Course Descriptions

Master of Arts in Teaching: Literacy Education (32 s.h.)

RDG 5110 Foundations of Literacy Education 3 s.h.
Study of the cognitive, linguistic, sociological, cultural, and psychological bases of the reading/writing process. Emphasis is on developing a reflective philosophy of literacy learning as a foundation for the program and on linking theory and research findings to classroom practice.

RDG 5160 Early Literacy Development 2 s.h.
Study of relevant research and theory in the area of emergent and beginning literacy development; effective instruction of children at these early stages of development; administration of assessments in order to monitor student performance and provide effective instruction; and design and implementation of the various critical components of a balanced literacy program for pre-K-3rd grade.

RDG 5210 Developing & Assessing Literacy Programs-Elementary and Secondary Schools 3 s.h.
Prerequisite: RDG 5110. Study of the organization, planning, management, evaluation, and developmental scope and sequence of effective classroom reading/writing programs. This includes knowledge of state and national standards for reading instruction, requirements for meeting individual learning needs, and criteria for selecting materials to support instruction.

RDG 5250 Creating Classroom Writers: Teachers and Students Writing Together 2 s.h.
Theory, research and pedagogy as they apply to effective writing programs at the elementary and secondary levels. Students will explore the writing process, develop strategies for enhancing the skills of individual student writers in the classroom, and learn appropriate assessment practices, as they personally experience the writing workshop approach as a model for effective instruction.

RDG 5310 Content Area Reading-Learning in Elementary and Secondary Schools 3 s.h.
Prerequisite: RDG 5110. Study of the teaching, learning, and assessment strategies contained in effective instruction in content area learning in all subjects, at all grade levels. This includes knowledge of contextual factors that influence decision making.

RDG 5330 Literature in the Context of Teaching Across the Curriculum 3 s.h.
Investigation of the body of literature available for students, K-12. Presents criteria for selection, methods of integrating literature into the curriculum at all grade levels, and strategies to provide formalistic and socio-cultural readings of text.

RDG 5350 Language Development: Linguistic Foundations of Literacy 3 s.h.
Investigation of major theories of language development in the normal child and implications for cognition and literacy acquisition. Attention to the dimensions of oral and written language, including linguistic knowledge, cognition, language performance, and cultural and environmental factors that promote language difference.

RDG 5410 Interactive Computer Applications in Literacy Education 2 s.h.
Investigation of the technology available for literacy instruction in the classroom and the media laboratory. Focus on technological applications for computer-aided instruction to meet individual needs, computer-managed instruction to meet classroom needs, software applications and assessment, and information retrieval.

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RDG 6530 Diagnostic Procedures in Reading 3 s.h.
Prerequisites: RDG 5110, RDG 5160, RDG 5210; RDG 5310. Study of the psychology of reading, the nature of reading disability, and the nature of individual differences. Focus on diagnostic techniques, formal and informal assessment procedures, designing remedial programs to meet individual and group needs, preparing case studies and reports.

RDG 6850 Literacy Coaching and Leadership 3 s.h.
Prerequisite: RDG 6530. Application of relevant research, theory, and best practices in the area of adult learning, professional development, and literacy coaching in order to effectively support K-12 schools and classroom teachers in improving literacy instruction, assessment, and student learning.

RDG 6930 Practicum in Remediation 2 s.h.
Prerequisite: Completion of required coursework and permission of instructor. A supervised clinical practicum focusing on the evaluation of students with reading/learning problems. Emphasis on the design, implementation, and assessment of remedial programs to meet individual student's needs, and the communication of pertinent information to students, parents, and teachers.

RDG 6940 Practicum in Program Development 2 s.h.
Prerequisite: Completion of required coursework and permission of instructor. A supervised school-based practicum designed to prepare classroom teachers as Reading Specialists. Emphasis is on instructional differentiation, implementing learning objectives, organizing and managing programs, assisting classroom teachers, evaluating students, and communicating effectively with all members of the school community.

RDG 6950 Seminar: Issues in Literacy Education 3 s.h.
Prerequisite: Completion of required coursework and permission of instructor. An in-depth examination of current major issues in theoretical processes and classroom practices that inform the ongoing debate in reading/writing education. Emphasis is on the historical perspective of each issue, its implications for teacher preparation, school program development, and community involvement in diverse populations.