Course Syllabus: Content Reading
Gordon T. & Ellen West College of Education
READ 4273 Section 201
Spring 2026
Tuesdays/Thursdays 8:00am-9:20am

Contact Information
Instructor: Dr. Suzanne F. Lindt
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Office Hours: Tues 10:30am-12:00pm; Wed 12:00pm-2:00pm; Thurs 10:30am-12:00pm, any other time over Zoom (email to schedule)
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Instructor Response Policy
Instructor will respond to email and voicemail messages by noon each weekday and at least once over weekends and holidays.

Course Description
This is a field-based course utilizing the integration of literacy strategies in all areas of certification. Candidates will learn methodology of expanding critical analysis of content areas.

Textbook & Instructional Materials
Vacca, R. T., Mraz, M., & Vacca, J. A. (2021). *Content Area Reading: Literacy and Learning Across the Curriculum* (13th ed.). Pearson Education Inc.: Hoboken, NJ. ISBN-13: 9780136912170

Required Technology
All students must have Internet access and the following technology applications: Google docs, Word Processing software.

Course Objectives/Standards
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)

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Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. *Therefore, AI-generated submissions **are not** permitted and will be treated as plagiarism.*

Generative AI Disclosure
You will be **required to disclose information** about your AI-generator use in the following situations:
- If you use an AI-generator to help you brainstorm, come up with an outline, or summarize a concept for you, you must acknowledge that use in a statement at the end of your work.
- If you use text that was created by an AI-generator within your essay, you must acknowledge the AI-generator as the source of that text within your work just as you would any other source.

Students who fail to disclose the use of AI tools but whose work contains marked similarities with text created by AI generators will be required to meet with Dr. Lindt. If it's determined that the student over-used AI text in the submission

without properly citing it and/or disclosing its use, the student will have all subsequent work monitored by Dr. Lindt.

If you did use a GenAI, your statement needs to contain the following information, which includes your interactions with (prompts and responses) the LLMs you use (you can copy and paste what's below and address the pertinent parts):

- GenAI program(s) used and reason for using that (those) program(s)
- Explanation of how GenAI was used; responses may address
  - Summarizing readings or other content.
  - Brainstorming ideas, or testing out ideas (a sounding board).
  - Sharpening up lengthy sentences or passages so your intentions are clearer or more concise.
  - Having it generate text to help you refine your position.
  - Getting it to prompt you and ask you follow up questions to help develop your thinking.
  - Asking questions.
  - Having it check your grammar and citations.
  - Soliciting feedback on what you wrote; as a test reader: Is x content doing what you want it to do? Use with caution since many LLMs use the content you uploaded for further training.
- In what ways was the algorithm helpful?
- In what ways was the algorithm's output flat, homogenized, or otherwise not representing your voice, language(s), etc.
- What would you do differently when prompting next time? Here, you can consider why the LLM wasn't as helpful as you'd hoped.
- **Include ALL inputs and outputs used (your prompts and the GenAI's responses).**

Grading Assessment

Assignments	Percentage
Tutoring/Lesson Plans (2)	20%
Observation/Co-Teaching Reports (4)	20%
Reading Checks and Activities (10)	30%
EB Portfolio (4 parts)	10%
Professionalism (2 grades)	10%
Tutoring or Observation Hours (20 total)	10%
Total Points	100%

Table 2: Total points for final grade.

Grade	Percent
A	90% or Greater
B	80% to 89.9%
C	70% to 79.9%
D	60% to 69.9%
F	Less than 60%

Observations
During the first few weeks of your field experience you will complete two observations to get to know more about the classroom/student you will be working in throughout the semester. Details for each observation will be shared on D2L.

Logging Hours in TK20
Throughout the course of your field observations, you will be submitting timelogs in TK20 that are sent to your assigned teacher to verify your attendance and participation in the field. You must have at least 20 hours and they must be approved by your assigned teacher. This needs to be done weekly and you need to verify that they have been approved by logging in to TK20 periodically and checking. At the end of the course (date listed on the calendar) you need to upload a screen shot of every approved timelog entry to the appropriate dropbox in D2L. There is a place in TK20 where this is all on one screen so this will be one, maybe two pages that you submit. If you are in the Teacher Education Program, remember that you need a total of 50 hours, 30 of which are logged as "Instructional Hours" to Clinical Teach.

Lesson Planning/Tutoring Plans
Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal. Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:
1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be…I want you to…because you will…")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions

6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

Lesson Plans/Tutoring Plans
For those assigned to a classroom: Using the provided template in D2L, you will write two complete lesson plans that you will teach in your assigned field placement that must incorporate reading strategies learned in the course. The first lesson plan will be worth 40% and the second lesson plan will be worth 60%.
For those assigned to an individual for tutoring: You will create two tutoring plans in which you will make a plan for incorporating reading into the tutoring session and reflect on the tutoring plan's success.

Reading Checks
To check your comprehension of the textbook chapters, you will complete an online quiz on assigned class meeting weeks prior to Tuesday class. The purpose of these reading checks is to ensure that you have prepared for class. You will have a total of reading checks to be completed throughout the semester. The lowest grade will be dropped.

Lesson Evaluation
For those assigned to a classroom: You will teach 2 complete lessons on your own in your assigned field placement and will be evaluated by the instructor. The first lesson plan will be worth 30% and the second lesson plan will be worth 70%.
For those assigned to an individual for tutoring: You will self-evaluate the success of your tutoring plan to indicate what worked well and what could be improved.

Activities
Prior to class, you will often have assignments to complete. These assignments are formative assessments to check students' understanding of knowledge on each of the topics covered. Students are provided with different types of questions or tasks they are required to answer based on readings, in-class activities, and lectures.

Emergent Bilingual (EB) Portfolio
The EB Portfolio is comprised of three parts to help you become familiar with the ELPS and strategies for teaching EB students. Part I is comprised of three quizzes (25%), Part II requires that you document EB strategies for teaching (25%), Part III requires that you design a SIOP lesson plan (25%), and Part IV requires you to reflect on instructional videos (25%). This is a required assessment and must be submitted throughout the course and as a final portfolio through TK20.

TK20 and Documents
Time logs will be submitted through TK20 and validated by your mentor teacher. You will submit your first time log check as a screen shot ½ way through the course and the final time log at the end of the course. You are required to have at least 20 hours of observations during the course. Incomplete or missing time logs not submitted will result in an incomplete or failure for READ 4403.

Professionalism
Students are expected to be in class on assigned days, submit assignments on time, and respond to communication from the professor. For each of the following, students WILL lose 10 points from their professionalism grade:
- Miss class
- Leave class early
- Arrive late
- Fail to respond to emails from professor within 24 hours
- Do not promptly sign up for pre- and post-conference times or observations by the deadline
- Do not show up for scheduled pre-and post-conferences
- Do not follow professional dress

A professionalism grade will be given ½ way through the course and again at the end of the course. Unprofessionalism or dismissal from the school site will result in a READ 4273 failure and a fitness alert. Students with numerous deductions in professionalism will receive a Fitness Alert.

Late Work
Assignments are expected to be turned in by the due date. 50% of the total points will be deducted if submitted after the due date, and any assignment submitted more than one week late will not be accepted. **Arrangements must be made at least two days in advance for any exceptions to be given.**

Important Dates
Last day for term schedule changes: January 20-23. Check date on [Academic Calendar](#).
Deadline to file for May graduation: February 16th. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W": April 29th. Check date on [Academic Calendar](#).
Refer to: [Drops, Withdrawals & Void](#)

Written Work
All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

Desire-to-Learn (D2L)/Brightspace
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. *All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a pdf unless otherwise specified in the assignment guidelines.* A minimum of 5% of the total points will be deducted for assignments not submitted through BRIGHTSPACE.

Course Delivery Method and Attendance Policy
This course is delivered via face-to-face at the university campus, and face-to-face at your assigned k-12 campus. Access to the MSU D2L online management system will be made available to each student. 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.

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. A tentative course schedule has been posted on D2L. All course content, assignments, and due dates have been outlined.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

Online Computer Requirements

Taking this 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 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 class page 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 Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. To ensure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Inclement Weather

In the case of campus closure due to inclement weather, please log on to D2L to check whether any changes will be made to course assignments and due dates.

Changes will be posted in the NewsFeed on D2L and will be emailed to students. Depending on the date, online assignments may be required to complete if meeting face to face is not possible.

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) exists 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.

College Policies

Campus Carry Rules/Policies

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 Rules and Policies.

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 Safety / Emergency Procedures. 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."*

Obligation to Report Sex Discrimination under State and Federal Law
Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:
Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu
You may also file an online report 24/7 at Report Form

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit Title IX

Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. 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
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 READ 4273

Week	Dates	Activities/Assignments/Exams	Due Date
Week 1	1/20, 1/22	• Orientation and Syllabus • **Child Protection Training** • **Availability - Google Form** • **Reading Check 1** • Chapter 1	 1/22 1/22 1/22
Week 2	1/27, 1/29	• Chapter 1 • Bloom's Taxonomy, TEKS, CCRS, Objectives • **Activity 1 – Unpacking TEKS** Chapter 2 • ISTE Standards	 1/29
Week 3	2/3, 2/5	• **Complete Background Check at WFISD** • **Reading Check 2** • Chapter 3 • **EB Portfolio – Part I**	2/3 2/3 2/5
Week 4	2/10, 2/12	• NO CLASS 2/10 - Observations in the field • Chapter 5 • **Activity 2 -Lesson Plan Review**	 2/17
Week 5	2/17, 2/19	• NO CLASS THIS WEEK - Observations in the field • **Tutoring Report Reflection 1**	 2/20
Week 6	2/24, 2/26	• NO CLASS THIS WEEK- Observations in the field • **Tutoring Report Reflection 2**	 2/27
Week 7	3/3, 3/5	• **Reading Check 3** • Chapter 6 • Chapter 7 • Co-Teaching Model	3/3
		SPRING BREAK	
Week 8	3/17, 3/19	• NO CLASS THIS WEEK- Co-Teaching in the Field	

Week	Dates	Activities/Assignments/Exams	Due Date
		• **Tutoring Report Reflection 3** • **EB Portfolio – Part II**	3/20 3/19
Week 9	3/24, 3/26	• NO CLASS THIS WEEK- Co-Teaching in the Field • **Tutoring Report Reflection 4**	 3/27
Week 10	3/31	• **Reading Check 4** • Chapter 8 • **Activity 3 – Lesson Plan Critique** • **Initial Observation Hours Approval (need 10)** • NO CLASS 4/2 – Observations in the field	3/31 3/31 4/3
Week 11	4/7, 4/9	• NO CLASS THIS WEEK - Observations in the field • **Tutoring Plan 1 Due**	 4/9
Week 12	4/14, 4/16	• NO CLASS THIS WEEK - Observations in the field • **Tutoring Reflection 1**	 4/17
Week 13	4/21, 4/23	• **Reading Check 5** • Chapter 9 • **Activity 4 – Writing Assignment** • Chapter 10	4/21 4/23
Week 14	4/28, 4/30	• **Reading Check 6** • Chapter 11 • NO CLASS 5/1 • **Tutoring Plan 2 Due**	4/28 5/1
Week 15	5/5, 5/7	• NO CLASS THIS WEEK • **EB Portfolio – Part III** • **Tutoring Reflection 2**	 5/7 5/8
Week 16	FINALS	• NO CLASS THIS WEEK • **Final Observation Hours Approval (need 20)** • **EB Portfolio – Part IV** • **Final EB Portfolio to TK20**	 5/13 5/13

References/Standards

This course utilizes research on best practices in the field of teaching. Additionally, content delivered for this course is based on accepted up-to-date research in the field.

The following are some of the resources utilized to provide quality instruction to students enrolled in the class.

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

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