



Graduate Course Syllabus

SPED 601: Content-Based Literacy

Center: Online

Course Prerequisites

None

Course Description

This course is designed to help educators become more skilled and versatile in their application of teaching strategies within the regular education classroom, including discussion formats, varied questioning techniques, flexible groupings, and differentiated instructional methods. Learners will understand the rationale and importance of using research-based strategies that enable a wide range of learners to access the Core Curriculum in general education classrooms. The course will examine curriculum and instructional design in relationship to students' diverse learning styles and cognitive, readiness, and cultural differences. The overall goal is to prepare educators to design and demonstrate lessons that incorporate engaging learning materials and methods and varied assessment tools that enable a broad range of students to achieve understanding, application, and mastery of key curriculum concepts and skills.

Course Outcomes

- Increase knowledge and skill in applying current research-based pedagogy to curriculum and instructional design
- Acquire skill in developing a repertoire of instructional and assessment methods that expand students' access to the Core Curriculum
- Acquire skill in matching instructional strategies to the learning profiles, interests, and cognitive and readiness levels of students in the regular classroom
- Expand the ability to create a classroom structure that supports multiple learning styles, interests, and cognitive and readiness levels
- Acquire skill in designing and demonstrating the delivery of differentiated instruction using specific content curriculum
- Examine learning theories in light of their own teaching practice

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 for Understanding and Engagement

Stephanie Harvey and Anne Goudvis

Stenhouse Publishers

2nd Edition

2007

ISBN: 978-1-57110-481-6

Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners

Diane Heacox

Free Spirit Publishing

Anniversary Edition

2012

ISBN: 978-1-57542-416-3

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place in Blackboard 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 forum in Blackboard 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	10	15	150
Short Papers	3	30	90
Project	1	75	75
Graphic Organizer	1	75	75
Presentation	1	75	75
Critical Task			
Milestone One	1	50	50
Milestone Two	1	80	80
Milestone Three	1	80	80
Critical Task Submission	1	325	325
		Total Course Points:	1,000

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

<i>Total Points: 1,000</i>				
Grade	Numerical Equivalent	Points	Points Equivalent	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4.00	930	1000
A-	90-92	3.67	900	929
B+	87-89	3.33	870	899
B	83-86	3.00	830	869
B-	80-82	2.67	800	829
C+	77-79	2.33	770	799
C	73-76	2.00	730	769
F	0-72	0.00	0	729
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 Course Information area in the Assignment Guidelines and Rubrics folder.

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

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. Assignments and discussion board 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 in Blackboard.

Module	Topics and Assignments
1	<p>Introduction to Content-Based Literacy</p> <p><i>Strategies That Work</i>, Chapter 12</p> <p>1-1 Read: Literacy-Rich Environments</p> <p>1-2 Read: How Important Is Teaching Literacy in All Content Areas?</p> <p>1-3 Discussion: Literacy 2000</p> <p>1-4 Short Paper: What Is Literacy Instruction in the Twenty-First-Century Classroom?</p> <p>1-5 Critical Task Review</p>
2	<p>What Is Differentiated Instruction?</p> <p><i>Differentiating Instruction in the Regular Classroom</i>, Chapter 1 (pages 5–18)</p> <p>2-1 Read: Differentiation</p> <p>2-2 Discussion: Differentiated Instruction</p> <p>2-3 Project: Differentiation Aspects</p>
3	<p>Multiple Intelligences</p> <p><i>Differentiating Instruction in the Regular Classroom</i>, Chapter 2 (pages 21–33) and resources on pages 39–57</p> <p>3-1 Read: Multiple Intelligences in the Classroom</p> <p>3-2 Discussion: Multiple Intelligences Assessment</p> <p>3-3 Short Paper: Multiple Intelligences and Testing</p>
4	<p>Essential Questions and Unit Plans</p> <p><i>Differentiating Instruction in the Regular Classroom</i>, Chapter 3</p> <p>4-1 Explore: Common Core State Standards</p> <p>4-2 Discussion: Integrating Content Areas</p> <p>4-3 Critical Task Milestone One: Setting the Context for Unit Development</p>
5	<p>Reading Is Thinking</p> <p><i>Strategies That Work</i>, Chapter 1</p> <p>5-1 Explore: Thinking Maps</p> <p>5-2 Discussion: Reading Across the Curriculum</p> <p>5-3 Graphic Organizer: Strategies That Work</p> <p>5-4 Critical Task Milestone Two: Begin Work</p>
6	<p>Making It All Work: Unit Design With Differentiation</p> <p><i>Differentiating Instruction in the Regular Classroom</i>, Chapter 4, pages 73–83</p> <p>6-1 Read: Teaching Literacy in Context: Choosing and Using Instructional Strategies</p> <p>6-2 Explore: Bloom’s Taxonomy According to Homer Simpson</p> <p>6-3 Discussion: Bloom’s Taxonomy</p> <p>6-4 Critical Task Milestone Two: Lesson Planning Using Standards</p>

7	Flexible Groupings and Tiered Instruction <i>Strategies That Work</i> , Chapter 5 <i>Differentiating Instruction in the Regular Classroom</i> , Chapters 5 and 6 7-1 Read: Grouping Students Who Struggle With Reading 7-2 Discussion: Cooperative and Collaborative Learning 7-3 Presentation: Flexible Groups 7-4 Critical Task Milestone Three: Begin Work
8	Differentiated Comprehension Instruction <i>Strategies That Work</i> , Chapter 4 8-1 Explore: Differentiated Instruction 8-2 Discussion: Differentiated Reading Instruction 8-3 Critical Task Milestone Three: Lesson Plan Revision
9	Content-Based Literacy and Assessment <i>Differentiating Instruction in the Regular Classroom</i> , Chapter 8 9-1 Read: Reaching All Children Through Differentiated Assessment 9-2 Discussion: Assessment 9-3 Short Paper: Differentiated Assessment
10	Diverse Classrooms <i>Differentiating Instruction in the Regular Classroom</i> , Chapter 1 (reread) and Chapter 10 10-1 Read: Strategies for Culturally and Linguistically Diverse Students With Special Needs 10-2 Discussion: Diverse Learners and Differentiation 10-3 Critical Task: Core Curriculum Presentation

Critical Task: Core Curriculum Presentation

The critical task for this course is the **presentation of a research-based strategy** used to teach a Core Curriculum skill in a content area. Upon completion of the outline of unit instruction, learner objectives, and aligned activities in assigned groups, there is an expectation that students will individually present a research-based strategy for teaching a Common Core literacy skill in a content area. Two familiar educational models—Bloom’s Taxonomy and Gardner’s theory of multiple intelligences—must be applied to the differentiated learning strategy. This presentation will examine the unit outline and apply these two familiar research models to the unit outline. Specifically, students will design a learning strategy, categorize it by level of challenge and complexity, and then modify or adapt the strategy to offer a wider range of thinking challenges and more opportunities for all students to use higher levels of thinking. As students develop their learning strategies, they must be sure to include Gardner’s theory of multiple intelligences to display that every student has strengths in thinking and learning.

Attendance Policy

Online students are required to post to the Blackboard discussion board during the first week of class. If a student does not submit a posting to the discussion board 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 College of Online and Continuing Education Guide to Student Success

Review the [guide to student success](#).

Diversity and Disability Statement

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns.

We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services. We look forward to hearing from you. Our contact information is below.

Disability Resource Center (DRC)

(866) 305-9430

(877) 520-8916 (fax)

drc@snhu.edu

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns.

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 College of Online and Continuing Education Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

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

Assessment Calibration and Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at assessmentcalibration@snhu.edu. See [this document](#) for more information.