



## Graduate Course Syllabus

### RDG 504C: Content Area Literacy Grades 4-8

Center: Online

#### Course Prerequisites

None

#### Course Description

In this course, students study effective practices that support the development of reading comprehension and writing strategies for content area subjects in grades 4–8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural, and learning requirements.

#### Course Outcomes

- Develop an understanding of the basic reading and writing skills needed by students in the content areas
- Develop an understanding of effective methods for evaluating students' literacy skills in the content areas on a regular basis
- Develop an understanding of state and national assessments used to assess the content literacy skills of students
- Develop an understanding of a variety of approaches for the teaching of vocabulary
- Develop an understanding of a variety of approaches for the teaching of comprehension
- Develop an understanding of a variety of approaches for the teaching of writing
- Develop an understanding of a variety of approaches for the teaching of research and study skill techniques
- Develop effective classroom teaching strategies and motivational techniques to meet the different learning styles and needs of students in grades 4–8
- Learn how to determine the readability of student texts and use this information to select appropriate materials for instructional purposes

#### Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

*Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement*

Harvey, S. & Goudvis, A.

Stenhouse

2<sup>nd</sup> Edition

2007

ISBN: 978-1-57110-481-6

*I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*

Tovani, C.

Stenhouse

2000

ISBN: 978-1-57110-089-4

**Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

**Grade Distribution**

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	7	20	140
Short Papers	5	25	125
Assignments	9	20	180
Field Experience: Reflection	1	25	25
Developmental Capture: Lesson Plan			
Lesson Plan Draft	1	60	60
Lesson Plan Submission	1	100	100
Critical Task			
Milestone One	1	35	35
Milestone Two	1	35	35
Critical Task ePortfolio	1	300	300
			<b>Total Course Points: 1,000</b>

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

### Chalk and Wire

Specific assignments in this course are to be submitted to Chalk and Wire, the University's ePortfolio system. These items will be used as files for the Professional ePortfolio when completing the degree program. For additional information and instructions for accessing, starting a portfolio, and submitting an assignment to Chalk and Wire, please visit the [School of Education Portal](#) and click on "CW for Students" on the left-hand side of the page. With questions regarding Chalk and Wire, please contact the SNHU Instructional Support Helpdesk, available on mySNHU.

NOTE: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

### Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	Tools for Active Literacy <i>Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement</i> , Chapter 4

Module	Topics and Assignments
	<i>I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers</i> , Chapter 2 1-1 Discussion: The Relationship Between Language and Social Interaction 1-2 Short Paper: Reading and Writing Skills Affect Learning 1-3 Critical Task: Review 1-4 Field Experience: Schedule Interview with Content Area Teacher
2	Methods for Evaluating Literacy: Accessing Background Knowledge <i>Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement</i> , Chapter 7 <i>I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers</i> , Chapter 6 2-1 Discussion: Content Area Reading Inventory and Interest Inventory 2-2 Short Paper: Students' Background Knowledge 2-3 Practice: Strategy Selection
3	Visualizing/Inferring <i>Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement</i> , Chapters 9 and 14 <i>I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers</i> , Chapter 5 and Appendix C "Coding for Visualizing" (p. 137) 3-1 Discussion: Instructional Scaffolding 3-2 Assignment: Graphic Organizers to Teach Vocabulary 3-3 Field Experience: Continue Work
4	Determining Importance <i>Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement</i> , Chapters 10 and 14 <i>I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers</i> , Chapter 3 (pp. 23–25) 4-1 Application: Graphic Organizers 4-2 Short Paper: Self-Assessment Strategies 4-3 Developmental Capture: Lesson Plan: Begin Work
5	Reading and Writing: Connection Through Summarizing <i>Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement</i> , Chapter 11 5-1 Assignment: WebQuest 5-2 Short Paper: Including Writing in the Content Areas 5-3 Critical Task Milestone One: Reflection of Literacy Strategies Learned
6	Self-Assessment <i>Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement</i> , Chapter 12 6-1 Discussion: Instruction and Assessments 6-2 Assignment: Textbook Evaluation 6-3 Developmental Capture: Lesson Plan: Draft

Module	Topics and Assignments
7	Synthesizing <i>Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement</i> , Chapter 11 7-1 Discussion: Synthesizing and Reading Comprehension 7-2 Assignment: Mind Map 7-3 Critical Task Milestone Two: Literacy Techniques and Strategies
8	Cultural Collaboration 8-1 Discussion: Factors That Contribute to Students' Lack of Interest and Motivation 8-2 Short Paper: Creating a Favorable Environment 8-3 Assignment: Techniques for Teaching ELL
9	Effective Questioning <i>Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement</i> , Chapter 8 <i>I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers</i> , Chapter 7 9-1 Assignment: Bloom's Taxonomy Questions 9-2 Assignment: Questioning Strategy 9-3 Field Experience: Reflection
10	Reflective Practice Time 10-1 Discussion: Self-Assessment and Review of Course Outcomes 10-2 Developmental Capture: Lesson Plan: Chalk and Wire Submission 10-2 Developmental Capture: Lesson Plan: Brightspace Submission 10-3 Critical Task: Strategy Notebook: Chalk and Wire Submission 10-3 Critical Task: Strategy Notebook: Brightspace Submission

### Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

### Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

### SNHU Student Handbook

Review the [student handbook](#).

### ADA/504 Compliance Statement

In accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Southern New Hampshire University does not discriminate on the basis of disability, including intellectual disability, in admission, treatment, or access to its programs or activities, nor does it discriminate in employment in its programs or activities.

The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. A disability is a condition or impairment that impacts a “major life activity” or “major bodily function.”

- **Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- **Major bodily functions** include, but are not limited to, functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Disabilities include physical, medical (including pregnancy), mental health, and learning needs.

At the beginning of each term, or as soon as you become aware of a disability or accessibility concern, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC.

Note that accommodations are not retroactive and that disability accommodations are not provided until acceptable documentation of a disability and its impact is received and an accommodation letter has been processed. If you are unsure whether your condition qualifies as a disability or accessibility concern, please contact the OAC for determination.

**Contact Information:**

Online Accessibility Center

Phone: 866-305-9430

Email: [oac@snhu.edu](mailto:oac@snhu.edu)

**For questions concerning support services, documentation guidelines, or general disability issues, please visit the [Online Accessibility Center](#) website.**

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability and Accessibility Services](#) website.

**Academic Honesty Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

**Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

**SNHU Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).

**Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you would like to withdraw permission for use of your work, please complete the [Student Work Sample Survey](#).