



Course Syllabus: Developmental Reading

College of Education and Professional Studies

READ 4203

Fall 2026

Contact Information

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Course Description

Prerequisites: EDUC 3153, 3162, 4102, 4202, and 4302. Concurrent enrollment in READ 4203. Planning and organizing for the integrated teaching of scientifically-based reading and language arts (e.g. listening, talking, reading, writing, viewing, visually representing) instruction within the context of the content areas.

Effective August 2, 2026, the State of Texas adopted new requirements related to the delivery of asynchronous coursework in educator preparation programs. Under the new requirements, asynchronous coursework is defined as self-paced, non-simultaneous instruction in which students access course materials and complete assignments within the time frame prescribed by the course. A course is considered asynchronous when more than 50% of the coursework is delivered asynchronously.

To ensure that this course meets the new state requirements, students will be required to participate in a synchronous Zoom meeting once each week. These meetings will provide opportunities for live instruction, discussion, interaction, and engagement with the instructor and classmates.

Synchronous class meetings for this course will be determined via a poll during the first week of class. Students are expected to attend and actively participate in each weekly Zoom meeting. This schedule is being implemented to ensure

that the course complies with current Texas requirements governing the delivery of educator preparation coursework.

Textbook & Instructional Materials

Reutzel, D. R. (2024). *Teaching children to read* (9th ed.). PHPLU. ISBN: 9780138089702

Instructor Response Policy

For the fastest response, please text 940-247-0841. My goal is to respond to emails within 48 hours.

Student Handbook

Refer to: [Student Handbook](#)

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Course Grade – See Table 1 and Table 2

Table 1: Points allocated to each assignment

Assignments	Points
D2L Quizzes and Application Exercises	24

Assignments	Points
Field Experiences and Lesson Cycles	32
Classroom Map	8
Thematic Unit	12
Class Activities/Participation	8
Classroom Map	8
Certification Preparation	8
Total Points	100

Table 2: Total points for final grade.

Grade	Points
A	90
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

D2L Tests and Application Exercises (24%)

Twenty-four percent of the final grade will be based on D2L Tests and Application Exercises directly related to the course text.

Classroom Map (8%)

This assignment asks you to design a literacy-rich classroom environment for grades 1–3 that aligns with the Science of Teaching Reading (STR), High-Quality Instructional Materials (HQIM), and supports for emerging bilinguals (EBs). You will create a visual classroom map and a brief written explanation that demonstrates how your layout, routines, and six literacy centers intentionally support early reading development for all students.

Field Experience and Lesson Cycles (32%)

Non-residency students are required to complete 20 hours of instructional fieldwork along with three 45-minute lesson plan cycles. Each cycle includes a pre-conference, a formal observation/evaluation, and a post-conference to support reflective practice and instructional growth.

Students in residency placements are not required to complete the 20 fieldwork hours, as they will exceed this requirement through their residency experience. Instead, residency students will complete a

modified version of the lesson cycle assignment aligned with the expectations and context of their placement.

Thematic Unit (12%)

This assignment requires you to design a comprehensive, STR-aligned ELAR unit grounded in High-Quality Instructional Materials (HQIM). You will demonstrate your ability to plan explicit, systematic literacy instruction by aligning standards, developing measurable goals, designing assessments, and selecting lessons that build foundational reading skills. Emphasis is placed on using data to inform instruction, supporting diverse learners, and clearly articulating your instructional decisions as part of professional practice.

Extra Credit

I do not provide extra credit.

Late Work

25% deduction 1-6 days late
50% deduction for 7 or more days late.
100% deduction for 15 or more days late

Important Dates

- Last day for term schedule changes: Check date on [Academic Calendar](#).
- Deadline to file for graduation: Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).
- 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 so 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](#).

Instructor AI Policy

How You May Use AI in This Course

AI tools (such as ChatGPT, Grammarly, or other generative AI systems) can be helpful for learning, but they should support—not replace—your own thinking and professional skills. In this course, you may use AI for:

- Getting ideas, explanations, or examples
- Brainstorming or outlining your work
- Improving grammar, clarity, or organization (see Grammarly statement below.)
- Practicing teaching scenarios or problem-solving
- Planning or drafting with your own voice and professional judgment

Use Grammarly: Work should be submitted to Grammarly to improve voice, syntax, and grammar, to remove first-person language, and to remove passive voice. I use Grammarly to review and make comments on your work. I should not see a substantial number of red or blue track changes when I open your document.

If you use AI, you must disclose it at the end of your assignment.

Example:

"I used ChatGPT to help brainstorm ideas and Grammarly to check grammar."

How You May NOT Use AI

To protect academic integrity and meet CAEP & TEA educator standards, AI may not be used to:

- Write your assignments for you
- Create your lesson plans or assessments without your revision
- Generate reflections, fieldwork documentation, or signature assessments
- Make up classroom data, student information, or teaching evidence
- Upload real student information, videos, district materials, or anything containing personal or confidential data
- Complete quizzes, exams, or assignments meant to measure your own competency

Why These Rules Matter

As future Texas educators and professionals, you are expected to:

- Show your own mastery of teaching knowledge (CAEP Standard 1)
- Protect P–12 student privacy and follow district policies (CAEP Standard 2; TEA Ethics)
- Demonstrate professional judgment and digital citizenship (TEA Standards)
- Produce authentic, accurate work that reflects your skills—especially in key assessments

Using AI responsibly is part of becoming a trustworthy, ethical educator.

AI and Fieldwork

For any field-based assignments:

- Do not upload student work, lesson videos, IEPs, or any P–12 identifying information into AI tools.
- Only use AI with fully anonymized practice examples or content you create yourself.
- Follow all campus, district, and cooperating teacher guidelines.

If AI Is Misused

Violations may result in:

- Redoing the assignment
- A grade penalty
- Fitness Alert

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 Student Wellness Center, (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](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

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.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

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:

Week or Module	Activities/Assignments/Exams	Due Date: Sundays at Midnight
Week 1 Starts: August 24	Introduction to the Course	Due this week by: August 30 • Make sure you have access to 240 Tutoring ◦ Heads up: You will take Practice Test 1 for both the STR and PK-3 exam, 10 hours of study time, then Practice Test 2 this semester. • Complete Child Protective Training • Make sure you have our textbook. Quizzes start next week. • Become familiar with Field Work Requirements (for non-resident students only)
Week 2 Starts: August 31	Reading Instruction the Works (Ch. 1)	Due by: September 6 • Chapter 1 Test in D2L • Application Exercise • STR Practice Test 1 • PK-3 Core Practice Test 1
Week 3 Starts: September 8	Organizing Reading Instruction in Grades K-3 (Ch. 10)	Due by: September 13 • Chapter 10 Test in D2L • Classroom Map Part 1 • AI-Supported Lesson Plan Requirements Exercise
Week 4	Oral Language: Setting Up Reading Success (Ch. 2)	Due by: September 20

Starts: September 14		• Chapter 2 Test in D2L • Application Exercise • Unit Stage 1 • Course Check In 1
Week 5 Starts: September 21	Early Reading Instruction: Getting Reading Started (Ch. 3)	Due by: September 27 • Chapter 3 Test in D2L • Application Exercise • Field Work Action Plan (non-residency) OR Residency Part 1 • Lesson Plan 1 Cycle Window opens
Week 6 September 28	Phonics and Word Recognition (Ch. 4)	Due by: October 4 • Chapter 4 Test in D2L • Application Exercise • Lesson Plan Cycle 1 Due (non-residency) OR Residency Part 2
Week 7 October 5	Reading Fluency (Ch. 5)	Due by: October 11 • Chapter 5 Test in D2L • Application Exercise • Course Check In 2 • Complete Lesson Plan 2 Cycle Window opens
Week 8 Starts: October 12	Increasing Reading Vocabulary (Ch. 6)	Due by: October 18 • Chapter 6 Test in D2L • Application Exercise

		• Complete Lesson Plan 2 Cycle Due (non-residency) OR Residency Part 3 • Complete Classroom Map ◦ Part 1 and Part 2
Week 9 Starts: October 19	Teaching Reading Comprehension (Ch. 7)	Due by: October 25 • Chapter 7 Test in D2L • Application Exercise • Unit Stage 2 • Lesson Plan 3 Cycle Window opens
Week 10 Starts: October 26	Teaching Writing (Ch. 8) *Last week of Field Experiences	Due by: November 1 • Chapter 8 Test in D2L • Application Exercise • Unit Stage 3 • Submit Time Logs in TK20 (total instructional 20 hours). This is a requirement to pass the class.
Week 11 Starts: November 2	Assessment: Going Beyond Typical Measures of Reading (Ch. 9)	Due by: November 8 • Chapter 9 Test in D2L • Application Exercise • Complete Lesson Plan Cycle 3 Due (non-residency) OR Residency Part 4
Week 12 Starts: November 9	Organizing Reading Instruction in Grades 4-8 (Ch. 11)	Due by: November 15 • Chapter 11 Test in D2L • Application Exercise

Week 13 November 16	Selecting Core Reading Programs and Resources (Ch. 12)	Due by: November 22 • Chapter 12 Test in D2L • Application Exercise • Non-Residency: TK20 Upload 3 Lesson Plan Cycles ◦ 3 Complete Lesson Plan Cycles ▪ Revised lesson plans 1-3 ▪ Reflections for lesson plans 1-3 (may be included in your plans) ▪ Signed observations for lessons 1-3 • Residency: Residency Part 5/Final Portfolio
Week 14/15 Starts: November 23	Portfolio Development • Unit Stages 4 and 5 Note: Thanksgiving Break is in the middle: November 15-29	Due by: December 4**FRIDAY • Final Unit (Stages 1-5) • STR Practice Test 2 • PK-3 Core Practice Test 2 • Course Check In 3