

READING (EDRD)

EDRD 3303 Teaching Reading&Lang Arts

This course provides a comprehensive survey of the elementary school reading and language arts instructional program, with an emphasis on the foundations of reading and the language arts as a developmental process. Appropriate methods and materials for the elementary school are examined. Students must have at least an overall grade point average of 2.7 in order to register for this course.

Prerequisites: Admission to the College of Education.

EDRD 3309 Fdn. & Strat. Teach Lit EC-12

The course is designed to provide a history of reading instruction and foundational skills for literacy development. This course acquaints students with a variety of reading programs to foster emergent literacy, beginning reading, and content area reading development middle school through high school grades.

Prerequisites: Admitted to and in good standing in the College of Education or department approval.

EDRD 3320 Content Reading-WIN

This course focuses on content reading instruction in grades 4-12. Emphasis on reading strategies and study skills for reading specialized texts. This course is designated as a Writing Intensive (WIN) course where writing will play a central role in the learning process and grades earned on written work will constitute a significant portion of the grade for the course. Sixty percent (60%) or more of the course grade will be devoted to the evaluation of written work, including writing assignments, research projects, and exams. Students must have at least an overall grade point average of 2.75 in order to register for this course.

Prerequisites: Admission to the College of Education and successful completion of EDCI 3301.

EDRD 4303 Spec Top in Sec Reading

The course will focus on the integration of reading and language arts in the content areas to develop general and specialized vocabularies; and reading and language arts skills, including critical thinking, research, and study skills. Also emphasized will be methods for teaching reading and content to diverse school populations, especially ESL students. Students must have at least an overall grade point average of 2.7 in order to register for this course.

Prerequisites: Admission to the College of Education.

EDRD 4305 Rdg Materials Ind Instruction

This course is designed to help the student select, develop, and use appropriate instructional materials and strategies to meet the individual reading needs and learning styles of all children. The course will include a survey of reading curricula and models of reading program organization in the elementary and secondary school. Students must have at least an overall grade point average of 2.75 in order to register for this course.

Prerequisites: Admission to the College of Education, EDRD 3303 and EDRD 3309 or permission of instructor.

EDRD 4311 Classrm Diag&Rem of Rdg Diff

This course addresses the characteristics and learning patterns of all children. The focus will be on developing a knowledge of formal and informal classroom reading diagnosis procedures and the design of appropriate research-based, best practice, elementary and middle school setting interventions to remediate reading difficulties.

Prerequisites: Successful completion of EDEL 3362 and EDRD 3303 or EDRD 3309 or EDRD 3320 or permission of instructor.

EDRD 4315 Rdg Probs in Mid&High Schl

This course focuses on the identification of reading problems among the middle school and high school students. Examines a variety of assessment and evaluation strategies and materials that are appropriate for the classroom teacher to utilize. Although both formal and informal procedures are introduced, the main focus is non-intrusive, naturalistic procedures. Reading problems from the developmental perspective and the special learning needs of students who encounter difficulties with reading are examined. Students must have at least an overall grade point average of 2.75 in order to register for this course. This course is not required for reading majors.

Prerequisites: Admission to the College of Education.

EDRD 4317 Tch Engl Lit Span Lit Base

Delivered in Spanish and English, this course examines the interdependence among curricular organization, instructional delivery, and assessment to facilitate the development of English literacy from a foundation in Spanish literacy. Special attention is given to relevant theories which support the use of appropriate instruction and resources to facilitate the literacy needs. Students must have at least an overall grade point average of 2.75 in order to register for this course.

Prerequisites: Admission to the College of Education, oral and written proficiency in Spanish and English, EDCI 3301, EDBE 3325, EDRD 3309 and SPAN 3310.

EDRD 5199 Special Issues in Reading

Course examines timely topics of concern to educators involved in making decisions regarding reading. May be repeated once when topic changes.

Prerequisites: Graduate standing and permission of instructor.

EDRD 5299 Special Issues in Reading

Course examines timely topics of concern to educators involved in making decisions regarding reading. May be repeated once when topic changes.

Prerequisites: Graduate standing and permission of instructor.

EDRD 5303 Theoretical Models&Proc Rdg

Historical perspectives on literacy instruction and literacy research are examined. A variety of reading models are explored with an emphasis on language and cognition, literacy development, comprehension, motivation, current literacy trends, and digital literacies.

Prerequisites: Graduate standing.

EDRD 5305 Content Reading Instruction

The course focuses on foundations of reading instruction, with emphasis on research and its applications regarding reading and learning from different types of texts through the use of various methods, materials, and programmatic schemes, especially those appropriate for secondary school reading programs. Students pursuing the Master of Arts in Teaching (MAT) must be admitted to and in good standing in the College of Education. Candidates enrolled in this course will be required to complete the Youth Mental Health, Substance Abuse, Youth Suicide and Dyslexia Training as required by 19 Texas Administrative Code Section 228.30(c)(2) and (3).

Prerequisites: Graduate standing

EDRD 5309 Theory&Prac of Early Rdg Dev

The purpose of this course is to provide the student with an in-depth understanding of children's early development in reading and writing. The course will have a field-based component so that students can assess children and design and implement an instructional program integrating the processes of written language. Ongoing assessment will be a key factor of the children's program. Students pursuing the Master of Arts in Teaching (MAT) must be admitted to and in good standing in the College of Education.

Prerequisites: Graduate standing.

EDRD 5313 Design, Imp&Eval of Rdg Prog

This course focuses on methods, materials, and organization of reading programs, with emphasis on the scope and sequence of the total reading program from pre-K through 12th grade. Theories, principles, and strategies for designing and implementing developmentally appropriate reading programs will be reviewed and programs will be evaluated to prepare the Reading Professional to make appropriate instructional decisions. Attention will be given to professional development models and professional ethics.

Prerequisites: Graduate standing.

EDRD 5319 Adv Diag Reading Difficulties

Students will use formal and informal instruments to diagnose reading problems. Students will review a variety of case studies and develop their own case study throughout the semester as they monitor and assess students with reading difficulties. Students pursuing the Master of Arts in Teaching (MAT) must be admitted to and in good standing in the College of Education. Practicum and Field Hours are required.

EDRD 5321 Prac in Diagnosis&Rem of Rdg

Students will work closely with Reading Faculty in the administration of diagnostic assessment instruments and procedures. Students will plan and carry out remedial programs and interventions for struggling readers through field classroom based experiences. Practicum portfolio and field based experiences required.

Prerequisites: EDRD 5319

EDRD 5323 Individualized Instr in Rdg

Teaching strategies for individualizing instruction in reading to provide for the effective use of teacher-made and commercially prepared materials, with attention to the diverse needs of children, are explored. Special emphasis will be given to application of whole language philosophy in reading instruction, student-centered instruction, and authentic assessment techniques. Practicum and supervised field based experiences required for Reading Specialist Certification.

Prerequisites: EDRD 5313 and EDRD 5319.

EDRD 5324 Professional Preparation Sem

Graduate students will engage in and successfully complete a series of On-line Modules in preparation for the Reading Specialist Certification State Exam. Graduate students will complete practicum Field Clock Hours and will engage in Leadership practices as required involving curriculum and assessment of literacy practices.

EDRD 5399 Special Issues in Reading

Course examines timely topics of concern to educators involved in making decisions regarding reading. May be repeated once when topic changes.

Prerequisites: Graduate standing and permission of instructor.

EDRD 6301 Teach RDG to Ling Div Pops

This course will examine research and theories relating to the cognitive, affective, social, cultural, and linguistic factors influencing the literacy teaching and learning of linguistically diverse populations.

Prerequisites: Doctoral standing.

EDRD 6303 Curr Trends&Iss in Lit/Bilit

Recent research and development in theories and practices in the field of literacy and biliteracy will be explored and analyzed, as well as critical issues, including current policy and best instructional practice, using findings from psycholinguistic, sociolinguistic and multicultural research on the influence of social, cultural, political, and psycholinguistic factors that affect the development of literacy and biliteracy.

Prerequisites: Doctoral standing.

EDRD 6305 Res on Assessment and Diag R&W

Current research on assessment and diagnosis of reading and writing will be explored and analyzed to identify significant trends and issues in the field. New research hypotheses will be generated. Guidelines for improving current practice in the field of reading assessment and diagnosis will be developed. Program.

Prerequisites: Doctoral classification.

EDRD 6307 Theoretical Foundations of Rdg

Seminar for doctoral students to study and critique major theoretical models and processes of reading. Special emphasis will be given to cognitive, constructivist, and socio-linguistic theories. Psychological, linguistic and physical factors related to reading performance will be explored and special attention will be given to consideration of implications for teaching reading across the grades and across the curriculum. Theoretical models of reading, including developmental, interactive-transactional, and affective models, will be reviewed, with an end to the generation of new research hypotheses and the development of paradigms for improving reading instruction of diverse populations.

Prerequisites: Doctoral classification.