Southern New Hampshire University

Graduate Course Syllabus

RDG 582: Assessing and Instructing Students with Literacy Difficulty
Center: Online

Course Prerequisites
RDG 503 or EDU 501

Course Description
This course presents methods and materials to assess the needs and plan instructional interventions for students with literacy difficulties. Students will learn to analyze and interpret formal and informal literacy assessments and use instructional techniques to improve literacy in students with a range of literacy difficulties (K-12). This course includes an examination of literacy development among diverse learners.

Course Outcomes
- Demonstrate an understanding of the relationship between assessment and literacy instruction
- Demonstrate an understanding of the contexts in which whole class and individualized diagnostic evaluations take place
- Assess and remediate literacy difficulties

Required Materials
Using your learning resources is critical to your success in this course. Please purchase directly through the SNHU Online Bookstore rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

Assessing and Correcting Reading and Writing Difficulties
Thomas G. Gunning
Pearson
Fifth Edition
2014
ISBN: 978-0-13-283810-8

Ekwall/Shanker Reading Inventory
by James L. Shanker
Publisher: Pearson
Print ISBN: 9780134802015, 0134802012
eText ISBN: 9780134801919, 0134801911

Edition: 7th

Copyright year: 2019

Diversity, Equity, and Inclusion

As indicated in our core values, SNHU is committed to "embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life."

This may or will be reflected in SNHU's curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the Office of Diversity and Inclusion.

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. Instructors will post grades and feedback (as applicable) within seven days of an assignment's due date, or within seven days of a late submission.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Getting Started Discussion	1	5	5
Discussions	6	25	150
Journal	1	20	20
Short Papers	2	50	100
Activities	3	50	150
Presentation	1	50	50
Critical Task			
Milestone One	1	50	50
Milestone Two	1	60	60
Milestone Three	1	65	65
Final Submission	1	350	350
			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

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.

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	An Introduction to Reading and Writing Difficulties *Assessing and Correcting Reading and Writing Difficulties*, Chapters 2 and 3 (pp. 58–63) 1-1 Discussion: Getting Started 1-2 Discussion: Factors That Contribute to Reading and Writing Difficulties 1-3 Critical Task: Review
2	Placing and Monitoring Students' Progress *Assessing and Correcting Reading and Writing Difficulties*, Chapter 4 2-1 Discussion: Selecting Students for Intervention 2-2 Activity: Communicating With Parents

Module	Topics and Assignments
3	Remediating and Assessing Reading Difficulties *Assessing and Correcting Reading and Writing Difficulties*, Chapter 3 (pp. 64–79) and p. 83 3-1 Activity: Analyzing a Reading Record 3-2 Critical Task Milestone One: Quick Assessment Analysis and Reading Record
4	Correcting Reading Problems *Assessing and Correcting Reading and Writing Difficulties*, Chapter 14 (pp. 505–518 and pp. 531–551) 4-1 Short Paper: Comparison of Intervention Programs 4-2 Journal: Student Writing Analysis
5	Planning Intervention *Assessing and Correcting Reading and Writing Difficulties*, p. 70, p. 163, p. 165, and Chapter 14 (pp. 553–554 and pp. 563–572) 5-1 Activity: Lesson Plan 5-2 Critical Task Milestone Two: Woodcock Reading Mastery Assessment Form G
6	Phonics Instruction *Assessing and Correcting Reading and Writing Difficulties*, Chapter 8 (pp. 224–247, pp. 251–257, and pp. 262–279) 6-1 Discussion: Teaching Phonics 6-2 Short Paper: Literacy Strategies to Connect Phonics Instruction
7	Vocabulary Development *Assessing and Correcting Reading and Writing Difficulties*, pp. 82–83 and Chapter 10 (pp. 337–364) 7-1 Discussion: Building Vocabulary 7-2 Critical Task Milestone Three: Bader Informal Reading Inventory
8	Making Comprehension Accessible *Assessing and Correcting Reading and Writing Difficulties*, Chapter 11 (pp. 365–384 and pp. 405–416) and Chapter 12 (pp. 427–446) 8-1 Presentation: Content Area Comprehension Strategies
9	Understanding Spelling Development *Assessing and Correcting Reading and Writing Difficulties*, Chapter 5 (pp. 147–156) 9-1 Discussion: Connecting Spelling Development 9-2 Critical Task Submission
10	Reflective Practice 10-1 Discussion: Reflective Thoughts

Critical Task

The critical task for this course is the creation of a **literacy profile in chart form**. In the course, you will be provided with formative and summative literacy assessment results for Leslie, who struggles with literacy. From these results, you will prepare a literacy profile using the provided template, that includes the name and nature of the assessment, the student's results, and at least three interventions for each perceived literacy deficit or how to capitalize on a strength.

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 graded assignment/discussion during the first week of class, the student is automatically dropped 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

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted this policy to provide for prompt and equitable resolution of complaints regarding any action prohibited by Section 504, the ADA, or the ADAAA.

For questions about **support services, documentation guidelines, general disability issues, or pregnancy accommodations**, please visit the Online Accessibility Center (OAC).

As a student, you must complete an interactive intake process, with supporting documentation, in order to be granted accommodations. Once reasonable accommodations are approved by the OAC, you will receive an accommodations letter. You are then responsible for sharing the letter with your instructor. Accommodations are not retroactive.

If you feel you've been subject to discrimination on the basis of disability, by any party, you may file a complaint or grievance. For more information on the ADA/504 Grievance Policy, go to the Disability and Accessibility Services website.

Academic Integrity 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 integrity 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](#).