Graduate Course Syllabus

RDG 504NC: Content Area Literacy Grades 4-8

Center: Online

Course Prerequisites

None

Course Description

In this course, students study effective practices that support the development of reading comprehension and writing strategies for content area subjects in grades 4–8. The course focuses on the strategies that enable students to read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural, and learning requirements.

Course Outcomes

- Develop an understanding of the basic reading and writing skills needed by students in the content areas
- Develop an understanding of effective methods for evaluating students' literacy skills in the content areas on a regular basis
- Develop an understanding of state and national assessments used to assess the content literacy skills of students
- Develop an understanding of a variety of approaches for the teaching of vocabulary
- Develop an understanding of a variety of approaches for the teaching of comprehension
- Develop an understanding of a variety of approaches for the teaching of writing
- Develop an understanding of a variety of approaches for the teaching of research and study skill techniques
- Develop effective classroom teaching strategies and motivational techniques to meet the different learning styles and needs of students in grades 4–8
- Learn how to determine the readability of student texts and use this information to select appropriate materials for instructional purposes

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.

Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement
Harvey, S. & Goudvis, A.
Stenhouse

3rd Edition
2017
ISBN: 978-1-62531-063-7

I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers
Tovani, C.
Stenhouse
2000
ISBN: 978-157110-089-4

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	7	20	140
Short Papers	5	25	125
Assignments	9	20	180
Alternative Field Experience	1	25	25
Lesson Plan			
Lesson Plan Draft	1	60	60
Lesson Plan Submission	1	100	100
Final Project			
Milestone One	1	35	35
Milestone Two	1	35	35
Final Project	1	300	300
			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	Tools for Active Literacy *Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement*, Chapter 3 *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*, Chapter 2 1-1 Discussion: The Relationship Between Language and Social Interaction 1-2 Short Paper: Reading and Writing Skills Affect Learning 1-3 Final Project: Review 1-4 Alternative Field Experience: Schedule Interview
2	Methods for Evaluating Literacy: Accessing Background Knowledge *Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement*, Chapter 8 *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*, Chapter 6 2-1 Discussion: Content Area Reading Inventory and Interest Inventory 2-2 Short Paper: Students' Background Knowledge 2-3 Assignment: Strategy Selection
3	Visualizing/Inferring *Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement*, Chapters 6 and 10 *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*, Chapter 5 and Appendix C "Coding for Visualizing" (p. 137) 3-1 Discussion: Instructional Scaffolding 3-2 Assignment: Graphic Organizers to Teach Vocabulary 3-3 Alternative Field Experience: Continue Work
4	Determining Importance *Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement*, Chapter 11 *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*, Chapter 3 (pp. 23–25) 4-1 Assignment: Graphic Organizers 4-2 Short Paper: Self-Assessment Strategies 4-3 Lesson Plan: Begin Work
5	Reading and Writing: Connection Through Summarizing *Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement*, Chapter 12 5-1 Assignment: WebQuest 5-2 Short Paper: Including Writing in the Content Areas 5-3 Final Project Milestone One: Reflection of Literacy Strategies Learned

Module	Topics and Assignments
6	Self-Assessment *Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement*, Chapter 13 6-1 Discussion: Instruction and Assessments 6-2 Assignment: Textbook Evaluation 6-3 Lesson Plan: Draft
7	Synthesizing *Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement*, Chapter 12 7-1 Discussion: Synthesizing and Reading Comprehension 7-2 Assignment: Mind Map 7-3 Final Project Milestone Two: Literacy Techniques and Strategies
8	Cultural Collaboration 8-1 Discussion: Factors That Contribute to Students' Lack of Interest and Motivation 8-2 Short Paper: Creating a Favorable Environment 8-3 Assignment: Techniques for Teaching ELL
9	Effective Questioning *Strategies That Work: Teaching Comprehension Strategies for Understanding and Engagement*, Chapter 9 *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*, Chapter 7 9-1 Assignment: Bloom's Taxonomy Questions 9-2 Assignment: Questioning Strategy 9-3 Alternative Field Experience: Reflection
10	Reflective Practice Time 10-1 Discussion: Self-Assessment and Review of Course Outcomes 10-2 Lesson Plan: Submission 10-3 Final Project: Strategy Notebook

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 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.