</td>
<td>Roe et al.: chs. 2, 5 1 presentation 1 video</td>
<td>Informal Reading Inventory Quiz 4</td>
<td>150 30</td>
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<tr>
<td>5</td>
<td>Roe et al.: chs. 6, 7 2 presentations</td>
<td>Case Study 1 Quiz 5</td>
<td>60 30</td>
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<tr>
<td>6</td>
<td>Roe et al.: chs. 9, 10 3 presentations</td>
<td>DB Forum 2 Case Study 2 Quiz 6</td>
<td>50 60 30</td>
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<tr>
<td>7</td>
<td>Roe et al.: ch. 11 3 presentations 2 videos</td>
<td>Directed Reading Thinking Activity Quiz 7</td>
<td>140 20</td>
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<tr>
<td>8</td>
<td>Roe et al.: ch. 12 1 video</td>
<td>Final Paper Quiz 8</td>
<td>100 20</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>1010</strong></td>
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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**.