



Graduate Course Syllabus

SPED 526: 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 Common Core curriculum in English Language Arts with specific focus on developing language, reading, and writing skills
- Understand how literacy instruction has changed with the advances of research in the areas of 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

Birsh, Judith R.

Paul H. Brookes Publishing Co.

Third Edition

2011

9781598570939

Instructor Availability and Response Time

Your class interaction with your instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be active in Blackboard at least five days a week, and you will normally communicate with your instructor in the open Blackboard discussion forum so that your questions and the instructor's answers benefit the entire class. You should send emails directly to your instructor only when you need to discuss something of a personal or sensitive nature, and in those cases 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	10	10	100
Short Papers	6	25	150
Lesson Plans	3	25	75
Presentations	3	25	75
Field Experience	1	35	35
Critical Task			
Milestone One	1	75	75
Milestone Two	1	75	75
Milestone Three	1	75	75
Remediation Plan	1	305	305
		Total Course Points:	965

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

<i>Total Points: 965</i>				
Grade	Numerical Equivalent	Points	Points Equivalent	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4.00	897	965
A-	90-92	3.67	869	896
B+	87-89	3.33	840	868
B	83-86	3.00	801	839
B-	80-82	2.67	772	800
C+	77-79	2.33	743	771
C	73-76	2.00	704	742
F	0-72	0.00	0	703
I	Incomplete			
IF	Incomplete/Failure			
W	Withdrawn			

*Incomplete and Incomplete/Failure: Any student requesting an “I” grade must complete a Student Petition and Contract for a Grade of Incomplete and submit it to the proper offices prior to the final day of the term/semester. The petition will specify a deadline by which the coursework must be completed. The incomplete automatically becomes an “IF” if work has not been completed and a grade has not been submitted by the specific deadline.

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.

Chalk and Wire

Specific assignments in this course are to be submitted to Chalk and Wire, the University’s ePortfolio system. These items will be used as files for the Professional ePortfolio when completing the degree program. For additional information and instructions for accessing, starting a portfolio, and submitting an assignment to Chalk and Wire, please visit the [School of Education Portal](#) and click on “CW for Students” on the left-hand side of the page. With questions regarding Chalk and Wire, please contact the SNHU Instructional Support Helpdesk, available on mySNHU.

NOTE: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

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. All assignments are due by 11:59 p.m. Eastern Time on the last day of the module week.

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	Icebreaker Activity (Required) Common Core State Standards and Alignment With Multisensory Teaching of Basic Language Skills 1-1 Discussion: English Language Arts Common Core State Standards 1-2 Critical Task Review 1-3 Field Experience Review 1-4 Short Paper: The Common Core
2	Multisensory Teaching of Basic Language Skills: Connecting Research to Practice <i>Multisensory Teaching of Basic Language Skills</i> , Chapters 1–4 2-1 Discussion: Brain Research 2-2 Short Paper: Research Findings 2-3 Milestone One: Setting the Context
3	Teaching Phonemic Awareness, Letter Recognition, Handwriting, and Spelling <i>Multisensory Teaching of Basic Language Skills</i> , Chapters 5–7 and 9 3-1 Discussion: Instructional Strategies 3-2 Short Paper: Phonemic Awareness 3-3 Lesson Plan: MSLE
4	Teaching Reading to Diverse Learners <i>Multisensory Teaching of Basic Language Skills</i> , Chapters 8 and 10–12 4-1 Discussion: Teaching Resources 4-2 Short Paper: Case Study 4-3 Field Experience: Interview
5	Assessing Students and Identifying Factors That Hinder Reading and Writing <i>Multisensory Teaching of Basic Language Skills</i> , Chapters 13–15 and 19, pages 594–603 5-1 Discussion: RTI 5-2 Presentation: Screening Tools 5-3 Milestone Two: Student Profile
6	Multisensory Education for Older Students with Diverse Learning Needs <i>Multisensory Teaching of Basic Language Skills</i> , Chapters 16 and 17 6-1 Discussion: Struggling Readers 6-2 Lesson Plan: Evidence-Based Practices 6-3 Short Paper: Adolescent Literacy
7	Learning Strategies, Study Skills, and Executive Functioning <i>Multisensory Teaching of Basic Language Skills</i> , Chapters 18–20

	7-1 Discussion: English Language Learners 7-2 Presentation: Practical Strategies 7-3 Milestone Three: Instructional Strategies Plan
8	Language Concepts and Dyslexia: Impact on Mathematics Instruction <i>Multisensory Teaching of Basic Language Skills</i> , Chapters 21 and 22 8-1 Discussion: Helpful Resources 8-2 Lesson Plan: Math 8-3 Presentation: Assistive Technology
9	Rights of Individuals With Dyslexia and Other Disabilities <i>Multisensory Teaching of Basic Language Skills</i> , Chapter 23 9-1 Discussion: The Role of Teachers 9-2 Short Paper: IDEA and Section 504
10	Communicating With Parents and Educators About Multisensory Education <i>Multisensory Teaching of Basic Language Skills</i> , Chapter 3 (reread) 10-1 Discussion: Implementation Challenges 10-2 Critical Task: Remediation Plan

Attendance Policy

Online students are required to post to the Blackboard discussion board during the first week of class. If a student does not submit a posting to the discussion board 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 Guide to Student Success

Review the [guide to student success](#).

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. We look forward to hearing from you. Our contact information is below.

Disability Resource Center (DRC)
(877) 591-4723 (select option 4)
(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.

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](#).