READ Reading

READ 0099A Academic Reading
4 Credit Hours. 4 Lecture Hours. 0 Lab Hours.

READ 0099B Academic Reading
4 Credit Hours. 4 Lecture Hours. 0 Lab Hours.

READ 0099C Academic Reading
4 Credit Hours. 4 Lecture Hours. 0 Lab Hours.

READ 2230 Cognition and Language
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course examines cognition and language and the relationships between the two systems. The course presents language as a special form of thinking and communication and as a complex, living, changing system. The course explores relevant theories of cognitive and language development and traces development from infancy to adolescence. The course emphasizes practices that promote specific language and cognitive competencies and explores their utilization in various content and with learners representing language diversity.

READ 3231 Early Language and Literacy Development
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course examines the philosophical foundations and language and literacy of the environments that support learning. Candidates explore the diverse experiences of young children and the impact of those experiences on literacy learning. The course spans birth through age eight.

READ 3330 Content Literacy
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Addresses the development of reading and writing skills needed by students in grades 4-12. Instructional strategies focus on application of literacy skills in content subjects.

READ 4090 Selected Topics in Reading
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.

Designed to provide specialized course work to meet the needs of students. Attention will be directed toward a wide range of topics as they relate to reading education. Repeatable up to 6 credit hours.

READ 4131 The Teaching of Reading
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Provides an overview of the basic program of reading instruction for the developmentally average child with special emphasis on adjustments and adaptations for students with special needs. Considers the stages of a child's reading development, as well as teaching and assessment techniques. Includes activities that foster the development of reading strategies, integration of the use of technology in literacy instruction, familiarity with current reading resources, and familiarity with approaches and models of instruction.

Prerequisite(s): A minimum grade of "C" in READ 2230.

READ 4232 New Literacies and Technology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course provides an overview of the intersections between new technology-based literacies and school-based literacies. We will also examine how recent innovations in technology education have affected our definitions of literacy, both in- and outside of school, and discuss both the positive and negative effects of ?new literacies? on educational contexts. Students will be expected to actively participate in this learning community and create technology-based lessons that they can use as professional literacy educators.

Prerequisite(s): A minimum grade of "C" in READ 2230.

READ 4233 Literacy Assessment and Instruction
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course examines literacy difficulties encountered by children in the classroom. It emphasizes a diagnostic approach to instruction which utilizes multiple indicators of literacy performance. Using literacy data from individual cases, students practice problem solving strategies as they relate to classroom situations. Students assess literacy performance, analyze data, plan instruction, and report findings.

Prerequisite(s): ELEM 3233 or READ 4131.

READ 6030A Directed Study in Reading
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

READ 6131 Literacy Instruction and Diagnosis
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is designed to provide a foundation of multiple approaches to reading instruction, strategies for teaching readers at the elementary level along with learning assessment techniques for analyzing P-5 student literacy data. Candidates learn how to plan instruction based on student assessment results and research-based literacy practices. Included are ways to embed technology into literacy instruction for diverse learners.

READ 6330 Literacy in the Content Areas for Elementary Learners
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course addresses the development of reading and literacy skills needed by students in grades P-5. Instructional strategies are presented and designed to help students transfer literacy skills into content areas.

READ 7090 Selected Topics in Reading
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.

Topics in Reading is designed to serve dual purposes. 1) It allows the department to respond to specific needs of area schools and 2) it allows the department to respond to current issues and trends in reading education with topical courses.

Prerequisite(s): Permission of instructor.

READ 7131 Approaches to Literacy Instruction
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course provides an overview of the major theories underlying reading and the teaching of reading. It fosters the development of strategic readers, an understanding of current reading research, integration of technology into literacy education, and familiarity with approaches to and models of instruction. The course considers the stages of an individual's reading development, as well as effective teaching strategies, assessment techniques, and organization for instruction.

READ 7132 Linking Literacy Assessment with Instruction
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

A study of the diagnosis and remediation of reading difficulties in P-16 context. Emphasis include understanding and applying a variety of assessment techniques and making informed decisions based on literacy assessment data. Field experience required.

READ 7230 Issues and Trends in Literacy
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This class is designed to investigate the current issues and trends in reading instruction across levels P-16. Emphasis will be on the critical analysis of research literature that is related to the current practices and trends in the teaching of reading.

Prerequisite(s): A minimum grade of "C" in READ 7131.

READ 7234 The Role of the Literacy Leader in Today's Schools
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course describes the role of the literacy coach in today's schools from pre-K to high school. This course is designed to assist coaches in providing leadership for a school's entire reading/literacy program by providing professional development for teachers and acting as a liaison between instructional personnel and administrators.

Prerequisite(s): A minimum grade of "C" in READ 7131.
READ 7330  Literacy in the Content Areas  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
This course addresses the interdisciplinary development of reading skills needed by students in grades P-16. Instructional strategies and methods are presented and designed to help students transfer literacy skills into content areas.

READ 7431  Digital Literacies in the 21st Century  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
This course provides an overview of the intersections between new technology-based literacies and school-based literacies. We will also examine how recent innovations in technology education have affected our definitions of literacy, both in and outside of school, and discuss both the positive and negative effects of digital literacies on educational contexts. Students will be expected to actively participate in this learning community and create technology-based lessons that they can use as professional literacy educators.  
Prerequisite(s): A minimum grade of "C" in READ 7131.

READ 7432  Teaching Literacy with English Learners  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
This course examines the language, reading, and writing instructional needs of English language learners (emergent bilinguals). This includes exploring second language acquisition, the historical contexts surrounding the education of language minority students, and the ways in which mainstream classroom teachers can actively engage English learners in academic literacy activities. The course is grounded in sociocultural theory and builds upon P-16 students’ first language as a resource. Field experience required.  
Prerequisite(s): A minimum grade of "C" in READ 7131.

READ 7433  Teaching Writers Through Reading  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
The course explores the connections between the teaching of reading and writing. It helps candidates understand literacy related research for effective the teaching and assessing writing for P-16 students. Candidates will have opportunities to practice strategies to make themselves more confident readers and writers while learning to become effective teachers of readers and writers.

READ 7630  Digital Literacies in the 21st Century  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
This course explores the current critical approaches to literacy education research in a diverse society and globalizing world. This course will examine literacy and its impact on linguistically, socially, and culturally diverse students from a sociocultural and critical perspective.  
Prerequisite(s): Admission to the Ed.S. in Reading program.

READ 8330  Current Research in Trends and Issues in Literacy Education  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
This course provides the opportunity to explore and examine current research in trends and issues in literacy development from different perspectives. Candidates will develop the ability to evaluate literacy research, reflect upon best practices in literacy, and apply the knowledge to school setting. Candidates will identify and synthesize the literature related to a literacy topic of interest. They will write a literature review that demonstrates their understanding of the topic and the application in their school setting. Must be taken within the first 9 hours of the program. Admission to the Ed.S. in Reading program.

READ 8431  Literacy Leaders in Today’s Schools  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
This course explores the role of the literacy teacher as a leader in today’s schools from PreK to High School. Teachers will have the opportunity to uncover their potential as future literacy leaders by studying the different aspects and characteristics of literacy leadership that will assist them in their advocacy for colleagues, students, and communities. This course will equip teachers with resources and knowledge to provide professional development that promotes collaborative work with colleagues.  
Prerequisite(s): A minimum grade of "C" in READ 8430.

READ 8530  Critical Issues in Literacy Education with Diverse Populations  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
This course explores the contemporary critical approaches to literacy education research in a diverse society and globalizing world. This course will examine literacy and its impact on linguistically, socially, and culturally diverse students from a sociocultural and critical perspective.  
Prerequisite(s): Admission to M.Ed., Ed.S., or Ed.D. program.

READ 8734  Capstone in Literacy Instruction  
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.  
This is a capstone experience where candidates demonstrate the skills, knowledge, and dispositions necessary to serve as classroom, school, or district literacy experts in diverse settings focusing on P-16 students. A total of 60 hours in the field is required. Adaptations may apply.  
Prerequisite: READ 7131, READ 7132, READ 7330, and Permission of Advisor.

READ 8839  Field Project in Reading  
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.  
Designed to enable students to design, organize, and report an instructional improvement research project implemented in reading.  
Prerequisite(s): EDUR 8434.

READ 8890  Directed Individual Study  
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.  
The Directed Individual Study provides an opportunity for a student to pursue an area of interest not covered by any existing courses in a guided, independent format. The student is responsible for defining an area of study, course objectives, activities and assessment procedures and identifying a graduate faculty member in the Reading Program who will supervise the study.  
Prerequisite(s): Permission of Instructor.