



Graduate Course Syllabus

RDG 701: Reading Internship: Grades K–4

RDG 702: Reading Internship: Grades 5–8

RDG 703: Reading Internship: Grades 9–12

Center: Online

Course Prerequisites

Completion of all degree work with the exception of the internships

Course Description

The culmination of the Reading and Writing Specialist degree is a series of grade-specific internships that act as a capstone. A capstone course is designed to “tie it all together.” It is the synthesis of program coursework and provides an opportunity for students to demonstrate knowledge and skills. This internship allows for the demonstration of knowledge and documents leadership in the area of literacy. Reading and writing specialists are experts who are expected to lead initiatives in schools and districts. These leaders guide schools and teachers through the process of evaluating, designing, and implementing literacy initiatives to meet the needs of students. Therefore, the capstone is designed to capture both skills and the ability to lead in the literacy area.

Course Outcomes

RDG 701

- To cultivate experiences and document a leadership role in the area of K–4 reading
- To develop the educator as an action researcher and leader in reading
- To support and document the integration and application of coursework

RDG 702

- To cultivate experiences and document a leadership role in the area of 5–8 reading
- To develop the educator as an action researcher and leader in reading
- To support and document the integration and application of coursework

RDG 703

- To cultivate experiences and document a leadership role in the area of 9–12 reading
- To develop the educator as an action researcher and leader in reading
- To support and document the integration and application of coursework

Required Materials

None

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 for RDG 701

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	4	10	40
Journals	4	5	20
Short Papers	3	30	90
Annotated Bibliography	1	30	30
Interview Assignment	1	60	60
Active Learning Activity	1	60	60
		Total Course Points:	300

Grading Distribution for RDG 702

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	4	15	60
Short Papers	5	24	120
Presentation	1	50	50
Active Learning Activity	1	50	50
Journals	2	10	20
		Total Course Points:	300

Grading Distribution for RDG 703

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	4	15	60
Short Papers	4	30	120
Presentation	1	50	50
Active Learning Activity	1	50	50
Journals	2	10	20
		Total Course Points:	300

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 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
RDG 701 1	Icebreaker Activity (Required) Impact of Professional Development on Teaching Practices 1-1 Discussion: Professional Development 1-2 Journal: Weekly Personal Development 1-3 Annotated Bibliography 1-4 Interview Assignment Review
RDG 701 2	Using Action Research to Support Teaching Practices 2-1 Discussion: Reading Assessment in K-4 2-2 Journal: Weekly Personal Development 2-3 Active Learning Activity: Assessing Struggling Readers 2-4 Short Paper: Literacy in the Millennium

RDG 701 3	<p>Effective Integration and Application of Literacy Skills</p> <p>3-1 Discussion: Integrating Reading</p> <p>3-2 Journal: Weekly Personal Development</p> <p>3-3 Short Paper: Best Practices for Diverse Populations</p> <p>3-4 Short Paper: Philosophy of Teaching and Learning in K–4</p>
RDG 701 4	<p>Turning Theory Into Practice</p> <p>4-1 Discussion: Reading at Home</p> <p>4-2 Journal: Weekly Personal Development</p> <p>4-3 Interview Assignment</p> <p>4-4 Professional Vision, Philosophy, and Goal Plan</p>
RDG 702 1	<p>Leadership Role in Working With Grades 5–8</p> <p>1-1 Discussion: Essential Skills</p> <p>1-2 Short Paper: Reading Specialist Challenges</p> <p>1-3 Presentation: Professional Development</p>
RDG 702 2	<p>Using Action Research to Support Teaching Practices</p> <p>2-1 Discussion: Interest Inventory Data</p> <p>2-2 Active Learning Activity: Assessing Struggling Readers</p> <p>2-3 Journal: Weekly Personal Development</p> <p>2-4 Short Paper: Motivational Strategies</p>
RDG 702 3	<p>Integration and Applying Knowledge</p> <p>3-1 Discussion: Effective Formative Assessments</p> <p>3-2 Short Paper: Comprehension Instructional Plan</p> <p>3-3 Short Paper: Reading Program Analysis</p>
RDG 702 4	<p>Reflective Practice</p> <p>4-1 Discussion: Classroom Pedagogy and Curriculum</p> <p>4-2 Journal: Weekly Personal Development</p> <p>4-3 Short Paper: Philosophy Statement</p> <p>4-4 Professional Vision, Philosophy, and Goal Plan</p>
RDG 703 1	<p>Leadership Role in Grades 9–12</p> <p>1-1 Discussion: Reading Specialist Skills</p> <p>1-2 Journal: Weekly Personal Development</p> <p>1-3 Short Paper: Evaluation of Leadership Role in High School</p>
RDG 703 2	<p>Assessment Data to Initiate Change</p> <p>2-1 Discussion: Effectively Using Data in Grades 9–12</p> <p>2-2 Short Paper: Analysis of School-Wide Literacy Data</p> <p>2-3 Short Paper: Using Classroom Assessment Data</p>
RDG 703 3	<p>Reading Intervention for High School Students</p> <p>3-1 Discussion: Benefits of Formative Assessments</p> <p>3-2 Presentation: Parental Involvement Project</p> <p>3-3 Active Learning Activity: Assessing Struggling Readers</p>

RDG 703	Reflective Practice in Grades 9–12
4	4-1 Discussion: Cultural and Linguistic Context 4-2 Journal: Weekly Personal Development 4-3 Short Paper: Philosophy Statement 4-4 Professional Vision, Philosophy, and Goal Plan

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 College of Online and Continuing Education Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

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

As soon as you become aware of a disability, 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 an accommodation letter has been processed.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: oad@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, 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 Services](#) webpage.

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.