

Course Syllabus

Idaho State University - Albion Institute

Dyslexia: Reading & Writing Learning Disabilities (PD+)

EDUC 5598P - 0504

Description

This course provides an in-depth examination of reading and writing disabilities, with a focused emphasis on dyslexia, to prepare educators to implement evidence-based practices in K-12 settings. Participants develop a comprehensive understanding of dyslexia, including its characteristics, underlying factors, and impact on literacy development, while also examining Idaho-specific laws, standards, and recommended practices. The course progresses from foundational concepts of skilled reading and writing to more advanced study of learning disabilities, equipping educators with the knowledge needed to support identification, assessment, and instruction for diverse learners.

Grounded in applied practice, the course engages participants in assessments, activities, and structured learning experiences that measure knowledge acquisition and instructional readiness. Assignments are designed to produce practical, implementation-ready tools, strategies, and resources that can be directly used in educational settings. Through substantive participation and guided feedback from an instructor and expert practitioner, participants refine their ability to apply course concepts to real-world contexts. This course supports improved teaching effectiveness and student outcomes.

Enrollment, Delivery, and Completion Information

- **EDUC 5598P**  [Links to an external site.](#) : **Dyslexia: Reading & Writing Learning Disabilities**
- **Credits:** 1 semester credit hour (letter grade A-F)
- **Enrollment Type:** Open enrollment with self-registration
- **Completion Timeframe:** 90 days from the date of enrollment
- **Delivery Format:** Fully online
- **Purpose:** K-12 professional development recertification requirements

Recertification and Professional Advancement Statement

Successful completion of this course results in a letter grade and semester credit hour from Idaho State University. As a graduate 5000-level course aligned

to [Idaho State University's Graduate Catalog EDUC 5598P](#)  [Links to an external site.](#), the course includes engagement with a faculty member and a K-12 practitioner and is designed to support professional learning and implementation in educational settings. Learners enroll as non-matriculated students, and earned grades and semester credits are recorded on an ISU non-academic transcript endorsed by the university Registrar. Applicability of this course toward K-12 teacher license renewal, recertification, salary lane advancement, or other professional advancement is determined by the relevant state board of education, licensing authority, school district, human resources office, collective bargaining agreement, or other approving entity.

This course meets Idaho professional development and recertification requirements set forth in [Idaho Code § 33-1811\(4\)](#), by being aligned with the [Idaho Comprehensive Literacy Plan](#) and the [Idaho Dyslexia Handbook](#), and by providing professional development in "identifying characteristics of dyslexia and understanding the pedagogy for instructing students with dyslexia and providing dyslexia-focused interventions."

Student Expectations

To earn semester credit and a letter grade in this course, students must complete the course in full and engage at the level of rigor expected in a university course. The course includes academically engaged learning through readings, lectures, videos, discussions, applied activities, assignments, and assessments. Successful completion requires consistent participation and satisfactory performance on graded coursework.

Students must:

- Spend the time necessary to complete all assigned learning materials, activities, assignments, and assessments in support of the course learning outcomes
- Demonstrate thoughtful and substantive engagement by applying course knowledge through high-quality, timely work that produces practical strategies, tools, resources, or artifacts ready for use in educational settings
- Engage with instructor feedback, where applicable
- Successfully complete all graded requirements necessary to earn semester credit and a final letter grade

Required Materials and Technology

Students must have regular access to a reliable laptop or desktop computer capable of loading and running standard software.

The computer must support word processing, presentation tools, file downloads and uploads, data review, and multimedia tasks such as viewing videos, recording audio or video, and participating in web conferencing.

The learning management system supports mobile devices, but mobile access should be considered supplemental only. Mobile devices may limit a student's ability to complete assignments successfully, particularly those involving file handling, multimedia creation, lesson plan development, or other course activities.

An up-to-date browser on any computer or device is required, along with a reliable internet connection.

[General Technology Hardware for Online/Hybrid Courses - ISU Help Desk](#)  [Links to an external site.](#)

No textbook purchase is required for this course.

Learning Outcomes

1. Analyze dyslexia within the context of state policy, educational research, and the science of reading, and apply this understanding to inform instructional and school-based decision-making.
2. Interpret the neurological, cognitive, and behavioral characteristics of dyslexia and apply this knowledge to identify student needs and inform instructional planning across developmental stages.
3. Design and evaluate evidence-based instructional approaches, accommodations, and technologies to support students with dyslexia and related learning disabilities in classroom settings.
4. Differentiate how dyslexia interacts with other learning differences and design targeted instructional strategies to support diverse learner profiles in educational settings.

Course Deliverables & Takeaways

Learner Developed

A reference guide that translates state dyslexia law and professional standards into clear, actionable classroom practices.

- A visual model of the reading brain paired with an instructional explanation that supports educators in understanding and applying Structured Literacy principles.
- A shareable educational infographic that can be used to support understanding of learning disabilities in classrooms, professional settings, or family communication.
- A parent/guardian communication response template that provides accurate information about dyslexia and outlines supportive instructional practices in a clear, collaborative manner.
- A practitioner-focused guide that explains the dyslexia identification process and connects each step to instructional and assessment decisions.
- A guide that communicates the purpose, types, and appropriate use of accommodations for students with dyslexia in educational settings.

- An individualized instructional support plan that synthesizes evidence-based practices, accommodations, and assistive technologies to address the academic and emotional needs of a student with dyslexia.
- A professional dialogue script that models how to address misconceptions about dyslexia and twice-exceptional learners using evidence-based, strengths-based communication.
- A practical student evaluation tool that helps educators recognize patterns of strengths and challenges and determine appropriate next steps for support.
- A comparative reference tool that helps educators distinguish between learning differences and identify key classroom indicators for targeted support.

Course Provided

- A concise synthesis of morphological awareness research highlighting the role of prefixes, suffixes, and roots in supporting literacy development and word learning.
- An educator-focused overview of phoneme awareness that explains its critical role in developing the alphabetic principle, decoding, encoding, and early literacy success.
- An infographic that introduces key characteristics of learning disabilities and emphasizes instructional practices that promote student success and inclusion.
- A guide to accommodations for students with dyslexia that explains how instructional supports can provide equitable access to learning while maintaining grade-level expectations.
- A research summary that evaluates the impact of computer-assisted reading programs on decoding, fluency, spelling, and comprehension, with practical implications for instructional decision-making.
- A learning resource that builds foundational knowledge of specific learning disabilities and their impact on academic achievement, engagement, and access to instruction.

Units

Time Allocation Unit Content

8.5 hrs	Unit 1: Introduction to Dyslexia
6 hrs	Unit 2: Basics of Skilled Reading and Writing
4 hrs	Unit 3: Learning Disabilities and Dyslexia
5 hrs	Unit 4: Further Understanding Dyslexia
5 hrs	Unit 5: Dyslexia Screening and Identification
6 hrs	Unit 6: Teaching Students with Dyslexia
5.5 hrs	Unit 7: Dyslexia and Twice-Exceptionalities
5 hrs	Unit 8: Writing, Writing Difficulties, & Dysgraphia

Assignments and Grading

As a credit-bearing course, grading emphasizes knowledge acquisition, meaningful engagement, and the development of practical tools and artifacts that can be implemented in real educational settings.

Formative Work (Reflections, Quizzes, and Interactive Activities) - 30%

Formative work includes written reflections, quizzes, and interactive activities designed to support your ongoing understanding of course concepts. These tasks provide opportunities to engage with key ideas, check for understanding, and begin applying learning in low-stakes ways. Activities may include short written responses, graphic organizers, instructional planning exercises, and interactive units. Collectively, these experiences are intended to help you connect course content to your professional context and prepare for more in-depth application in assignments.

Assignments (Instructional Artifacts and Applied Projects) - 70%

Assignments require the development of professional-quality, implementation-ready instructional artifacts that demonstrate your ability to apply course content in K-12 educational settings. These may include lesson plans, instructional materials, analysis tasks, and strategy-based resources designed for immediate use in practice. Assignments are intentionally more comprehensive and require deeper synthesis of course concepts, evidence-based practices, and instructional decision-making.

Projects and artifacts are assessed for clarity, accuracy, depth of understanding, alignment with course concepts, professional quality, and readiness for implementation in an educational setting. Final submissions should demonstrate the level of rigor expected of university coursework and be suitable for review in professional or accreditation contexts.

Grading Scale: [ISU grading policy](#)  [Links to an external site.](#)

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

Academic Integrity

Students are expected to follow [institutional policies on academic honesty](#)  [Links to an external site.](#) Plagiarism, cheating, or misrepresentation of work undermines learning and will result in appropriate consequences as defined by

university policy. If you are unsure whether something is acceptable, ask before submitting work.

Accessibility and Disability Services

The university is committed to providing an accessible learning environment. If you have a documented disability and need accommodations, contact the [Disability Services office](#)  [Links to an external site.](#) as early as possible to ensure that reasonable accommodations can be arranged. Students without documentation who believe they may have a disability or learning difference are encouraged to consult Disability Services about evaluation options and campus resources.

Classroom Climate and Respect

This course addresses topics related to disability, learning differences, and personal experiences. Students are expected to maintain a respectful, supportive environment, keep classmates' stories confidential, and listen with openness and empathy. Disagreement is normal, but it should be expressed respectfully.