



Graduate Course Syllabus

EDU 501: Methods of Teaching Reading

Center: Online

Course Prerequisites

None

Course Description

This course is an overview of reading and writing processes. The course addresses current trends for teaching literacy including basal programs, whole language, language experience, thematic teaching, literature-based instruction, and technology-based instruction. Students will learn about the components of balanced literacy instruction that includes word attack, word identification, vocabulary development, fluency, comprehension, and writing.

Course Outcomes

- Historical perspectives on literacy
- Components of literacy instruction
- Strategies for literacy instruction
- Current methods and materials used to teach literacy
- Literacy assessment
- Technology and literacy instruction
- The process of evaluating literacy procedures and processes within schools and with colleagues

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.

Reading & Learning to Read

Jo Anne L. Vacca

Pearson

10th Edition

2018

ISBN: 978-0-13-444772-8

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

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	6	20	120
Journal	1	30	30
Assignments	3	30	90
Short Paper	1	40	40
Historical Timelines Presentation	1	40	40
Developmental Capture			
Milestone One	1	60	60
Final Submission	1	125	125
Critical Task			
Milestone One	1	60	60
Milestone Two	1	60	60
Milestone Three	1	60	60
			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	Knowledge and Beliefs about Reading <i>Reading and Learning to Read</i> , Chapter 1 1-1 Discussion: Experience with Reading Development 1-2 Begin Work: Theoretical Models of Literacy Chart (Non-Graded) 1-3 Review: Critical Task (Non-Graded)
2	Approaches to Reading Instruction <i>Reading and Learning to Read</i> , Chapter 2 2-1 Assignment: Theoretical Models of Literacy Chart 2-2 Review: Historical Timeline of Literacy Perspectives Small Group topic (Non-Graded) 2-3 Critical Task: Milestone One
3	Literacy Instruction for Beginning Readers and Writers <i>Reading and Learning to Read</i> , Chapter 4 and 5 3-1 Discussion: Drawings of a Literature-Rich Classroom 3-2 Short Paper: Young Reader Interview
4	Diverse Learners <i>Reading and Learning to Read</i> , Chapter 3 4-1 Presentation: Historical Timeline of Literacy Perspectives, Group 1 4-2 Critical Task: Milestone Two
5	Word Identification <i>Reading and Learning to Read</i> , Chapter 6 5-1 Discussion: Phases of Development 5-2 Developmental Capture: Milestone One
6	Reading Fluency <i>Reading and Learning to Read</i> , Chapter 7 6-1 Discussion: Fluency Checklist 6-2 Presentation: Historical Timeline of Literacy Perspectives, Group 2

Module	Topics and Assignments
7	Vocabulary Knowledge and Concept Development <i>Reading and Learning to Read</i> , Chapter 8 7-1 Discussion: Vocabulary Knowledge 7-2 Critical Task: Milestone Three
8	Reading Comprehension and Assessment <i>Reading and Learning to Read</i> , Chapters 5 and 9 8-1 Discussion: Reading Comprehension 8-2 Presentation: Historical Timeline of Literacy Perspectives, Group 3 8-3 Assignment: Running Record Assessment
9	Evaluating Literature <i>Reading and Learning to Read</i> , Chapter 12 9-1 Assignment: Book Review 9-2 Critical Task: Professional ePortfolio Submission
10	Instructional Materials <i>Reading and Learning to Read</i> , Chapter 13 10-1 Journal: Course Reflection 10-2 Developmental Capture: Statement of Beliefs and Lesson Plan Submission

Critical Task: Professional ePortfolio

The critical task for this course is the creation of a professional ePortfolio that includes a survey of six reading strategies. Students will explore six reading delivery systems and explain each program, who it is intended for, the grade level, the area of reading, the strategy targets, the kind of program (whole school, targeted audience, etc.), as well as a thoughtful evaluation of the program. Students will summarize the following six methods of literacy delivery: literature-based, language experience approach, basal reading, technology-based, integrated language arts, and multisensory approach. Some of these literacy delivery methods are discussed in Chapters 2 and 13 of the course textbook, *Reading and Learning to Read*, but additional research will be necessary to complete this assignment.

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

In accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Southern New Hampshire University does not discriminate on the basis of disability, including intellectual disability, in admission, treatment, or access to its programs or activities, nor does it discriminate in employment in its programs or activities.

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. A disability is a condition or impairment that impacts a “major life activity” or “major bodily function.”

- **Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- **Major bodily functions** include, but are not limited to, functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Disabilities include physical, medical (including pregnancy), mental health, and learning needs.

At the beginning of each term, or as soon as you become aware of a disability or accessibility concern, 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 acceptable documentation of a disability and its impact is received and an accommodation letter has been processed. If you are unsure whether your condition qualifies as a disability or accessibility concern, please contact the OAC for determination.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: oad@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, please 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 and Accessibility Services](#) website.

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 Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

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

Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you would like to withdraw permission for use of your work, please complete the [Student Work Sample Survey](#).