

Course Syllabus

Idaho State University - Albion Institute

Foundational Reading Skills Part I (PD+)

EDUC 5598P - 0505

Description

This course introduces educators to the foundational skills that support early reading development and help students become more confident, accurate readers. Participants will explore four essential areas of beginning reading instruction: print awareness, phonemic awareness, phonics, and sight words. Together, these skills help students understand how print works, hear and manipulate the sounds in spoken language, connect sounds to letters, and recognize high-frequency words with greater automaticity.

Throughout the course, educators will examine how each skill develops and why it matters for early literacy success. Emphasis is placed on practical, evidence-based instruction that supports students as they build the word recognition skills needed for fluent reading. Participants will consider how to teach these skills clearly and intentionally, how to recognize common areas of student difficulty, and how to select instructional strategies that strengthen students' early reading foundations.

Grounded in applied practice, the course engages participants in assessments, activities, and structured learning experiences designed to measure knowledge acquisition and deepen instructional expertise. Assignments require learners to develop practical tools, strategies, and instructional resources that can be directly implemented in classroom and educational settings. Through substantive participation and guided feedback from an instructor and expert practitioner, participants refine their ability to design, deliver, and evaluate effective literacy instruction, ultimately strengthening teaching effectiveness and improving student outcomes.

Enrollment, Delivery, and Completion Information

- **EDUC 5598P**  [Links to an external site.](#) : **Foundational Reading Skills Part 1**
- **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.

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

- Analyze the foundational components of early literacy and apply this understanding to justify instructional decisions in the design of developmentally appropriate reading instruction.
- Design and implement evidence-based instructional strategies that support students' development of decoding, word recognition, fluency, and vocabulary across diverse learning contexts.
- Analyze student literacy performance using assessment data and design targeted, responsive reading instruction to address identified student needs.
- Design and justify integrated, evidence-based literacy lessons that connect reading, language, and writing to support comprehension and meaning-making in authentic classroom settings.

Course Deliverables & Takeaways

Learner Developed

- A clear, accessible written explanation of phonemic awareness intended for use in communicating key literacy concepts to non-educator audiences (e.g., families)
- A research-informed advocacy speech designed to communicate the importance of phonological awareness and phonics to educational decision-makers
- A detailed, classroom-ready phonics lesson plan that outlines explicit instruction, guided practice, application opportunities, and assessment
- A student-facing instructional handout designed to support practice and application of the /b/ sound, aligned to lesson objectives and appropriate for classroom use
- A written instructional recommendation for classroom teachers that synthesizes research and course concepts to guide evidence-based approaches to sight word instruction within a comprehensive literacy framework.

Course Provided

- An instructional synthesis of emergent literacy research that connects print awareness and oral language development to evidence-based preschool literacy practices.
- A synthesis of emergent literacy research that translates foundational concepts in print awareness and oral language into practical instructional applications.

Units

Time Allocation Unit Content

13 hrs	Unit 1: Print Awareness
10.5 hrs	Unit 2: Phonemic Awareness
12.5 hrs	Unit 3: Phonics
9 hrs	Unit 4: Sight Words

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.