

# EDUC: LANGUAGE & LITERACY (READ)

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## **READ 420 - TEACHING READING IN K-8 EDUCATION**

Theoretical approaches to teaching reading. Methods for implementing curricular theory through review of texts and materials. Research and evaluation issues.

Credits: 3

Prerequisites: (ELED 400 or SPED 400) and (ELED 401 or SPED 401) and (ELED 403 or SPED 403)

## **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: 6

## **READ 458 - LINGUISTICS FOR ESL TEACHERS**

This course will focus on theory and research in learning English as a Second Language (ESL). Students will gain a foundation for understanding linguistics and learning theory specifically applied to ESL, bilingualism, and dual language education. The basics of linguistics, including phonology, syntax, morphology, semantics, and pragmatics will be addressed. In addition, much emphasis will be given to the area of applied linguistics (language in use) as it relates to the language development of native and non-native speakers of English. Links will be made to PreK-12th grade classroom settings, linguistically and culturally diverse learners, and professional standards.

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 468 - FOUNDATIONS OF BILINGUAL AND ESL EDUCATION**

This course will give a comprehensive overview of historical, philosophical, theoretical, socio-cultural, and legislative foundations of bilingual and ESL education in the United States. Comparison and effects of different methods and models of bilingual and ESL education will be explored, with an emphasis on Dual Language education. Students will examine current issues in multilingual schools with an emphasis on content and language integrated instruction.

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**

This course is a comprehensive overview of issues, challenges, and techniques in the assessment of bilingual students. It covers the full range of bilingual assessment from standardized tests to alternative assessment methodology. The course will emphasize authentic assessment techniques in the classroom including portfolios, performances, projects, self-assessment, observation, and teacher made assessment tools such as rubrics and checklists.

Credits: 3

**READ 474 - METHODS AND MATERIALS FOR TEACHING BILINGUAL STUDENTS**

This course explores theories, techniques, and programs for teaching bilingual students. Students will learn about national, state, and local policies and programs for educating bilingual students, including English language learners. This course highlights dual language education, a form of bilingual education where all students learn content in two languages. Strategies focus on integrating language development and content instruction throughout all grade levels.

Credits: 3

**READ 475 - METHODS AND MATERIALS FOR TEACHING ESL**

This course provides strategies and resources for teaching students learning English as a second language. Strategies focus on integrating language development and content instruction throughout all grade levels. This course references language learning policy and programming, and methods of assessment and evaluation

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