**EDUC: LANGUAGE & LITERACY (READ)**

**READ 320 - TEACHING READING IN ELEMENTARY SCHOOL**  
Approaches to teaching beginning- and primary-level reading and expanded approaches at all levels including middle school; language arts/reading interrelatedness. Balanced literacy and literature-based instruction; assessment strategies, materials, and organization of differentiated programs of reading instruction.  
Credits: 3  
Prerequisites: ELED 300 and ELED 301 and ELED 302 and ELED 303  
Course Notes: An ICTS Basic Skills Test with min. score pass required

**READ 324 - INTRODUCTORY SEMINAR IN SPOKEN WORD EDUCATION**  
Provides an introduction to poetry writing skills and explores methods of effective poetry integration into classroom and co-curricular activities and overview of and its practical applications in the classroom.  
Credits: 3

**READ 325 - SEMINAR IN SPOKEN WORD EDUCATION II**  
This course is the third in a sequence of seminars that advance poetry writing competencies to the level of professional writing and publication. Students will learn program planning and develop the leadership skills necessary to successfully implement Spoken Word programs in a school setting.  
Credits: 3  
Course Notes: Cross-listed with READ 425

**READ 326 - INTRODUCTION TO SPOKEN WORD PEDAGOGY**  
Provides an introduction to and overview of Spoken Word as pedagogy and its practical applications in the classroom.  
Credits: 3

**READ 332 - STRATEGIES AND MATERIALS FOR TEACHING READING, WRITING, AND LANGUAGE**  
This course will examine theories, processes, and strategies of literacy learning specifically designed to meet the instructional needs of all students in classrooms in all content areas. A Balanced Literacy model, which has language as the foundation of the tenets, will be used as the central framework. Common Core Standards are addressed, as well as the instructional shifts that accompany the implementation of the standards. In addition, candidates will examine and evaluate effective reading and writing strategies, formative assessment formats and strategies, and relevant materials for instruction in all content areas.  
Credits: 3  
Prerequisites: ICTS-TAP-P/F/I with min score of P and EDUC 202 and ELED 300 and (ELED 301 or SPED 301)

**READ 339 - YOUNG ADULT LITERATURE**  
Focuses on critically acclaimed and popular literature written for and read by teen readers (grades 7-12). Explores the historical emergence of the genre, different ways of reading and responding to it, relationships to adult literature and popular culture, as well as issues of censorship, teaching, and distribution.  
Credits: 3  
Course Notes: Counts toward certificate in child and family studies.

**READ 352 - TOPICAL WORKSHOPS**  
Topics may include issues and trends in contemporary education.  
Credits: 1-6

**READ 358 - LINGUISTICS FOR ESL TEACHERS**  
Theory and research on learning English as a second language (ESL). Foundation for understanding linguistics and learning theory specific to ESL and bilingualism.  
Credits: 3

**READ 363 - TEACHING LANGUAGE AND LITERACY IN THE CONTENT AREAS**  
Strategies and materials for teaching students to read and write in content areas. Development of concepts and vocabulary, comprehension and composition, and study skills. Focus on integrating reading and writing across the curriculum.  
Credits: 3

**READ 368 - FOUNDATIONS OF BILINGUAL & ESL EDUCATION**  
Historical, philosophical, theoretical, sociocultural, and legislative foundations of bilingual and ESL education in the US. Comparison of different methods and models of bilingual and ESL education and examination of current issues. Requires 10 clock hours of clinical experience.  
Credits: 3

**READ 373 - ASSESS OF BILINGUAL STUDENTS**  
Issues, challenges, and techniques in the assessment of bilingual students. Full range of bilingual assessment from standardized tests to authentic assessment methodology. Emphasis on authentic assessment techniques in the classroom including portfolios, projects, student self-assessment, curriculum-based assessment, observation, and teacher-made assessment tools such as rubrics and checklists. Requires 15 clock hours of field experience.  
Credits: 3

**READ 374 - METHODS & MATERIALS TEACHING BILINGUAL**  
Theories, techniques, and principles of teaching limited English proficient (LEP) students in bilingual programs. Methods and materials across subject areas and grade levels; emphasis on facilitating the development of listening, speaking, reading and writing skills across the curriculum for LEP students. Constructivist approach to learning and methods for adapting quality lessons to meet the specific needs of LEP students. Requires 50 clock hours of field experience.  
Credits: 3

**READ 375 - METHODS & MATERIALS TEACHING ESL**  
Theories, techniques, and principles of teaching English as a second language (ESL). Methods and materials across grade levels; issues related to needs assessment, unit and lesson planning, selection and evaluation of classroom materials; development of materials for second language instruction. Various developmental processes involved in the learning primary and secondary languages; instructional techniques at all grade levels. Requires 25 clock hours of field experience.  
Credits: 3

**READ 376 - CROSS-CULT STUDY FOR TEACH LEP**  
Impact of culture on individuals, groups, school, work, communities, and society. Ecological perspective in conceptualizing and understanding culture and context; focus on individuals with limited English proficiency in the US.  
Credits: 3

**READ 395 - INDEPENDENT STUDY**  
Credits: 1-6