

Mayville State University

EDUC 426 Reading in the Content Area

Fall 2025

2 Credit Hours

Course and Instructor Information

Instructor Name: Karissa Hanson

Contact Information:

Office: Education 116E

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Work phone: 701-788-4813

Hours of Availability:

Please email for availability

Instructional Mode: On Campus

Course Dates: August 25, 2025- December 19, 2025

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and/or Location: Mondays and Wednesdays 12:00-12:50 PM in Education, Rm 122

Course Materials and Technologies

Required

MSU Technology Requirements

- Daniels, H. & Zemelman, S. (2014). *Subjects matter: Exceeding standards through powerful content-area reading*. Heinemann.

Use of Artificial Intelligence in this Course

All work submitted in this course must be your own. Contributions from anyone or anything else- including AI sources, must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation, and I will follow Mayville State's policy in those instances.

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Course Description

The focus of this course is on the development of reading instructional strategies in K-12 classrooms across all content areas with an emphasis on non-fiction text. Scientifically and researched-based best practices in fluency, vocabulary, comprehension, assessment in reading ability, and the identification and correction of reading difficulties are emphasized. Participation in teaching demonstrations supports teacher candidates' use of teaching strategies. This course is required for all secondary education majors and the Title I Reading credential.

Pre-/Co-requisites: None

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

INTASC – Teacher Education

This course utilizes the [InTASC standards](#) (beginning on page 8) which guide our preparation of teachers.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB*](#)):

1. Understand and appreciate the unique literacy demands of a variety of content areas. (InTASC 1.d, InTASC 4)
2. Recognize that it is imperative that all educators, but especially content area specific educators, teach students how to read and write within each content area/discipline. (InTASC 1.d, InTASC 4)
3. Identify and implement strategies that can aid students in their comprehension of content area related texts. (InTASC 2.g, InTASC 8, ISTE 1)
4. Seek out and create opportunities for cross-disciplinary teaching and learning. (InTASC 2.g, InTASC 5, InTASC 7.h, InTASC 8)
5. Appreciate the importance of integrating a variety of texts into the curriculum.
6. Integrate technology, when it is appropriate, in order to deepen student understanding of content area concepts and literacies. (InTASC 8, ISTE 1) Develop curriculum that meets content area standards. (InTASC 4, InTASC 7.g)
7. Foster an understanding of content area knowledge, and the world, through multiple perspectives. (InTASC 4, InTASC 5, InTASC 7.h, InTASC 8, ISTE 1)
8. Promote critical thinking skills in students regarding the content area and beyond. (InTASC 5, InTASC 7.h, ISTE 1)

*See specific standards alignment at the end of the syllabus.

Instructional Strategies

- Student/teacher-led learning experiences
- Direct instruction
- Student presentations/demonstrations
- Cooperative learning activities
- Critical and creative thinking strategies
- Class discussions
- Multi-media, current educational technologies
- Teacher modeling
- Experiential learning
- Simulation and inquiry activities
- Written and oral communication

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- Assigned readings
- Reflective journaling

Course Expectations

Below, you will find several guidelines to help us create successful learning experiences:

- Read the syllabus in its entirety. Knowing what is planned is helpful for time management and allows you time to ask questions if you need any clarification. **Syllabus is subject to change at instructor's discretion.**
- Be prepared and complete assignments. The responsibility for your learning is shared by both student and instructor. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly. When uploading assignments, make sure your instructor can open them. Assignments are to be submitted electronically using Blackboard since the assignments route directly to the Gradebook. Always follow the submission guidelines. Assignments are to be typed and submitted in a Word document or PDF.
- Reading assignments- it is imperative that you have completed all preparations for each week of study. Adhering to the reading materials for content information is critical for discussions and class activities. In addition, content from the reading assignments will be referenced in quizzes as text evidence.
- Attend class and participate. To successfully complete this course, your attendance and active participation are required. Participation in classroom discussions, group project demonstrations, and interactive activities will result in stronger connections to theory and practice, adding to the quality of your learning experience.
- Use technology appropriately. Laptops, tablets, and other devices should not be used during class unless they are used for class work. In addition, cell phones should be turned off/vibrate and should not be a distraction during class.
- Be flexible, take risks, and ask questions! In teaching, flexibility is the name of the game. While teachers need to be over-prepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. You are responsible for your own learning.
- Adhere to the code of student conduct found in the [MSU Student Handbook](#). Each student is responsible for reading the handbook and following expectations set forth by the University. This involves academic honesty. As you conduct research and start reporting findings, it is important to properly cite and reference others' work. It demonstrates honesty and trustworthiness, and violations include copying another student's assignment, having another student complete your work, using an author's ideas or words without proper citations. Contact the instructor with questions.
- Students with disabilities who believe they may need an accommodation in this class are encouraged to contact **Disability Support Services** (788-4675) located in Classroom Building, CB 109 as soon as possible to ensure that accommodations are implemented in a timely fashion. Support is available for academic and/or personal concerns. Students should refer to the student handbook for an explanation of services available and policies and procedures that have been established for student support. The instructor will help find resources necessary to aid in student success.

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- Writing expectations: Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MSU Writing Center for assistance with their writing.
 - Students who have difficulties in professional writing are encouraged to contact the Writing Center at 701-788-4899, in the library or email the coordinator to receive assistance in skill development. Students who have difficulty with grammar, spelling, punctuation, sentence structure, and/or organization are strongly encouraged to take advantage of this opportunity.
 - APA format: Any papers that include research references must include a working bibliography in (American Psychological Association) APA format.

Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address. You are required to use your Mayville State University/NDUS email address as it is the best way to ensure reliable communication between students and instructors. If you have questions for me or would like to set up a time to meet, please email me at karissa.hanson@mayvillestate.edu. Email is the best way to get ahold of me. I usually respond within 24-48 hours during weekdays. If you wish to contact me by telephone, please use my office number: 701-788-4813. I will use Blackboard to post messages to all learners if needed.

Assignments and Assessments

Quizzes (20 points total)

There will be a variety of quizzes throughout the course to check for understanding of reading material. For any short answer questions, please cite and use text evidence from your textbook.

Exit Tickets (10 points)

You will complete exit tickets throughout the semester as part of your participation in this course. Exit tickets provide the instructor with checks for understanding and provide learners with opportunities to reflect on their learning. Missed exit tickets cannot be made up unless they are formally excused (university-sponsored, military, etc. at the discretion of the instructor). You will receive 10 points for submitting all exit tickets and one point off per exit ticket that you miss.

Non-Fiction Text Features Assignment (10 points)

The goal of this assignment is to create two informative essays, one without text features and one with text features, to practice using text features and to reflect on their importance in aiding students' understanding of what they are reading

Using Textbooks Effectively Assignment (10 points)

After exploring a variety of ways to use textbooks more effectively, you will plan an activity for students using a textbook in your content area that shows your understanding of how to effectively use textbooks.

Supplementing Textbooks Assignment (10 points)

The goal of this assignment is to practice gathering supplementary materials that align with a textbook section and support student learning.

Tier I, Tier II & Tier III Vocabulary Assignment (10 points)

The goal of this assignment is for you to use your knowledge of tiered vocabulary to identify 8-12 tier I, tier II and tier III vocabulary words related to a ND content standard of your choice.

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Non-Fiction Reading Strategies Online Portfolio (100 points)

The goal of this assignment is to create a portfolio of non-fiction reading strategies to be used in your future classroom. This is a culminating assignment that you will work on throughout the course. Upon completion of your portfolio, you will have several examples of vocabulary, before reading, during reading and after reading strategies.

Strategy Demonstrations (2 x 10 points)

Throughout the course, you will present two demonstrations of your assigned non-fiction reading strategies to your peers. The goal of this assignment is to provide you with practice using the non-fiction reading strategies in action and to provide feedback to peers.

Self and Group Member Evaluation (10 points)

For creation of your portfolio, you will be working in groups to create examples and learn more about non-fiction reading strategies. Your group members will rely on your timely submission and quality of strategy videos. During the final week of the course, you will complete both a self- and group- member evaluation to reflect on your own performance, as well as provide the instructor with information on group members' performance.

Lesson Plan featuring Non-Fiction Reading Strategies (30 points)

The goal of this assignment is to plan a lesson that features 2 or more of the non-fiction reading strategies you have learned throughout the semester. The purpose of this assignment is for you to intentionally plan how you can incorporate multiple non-fiction reading strategies into one lesson. You will present this lesson to your peers as your final for this course.

Evaluation and Grading

Evaluation in this course will consist of the components outlined below. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadlines. **A grade of "C" or higher in this course is required for Teacher Education Program Completion requirements as stated in the Teacher Education Handbook.**

Grading Policies

- It is the student's responsibility to check due dates for all assignments. Assignments submitted late will be assessed a 10% deduction in points, and assignments submitted more than two weeks late will be assessed a 20% deduction in points.
- **Quizzes cannot be taken after the original due date.** When answering short answer quiz questions, you must cite and reference your readings to receive credit.
- **If you do poorly on an assignment, reach out to me within three days of it being graded. You will be able to use my feedback, correct your assignment, and resubmit it for full credit.** You can expect to hear feedback regarding weekly assignments within 10-14 days of submission. Larger projects can take longer to review so expect feedback within 2 weeks of submission.
- Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.
- Any student product such as an assignment or assessment that is emailed will NOT receive credit. All assignments or student products are to be uploaded to the appropriate spot in Blackboard in order to receive credit.

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Attendance/Participation Policies

Remember: this class is part of your professional teaching preparation and therefore requires professionalism and active participation of all. This provides each student with teaching practice and reflective feedback. Your attendance is very important. You CANNOT participate if you are NOT PRESENT and **missed exit tickets cannot be made up unless they are formally excused** (university-sponsored, military, etc. at the discretion of the instructor).

Grading Scale

This course adheres to the following grading scale:

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

Breakdown of Grades

Assignment	Points	Due Date
Quizzes (points per quiz vary)	20	Check Blackboard for Due Dates
Exit Tickets	10	Each class meeting
Non-Fiction Text Features Assignment	10	Due September 8 th at 12:00 PM
Using Textbooks Effectively Assignment	10	Due September 15 th at 12:00 PM
Supplementing Textbooks Assignment	10	Due September 22 nd at 12:00 PM
Tier I, Tier II and Tier III Vocabulary Assignment	10	Due September 29 th at 12:00 PM
Portfolio of Strategies	100	December 10 th at 12:00 PM
Strategy Demonstrations (x 2)	20	Check Blackboard for Assigned Dates
Self and Group Evaluations	10	December 8 th in class
Final Lesson Plan	30	December 15 th at 12:00 PM

Enrollment Verification

On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

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Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Below is the course timeline and schedule. The course timeline and schedule are subject to change as deemed necessary by the instructor. Readings, quizzes on readings and assignments will be laid out on Blackboard with due dates.

Week	Topic	Assignments Due
1	Welcome and Syllabus Review	<ul style="list-style-type: none">• Ch. 1 & 2 Quiz
2	Fiction vs. Non-Fiction Non-Fiction Text Features	<ul style="list-style-type: none">• Non-Fiction Text Features Assignment
3-4	Textbooks	<ul style="list-style-type: none">• Ch. 3 Quiz• Ch. 6 Quiz• Using Textbooks Effectively Assignment• Supplementing Textbooks Assignment
5	Tier I, Tier II & Tier III Vocabulary	<ul style="list-style-type: none">• Tier I, Tier II & Tier III Vocabulary Quiz<ul style="list-style-type: none">• Tier I, Tier II & Tier III Vocabulary Assignment
6-8	Vocabulary Strategies	<ul style="list-style-type: none">• Vocabulary Strategy Video uploaded to Group Discussion Board and to Portfolio• Vocabulary Strategy Examples added to Portfolio• Strategy demonstrations as assigned
8-10	Before Reading Strategies	<ul style="list-style-type: none">• Before Reading Strategy Video uploaded to Group Discussion Board and to Portfolio

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		<ul style="list-style-type: none"> • Before Reading Strategy Examples added to Portfolio • Strategy demonstrations as assigned
11-12	During Reading Strategies	<ul style="list-style-type: none"> • During Reading Strategy Video uploaded to Group Discussion Board and to Portfolio • During Reading Strategy Examples added to Portfolio • Strategy demonstrations as assigned
13-15	After Reading Strategies	<ul style="list-style-type: none"> • After Reading Strategy Video uploaded to Group Discussion Board and to Portfolio • After Reading Strategy Examples added to Portfolio • Strategy demonstrations as assigned
16	Portfolio Submission Self and Group Evaluations Prep for Final Lesson Plan	<ul style="list-style-type: none"> • Non-Fiction Reading Strategies Online Portfolio <ul style="list-style-type: none"> • Self and Group Evaluations
Final	Present Final Lesson Plan	<ul style="list-style-type: none"> • Final Meeting Time is Monday, December 15th from 12:00- 2:00 PM

ESPB Program Approval Standards

Standards Alignment (English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards-ND ESPB):

ENGLISH

- 05020.1.2 Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.
- 05020.3.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
- 05020.3.2 Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
- 05020.3.3 Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

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- 05020.3.6 Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.
- 05020.5.1 Candidates plan and implement English language arts and literacy instruction that promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- 05020.5.2 Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g, race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.
- 05020.6.1 Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.
- 05020.6.2 Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

HEALTH

- Component 1.d: Candidates demonstrate proficiency in health literacy skills and digital literacy skills.
- Component 4.a: Candidates analyze and select assessment strategies, tools and technologies to determine their appropriateness for enhancing learning among all students.

MATHEMATICS

- 11010.7 Content Pedagogy: The program requires that the teacher candidate is able to successfully implement a variety of instructional strategies. The candidate demonstrates the following: a) Applies knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains. b) Analyzes and considers research in planning for and leading students in rich mathematical learning experiences. c) Plans lessons and units that incorporate a variety of strategies and mathematics specific instructional tools to promote conceptual understanding and procedural proficiency. d) Provides students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace. e) Implements techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

PHYSICAL EDUCATION

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 2.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 2.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 2.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).
- 3.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 5.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

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SCIENCE

- 13047.3 Inquiry The program requires study of the processes of science common to all scientific fields.
- 13047.6 Curriculum The program provides candidates with information necessary to identify, evaluate, and apply a coherent, focused science curriculum that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
- 13047.8 Environment for Learning The program prepares candidates to design and manage safe and supportive learning environments in the classroom, laboratory, and field. The program reflects high expectations for the success of all students.

SOCIAL SCIENCE

- 15035.5 The program requires studying methods of teaching social studies including current trends in social studies with an examination of various teaching methods and techniques.
- 15035.6 The program requires the study of current, appropriate instructional technology.