




**Syllabus | EDUA/EDSR 4315 Reading Diagnosis and Remediation**  
**Spring 2026 Syllabus**  
**January 14, 2026 – May 7, 2026**

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**Course Description**

This course prepares teachers and pre-service teachers to effectively implement evidence-based literacy assessment and instructional strategies in classroom settings. Candidates will learn to administer and analyze literacy assessment tools to identify students’ strengths and areas of need and to plan effective, data-driven interventions that support literacy development. Course topics include early literacy, phonological awareness, phonics, fluency, vocabulary, comprehension, diagnosis of learning needs, and differentiated instruction. Students will demonstrate assessment, instructional, and intervention practices aligned with the Science of Teaching Reading (STR) Standards and the Texas Essential Knowledge and Skills (TEKS).

**Required Text**

Spear-Swerling, L. (Ed.). (2022). *Structured literacy interventions: Teaching students with reading difficulties, grades K–6*. Guilford Press.

**Marketable Skills**

- Candidates will develop public speaking skills for a variety of audiences.
- Candidates will develop writing skills for lesson planning and scholarly documents.
- Candidates will strengthen organizational skills to manage time and deadlines effectively.

- Candidates will demonstrate understanding of human growth and development.
- Candidates will recognize the influence of diverse sociocultural factors on learning.
- Candidates will apply multiple instructional methods and strategies to achieve learning goals.
- Candidates will effectively integrate technology into instructional practice.

### **Science of Teaching Reading Standards (19 TAC §235.15)**

#### **Domain I: Reading Pedagogy**

- **Comp 001:**  
Foundational concepts, principles, and best practices related to the science of teaching reading. (001.A–S)
- **Comp 002:**  
Foundational concepts, principles, and best practices related to reading assessment. (002.A, 002.B, 002.D, 002.I, 002.J)

#### **Domain II: Reading Development – Foundational Skills**

- **Comp 003:**  
Oral language development & second-language acquisition (003.A–L)
- **Comp 004:**  
Phonological & phonemic awareness (004.A–J)
- **Comp 005:**  
Print concepts & alphabet knowledge (005.A–K)
- **Comp 006:**  
Phonics & word identification (006.A–E, 006.G)
- **Comp 007:**  
Syllabication & morphemic analysis (007.A)
- **Comp 008:**  
Reading fluency (008.A–J)

#### **Domain III: Reading Development – Comprehension**

- **Comp 009:**  
Vocabulary development (009.E–G)

#### **Educator Preparation Curriculum (19 TAC §228.30 / §228.57)**

This course aligns with Texas Educator Preparation Program requirements, ensuring candidates are prepared in:

- Ethical conduct and Educator Code of Ethics
- Instruction in the detection of dyslexia, mental health, and evidence-based inclusive practices

- Building classroom management skills
- Pedagogy, differentiated instruction, and integration of instructional technology
- Reading instruction aligned to TEKS and Texas Prekindergarten Guidelines
- Evidence-based practices, including prohibition of the three-cueing method per TEC §21.044(h)

## Course Format

This is a hybrid course that includes both live instruction and asynchronous coursework. All students are required to attend weekly live class meetings via Blackboard Collaborate on Wednesdays from 6:00–8:00 p.m. Course materials, assignments, and communication will be available through Blackboard. Instruction will be delivered through lecture materials, Blackboard Collaborate sessions, and individual and group discussions. Students are expected to remain current with course content and regularly check their Sul Ross email and Blackboard for announcements and updates.

## Course Expectations

### The instructor will:

- ⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.
- ⇒ Be available during office hours posted in syllabus.
- ⇒ Respond to student emails within 24-48 hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
- ⇒ Provide grades/feedback to assignments within one week of the submission due date.
- ⇒ Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
- ⇒ Provide a range of opportunities to engage in the course content in a meaningful way.
- ⇒ Listen to student feedback and adjust the course as needed to meet the needs of the students.

### The successful student:

- ⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- ⇒ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
- ⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
- ⇒ Will be respectful in their communication with the professor and classmates.
- ⇒ Will respond to professor communication in a timely manner.
- ⇒ Will not plagiarize and will demonstrate integrity in all their work.
- ⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

## **Class Learning Outcomes (SLOs)**

### **CLO 1: Literacy Assessment & Diagnosis**

Administer, interpret, and analyze a range of literacy assessments (e.g., DIBELS, TPRI, running records) to identify students' strengths and areas of need.

### **CLO 2: Data-Informed Instruction**

Design and implement intervention plans based on assessment data to address diverse learner needs, including emergent bilinguals and struggling readers.

### **CLO 3: Evidence-Based Literacy Instruction**

Apply research-based strategies in phonological awareness, phonics, fluency, vocabulary, and comprehension to improve student outcomes.

### **CLO 4: Lesson Design & Instructional Delivery**

Develop and deliver standards-based lesson plans (TEKS/Pre-K Guidelines) that integrate differentiated instruction and technology.

### **CLO 5: Classroom Management & Learning Environment**

Demonstrate effective classroom management principles that foster positive, inclusive, literacy-rich environments.

### **CLO 6: Professional Reflection & Communication**

Engage in reflective practice and communicate assessment results, strategies, and progress effectively with families and colleagues.

## **Student Learning Outcomes (SLOs)**

### **SLO 1:**

Design and deliver comprehensive lesson plans that align with learning standards, incorporate differentiated instruction, and demonstrate effective teaching strategies.

- Measured by rubric-based evaluation of submitted lesson plans and observed teaching demonstrations.

### **SLO 2:**

Identify, explain, and apply a variety of evidence-based instructional strategies to support diverse learners.

- Measured by lesson plan development, peer teaching, and reflective analysis.

### **SLO 3:**

Design, implement, and analyze a variety of formative and summative assessments aligned with learning objectives, using data to inform instructional decisions and support diverse learners.

- Measured by assessment analysis projects, DIBELS/TPRI activities, and quizzes.

### **SLO 4:**

Demonstrate knowledge of effective classroom management principles by designing a comprehensive classroom management plan.

- Measured by lesson plan breakdowns, classroom management assignments, and the final project.

### Attendance and Professional Participation Expectations

- Attendance and active participation are required each week. This course meets online, and students are expected to:
  - Attend each scheduled class meeting and remain present for the full session.
  - Keep cameras ON during class meetings unless prior approval has been granted.
  - Actively participate in discussions, breakout activities, and instructional practice.
  - Refrain from multi-tasking (e.g., using phones, working on other coursework, or unrelated activities) during class.
- Failure to meet these expectations may result in reduced Weekly Engagement & Participation points.

These expectations are tied directly to Weekly Engagement & Participation points.



### Course Assignments

***All Written Assignments:*** To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and **typed double-spaced using a 12-point Times New Roman font**. All written assignments that contain references should follow the guidelines indicated by the *Publication Manual of the American Psychological Association (7th edition)*.

### Chapter Readings & Video Quizzes

All readings should be completed before the video quiz. Video quizzes are due by 11:59 p.m. Central Time.

Module	Chapter	Video Quiz	Due Date
1	Ch. 1	Video Quiz – Chapter 1	Jan 20
2	Ch. 10	Video Quiz – Chapter 10	Jan 27
3	Ch. 7	Video Quiz – Chapter 7	Feb 3
4	Ch. 2	Video Quiz – Chapter 2	Feb 17

5	Ch. 3	Video Quiz – Chapter 3	Mar 3
6	Ch. 5	Video Quiz – Chapter 5	Mar 16
7	Ch. 6	Video Quiz – Chapter 6	Mar 23
8	Ch. 8	Video Quiz – Chapter 8	Mar 30
9	Ch. 4	Video Quiz – Chapter 4	Apr 20
10	Ch. 9	Video Quiz – Chapter 9	Apr 27

### Weekly Course Schedule (Aligned to Modules)

Module	Week/Dates	Topic Focus	Reading/Video	Major Assignments Due
1	Jan 14–20	Course Intro + Structured Literacy Foundations (Ch.1)	Ch.1 video quiz due Jan 20	Class Intro + Info Sheet DB + Weekly Participation
2	Jan 21–27	Multicomponent Interventions + RTI/MTSS connection (Ch.10)	Ch.10 quiz due Jan 27	Discussion Board #1 + Weekly Participation
3	Jan 28–Feb 3	Oral Language Comprehension (Ch.7)	Ch.7 quiz due Feb 3	Weekly Participation
4	Feb 4–10	Phonemic Awareness + Basic Word Recognition (Ch.2)	Ch.2 quiz due Feb 17	Weekly Participation
5	Feb 11–17	Reading Long Words (Ch.3)	Ch.3 quiz due Mar 3	Weekly Participation
6	Feb 18–24	Fluency (Ch.5)	Ch.5 quiz due Mar 16	Weekly Participation
7	Feb 25–Mar 3	Vocabulary (Ch.6)	Ch.6 quiz due Mar 23	Family Communication Letter + Weekly Participation
8	Mar 4–10	Dyslexia Unit + Reading Comprehension Intervention (Ch.8)	Ch.8 quiz due Mar 30	Dyslexia Poster (due Mar 8) + TEA Dyslexia Module + UFLI Microteaching + Weekly Participation
—	Mar 9–15	Spring Break	—	—
9	Mar 17–31	Spelling (Ch.4)	Ch.4 quiz due Apr 20	Weekly Participation
10	Apr 1 - 7	Written Expression (Ch.9)	Ch.9 quiz due Apr 27	Weekly Participation
11	Apr 8–14	Assessment & Diagnosis:	Supplemental	Running Records Case Study + Weekly

		Running Records		Participation
12	Apr 15–21	Assessment & Diagnosis: TPRI	Supplemental	TPRI Analysis + Weekly Participation
13	Apr 22–19	Capstone	—	Capstone Case Study
14	Apr 22–28	Assessment + Progress Monitoring: DIBELS	—	DIBELS Assessment + Resource Toolkit + DB#2/Peer Review + Weekly Participation
15	Apr 29–May 5	Progress Monitoring Final + Final Reflection	—	Progress Monitoring Final + Final Reflection/Infographic + Weekly Participation
16	May 6–7	Course Wrap-Up + Interactive Notebook Submission	Finish Notebook	Interactive Teaching Notebook (100 pts)

## EDUA/EDSR 4315 – Assignment Guide

This course includes a variety of assignments designed to support your growth as a reading teacher and demonstrate mastery of the Science of Teaching Reading (STR) standards. All assignments align to course outcomes, STR standards, and TEKS expectations.

All Written Assignments: To comply with course standards, all written assignments must be well organized, free of grammatical errors, and typed double-spaced using 12-point Times New Roman font. Assignments that include references must follow APA 7th edition guidelines.

### Engagement & Participation

Weekly Engagement & Participation (15 pts/week, Weeks 1–16 = 240 pts)

Participation is assessed weekly and reflects professional engagement during class meetings, including attendance, camera use, active participation, collaboration, and completion of in-class practice tasks.

- Class Introduction (50 pts, Week 1)
- Discussion Boards & Peer Reviews (2 @ 50 pts each = 100 pts, Weeks 2 & 14)
- Family Communication Letter (50 pts, Week 7)

### Assessment & Data Analysis

- Running Records Case Study (100 pts, Week 5)
- TPRI Analysis (100 pts, Week 6)
- DIBELS Assessment (100 pts, Week 10)
- Progress Monitoring (Mid-Semester: 75 pts, Week 9; Final: 75 pts, Week 15)
- Quizzes (7) + Phonics Quick Test + Chapter Video Quizzes (10) = 175 pts (Weeks 1–13)

### Instructional Design & Teaching Practice

- Dyslexia Poster/Pamphlet (100 pts, Week 4)
- Dyslexia Certification Module (100 pts, Week 8)

- UFLI Microteaching (100 pts, Week 8)
- Reading Comprehension Projects (2 @ 100 pts each = 200 pts, Weeks 11 & 12)
- Case Study (Capstone) (135 pts, Week 13)

### **Professional Resources & Reflection**

- Resource Toolkit (100 pts, Week 14)
- Final Reflection/Infographic (100 pts, Week 15)
- Interactive Teaching Notebook (100 pts, Week 16)

### **§235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3.**

a) Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.

(b) Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:

1. oral language development;
2. print awareness;
3. phonological and phonemic awareness;
4. phonics;
5. fluency;
6. vocabulary development;
7. comprehension of literary text;
8. comprehension of informational text; and
9. beginning strategies and reading comprehension skills.

(c) Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

1. implementing both formal and informal methods of measuring student progress in early reading development.
2. designing and executing developmentally appropriate, standards-driven instruction that

- reflect evidence-based best practices; and
3. acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Texas Pre-K

Guidelines: [https://tea.texas.gov/sites/default/files/PKG\\_Final\\_2015\\_navigation.pdf](https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf)

## **University and Course Policies**

### **ADA Statement**

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). RGC students can also contact Alejandra Valdez, at 830-758-5006 or email [alejandra.valdez@sulross.edu](mailto:alejandra.valdez@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

### **Counseling**

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/SRSU). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

### **Library Information**

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

## **SRSU Distance Education Statement**

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

## **Academic Integrity**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources ***unless permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

## **Use of Generative Artificial Intelligence (AI)**

Students are expected to complete all coursework independently and in accordance with Sul Ross State University's Academic Integrity policies. Because this course is designed to develop essential competencies in literacy assessment, instructional planning, and professional judgment, the use of generative artificial intelligence (AI) tools (e.g., ChatGPT or similar platforms) to generate, revise, or complete assignments is not permitted unless explicit permission is granted by the instructor. Limited use of AI tools for mechanical support (such as grammar or spelling checks) may be allowed when specified. Any unauthorized or undisclosed use of AI tools will be treated as a violation of academic integrity and addressed in accordance with university policy.

## **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of

race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Supportive Statement**

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

19 TAC §228.57(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

### **References**

Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61(5), 364–373.

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- University of Oregon. (2020). *8th Edition of Dynamic Indicators of Basic Early Literacy Skills (DIBELS®)*. Eugene, OR: University of Oregon. Available: <https://dibels.uoregon.edu>

**Appendix A | Alignment Matrix**

**EDUA/EDSR 4315 – Strategic Reading Instruction & Literacy Assessment**

This appendix documents alignment between Course Learning Outcomes (CLOs), Student Learning Outcomes (SLOs), course assignments, and the Science of Teaching Reading (STR) Standards (19 TAC §235.15).

<b>Course Learning Outcomes (CLOs)</b>	<b>Student Learning Outcomes (SLOs)</b>	<b>Aligned Assignments / Activities</b>	<b>STR Standards (19 TAC §235.15)</b>
CLO 1: Literacy Assessment & Diagnosis	SLO 3: Design and analyze formative and summative assessments.	Running Records Case Study (W5) TPRI Analysis (W6) DIBELS Assessment (W10) Progress Monitoring Mid & Final (W9, W15)	Assessment & Progress Monitoring PA, Phonics, Fluency
CLO 2: Data-Informed Instruction	SLO 2: Apply evidence-based strategies for diverse learners.	RTI Intervention Menu (W2) UFLI Decoding & Dyslexia Supports (W7) Progress Monitoring Reflections	Instructional Decision-Making Differentiation & Dyslexia
CLO 3: Evidence-Based Literacy Instruction	SLO 1–2: Plan and deliver structured literacy lessons.	Dyslexia Poster (W4) UFLI Microteaching (W8) Comprehension Projects (W11–12)	Oral Language, PA, Phonics, Fluency, Vocabulary, Comprehension
CLO 4: Lesson Design & Delivery	SLO 1–2: Design standards-aligned instruction.	UFLI Microteaching (W8) Comprehension Projects (W11–12) Capstone Case Study (W13)	Explicit Instruction TEKS-Aligned Lesson Design
CLO 5: Learning Environment & Professional Practice	SLO 4: Apply classroom management and professional practices.	Family Communication Letter (W7) Peer Collaboration & Feedback	Inclusive Practices Family Engagement
CLO 6: Professional Reflection & Communication	SLO 2–3: Reflect on practice and communicate results.	Final Reflection / Infographic (W15) Interactive Teaching Notebook (W16) Capstone PLC Simulation	Reflective Practice Professional Communication

**Appendix B | STR → Assignment → Evidence Crosswalk  
EDUA/EDSR 4315**

This crosswalk identifies how each Science of Teaching Reading (STR) standard is addressed through course assignments and documented via candidate evidence.

<b>STR Standard (19 TAC §235.15)</b>	<b>Aligned Assignment(s)</b>	<b>Evidence Artifact</b>
Oral Language Development	Oral Language Activities (W3)	Lesson notes, participation artifacts
Phonological & Phonemic Awareness	Running Records Case Study (W5)	Assessment analysis write-up
Phonics	UFLI Microteaching (W8)	Lesson plan & peer feedback
Fluency	Fluency Instruction Activities (W8)	Instructional video / reflection
Vocabulary	Vocabulary Instruction Activities (W9)	Lesson materials & reflection
Comprehension – Literary	Comprehension Project – Narrative (W11)	Lesson plan & assessment tools
Comprehension – Informational	Comprehension Project – Informational (W12)	Lesson plan & assessment tools
Assessment & Progress Monitoring	TPRI, DIBELS, Progress Monitoring	Data analysis reports
Professional Reflection & Communication	Family Letter, Final Reflection	Written reflections & communication artifacts