
ALL COURSES

READING - ELEMENTARY EDUCATION

RDNG 3003: Teaching Literacy Foundations

Prerequisite: Admission to Stage II of the Teacher Education Program.

The focus of this course is on the development of language and literacy of young children, and specific techniques appropriate for emergent readers and developing readers in the elementary grades, K-6. The aim of this course will be teaching all children to read independently including struggling readers and ESL students. The course covers issues relating to the socialization patterns and practices of literacy learning in the home and school. It requires the application of knowledge of the Science of Reading components: phonological awareness, phonics, vocabulary, fluency, and comprehension, with an emphasis on the theories and strategies appropriate for teaching, diagnosis of reading difficulties, and intervention strategies for struggling readers. A variety of approaches to reading and writing instruction, assessment practices, and issues in reading curriculum development will be addressed.

Note: A field experience is required in this course

RDNG 3163: Integrated Language Arts

Prerequisite: RDNG 3003 Teaching Literacy Foundations and Admission to Stage II of the Teacher Education Program.

Integrating language arts creates linguistic opportunities where literacy skills (reading, writing, listening and speaking) can be used together for real purposes and real audiences. Students in this course will explore, evaluate, create and apply a variety of integrated literacy strategies and activities, which will enhance their own as well as their future student's cognitive (critical thinking skills) and metacognitive (thinking about thinking) language art skills.

Note: A field experience is required in this course

RDNG 4003: Literacy Assessment and Intervention

Prerequisite: RDNG 3003 Teaching Literacy Foundations and Admission to Stage II of the Teacher Education Program.

Co-requisite: ELED 4033 Classroom and Behavior Management

This course prepares teacher candidates to examine, assess and diagnose literacy development for the purpose of instructional planning and interventions. Teacher candidates will determine the nature of a reading problem by assessing the following components of a comprehensive literacy program: Phonological awareness, phonics, fluency, vocabulary, and comprehension. Candidates will investigate and practice applying a variety of methods and tools for diagnosing and assessing literacy problems using both formal and informal assessments. Data from the assessments will be used to analyze and evaluate results for instructional planning appropriate for struggling readers and writers with intervention strategies, activities, and technology that will monitor progress and increase literacy skills. A practicum will be required as part of the course of study in which students will assess, diagnose and teach students with reading and writing difficulties.

Note: A field experience is required in this course

RDNG 4013: Child and Adolescent Literature

Prerequisite: Admission to Stage II of the Teacher Education Program.

Co-requisite: RDNG 4003 Literacy Assessment and Intervention

A study of issues and trends in literature for children/adolescents and its current practices in teaching literacy and other curricular practices.

Note: A field experience is required in this course

RDNG 4023: Disciplinary Reading and Writing

Prerequisite: Admission to Stage II of the Teacher Education Program.

Disciplinary literacy focuses on literacy skills in the content areas emphasizing the knowledge, skills and strategies unique to the various content areas focusing on the unique ways of thinking, knowing, and doing and the characteristic unique to the various disciplines (math, social studies, science, etc).