



Course Syllabus: Content Reading
College of Education and Professional Studies
READ 4223 X10
Fall 2025 POTA

Contact Information

Instructor: Dr. Emily Reeves Fyfe
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Instructor Response Policy

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

Textbook & Instructional Materials

N/A – All materials will be provided.

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

- 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/assignments

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Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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

Grading/Assessment

Course Grade- See Tables 1 and 2

Table 1: Points allocated to each assignment

Assignments	Points
Reflections (3)	15
Discussions (2)	15
EB Key Assessment Parts (4)	40
EB Key Assessment Wrap Up and TK20	10
Mini Vocabulary Lesson	10
Annotated Text Assignment	10
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

Projects Required

This class has 1 performance based project that is required. There are templates for each of the 4 parts and a rubric for the whole. Please find a general description below:

1. Emerging Bilingual Key Assessment

Throughout this assessment, you will explore standards, instructional strategies, and lesson planning for Emerging Bilingual (EB) students directly related to content reading. In some places you will see "ELL" or "English Language Learners". This is the old terminology and we are in the middle of a shift the EB statewide. You will learn more about this throughout the module's 4 Parts:

- Part 1: Standards: English Language Proficiency Standards and Texas Code
- Part 2: Instructional Strategies
- Part 3: Sheltered Instruction Observation Protocol Lesson
- Part 4: Discuss and Reflect
- Wrap Up/ TK20

This Portfolio is a Key Assessment. That means that it is required by the college. Completing all 4 parts and the Wrap Up/TK20 submission is required to pass your class. Please review the times above and plan your time accordingly.

Extra Credit

I do not offer extra credit.

Late Work

Please note the percentage deducted for late work.

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

Make Up Work/Tests

This is an online class and is open for you to get ahead. I am happy for you to work ahead if you plan be away for a due date. If you have an emergency, I will work with you but expect communication in a timely way.

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 that 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) 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 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 MSU TEXAS. 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 [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 [Online Reporting 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 Website](#)

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:

Module/Week	What you are doing	What is DUE
1/AUG 25	Work through Module 1: Intro to Class Organize your calendar (make sure you know my late work policy)	N/A
2/SEPT 2 (Tues)	Why reading belongs in every Classroom	<ul style="list-style-type: none"> • Reflection 1: Literacy Belongs in Every Class (250 words) • Discussion 1 • Annotated text from your field
3/Sept 8	EB Key Assessment Part 1	<ul style="list-style-type: none"> • EB Key Assessment Part 1: Quizzes (3)
4/Sept 15	Literacy Development and Content-Area Reading for Bilinguals	<ul style="list-style-type: none"> • Mini Vocabulary Lesson • Reflection 2
5/Sept 22	Before Reading Strategies EB Key Assessment Part 2	<ul style="list-style-type: none"> • EB Key Assessment Part 2 • Discussion 2
6/ Sept 29	During Reading Strategies EB Key Assessment Part 3	<ul style="list-style-type: none"> • EB Key Assessment Part 3
7/Oct 6	After Reading Strategies EB Key Assessment Part 4	<ul style="list-style-type: none"> • EB Key Assessment Part 4 • Reflection 3
8/Oct 13	EB Key Assessment Wrap up & TK20	<ul style="list-style-type: none"> • EB Key Assessment Wrap up & TK20

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/ 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	8 Reflective Discussions, Before-During-After Strategy Portfolio* Reading Plan Project

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	8 Reflective Discussions Before-During-After Strategy Portfolio* Reading Plan Project*
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	8 Reflective Discussions Before-During-After Strategy Portfolio* Reading Plan Project
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	8 Reflective Discussions Before-During-After Strategy Portfolio Reading Plan Project*
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	8 Reflective Discussions Before-During-After Strategy Portfolio* Reading Plan Project
To learn how to support writing in relation to content reading.	Domain 2; Competency 4: A, B, C, D, E, F, G, H, I, J, K, L, M, N	8 Reflective Discussions Before-During-After Strategy Portfolio

	Domain 2; Competency 5: A, B, C, D, E, F, G, H, I, J, K, L, M	Reading Plan Project*
To learn how to assess text for readability and user friendliness.	Domain 2; Competency 4: M, N Domain 2; Competency 5: L, M	Reading Plan Project*