EDUC: LANGUAGE & LITERACY (READ)

READ 420 - TEACHING READING IN K-8 EDUCATION
Credits: 3

READ 423 - 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 424 - SEMINAR SPOKEN WORD EDUCATION I
Within the framework of Spoken Word education, this course develops advanced poetry writing skills and explores methods of effective poetry integration into classroom and co-curricular activities. Introduces and explores poets of color, and emphasizes the role of expressive writing and social-emotional learning in Spoken Word education.
Credits: 3

READ 425 - 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

READ 432 - INTENSIVE ADVANCED STRATEGIES/MATERIALS FOR READING, WRITING, AND LANGUAGE
Strategies and materials in word recognition, word analysis, comprehension, and vocabulary development to meet specific instructional needs of students. 25 clock hours clinical experience.
Credits: 3

READ 433 - STRAT/MAT READ & SOC STUD K-8
Strategies and materials in word recognition, word analysis, comprehension, and vocabulary development to meet specific instructional need of students in the content area of literacy and social studies.
Credits: 3

READ 434 - LITERATURE FOR CHILDREN AND ADOLESCENTS
Advanced course in literature for children and adolescents including criteria for evaluating and analyzing literature. Literature as reflecting literacy heritage of America's multicultural and multiethnic society. Integrating literature throughout curriculum.
Credits: 3

READ 435 - HOLISTIC APPROACHES TO TEACHING LITERACY TO STUDENTS WITH LEARNING DISABILITIES
Selected theories of literacy and learning disabilities; emphasis on identification and assessment of learning disabled; reading problems, and strategies and techniques for working with learning disabled K-12. 25 clock hours clinical experience. 25 clinical coaching hours required.
Credits: 3

READ 436 - FOUNDATIONS OF LANGUAGE AND LITERACY INSTRUCTION
Theories and research in literacy including historical perspectives of developments in field, theories, and models. Focus on relationships between theory and instructional practice.
Credits: 3

READ 437 - PRINCIPLES AND PRACTICES IN LANGUAGE AND LITERACY ASSESSMENT
Formal and informal assessment tools used in accessing literacy and language-related abilities. Emphasis on use and interpretation of diagnostic measures and models of continuous assessment. 25 clock hours clinical experience. 25 clinical coaching hours required.
Credits: 3

READ 438 - SUPERVISION OF PERSONNEL AND CURRICULUM DEVELOPMENT IN LANGUAGE AND LITERACY
Elementary and secondary school supervision and curriculum development in literacy. Selected curricula and planning of effective reading programs; functions and duties of reading teachers; strategies for supervision of personnel and staff development; application of research, experimentation and evaluation in curriculum study. 20 clinical coaching hours required.
Credits: 3

READ 439 - YOUNG ADULT LITERATURE
Intensive study of critically acclaimed and popular texts written for teen audiences; the historical emergence of the genre; multiple readings through various critical lenses; methods of integrating young adult literature into middle school and high school curricula.
Credits: 3

READ 452 - TOPICAL WORKSHOP
Topics of special interest to students of language and literacy, offered in a workshop format. (1-6)
Credits: 3

READ 458 - 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 learning and bilingualism.
Credits: 3

READ 463 - TEACHING LANGUAGE AND LITERACY IN THE CONTENT AREAS
Strategies and materials for teaching elementary and secondary 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 465 - ELEMENTARY AND SECONDARY SCHOOL PRINCIPALS
Analysis and application of research, experimentation and evaluation in curriculum. 25 clock hours clinical experience. 25 clinical coaching hours required.
Credits: 3

READ 466 - FOUNDATIONS OF BILINGUAL AND 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 470 - CLINICAL PRACTICUM IN LITERACY
Supervised remediation of reading disability cases in grades K-12. Read 470 provides 200 clinical hours. Enrollment limited to majors in reading.
Credits: 6

Course Notes: Reading majors only.
READ 473 - ASSESSMENT 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 474 - METHODS AND MATERIALS FOR TEACHING BILINGUAL STUDENTS
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 475 - METHODS AND MATERIALS FOR 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 476 - CROSS-CULTURAL STUDIES FOR TEACHING LIMITED ENGLISH STUDENTS
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 480 - MTDS INQUIRY IN THE CLASSROOM
Knowledge and practical experience in teacher research. Students extend reflective practice to conducting and writing research about their own teaching for the purpose of improving classroom practice.
Credits: 3
Course Notes: Requires access to a classroom for field-based research.

READ 495 - INDEPENDENT STUDY
Independent study conducted under guidance of College of Education faculty member. Proposal must state purpose of study, problem, methods of approach, and evaluation. (1-6)
Credits: 1-6