



Course Syllabus: Methods of Teaching Inter-Secnd Reading

College of Education

READ 4233 101 BH 109

Fall 2026 August 24, 2026- December 12, 2026 T/TH 8:00AM-9:20AM

Contact Information

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Course Description

Theoretical and evidence-based foundations of reading processes and TEKS-based instruction. Assessment practices and instructional approaches to support a balanced and responsive literate environment that fosters comprehension.

Textbook & Instructional Materials

Dell'Olio, J. M., & Donk, T. (2007). Models of teaching: Connecting student learning with standards. SAGE Publications

Note: Ideas and opinions expressed in course materials are those of the respective authors and do not imply endorsement by the professor or university.

Study Hours and Tutoring Assistance

For a 3-credit-hour college course, students should expect to spend approximately 6–9 hours per week outside of class reading, studying, completing assignments, and preparing for assessments. This time commitment is in addition to scheduled class meetings and is essential for success in the course. If you need additional help please visit the MSU TASP center located in the library. Visit the [Tutoring and Academic Support Programs \(TASP\) website](#) for more information about the tutoring services they provide and for scheduling a session.

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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 – Course grades are based on the percentage of total points earned. The following assignments contribute to the final course grade.

Table 1: Points allocated to each assignment

Assignments	Points
Timelogs Documentation (includes 1 st 15 Days)	50
Unit Plan Parts (5 @ 20)	100
Unit Plan Final (TK20)	50
Reading Content Modules	100
Field Observation Portfolio (TK20)	100
Teaching and Lesson Plans (3@100)	300
Total Points	700

Table 2: Percentage of total points will determine final grade.

Grade	Percentage of Total Points
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	Below 60%

Coursework

Textbook Assignments, Reading and Writing, and Classroom Activities

As stated above you will need to complete all readings and keep notes over the text. You will turn in all activities completed in the classroom as well as the assigned textbook activities. A chart for the textbook activities is in D2L and the due dates for the class and textbook activities are posted below in the calendar. To complete the classroom activities, you must be in attendance. These activities include, but are not limited to the following topics, TEKS & ELPS mapping and analysis; ethics cases, language arts strands pedagogy, writing process applications, teaching poetry and drama and various other topics.

Reading Content Modules

You will complete targeted modules focused on TEKS-based reading instruction and assessment. The modules will address key areas of reading instruction, including phonological awareness and phonics, fluency, vocabulary development, reading comprehension, analysis of literary and informational texts, evidence-based reading strategies, differentiation, and assessment of student learning. These modules are designed to strengthen your ability to plan and deliver effective, TEKS-aligned reading instruction while supporting students in developing the skills necessary to become confident, strategic, and independent readers.

The quizzes and/or activities included in the Content Modules are worth varying numbers of points. The individual point values will not be changed. Instead, your performance across all quizzes and/or activities will be calculated as a percentage of the total points available in the module category and then converted to a 100-point category for purposes of calculating your final course grade. For example, if you earn 90% of the total points available across the module activities/quizzes, you will receive 90 of the 100 points allocated to the Content Modules.

Field Experience Observation and Reflection Portfolio

The Field Experience Portfolio is a collection of the work completed during the field placement. You will be receiving feedback throughout the semester on your lesson plans and delivery; however, you are expected to submit the following for documentation in TK20.

Table of Contents

Lesson Plans: lesson plans for three lessons (lesson topic will be determined by your mentor teacher)

Lesson Reflections: a reflection is required for each lesson. Use your own experiences and lesson feedback in the post-observation conferences (from cooperating teacher and university instructor) to guide your data driven reflections.

TTESS Observation Forms: a copy of your observation completed by your university supervisor will be provided to you at your post-observation reflection conference. You will provide your mentor with a copy and you will include a copy in your portfolio signed by your mentor, university supervisor and yourself.

Field Experience Validation: a time log AND a validation slip signed by the classroom teacher- "approved" screenshots from TK20 for hours

Completed Cooperating Teacher Evaluation Form: sent through TK20 directly to the cooperating teacher

If you fail to upload all complete and legible documents to TK20 you will receive an Incomplete for the course if you are not otherwise failing.

Co Teaching Log

You will use the co-teaching model in your placement and utilize and document all of the models. A detailed description is available in D2L.

Unit Plan

You will plan and design a unit which is focused on a theme and includes ELAR focused goals and objectives. Additionally, you will incorporate ELAR standards. There are five pieces which will be turned in throughout the semester with the final draft being turned in together in TK20 near the end of the course. If this is not uploaded to TK20 you will receive an Incomplete in the course unless you are failing otherwise and in that situation you will receive an F for the course. Detailed instructions will be provided in class.

Field Hours, Teaching, and Observations

You will be placed in a school where you will observe an expert teacher. With this in mind, you are a guest, but you are also expected to abide by all school policies. Additionally, as you are not an employee, your behavior, dress, speech, and general conduct must be above reproach. You need to speak and dress professionally at all times. If for any reason you are asked to leave or the mentor teacher or school deems your presence is no longer wanted on campus, you will not be given a new placement and you will not be able to finish the course and will receive an "F." In less severe cases you may receive a Fitness Alert, which you can reference in your WCOPES student handbook.

You are expected to attend every observation and stay the whole amount of time (equivalent to the amount of time of class.) Leaving early or being late will be considered lack of professionalism and will not be tolerated. Three instances will be counted as an absence. Three absences from the class and the field combined will result in a "F" for the course- that means three absences total in our class on

campus combined with the field. You are also not allowed to schedule hours on other days to substitute for missing your assigned days. Per TEA, there are no virtual hours when in the field so if you have an illness that prevents you from attending, you will need to drop and take the course at a later time. During this placement, you will engage in the co-teaching model and eventually teach three lessons on your own with both the mentor and your university supervisor present and accumulate a combined total of no fewer than 36 hours of observations with at least 30 of those hours engaged in instructional activities and coded as such.

Field Teaching: Three Observed Lessons

As part of this course, you will plan and deliver three lessons to students in a public school classroom. Each lesson will be observed and evaluated using the Texas Teacher Evaluation and Support System (T-TESS), which assesses your performance in key areas of effective teaching, including lesson planning, instruction, learning environment, and professional practices and responsibilities. Successful completion of all three teaching experiences is a required component of the course. You must complete and successfully meet the expectations for each lesson. Failure to complete the required teaching experiences successfully will result in an F in the course.

The purpose of this experience is to provide you with meaningful opportunities to apply what you have learned, receive feedback on your teaching, reflect on your practice, and strengthen your instructional skills. These experiences are designed to help you hone your teaching abilities, build confidence, and develop into an effective, reflective, and responsive teacher.

In addition, you will be completing a First 15 Days observation that will likely take place early in the semester before you begin your formal placement observations and teaching. You will have a lesson plan prepared and ready for that day for both your mentor teacher and supervisor. What you teach will be based on a collaboration between you and your mentor teacher and when you teach will be coordinated with both your supervisor and mentor.

The plans, reflections, and signed observations forms are what you include in your portfolio for the class discussed above.

Failure to complete any of these tasks or documentation of will result in either a failing grade or an "Incomplete."

In order to begin clinical teaching, you must have earned no fewer than 50 hours of field observation time and at least half of that must be considered instructional time. We build this time in your foundational and methods courses, but you are ultimately responsible for keeping track of this and making sure you get your time completed.

Timelog Documentation

Throughout the course of your field observations, you will be submitting timelogs in TK20 that are sent to your cooperating teacher to verify your attendance and

participation in the field. You must have at least 36 hours, at least half of which need to be when you are engaged in instructional activities and coded as such. They must be approved by the cooperating teacher. You will also be required to submit a separate timelog and reflection for the First 15 Days experience. 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 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 do not complete your timelogs and reflections that reflect the required number of hours and experiences, you will receive an Incomplete in the course unless you are failing otherwise and in that situation you will receive an F for the course.

For a complete list of program requirements and dispositions required for students in teacher education, refer to the WCOEPS handbook that you were given upon entering the program.

Course assignments are aligned to the following: [TEXES ELAR 4-8 271 Exam Framework](#), the [TEXES 7-12 331 Exam Framework](#), and the [Texas Essential Knowledge and Skills](#), [English Language Proficiency Standards](#), and the [College and Career Readiness Standards](#). Students in the program follow the TEACHER STANDARDS, Texas Administrative Code, Chapter 149, Subchapter AA, §149.1001). For a complete list of standards and alignment see D2L folder.

Final Exam

This course does not have a final exam, rather a final observation portfolio.

Extra Credit

This course does not offer extra credit assignments.

Late Work

Late assignments will be considered on a case-by-case basis and only if the student contacts the instructor to request consideration. If approved, late work may earn a maximum of 70% of the available points.

Make Up Work/Tests

Exceptions are only for school activity absences and you must provide a letter from the faculty sponsoring the school activity.

Important Dates

- Last day for term schedule changes: August 27, 2026 Check date on [Academic Calendar](#).
- Deadline to file for graduation: October 5, 2026. Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" November 23, 2026 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 every class time and every field observation day and stay the whole amount of time (equivalent to the amount of time of class.) Leaving early or being late in class or in the field will be considered lack of professionalism and will not be tolerated. Three instances will be counted as an absence. Three absences from the class and/or the field combined will result in a "F" for the course- that means three absences total in our class on campus combined with the field.

Online Computer Requirements

Taking an online class or a course that utilizes D2L extensively 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 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](#).

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Instructor Class Policies

Instructor Response Policy

For office hours, appointments are recommended to avoid conflicts with other student appointments. Zoom appointments also available for other times outside of office hours. The best way to contact me is via email. I will check my email between the hours of 8:00AM and 5:00 PM Mon-Fri. I will attempt to contact you within 24 hours; however, this does not apply on weekends or holidays. Once you contact me via email, we can then set up a virtual, phone, or in-person meeting, depending on your needs.

Classroom Conduct

Students are expected to assist in maintaining a classroom environment which is conducive to learning. Inappropriate behavior in the D2L online classroom or face-to face class shall result, minimally, in a request to drop the class. Failure to demonstrate appropriate classroom behaviors and 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 failure to participate, 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.

Acceptable Use of Artificial Intelligence (AI) Tools

Artificial intelligence (AI) tools can be valuable resources for learning when used appropriately. However, the writing, analysis, and critical thinking demonstrated in course assignments must reflect your own work. The primary purpose of these assignments is to help you develop the knowledge and skills required for success in this course and in your future profession.

Students may use AI as a learning resource, but not as a substitute for their own thinking or writing. Acceptable uses of AI include generating examples to help you understand a concept or assignment, providing templates or organizational formats, clarifying difficult concepts or suggesting alternative wording that you then rewrite in your own words, assisting with research by identifying additional information or viewpoints, and brainstorming ideas for lesson activities or other course-related projects. Whenever AI is used in these ways, the AI tool must be properly cited according to the citation guidelines provided for the course. Submitting work that is substantially generated by AI and presented as your own is a violation of academic integrity. Assignments for which the instructor determines that the majority of the content was generated by AI may receive a grade of zero. Students who receive a zero for this reason may revise and resubmit the assignment in their own original writing for a maximum of 50% of the available points. Some assignments may include specific instructions regarding the appropriate use of AI. Students are expected to follow those assignment-specific guidelines.

Inclement Weather

In the event that the university is closed for a short time due to inclement weather, course work that is posted in the course calendar is still due unless a notification is posted in D2L on the News page stating otherwise. In most cases courses will not be offered digitally synchronously unless the closing extends beyond a brief period and is otherwise noted on the D2L News page. Students enrolled in courses with observations, internships, and field work, will be handled on a case by case basis.

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](#).

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](#)

Course Schedule:

***Notice:** Changes in the course syllabus, procedure, assignments, and calendar/schedule may be made at the discretion of the instructor.

Week or Module	Activities/Assignments/Exams	Due Date (11:59 PM for the day listed)
Week 1 8/24-8/28	Syllabus/ Course set up Child Protection Training, Background Checks; Teacher Ethics, Co-Teaching Model First 15 Days Experience- TK20 Read Chapter 1	8/30
Week 2 8/31-9/4	Content Standards-TEKS, PPR, STR & content test frameworks; Lesson Cycle; Unit & Lesson Planning; Assessment of Learning Read Chapter 3 & 14	9/6
Week 3 9/7-9/11	UDL; Models of Teaching; Direct Instruction; Questioning Strategies Read Chapters 4 & 8	9/13

Week or Module	Activities/Assignments/Exams	Due Date (11:59 PM for the day listed)
Week 4 9/14-9/18	Models of Teaching; Concept Attainment; Inductive Read Chapters 5 & 6	9/20
Week 5 9/21-9/25	Models of Teaching; Reciprocal Teaching; Cooperative Learning Read Chapters 7 & 9	9/27
Week 6 9/28-10/2	Models of Teaching; Role-Playing, Advance Organizers; Inquiry Based Learning Read Chapters 10, 11 & 13	10/4
Week 7 10/5-10/9	Peer Lessons	10/11
Week 8 10/12-10/16	Prepping for the field Timelogs; Review of Field Observation Portfolio Peer Lessons	10/18
Week 9 10/19-10/23	Field Observations/Co-teaching Unit Plan Parts 1& 2 due- D2L	10/25
Week 10 10/26-10/30	Field Observations/Co-teaching	11/1
Week 11 11/2-11/6	Field Observations/Co-teaching Unit Plan Parts 3&4 Due-D2L	11/8
Week 12 11/9-11/13	Field Observations/Teaching Unit Plan Part 5 Due-D2L	11/15
Week 13 11/16-11/20	Field Observations/Teaching Final Draft of Unit Plan Due - TK20	11/22
Week 14 11/23-11/27	Field Observations/Teaching Approved Timelog screenshots due in D2L All content modules due-D2L No Field Time Tuesday or Thursday	11/25 This is a Wednesday
Week 15 11/30-12/3	Field Observations/Teaching Field Observation Portfolio due - TK20	12/6
Week 16 12/7-12/11	This week may be used for field observation hours in the event that inclement weather or other issues caused school closures that resulted in students not completing their required hours.	12/10

Appendix A

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 [this link to report](#).

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 [this link to view policy online](#).