Graduate Course Syllabus

SPED 526NC: Multisensory Literacy Strategies

Center: Online

Course Prerequisites

RDG 582

Course Description

This course is designed to help educators become more knowledgeable about how literacy develops and to understand why research-based, structured language strategies are necessary for teaching reading to students of diverse abilities. The course will demonstrate that reading is not an intuitive skill and that educators need to develop appropriate multisensory instructional strategies for the student who is either at risk or is a struggling reader. The overall goals are to introduce the scientific rationales and specific instructional methods for teaching the major components of literacy: phonological awareness, phonics, decoding and fluency, vocabulary, comprehension, and writing.

Course Outcomes

- Increase knowledge of the Core Curriculum in English/Language Arts with specific focus on developing language, reading, and writing skills
- Understand how literacy instruction has changed with advances in research regarding cognition, educational psychology, and neuroscience
- Develop strategies for teaching phonemic awareness and phonics
- Increase knowledge of the research base and principles of multisensory literacy instruction
- Develop strategies for providing multisensory, structured literacy instruction
- Develop strategies for using a multisensory approach to teaching reading comprehension
- Develop strategies for teaching reading across curriculum areas
- Develop strategies for facilitating use of content area texts and media
- Develop strategies for the expansion of expressive language, vocabulary, and writing skills
- Develop assistive technology strategies to meet students' needs

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.

Multisensory Teaching of Basic Language Skills

Judith R. Birsh

Paul H. Brookes Publishing Co.

Third Edition

2011

ISBN: 978-1-59857-093-9

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	7	30	210
Journal Critical Task Workspace	4	40	160
Assignment	1	40	40
Short Paper	1	45	45
Alternative Field Experience Submission	1	150	150
Critical Task			
Milestone One	1	60	60
Milestone Two	1	65	65
Milestone Three	1	70	70
Remediation Plan	1	200	200
		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

Total Points.	1000			
Grade	**Numerical Equivalent**	**Points**	**Points Equivalent**	
			Lower	*Upper*
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.

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	Beginning the Research *Multisensory Teaching of Basic Language Skills,* Chapters 1 and 2 1-1 Discussion: Introduction to Structured Language Strategies 1-2 Journal Critical Task Workspace: Critical Task Review 1-3 Alternative Field Experience Reminder
2	Phonemic Awareness and Phonics Strategies *Multisensory Teaching of Basic Language Skills,* Chapter 5 2-1 Discussion: Phonemic Awareness and Phonics Strategies 2-2 Journal Critical Task Workspace: Multisensory Strategies

3		Decoding and Fluency
		Multisensory Teaching of Basic Language Skills, Chapters 8 and Chapter 16
		3-1 Discussion: Indicators of Issues With Decoding and Fluency
		3-2 Critical Task Milestone One: Student Profile Overview
		3-3 Alternative Field Experience Reminder
4		Vocabulary and Comprehension Strategies
		Multisensory Teaching of Basic Language Skills, Chapters 11, 12, and 17
		4-1 Short Paper: Reading Across the Curriculum
		4-2 Assignment: Vocabulary and Comprehension Strategies
5		Utilizing Strategies
		5-1 Discussion: Multisensory Strategies and Those That Incorporate Alternative Media
		5-2 Critical Task Milestone Two: Strategies
		5-3 Alternative Field Experience Reminder
6		Multisensory Strategies and Assistive Technology
		Multisensory Teaching of Basic Language Skills, Chapter 20
		6-1 Discussion: Multisensory Strategies/Assistive Technology
		6-2 Journal Critical Task Workspace: Your Student Profile and the Components of Reading
		6-3 Critical Task/Milestone Reminder: Remediation Plan
7		Commercial Programs and Remediation Plan Preparation
		Multisensory Teaching of Basic Language Skills, Chapter 22 (pp. 657–670)
		7-1 Journal Critical Task Workspace: Commercial Programs
		7-2 Critical Task Milestone Three: Remediation Plan Outline
8		Expressive Language and Written Expression
		8-1 Discussion: Expressive Language and Written Expression
		8-2 Critical Task Reminder
		8-3 Alternative Field Experience Reminder
9		Individualized Remediation Plan
		9-1 Critical Task: Remediation Plan
10		Using Strategies to Stimulate the Students
		10-1 Discussion: Professional Portfolio
		10-2 Alternative Field Experience Submission

Critical Task: Remediation Plan

The critical task for this course is the creation of a remediation plan that uses a multisensory approach and addresses at least four of the pillars of reading: phonemic awareness, phonics, decoding and fluency, vocabulary, comprehension, and/or writing. The critical task represents an authentic demonstration of competency because the course is designed to help educators examine how literacy develops in students of all ages and will review why research-based, structured language strategies are necessary for teaching reading to students of diverse abilities.

Attendance Policy

Online students are required to submit a graded assignment/discussion to Blackboard 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 College of Online and Continuing Education Student Handbook

Review the student handbook.

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.

SNHU does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, citizenship, marital status, gender identity or expression, sexual orientation, veteran/military status, or genetic information in its programs and activities. Requests for disabilities accommodations within COCE should be directed to:

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. We look forward to hearing from you.

Complaints regarding discrimination and accommodations should be directed to:

(603) 645-9664
(603) 645-9717 (fax)
adacompliance@snhu.edu

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.