

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

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.

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.

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. 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.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Candidate Expectations](#), the candidate will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to provide a thread in response to the provided prompt for each forum. Each thread must be 450–500 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 2 other classmates' threads. Each reply must be 150–200 words. (MLO: A, G)
- D. Journal Article Critiques

The candidate will select 2 peer-reviewed journal articles that focus on the language arts topics. The review must be 4–5 pages, double spaced, and include a current-APA formatted title page. The candidate's selected articles must be current (no more than 5 years old) and must relate specifically the selected language arts topic and include a summary, main ideas, conclusion, personal reaction and application to a biblical worldview. The critique must include 2 references in addition to the course textbooks and the Bible. (MLO: A, E, G)
- E. Language Arts Video Presentation

The candidate will use evidence-based practices applicable to the language arts topic (selected from the course textbook), journal articles, and other resources related to the selected topic to design a media presentation using Adobe Spark. The video presentation will consist of introductory slide, 5–6 minutes of relevant content, and references at the end (current APA). (MLO: A, B, C)

F. Classroom Strategies – Patterns of Practice (4)

In planning literacy activities for K–6 classrooms, the candidate will design a Patterns of Practice unit for an elementary classroom. The candidate must follow the steps in the Tompkins textbook for each of the 4 different Patterns of Practice (thematic unit, literature circles, literature-focused unit, and reading/writing workshop). The candidate may use the attached template or create his or her own graphic organizer/chart. No formal paper is written for this assignment; however, detailed, mini-lesson type instruction is the main focus. (MLO: A, E)

G. edTPA Task 3 – Assessing Student’s Literacy Learning

Task 3 is a practice task simulation (formative) to prepare for the official tasks (summative) that will be prepared and submitted during student teaching. The candidate will examine the student work samples provided in LiveText and respond to the prompts listed in the *Literacy Assessment Commentary Template*. edTPA task instructions are located in LiveText and not in Blackboard. (MLO: D)

H. Language Arts (LA) Strand Project

For this project, the candidate will select a specific grade level (K–6) and design a strand project to include the 6 language arts (listening, talking, reading, writing, viewing, and visually representing). The candidate will integrate the 6 language arts into a text set, lesson plan, student activities, tiered activities, and assessments, focusing on a specific standard strand in language arts. Activities from the Patterns of Practice can be utilized in the LA strand project. (MLO: D, E, F)

I. Chapter Quizzes (10)

Each quiz will cover the Reading & Study material for the assigned module(s)/week(s). Each quiz will be open-book, contain 10 multiple-choice questions, and have a 1-hour time limit. The candidate may take each Chapter Quiz up to 3 times during this time limit and at one seating. The last attempt will be entered. (MLO: A)

VI. COURSE GRADING AND POLICIES

A. Points

Assignments	Points	MLOs
Course Requirements Checklist	10	
Discussion Board Forums (2 at 40 pts ea)	80	A, G
Classroom Strategies – Patterns of Practice (4 at 50 pts ea)	200	A, E
Journal Article Critiques	120	A, E, G
Language Arts Video Presentation	100	A, B, C
Language Arts Strand Project	200	D, E, F
edTPA Task 3 – Assessing Student’s Literacy Learning	100	D
Chapter Quizzes (10 at 20 pts ea)	200	A
Total	1010	

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 Policy Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, and the Ph.D. in Higher Education Administration, are not required to submit assignments to LiveText.

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 632

Textbook: Tompkins, *Language Arts: Patterns of Practice* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Tompkins: ch. 1 1 presentation 1 website	Course Requirements Checklist	10
		Advising Guide Acknowledgement	0
		Class Introductions	0
		DB Forum 1	40
		Chapter 1 Quiz	20
2	Tompkins: chs. 2–3 1 presentation	DB Forum 2	40
		Chapter 2 Quiz	20
		Chapter 3 Quiz	20
3	Tompkins: chs. 4, 12 (LTU) 2 presentations	Patterns of Practice 1 – Literature Focus Units (LTU)	50
		Journal Article Critiques	120
		Chapter 4 Quiz	20
4	Tompkins: chs. 5–6, 12 (TU) 1 presentation	Patterns of Practice 2 – Thematic Unit (TU)	50
		Chapter 5 Quiz	20
		Chapter 6 Quiz	20
5	Tompkins: chs. 7, 12 (LC) 2 presentations	Patterns of Practice 3 – Literature Circles (LC)	50
		edTPA Task 3 Practice Activity	100
		Chapter 7 Quiz	20
6	Tompkins: chs. 8–9 1 presentations	Language Arts Video Presentation	100
		Chapter 8 Quiz	20
		Chapter 9 Quiz	20
7	1 presentation	Language Arts Strand Project	200
8	Tompkins: ch. 12 1 presentation	Patterns of Practice 4 – Reading and Writing Workshop (RWW)	50
		Chapter 12 Quiz	20
		TOTAL	1010

DB = Discussion Board

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**.