



On-Campus Course Syllabus

REA 314

Content Area Reading Instruction

Spring 2025

Class Information

Day and Time: Monday 12:15-3:00 p.m.

Room Number: E202

Contact Information

Instructor Name: Dr. Daisy Barrón

Instructor Email: dbarron@criswell.edu

Instructor Phone: (469)616-0627

Instructor Office Hours: [By Appointment](#)

Course Description and Prerequisites

Emphasis is placed on literacy instruction, assessment of all learners, and strategies for instruction using textbooks. Emphasis is placed upon literacy standards (Texas Essential Knowledge and Skills [TEKS]) in the EC-6th grade core disciplines of English Language Arts, Math, Science, and Social Studies.

(Prerequisite: REA 312)

Course Objectives

1. Identify the unique characteristics of a 4th-6th grade literate environment.
2. Practice research-based teaching strategies for increasing word analysis, fluency, vocabulary, and comprehension in content-specific reading.
3. Design lesson plans that integrate reading and writing into all content instruction.
4. Analyze content textbooks for readability levels and design various modifications to meet diverse learners' instructional needs.
5. Develop a program to enhance students' study skills in the 4th- 6th grade setting.
6. Investigate various technologies used to support reading instruction in the 4th- 6th-grade classroom.
7. Discuss the trends and terminology associated with reading assessment for 4th- 6th-grade students.

Required Textbooks

1. Gunning, T., (2010). *Creating Literacy Instruction for All Students*. Allyn & Bacon, Boston, MA., 10th Ed. 978-0134986487.
2. Kelly, J., Moral, A., Groegler Pierson, J. L., Stenssen-Blevins, A. (2021). *Empowering Educators: A Comprehensive Guide to Teaching Grades 3, 4, 5*. ISBN: 978-1-950317-19-6.

Recommended Reading

1. Berger, L., Parrelli, E., Smith, B., Young, H. (2021). *Empowering Educators: A Comprehensive Guide to Teaching Grades 6, 7, 8*. ISBN: 978-1-950317-20-2
2. Wilson, M., (2012). *Interactive Modeling: A Powerful Technique for Teaching*. Center for Responsive Schools. ISBN 978-1892989536.
3. Shanker, J. L., Cockrum, W. A. (2019) *Reading Inventory* (7th Ed.) Pearson: Boston. ISBN: 978-0-13-480201-5.

Course Requirements and Assignments

This course requires a minimum of NINE (9) clock hours of on-site teaching sessions during a Field Experience.

Late Work Class Policy: Work is due at the beginning of class on the date designated unless otherwise stated by the professor. Late work will not be accepted.

1. Woodcock Practice: You will administer and score a Woodcock Reading Inventory to a child between the ages of 9 and 12. The instructor will provide the testing materials. You are to score the testing and then write a 2-page analysis of the results. Based on the child's reading assessment, you must include 5 Recommendations for Reading/Writing improvement.

DUE: 2/03/2025

POINTS: 10 points

2. Textbook Readability Analysis: You will select a content-area textbook appropriate for students in 4th- 6th grade. Using the assigned analysis tool, you will determine the readability level of the text. This analysis is to be typed upon submission. This is the first project in a series of assignments that will pertain to this textbook. You will present your findings to your peers on the assigned class day.

DUE: 2/10/2025

POINTS: 5 points each

3. Background Knowledge: You will design 10 activities that will build background knowledge on your chosen topic from the content area textbook. These are to follow the assigned activity model. **You will incorporate at least one of these activities into a lesson plan to be used in one of your on-site teaching sessions.**

DUE: 2/17/2025

POINTS: 15 points each

4. Textbook Lesson Plan: You will write a lesson plan for a specific topic using the content area textbook from the previous assignment. The plan must include reading and writing strategies that support 4th- 6th-grade learners. **You will use this lesson plan during one of your on-site teaching sessions.**

DUE: 2/24/2025

POINTS: 5 points each

5-7. Reader Modifications: You will plan three (3) lessons that modify the use of your content area textbook used in the previous assignment. Selecting a specific topic in the textbook, you will create a lesson plan for a Second Language Learner, a Learning Differenced (Dyslexic) Learner, and a Gifted Learner. **You will use each of these plans during your on-site teaching sessions.**

DUE: 3/3 to 3/24/2025

POINTS: 5 points/15 points total

8. Vocabulary Game: You will create a game that teaches vocabulary found in your content-area textbook. This game is to be of professional quality and developmentally appropriate for 4th- 6th-grade students. **You will use your vocabulary game during one of your on-site teaching sessions.**

DUE: 3/31/2025

POINTS: 5 points

9. Graphic Organizer: You will create a Graphic Organizer for use with your selected content area textbook that is appropriate for 4th- 6th students. **This “graphic” is to be used during one of your on-site teaching sessions.** The organizer is to be **original** and of a professional quality that is developmentally appropriate for 4th- 6th-grade students.

DUE: 4/07/2025

POINTS: 5 points

10-13. Writing Response: You will select a topic from your content area textbook and create four (4) hands-on and student-centered reading/writing response activity lesson plans. You are to plan one activity for each of the skills of **vocabulary, comprehension, expository writing, and study strategies.** **These are to be used during your on-site teaching sessions.**

DUE: 4/14 to 5/05/2025

POINTS: 5 points/20 points total

14. Final Reading Portfolio: In this portfolio, you will include your NINE journal entries from the Field Experience teaching, the scored practice Woodcock testing with recommendations, the Readability Analysis from your selected textbook, the NINE formal lesson plans from your onsite teaching sessions, and a two-page professional self-assessment of your growth as a Reading teacher. **You will discuss your learning experiences during the final class.**

DUE: 5/12/2025

POINTS: 20 point

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Course Policy on the use of Artificial Intelligence (AI)

(Delete section if not needed or enter policies and/or information applicable to your course or classroom. Create relevant subheadings as desired.)

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Assignment	Due Date	Point Value
Woodcock Assessment	2/04/2025	10
Textbook Readability	2/11/2025	5
Background Knowledge Activities/Plan	2/18/2025	15
Textbook Lesson Plan	2/25/2025	5
Modified Lesson: ESL	3/04/2025	5
Modified Lesson: LD	3/11/2025	5
Modified Lesson: GT	3/25/2025	5
Vocabulary Game	4/01/2025	5
Graphic Organizer	4/08/2025	5
Lesson: Vocabulary	4/15/2025	5
Lesson: Comprehension	4/22/2025	5
Lesson: Expository Writing	4/29/2025	5
Lesson: Study Skills	5/06/2025	5
Final Reading Portfolio	5/13/2019	20
TOTAL		100 Points