

# Reading (RDG) - Graduate Courses

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## Courses

RDG 600 Cr.3

### **Research Methods in Literacy**

Students learn to design an action research study related to literacy and to analyze and interpret both qualitative and quantitative data collected. Attention is given to assisting students in being critical consumers of the research literature as well as designing their own studies. Prerequisite: taken concurrently with RDG 799; admission to a graduate Reading Program; completion of reading teacher (1316) coursework. Offered Fall, Spring, Summer.

RDG 601 Cr.3

### **Literacy and Language Development for Diverse Learners**

This course surveys theories of language acquisition and development in first and second languages and the role of language as a foundation for diverse learners. Students will examine theoretical perspectives, key concepts of language development and instruction, and major issues pertinent to teaching diverse learners. Emphasis will be on language knowledge and literacy knowledge in second language literacy development and effective instruction for English language learners. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 702 Cr.3

### **Disciplinary Literacy**

The purpose of this course is to explore reading, writing, speaking, and listening within discipline-specific contexts. Focuses are on examining the characteristics of content area texts and learning strategies for interacting with the types of texts encountered throughout a range of academic disciplines. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 703 Cr.3

### **Literacy Assessment and Instruction**

This course introduces students to key theories in literacy assessment and instruction. Students will learn how to select assessment tools appropriate for a variety of situations, administer assessments accurately, interpret results, and design instruction based on assessment results. Instruction and practice will also be provided in designing effective intervention plans for students needing additional support in reading and writing. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 704 Cr.3

### **Emergent Literacy**

This course focuses on the developmental process of literacy acquisition from pre-kindergarten through grade three with implications through grade 12. Students gain an understanding and competency in the fundamentals of the components of emergent literacy including phonemic awareness, phonics, alphabetic principle, vocabulary, comprehension, and fluency development. Complexities of early reading difficulties are also explored. Emphasis is given to designing and managing learning environments, appropriate book selection, and language development. This includes selecting, administering, and interpreting appropriate assessments; incorporating instructional strategies for diverse learners; and differentiating instruction to support inclusive practices. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 711 Cr.3

### **Advanced Research Methods in Literacy**

During this course, students will complete the action research they proposed in RDG 600. Key focus areas are on analyzing the data, summarizing the results, and discussing the implications of the action research study. Students will complete and submit the formal action research paper during this course. Prerequisite: RDG 600; taken concurrently with RDG 799; admission to the graduate Reading Program; completion of Reading Teacher (1316) coursework. Offered Fall, Spring, Summer.

RDG 712 Cr.3

### **Critical Issues in Reading Difficulties**

The course is designed to develop competence in determining causes and degrees of reading disabilities, recommending specific corrective or remedial instruction to meet specific needs for students. This course will help reading professionals to investigate important factors of achievement gap in literacy learning and incorporate effective research-based modifications for diverse learners. The course content also focuses on practitioner inquiry, reflective practice, and the evolving concept of literacy shaped by the following trends: culturally responsive literacy curriculum, critical literacy, and new literacies. Prerequisite: RDG 601; taken concurrently with RDG 714; admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 714 Cr.3

### **Reading Teacher Practicum**

The reading teacher practicum provides reading teacher candidates with the opportunity to implement literacy skills and strategies with two focus students with areas of struggle in literacy: one student in grades K-5 and one student in grades 6-12. Candidates will assess each student, diagnose instructional needs, develop and implement appropriate instructional strategies, and consistently monitor progress made. Candidates will compile a case study narrative reflecting on the growth of each student and suggesting next steps. This practicum experience is a minimum of 50 hours and is supervised by both a school-based supervisor and a university supervisor. Prerequisite: RDG 601, RDG 702, RDG 703, RDG 704; admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 715 Cr.3

### **Children's and Adolescent Literature**

This course exposes students to a variety of literature genres published for children and young adults. There is a focus on using literature in culturally responsive ways to reflect students' own experiences and to provide insight into others' cultural experiences. Additional focus is provided on strategies to use literature to engage and support students in their reading development. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 716 Cr.1-3

### **Special Topics Seminar in Reading Education**

Special topics seminar in literacy is designed for the student to explore and study special topics of interest and their application in a reading program. The particular topic selected is to be determined by current need and interest. Repeatable for credit - maximum six. Prerequisite: admission to a graduate Reading Program. Offered Spring, Summer.

RDG 718 Cr.3

**Guiding and Directing a Schoolwide Reading/Literacy Program**

This course prepares licensed reading teachers to take on the administrative roles associated with a reading specialist licensure. Many different potential roles and responsibilities of reading specialists will be covered. Special focus will be on evaluating a district-wide literacy program from the viewpoint of curriculum, instruction, assessment, and equity. Different models of developing staff in continuous improvement will be discussed. Prerequisite: taken concurrently with RDG 780; admission to a graduate Reading Program; completion of Reading Teacher (1316) coursework; master's degree. Offered Fall, Spring, Summer.

RDG 780 Cr.3

**Reading Specialist Practicum**

This course is an intensive and diverse professional experience of at least 40 hours providing collaborative leadership to the adults in a school system under supervision of an experienced reading specialist, or other person responsible for the school reading program, and a university supervisor. Experiences must span elementary and secondary schools and must show evidence of leadership in each of the following standards: curriculum and instruction, assessment and evaluation, diversity and equity, learners and the literacy environment, and professional learning and leadership. Prerequisite: taken concurrently with RDG 718; admission to a graduate Reading Program; completion of Reading Teacher (1316) coursework; master's degree. Offered Fall, Spring, Summer.

RDG 796 Cr.1-2

**Independent Study**

Directed readings or presentation of material not available in formal departmental courses under the supervision of an assigned staff member. Repeatable for credit - maximum four. Offered Occasionally.

RDG 799 Cr.3

**Action Research in Literacy**

Upon successful completion of required courses for the program, students will critically examine issue(s), problems, and trend(s) related to literacy education and write their action research in literacy paper. They will complete an action research paper under the supervision of a faculty mentor. Repeatable for credit - maximum six. Prerequisite: at least 18 credits or equivalent in the graduate Reading Program. Pass/Fail grading. Offered Fall, Spring, Summer.