READING (READ)

READ-501 THEORIES/FOUND OF LITERACY (3 Credits)
This course is a historical and conceptual survey of theories and models related to literacy learning and instruction. The developmental nature of literacy processes across the lifespan is explored. Theoretical models and pedagogical practices related to literacy skill acquisition, language comprehension, and metacognition are discussed in depth. A strong emphasis is placed on examining theory-to-practice connections made by teachers in K-12 classroom settings.
Restrictions: RG.UG.GR

READ-520 LANGUAGE ARTS (3 Credits)
This course investigates the research base for current trends in language arts instruction and evaluation. Theories of language development as they influence instructional methodologies for reading, writing, speaking, and listening will be studied. Requirements include the development of a multi-week thematic or literature unit.
Restrictions: RG.UG.GR

READ-525 LITERACY SECONDARY SCHOOL (3 Credits)
This course is designed to address the various difficulties secondary teachers encounter when trying to develop the literacy processes and proficiencies of diverse groups of secondary learners. Special needs and emotional, economic, social, and cognitive problems will be explored. Candidates will learn pedagogical approaches that teachers can use to enhance the literacy and critical thinking outcomes of secondary learners across academic disciplines.
Restrictions: RG.UG.GR

READ-540 SUPRV/CUR ISS-LITERACY PROGS (3 Credits)
This course provides an examination of the leadership and curricular roles and responsibilities of teachers of literacy, including literacy coaches and specialists. It stresses competencies in the development and management of school literacy programs, including the development of collegial relations, school-wide planning and support for literacy achievement, Response to Intervention, management and evaluation of curricular materials and resources, school assessment programs, data-driven decision making, legal issues, and other topics pertinent to literacy leaders. The course requires 20+ hours of experience working with literacy coaches and/or peer coaching as part of the Literacy/Coaching Internship.
Restrictions: RG.UG.GR

READ-550 TCHNG LINGUISTICALLY/CULTURALLY DIVERSE (3 Credits)
This course heightens teacher-education candidates' sociocultural consciousness and expands their abilities to meet the needs of linguistically and culturally diverse learners in K-12 classrooms. Building from a social justice perspective, candidates develop pedagogical practices that are culturally responsive, theoretically grounded, and supported by empirical research. Specifically, candidates (1) explore the dynamic and reciprocal relations between first- (L1) and second-language (L2) acquisition and literacy development; (2) learn about approaches that leverage both L1 and L2 to develop literacy abilities and disciplinary knowledge; and (3) practice techniques to foster the development of academic language and the ability to code-switch between primary discourse and 'standard English.' Particular emphasis is placed on valuing students' discourses and funds of knowledge. Throughout the course, candidates make connections between these specific topics and other contemporary issues in literacy education. 15+ hours of field experience, working with linguistically and/or culturally diverse learners in K-12 classroom settings, is required.
Restrictions: RG.UG.GR

READ-560 LITERACY IN THE CONTENT AREAS (3 Credits)
This course is a survey of discipline-specific and cross-content-area literacy methods, study skills, critical thinking strategies, and information processing techniques to enhance literacy processes and outcomes in grades 4-12. The course addresses the following topics: disciplinary-specific reading, writing, and thinking practices; text analysis and its relation to lesson design; the role of metacognition and prior knowledge in reading and writing; and the use of technology and multimodal representations. The role all teachers play in supporting literacy development and integrating literacy learning across all disciplines in stressed.
Restrictions: RG.UG.GR

READ-565 READING INSTRUCTION FOR INDIVIDUALS & SMALL GROUPS:ELEMENTARY/ADOLESCENT (3 Credits)
This course is designed to provide prospective literacy teachers with pedagogical practices including but not limited to assessments, methodologies, strategies, and frameworks for teaching childhood and adolescent learners as individuals and in small groups. This course develops candidates' abilities to provide developmentally-appropriate instruction in the areas of small group reading strategies and the reading-writing process/connection. The focus of the course is on designing instruction for individuals or small groups that addresses children's areas of instructional need while utilizing their specific literacy strengths. During this course, candidates spend 15+ hours at their literacy field experience placement sites (one K-5 and the other 6-12) engaging in classroom observation and practicing a small group instruction strategy at each placement.

READ-570 ASSESS/DIAG OF LITERACY (3 Credits)
This course is the first of a three-course sequence related to the diagnosis and teaching of learners who experience reading delays. This course is designed to provide prospective literacy teachers with an array of formal and informal assessment tools and techniques to use when diagnosing learners' who are experiencing struggles with reading, writing, or spelling. The overarching course project involves the assessment and evaluation of several case study readers; the experiences learned here are immediately transferred and used in READ 580/595 practicum.
Restrictions: RG.UG.GR

READ-575 LIT INSTR-INDV/SML GRPS-CHILD (3 Credits)
This course is the second in a three-course sequence (READ570, READ 575/585/565, READ580) related to teaching children who experience reading struggles. This course is designed to provide prospective literacy teachers with pedagogical practices for teaching K-12 learners as individuals and/or in small groups. This course develops students' abilities to provide developmentally-appropriate instruction in the areas of emergent literacy, word recognition, fluency, spelling, meaning vocabulary development, comprehension, comprehension monitoring, and the reading-writing connection. The focus of the course is on designing instruction that addresses children's areas of instructional need while leveraging their specific literacy strengths. During this course, candidates spend 15+ hours at their literacy internship placement sites engaging in classroom observation, critique, and reflection.
Restrictions: RG.UG.GR

READ-580 CLIN/PRACT CHILD/LITERACY (3 Credits)
The Clinical Practicum is the culminating experience of the master's degree in Childhood Literacy and the third in a three-course sequence on related to the diagnosis and teaching of learners who experience literacy difficulties. The course focuses on providing individualized or small-group assessment and instruction to real learners in a supervised clinical situation. Candidates will assess and instruct learners at the early childhood and childhood levels for at least 50 clock hours across the semester, under the supervision of the course instructor. Candidates gain experience with co-planning, co-teaching, peer and supervisor evaluation and debriefing, and parent-teacher interaction/collaboration. The course also includes periodic seminars related to challenges candidates face in planning, assessment, and instruction.
Restrictions: RG.UG.GR

READ-585 LIT.INSTR.INDIV-ADOLESCENT (3 Credits)
This course is the second in a three-course sequence related to the diagnosis and teaching of middle and adolescent learners who experience literacy difficulties. This course is designed to provide prospective literacy teachers with high-leverage pedagogical practices for teaching middle and adolescent learners as individuals and in small groups. This course develops candidates' abilities to provide developmentally-appropriate instruction in the areas of word recognition, spelling, meaning vocabulary development, comprehension, comprehension monitoring, writing, and study strategies. The focus of the course is on designing instruction that addresses learner's areas of instructional need while leveraging their specific literacy strengths. During this course, candidates spend 15+ hours at their literacy internship placement sites engaging in classroom observation, critique, and reflection.
Restrictions: RG.UG.GR

READ-590 CLINICAL INTERNSHIP IN LITERACY (3 Credits)
The Clinical Practicum is the culminating experience of the master's degree in Literacy. The course focuses on providing individualized or small-group assessment and instruction to real learners in a supervised clinical situation. Candidates will assess and instruct learners at the early childhood and childhood levels for at least 50 clock hours across the semester, under the supervision of the course instructor. 25 hours will be spent with students birth through grade 5 and 25 hours will be spent with students in grades 6 - 12. Candidates gain experience with co-planning, co-teaching, peer and supervisor evaluation and debriefing, and parent-teacher interaction/collaboration. The course also includes periodic seminars related to challenges candidates face in planning, assessment, and instruction.

READ-595 CLINICAL PRACT/ADOLE.LIT (3 Credits)
The Clinical Practicum is the culminating experience of the master's degree in Adolescent Literacy and the third in a three-course sequence on related to the diagnosis and teaching of learners who experience literacy difficulties. The course focuses on providing individualized or small-group assessment and instruction to real learners in a supervised clinical situation. Candidates will assess and instruct learners at the middle and secondary levels for at least 50 clock hours across the semester, under the supervision of the course instructor. Candidates gain experience with co-planning, co-teaching, peer and supervisor evaluation and debriefing, and parent-teacher interaction/collaboration. The course also includes periodic seminars related to challenges candidates face in planning, assessment, and instruction.
Corequisite(s): TAKE READ-570

READ-599 LITERACY COACHING INTERNSHIP (0 Credits)
This course allows candidates in the MSED Literacy Programs to complete the in-school internship hours required by the International Literacy Association's (2017) Standards for Literacy Professionals. Candidates work 60+ clock hours in school settings under the supervision of teachers certified in literacy or reading. Candidates receive credit in other courses in the program for completing four (4) projects related to work undertaken during the internship hours. Candidates' performance in the Literacy Coaching Internship is assessed Pass/Fail based on documented completion of the required internship hours and all four internship projects, favorable recommendation from the on-site supervisor, and successful completion of all four (4) internship projects.
Restrictions: RG.UG.GR

READ-599A LITERACY INTERNSHIP ACS (0 Credits)
This zero credit course allows candidates in the MSED Literacy Extention Certificate Program to complete the internship hours required by the International Literacy Association's (2017) Standards for Reading Professionals. Candidates work 20 clock hours in educational settings under the supervision of teachers certified in literacy or reading. Candidates receive credit in other courses in the program for completing these field hours plus a reflective e-folio and a 50 hour reading center practicum related to work undertaken during both program and internship hours. Candidates' performance in the Literacy Internship ACS is assessed Pass/Fail based on documented completion of the required internship hours, the reading center practicum, and a require reflective e-folio.