Southern New Hampshire University

Graduate Course Syllabus

RDG 503C: Emerging and Early Literacy Development

Center: Online

Course Prerequisites

None

Course Description

This course will examine several major theoretical perspectives on literacy development from kindergarten through 4th grade. Students will explore literacy environments that encourage the development of reading, writing, listening, and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom.

Differentiating instruction to meet the needs of students from diverse backgrounds will be integrated into the course content.

Course Outcomes

● Demonstrate knowledge of the developmental foundations of reading and writing processes

● Demonstrate knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction

● Demonstrate that a rich literary environment fosters reading and writing development for all students

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.

Designing Early Literacy Programs Lea M. McGee and Donald J. Richgels The Guilford Press
Second Edition 2014
ISBN: 978-1-4625-1412-0

Literacy for the 21st Century: A Balanced Approach
Gail E. Tompkins Pearson/Merrill/Prentice Hall
Sixth Edition
2017
ISBN: 9780134090191

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
Journal topic	3	25	120
Exams (Midterm and Final)	2	50	180
Alt. Field Experience: Screencast Mini-Lesson Delivery	1	120	60
Discussions	9	20	90
Charts	3	20	125
Critical Task			
Milestones	3	30	125
Literacy Overview	1	125	125
Mini Lesson Plans	1	125	120
Alt. Field Experience Reflection	1	125	180
			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.

Chalk & Wire

Specific assignments in this course are to be submitted to Chalk & 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 & 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 & 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

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	Becoming an Effective Teacher of Reading
	Literacy for the 21st Century, Chapters 1 and 4
	1-1 Discussion: Eight Principles of Effective Literacy Instruction
	1-2 Journal: Reading Autobiography
	1-3 Review: Critical Task and Alternative Field Experience
2	Supporting Young Readers and Writers in the Classroom
	Literacy for the 21st Century, Chapter 5 (pp. 142-155)
	Designing Early Literacy Programs, Chapters 6 and 7
	2-1 Discussion: Phonemic Awareness
	2-2 Phonemic Awareness Activity Bank (Non-Graded)
	2-3 Alternative Field Experience: Continue Work
3	Effective Instructional Techniques for Young Readers
	Designing Early Literacy Programs, Chapters 1 and 2
	3-1 Chart: Seven Principles of Accelerated Literacy Learning
	3-2 Journal: Reading Autobiography
	3-3 Critical Task Milestone One
4	Using Phonological Knowledge in Writing Development
	Literacy for the 21st Century, Chapter 5 (pp. 155-181)
	Designing Early Literacy Programs, Chapter 6
	4-1 Chart: Stages of Spelling Development
	4-2 Word Study Concept
	4-3 Discussion: Word Study

5	Fluency and Vocabulary
	Literacy for the 21st Century, Chapters 6 and 7
	5-1 Discussion: Effective Strategies for Teaching Vocabulary
	5-2 Critical Task Milestone Two
	5-3 Midterm Exam
6	Reading Comprehension
	Literacy for the 21st Century, Chapter 8 (pp. 250-272)
	Designing Early Literacy Programs, Chapter 3
	6-1 Chart: Comprehension Instruction
	6-2 Discussion: Text Complexity and Comprehension
	6-3 Alternative Field Experience: Mini-Lesson
7	Reading and Writing Connection
	Literacy for the 21st Century, Chapters 2 and 9
	7-1 Discussion: Reading and Writing Connection
	7-2 Critical Task Milestone Three
8	Using Assessment Data to Plan for Instruction
	Designing Early Literacy Programs, Chapters 4 and 5
	8-1 Concepts About Print Assessment and Tiles Test (Non-Graded)
	8-2 Discussion: Concepts About Print Assessment and Tiles Test
	8-3 Alternative Field Experience: Screencast Mini-Lesson Delivery
9	Differentiating Instruction
	Literacy for the 21st Century, Chapter 11
	Designing Early Literacy Programs, Chapter
	9-1 Discussion: Mrs. Warren's Class
	9-2 Critical Task Submission: Literacy Overview
	9-3 Critical Task Submission: Mini Lesson Plans
	9-4 Critical Task Submission: Alternative Field Experience Reflection
10	Instructional Materials
	Literacy for the 21st Century, Chapter 10
	10-1 Discussion: Critique a Website
	10-2 Course Reflection
	10-3 Final Exam

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 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: oac@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](#).