



RED 6658

**Literacy Differentiation: Including Diversity, Reading
Difficulties, & Characteristics of Dyslexia**

83120 900

Fall 2026

Instructor Name

James King

University Course Description

Topics explored include: the fundamental aspects of literacy learning and rationale, the analytic process, reading motivation, linguistic perspectives on literacy instruction, assessments, lesson plans, vocabulary instruction and comprehension, and differentiation for all students including ELLs and those students with reading difficulties and characteristics of dyslexia.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

online

Student Learning Outcomes

Describe the foundations of literacy, including writing development and reading acquisition. (ILA 1, 2; FL DOE 1.8, 4.1)

Explain the relationship between oral language and literacy development, including the relationship between Basic Information Communication System (BICS) and Cognitive Academic Language Proficiency (CALP) to English language development. (ILA 2, 4; FLDOE 1.A.4, 1.A.6, 4.2, 4.5, 4.7, 4.10)

Identify learning theories and models of the reading process which have shaped our teaching practices K-12th grade. (ILA 1, FLDOE 4.3, 4.4, 4.7)

Identify factors that affect literacy acquisition and ways these factors impact children's language and literacy development, including factors specific to culturally, L2/L1 students and students who struggle with reading and/or show characteristics of dyslexia. (ILA4, 5; FLDOE 1.A.1,1.A.4, 4.2, 4.5, 4.10)

Identify issues and research-supported theories related to differentiating reading instruction for K-12 students including factors specific to global and varied students and students who struggle with reading and/or show characteristics of dyslexia. (ILA 1, 2, 3, 4, FLDOE 2.A.4, 4.1, 4.3, 4.7)

Describe the relationship between assessment and instruction in differentiating reading instruction and identify ways to assess the literacy development of emergent, novice, transitional and expert readers and writers including factors specific to global and varied students and students who struggle with reading and/or show characteristics of dyslexia. (ILA 2, 3 ,4 FLDOE 2.A.4, 3.7, 4.2, 4.4, 4.11)

Demonstrate the use of instructional strategies and interventions that support language development and comprehension for K-12 students, including appropriate ESOL strategies for ELLs at various stages of second language acquisition. Also identify instructional strategies in relationship to best strategies in differentiated comprehension instruction including factors specific to global and all students and students who struggle with reading and/or show characteristics of dyslexia (ILA 1, 4,7; FLDOE 1.F.11, 4.5, 4.10 , 4.11, 4.12, 4.17)

Describe the effects of motivation on literacy development. (ILA 2, 4, 5; FLDOE 2.A.4, 1.A.4, 4.6)

Describe ways to organize classrooms which include factors specific to global and varied students and students who struggle with reading and/or show characteristics of dyslexia to support the literacy learning of emergent, novice, transitional, and expert readers and writers through differentiated instruction. (ILA 2, 3, 4, 5; FLDOE 4.2, 4.6, 4.8, 4.8, 4.12)

Identify classroom practices that promote appreciation and enjoyment of reading and writing, including use of technology to enhance instruction for all students including ELLs at various stages of language acquisition including factors specific to global and varied students and students who struggle with reading and/or show characteristics of dyslexia. (ILA 4, 5; FLDOE 4.2, 4.6, 4.12, 4.18)

Demonstrate knowledge of the Florida Department of Education Code of Ethics as applied to situations involving differentiated instruction. Rule 6A-10.081, Florida Administrative Code, Principles of Professional Conduct for the Education Profession in Florida.

Course Objectives

Explain foundational principles of literacy development by analyzing reading acquisition, writing development, and linguistic perspectives on literacy instruction, including the role of oral language in learning.

Evaluate major theories, models, and influencing factors of literacy learning across K–12 settings, including cognitive, cultural, linguistic, and motivational variables impacting English learners and students with reading difficulties and characteristics of dyslexia.

Apply the analytic process to literacy assessment and instruction by interpreting multiple forms of literacy data and using results to plan responsive, differentiated instruction.

Design research-informed literacy instruction and lesson plans that integrate vocabulary development, comprehension strategies, and meaningful learning experiences aligned with the needs of English learners and students who struggle with reading.

Develop inclusive, differentiated literacy environments that support engagement, motivation, and ethical practice through effective classroom organization, assessment, and instructional decision-making.

Required Texts and/or Readings and Course Materials

1. Au, K. (2011). *Literacy achievement and diversity: Keys to success for students, teachers and schools*. Teachers College Press.
2. Hasbrouck, J. (2020). *Conquering dyslexia: A guide to early detection and intervention for teachers and families*. Benchmark Education.

Choice (select any **one** of these books, we will discuss in first class meeting if you would like to wait)

- Rhodes-Courter, A. (1985). *Three little words: A Memoir*. Simon & Schuster.
- Hunt, L.M. (2015). *Fish in a tree*. Nancy Paulsen Books.
- Woodson, J. (2020). *Harbor me*. Nancy Paulsen Books.

Supplementary (Optional) Texts and Materials

Other required course materials (websites, videos, articles, books, and book chapters) will be found by accessing the course modules in Canvas *Posted Readings in Canvas

Grading Scale

COURSE GRADING SCALE

Grading Scale (%)		
94-100	A	

90 – 93	A-	
87 – 89	B+	
84 – 86	B	
80 – 83	B-	
77 – 79	C+	
74 – 76	C	
70 – 73	C-	
67 – 69	D+	
64 – 66	D	
60 – 63	D-	
0 – 59	F	

Grade Categories and Weights

ASSESSMENT CATEGORIES AND WEIGHTS

Assessment	Points
Module 0 and Module 1	5 points and 10 Points
Module 2	20 points
Module 3	25 points
Module 4	20 points
Module 5	30 points (final)
Participation and Attendance	10 points each

Instructor Feedback Policy & Grade Dissemination

You can access your scores at any time using "Grades" in Canvas.

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

First Day Attendance Policy:

It is essential that you complete the quiz assignment **BEFORE the first class**. This assignment counts as your first day attendance for the course. Students who do not complete the syllabus quiz on time run the risk of being dropped from this course.

Late Work: Please submit work on the due dates listed above.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and

sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas: This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Recordings:

In this class, software will be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)