



## Graduate Course Syllabus

### SPED 635: Reading Interventions for Students with LBLD

Center: Online

#### Course Prerequisites

None

#### Course Description

This course provides an overview of effective reading interventions drawn from research-based practice for students with dyslexia and other language-based learning disabilities. Students in the course will integrate appropriate assessment strategies, engage with the current research analyses on reading and language-based learning disabilities (LBLD), and develop practical strategies for supporting learners in developing the phonemic awareness, sound-symbol relationships, and decoding patterns that improve reading fluency.

#### Course Outcomes

- Select appropriate research-based approaches for teaching reading to learners with language-based learning disabilities
- Evaluate the impact of language-based learning disabilities on fluency in reading
- Propose strategies for continuously assessing reading deficits for learners with language-based learning disabilities
- Develop individualized reading intervention plans through assessment of reading fluency

#### 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.

*Teaching Word Recognition: Effective Strategies for Students With Learning Difficulties*

R. E. O'Connor

Guilford Press

2<sup>nd</sup> Edition

2014

ISBN: 978-1-4625-1619-3

### 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
Discussions	10	25	250
Assignments	5	40	200
3-2-1 Reflection Assignment	1	20	20
Final Project			
Milestone One	1	20	20
Milestone Two	1	20	20
Milestone Three	1	30	30
Milestone Four	1	30	30
Milestone Five	1	30	30
Final Submission	1	400	400
			<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.

### 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	Reading Development <i>Teaching Word Recognition: Effective Strategies for Students With Learning Difficulties</i> , Introduction 1-1 Discussion: Reflecting on Reading Experiences 1-2 Assignment: Chall's Stages 1-3 Final Project: Review
2	How LBLD Affects Reading 2-1 Discussion: "AHA Moment" 2-2 Assignment: Top 10 List 2-3 Final Project Milestone One: Background
3	Evaluating Oral Reading 3-1 Discussion: Considering the Components of Oral Reading Fluency 3-2 Final Project Milestone Two: Assessment

Module	Topics and Assignments
4	Phonemic Awareness <i>Teaching Word Recognition: Effective Strategies for Students With Learning Difficulties</i> , Chapter 2 4-1 Discussion: Considering Phonemic Awareness 4-2 Assignment: Phonemic Awareness Lesson Plan 4-3 Final Project Milestone Three: Intervention Plan, Part A
5	Alphabetic Principle <i>Teaching Word Recognition: Effective Strategies for Students With Learning Difficulties</i> , Chapter 3 5-1 Discussion: Teaching the Alphabetic Principle 5-2 Final Project Milestone Four: Intervention Plan, Part B
6	Beginning to Decode <i>Teaching Word Recognition: Effective Strategies for Students With Learning Difficulties</i> , Chapter 4 6-1 Discussion: Differentiated Instruction Strategies 6-2 Assignment: Assessing Letter Sound Knowledge
7	Word Patterns and Multisyllabic Words <i>Teaching Word Recognition: Effective Strategies for Students With Learning Difficulties</i> , Chapters 5 and 7 7-1 Discussion: Challenges and Solutions for Decoding Unfamiliar Words 7-2 Final Project Milestone Five: Intervention Plan, Part C
8	Reading Fluency <i>Teaching Word Recognition: Effective Strategies for Students With Learning Difficulties</i> , Chapter 9 8-1 Discussion: The Importance of Reading Fluency 8-2 Assignment: Fluency Activities
9	Ongoing Assessment 9-1 Discussion: The Value of Ongoing Assessment 9-2 Final Project Submission
10	Landmark Teaching Principles 10-1 Discussion: Benefits of the Six Landmark Teaching Principles 10-2 Assignment: 3-2-1 Reflection Paper

### 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](#).