



Course Syllabus: Content Reading
College of Education
READ 6293

Contact Information

Instructor: Dr. Reeves
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Instructor Response Policy

I will respond to emails within 48 hours. For a faster response, please see my texting policy.

Textbook & Instructional Materials

Reeves, E. (2022). Content Area Literacy Grounded in Texas Standards. Kendall Hunt. ISBN 978-1-792-48610-4

AND

Kean, Sam (2018). The Disappearing Spoon (Young Readers Edition) Boston: Little Brown and Company. ISBN: 978-0-316-38827-6

Course Description

This course includes the integration of reading into the content areas to meet the needs of each individual student, by learning strategies to use in the classroom.

Course Objectives/Learning Outcomes/Course Competencies

Students will demonstrate the skills needed to use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from differing cultural and linguistic backgrounds. As a result, they will be able:

- To prepare lessons using strategies to enable all students to learn in various content areas.
- To prepare and teach learning strategies designed to help students who have difficulty reading in the content areas.

- To be knowledgeable of varied strategies useful in supporting secondary content reading.
- To be aware of the important role a secondary teacher plays in helping readers continue their progress.
- To learn critical components of reading in relation to content text reading.
- To learn how to support writing in relation to content reading.
- To learn how to assess text for readability and user friendliness.

See Appendix A for a complete list of standards/competencies (if applicable)

Study Hours and Tutoring Assistance

ASC offers a schedule of selected subjects tutoring assistance. Please contact the ASC, (940) 397-4684, or visit the ASC homepage for more information.

Student Handbook

Refer to: Student Handbook-2023-2024

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

[Click here to enter text.](#)

Table 1: Points allocated to each assignment:

Assignments	Points
Chapter Post Tests (9) Average	15
Constructed Responses (5) Average	15
ELL Key Assessment	15
Disappearing Spoon Part 1	20
Disappearing Spoon Part 2	20
Reflections (3)	15
Total Points	100

Table 2: Total points for final grade.

Grade	Points
A	90
B	80 to 89

Grade	Points
C	70 to 79
D	60 to 69
F	Less than 60

Final Grades below 70% necessitate retaking the course.

Extra Credit

I do not give extra credit.

Late Work

I do not accept late work.

Important Dates

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical**

difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations, however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

See attached.

References/Scientifically-Based Research/Additional Readings:

- International Reading Association (2018). Standards for Reading Professionals: A Reference for the Preparation of Educators in the United States. Newark, DE.
- Pratt, S. M., Coleman, J. M., & Dantzler, J. A. (2022). A mixed-methods analysis of fourth-graders' comprehension and their reported strategies for reading science texts. *Literacy Research and Instruction*, 1–33.
<https://doi.org/10.1080/19388071.2022.2039334>
- Siebert, D. K., Draper, R. J., Barney, D., Broomhead, P., Grierson, S., Jensen, A. P., Nielson, J., Nokes, J. D., Shumway, S., & Wimmer, J. (2016). Characteristics of literacy instruction that support reform in content area classrooms. *Journal of Adolescent & Adult Literacy*, 60(1), 25–33.
<https://doi.org/10.1002/jaal.526>
- Steven Kushner & Nathan C. Phillips (2020) Mentoring Preservice Teachers in Disciplinary Literacies: A Model of Content Area Literacy Instruction, *The New Educator*, 16:3, 229-246, DOI: [10.1080/1547688X.2019.1672844](https://doi.org/10.1080/1547688X.2019.1672844)

Suh, Y., & Hinton, K. V. (2020). Navigating disciplinary boundaries: Two stories of collaborative teaching in English and Social Studies. *Action in Teacher Education*, 43(3), 321–338.
<https://doi.org/10.1080/01626620.2020.1726836>

Appendix A: Standards/Competencies

Course Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Module/ Course Activities/ Assessment*
To prepare lessons using strategies to enable all students to learn in various content areas.	Domain 2; Competency 5: B, C, F, G, H Standard 1: Bii Standard 2: Bii	ELL Key Assessment Chapters 7 & 8 Discussion Boards, post-tests, and Constructed Responses Mural Participation
To prepare and teach learning strategies designed to help students who have difficulty reading in the content areas.	Domain 2; Competency 4: A, B, C, D, E, F, G, H, I, J, K, L, M, N Domain 2; Competency 5: A, B, C, D, E, F, G, H, I, J, K, L, M	Chapters 4,5,6, & 8 Discussion Board, post-tests, and Constructed Responses ELL Key Assessment Mural Participation
To be knowledgeable of varied strategies useful in supporting secondary content reading.	Domain 2; Competency 4: A, B, C, D, E, F, G, H, I, J, K, L, M, N Domain 2; Competency 5: A, B, C, D, E, F, G, H, I, J, K, L, M Standard 1: B, C, E; Standard 2: B, C; Standard 3: B, C; Standard 4: A	Chapters 2, 3, 4, 5, 6, 7, 8, and 9 Discussion Boards, post-tests, and Constructed Responses Mural Participation
To be aware of the important role a secondary teacher plays in helping readers continue their progress.	Domain 2; Competency 4: A, B, C, D, E, F, G, H, I, J, K, L, M, N Domain 2; Competency 5: A, B, C, D, E, F, G, H, I, J, K, L, M	Chapters 4, 5, 6, and 9 Discussion Boards, post-tests, and Constructed Responses Mural Participation
To learn critical components of reading in relation to content text reading.	Domain 2; Competency 4: A, B, C, D, E, F, G, H, I, J, K, L, M, N Domain 2; Competency 5: A, B, C, D, E, F, G, H, I, J, K, L, M	Chapters 2, 4, and 5 Discussion Boards, post-tests, and Constructed Responses Disappearing Spoon Project Mural Participation

<p>To learn how to support writing in relation to content reading.</p>	<p>Domain 2; Competency 4: A, B, C, D, E, F, G, H, I, J, K, L, M, N Domain 2; Competency 5: A, B, C, D, E, F, G, H, I, J, K, L, M</p>	<p>Chapter 6 Discussion Board, post-test, and Constructed Response</p>
<p>To learn how to assess text for readability and user friendliness.</p>	<p>Domain 2; Competency 4: M, N Domain 2; Competency 5: L, M</p>	<p>Chapter 3 Discussion Board, Post-text, and Constructed Response</p>