



RED 4333
Content Area Reading
83094 001
Fall 2026

Instructor Name

James King

University Course Description

In-depth study of reading comprehension, cognition and learning, metacognition, reading and writing in the content areas. Candidates learn research supported comprehension strategies and procedures applicable to content area reading.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

online/synchronous

Student Learning Outcomes

Compare how reading, writing, talking, listening and viewing are used within different disciplines.

- Design and implement instruction that guides students through the

phases of inquiry, including generating questions, gathering and analyzing sources, synthesizing claims and evidence, critically evaluating and revising arguments, and communicating findings.

- Adapt generic literacy instructional strategies to meet the reading and writing demands of different discipline areas.
- Analyze the student knowledge required for a variety of disciplinary texts and tasks.
- Design and implement an inquiry project using disciplinary literacy instructional practices that integrates technology, visual/performing arts, and multiple content areas.
- Design and implement assessment practices that analyze students' inquiry skills and content knowledge.
- Use assessment information to design and implement instruction that supports identified student needs.

Course Objectives

Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs (FL Rdg. Comp. 1.A.7, 1.A.9, 1.B.4-6, 1.G.1-6; 2.B.3, 2.D.2, 2.F.5, 2.G.5. ILA 1.1, 4.1-4. FEAP 1-c, 2d, 2g, 3e)

Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection (FL Rdg Comp. 1.A.5, 2.A.1-9. ILA 1.1, 2.1, 2.2, 2.4, 5.2. FEAP 1f, 3a, 3d, 3f, 3g)

Demonstrate knowledge of subject matter, including the adopted Florida Accomplished Practices (FEAP).

Plan, design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and

performing arts and digital tools (FL Rdg. Comp. 1.A.6, 2.G.3, 2.G.4. ILA 2.2, 4.2, 5.1, 5.2, 5.3. FEAP 1c, 2h, 3g, 5c)

Design and implement assessment practices that reflect the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, including multiple means for students to demonstrate their knowledge, and student self-assessment (FL Rdg. Comp. 1.A.10, 1.C.6, 1.D.5, 1.E.5, 1.F.6, 1.G.6, 2.A.9, 2.B.5, 2.C.5, 2.D.4, 2.E.3, 2.F.8, 2.G.6. ILA 3.1- FEAP 1d, 3j, 4a-f, 5c)

Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking (FL Rdg Comp. 1.A.4, 1.B.2, 1.B.5, 1.C.5, 1.G.3, 2.A.3-9, 2.F.1, 2.F.2, 2G.1-6. FEAP 1a-d, 2a-i, 3a-j, 4f, 5d)

Required Texts and/or Readings and Course Materials

- Spires, H.A., Kerkhoff, S.N., & Paul, C.M. (2020). Read, write, inquire: Disciplinary literacy in grades 6-12. Teachers College Press [available in bookstore]
- Wolsey, T. D., & Lapp, D. (2016). Literacy in the disciplines: A teacher's guide for grades 5-12. Guilford Publication.
- Additional resources and readings will be available via Canvas.

How to Succeed in this Course

The Getting Started Module in the course is designed to walk you through the steps necessary to be successful in this course.

Grading Scale

94-100 A	74 – 76 C
90 – 93 A-	70 – 73 C-
87 – 89 B+	67 – 69 D+

84 – 86 B 64 – 66 D
80 – 83 B- 60 – 63 D-
77 – 79 C+ 0 – 59 F

Grade Categories and Weights

Reading Reactions & Discussion Board (10 pts each) You will complete reading discussions for 7 readings across the semester.

50

Portfolio of Inquiry Learning Draft Sections (10 pts each)

You will submit drafts of your Google Doc portfolio 5 times across the semester.

50

Disciplinary Literacy Portfolio of Inquiry Learning - Google

Doc (Critical Task)* Final portfolio due at end of semester, revised from activities turned in during each module

30

Developmental Reading Knowledge Connections and Applications

- Padlet (Critical Task)* Final padlet due at end of semester, revised from activities turned in during each module

50

Total 180

Instructor Feedback Policy & Grade Dissemination

You can access your scores at any time using "Grades" in Canvas.

Major Topics and Course Schedule

Jul	Week	Date of Class	Focus	Content <i>Must be read, viewed, listened to, and examined BY class time</i>	Student Products <i>Must be completed BY class time</i>

ng ed	1 T E A M S	8/25 TEA MS	Gettin g Starte d	<i>First Week of Class, content will be due by the Friday 11:59pm. There is no need to work ahead.</i> Canvas Getting Started Tutorials Pages Classroom Caffeine Podcast: Elizabeth Moje Just listen and use my guide at end of Module 0. No need to turn anything in	<i>First Week of Class, content will be due by Friday 11:59pm.</i> -Email to Professor/Google Form -Google Doc Assignment Practice launching: -Padlet

w ipli y acy cor all en din kgr d nle e	2 T E A M S	9/1 TEAMS	Histori es and Definit ions of Conte nt Area Readin g and Discipl inary Literac y	Spires Textbook – Ch. 1 Wolsey & Lapp Textbook – Ch. 1 Classroom Caffeine Podcast: Shea Kerkhoff	Read & React #1 (Sun 9/6, 11:59PM) Spires, Ch.1 Wolsey & Lapp Ch 1 Kerkhoff CC

	3 T E A M S	9/8 TEAMS	Assets-based Orientations	Moje (2015) <i>Revisit Dr. Moje's Podcast before reading - it will help!</i> Classroom Caffeine Podcast: Diane Lapp Canvas Pages 1. Assets-based Language 2. Universal Design for Learning 3. Dr. Gloria Ladson-Billings 4. APA blog post on using singular pronouns Extra Resources 1. Anti-Racism webpage from the Smithsonian National Museum of African American History & Culture	Read & React #2 (Sun. 9/13, 11:59 PM) Ladson-Billings Lapp CC Canvas Pages Perusall Activity 1 (Sun. 9/13, 11:59 PM) -Moje (2015)

	4 T E A M S	9/15 TEAMS	Dev. Reading Knowledge & Workshop	Oral Language: Linguistic Genius of Babies TedTalk Reading Rockets: Speaking and Listening in Content Area Learning Phonological Awareness: Phonological and Phonemic Awareness Classroom Caffeine: Elizabeth Hadley	Padlet: Oral Language & Phonological Awareness (Sun., 9/20, 11:59 PM) Personal Equity Statement for Portfolio (Sun., 9/20, 11:59 PM)
Designing Inquiry	5 T E A M S	9/22 TEAMS	Developing meaningful inquiries and questions	TedTalk Spires Textbook – Ch. 2 Choose one reading associated with your discipline Classroom Caffeine Podcast: Alexandra Panos	Read & React #3 (Sun. 9/27 11:59 PM) Spires Ch. 2 Woolsey & Lapp, Ch. 2 Choice Reading Panos CC Designing Inquiry planning in project groups (9/27, 11:59 pm)
	6 T E A M S	9/29 TEAMS	Dev. Reading Knowledge & Workshop	Phonics: Reading Rockets: Phonics & Decoding & Print awareness Fluency: Reading Rockets: Fluency	Draft Inquiry Section of Portfolio: Inquiry Rationale (Sun., 10/4, 11:59 PM) Padlet: Phonics & Fluency (Sun., 10/4, 11:59 PM)

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	7 T E A M S	10/6 TEAMS	Selecting, Evaluating, and Scaffolding Text	Spires Textbook – Ch. 3 Wolsey & Lapp Textbook – Ch. 6 Extra Resources: Annenberg videos (these may or may not be operational when we get to them) Canvas Pages Classroom Caffeine Podcast: Stephanie Lemley	Read & React #4 (Sun., 10/11, 11:59 PM) Woolsey & Lapp Ch. 6 Spires Ch. 3 Canvas pages Lemley CC Perusall Activity 2 (Sun., 10/18, 11:59 PM) - Learning for Justice -Talking About Race
	8 T E A M S	10/13 TEAMS	Working with Claims and Evidence	Spires Textbook – Ch. 4 Wolsey & Lapp Textbook - Ch. 7 UNICEF Guide on Dis and Misinformation for Children	Read & React #5 (Sun., 10/18, 11:59 PM) Spires Ch. 4 Wooley & Lapp ch 7&9 Perusall Activity 3 (Sun., 10/18, 11:59 PM) - Damico & Panos (2016)
	9 T E A M S	10/20 TEAMS	Dev. Reading Knowledge & Workshop	Comprehension Reading Rockets: Comprehension	Inquiry Portfolio: Text Set (Sun., 10/25, 11:59 pm) Padlet: Comprehension (Sun., 10/25, 11:59 pm)

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	11 T E A M S	11/3 TEAMS	Dev. Readin g Knowl edge & Works hop	Vocabulary Reading Rockets: Vocabular y -	Word Study Activity Draft Word Study Section of Portfolio Inquiry Protfolio: Word Study (Sun., 11/8, 11:59 PM) Padlet: Vocabulary (Sun., 11/8, 11:59 PM) Catch Up: Revisions, in Portfolio & Padlet
ien : imal ng ing ish g, ng	12 T E A M S	11/10 TEAMS	Authe ntic Multi modal Writin g as Assess ment	Spires Textbook – Ch. 5 Wolsey & Lapp Textbook – Ch. 5, 8 & 10 Classroom Caffeine: Blaine Smith Writing Reading Rockets: Writing .	Read & React #7 (Sun., 11/15, 11:59 PM) Wolsey & Lapp Ch 5 Spires Ch 5 Padlet: Writing (Sun., 11/15, 11:59PM) Inquiry Portfolio: Multimodal Writing (Sun., 11/15, 11:59 PM)
iiry ess he ;	13 T E A M S	11/17 TEAMS	Return ing to the Inquir y Proces s + Synth esizing		

his ect	T h a n k s g i v i n g W e e k	11/24			
	15 A S Y N C H	12/1 ASY NCH	Revisin g & Publis hing		

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or

teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Class meets 15 times. Attendance is required for this course. You cannot pass this course if you do not attend. If you have a reason to miss class you must communicate immediately, and before the scheduled class sessions. In these circumstances, you and I will need to negotiate your missing class. You will be required to process the missing class session in some way.

Late work is only accepted if approved by your instructor prior to a due date. If you are concerned about deadlines, you should be in touch with your instructor via email and schedule a meeting to discuss. Flexibility for students is a priority in this course and will be given if communication occurs. Without communication prior to assignment deadlines and the development of a submission plan with your instructor, late work will not be accepted.

Extra Credit Policy: There is no extra credit offered in this course.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course.

For undergraduate courses: An “I” grade may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the “I” is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida’s mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. “Objective” means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas: This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Recordings:

*In this class, software will be used to record live class lectures and discussions.
As a student in this class, your participation in live class discussions will be*

recorded. These recordings will be made available only to students enrolled in the class.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.

- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and

training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify

processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)