

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

Course Requirements Checklist	10
Discussion Board Forums (2 at 50 pts ea)	100
Vocabulary Lesson	100
Article Review	90
Directed Reading Thinking Activity	140
Case Studies (2 at 60 pts ea)	120
Informal Reading Inventory	150
Final Paper	100
Quizzes (4 at 20 pts ea, 4 at 30 pts ea)	200
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](#).

COURSE SCHEDULE

EDUC 302

Textbook: Roe et al., *Teaching Reading in Today's Elementary Schools* (2019).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Roe et al.: ch. 1 1 presentation 1 video 1 website	Course Requirements Checklist	10
		Advising Guide Acknowledgement	0
		Introduction/Welcome	0
		Quiz 1	20
2	Roe et al.: chs. 3, 8 3 presentations	DB Forum 1	50
		Vocabulary Lesson	100
		Quiz 2	30
3	Roe et al.: ch. 4 2 presentations 1 website	Article Review	90
		Quiz 3	20
4	Roe et al.: chs. 2, 5 1 presentation 1 video	Informal Reading Inventory	150
		Quiz 4	30
5	Roe et al.: chs. 6, 7 2 presentations	Case Study 1	60
		Quiz 5	30
6	Roe et al.: chs. 9, 10 3 presentations	DB Forum 2	50
		Case Study 2	60
		Quiz 6	30
7	Roe et al.: ch. 11 3 presentations 2 videos	Directed Reading Thinking Activity	140
		Quiz 7	20
8	Roe et al.: ch. 12 1 video	Final Paper	100
		Quiz 8	20
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**.