

Reading Courses

RDG 515 - Read/Learn Content Area

Hours: 3

Reading and Learning in Content Areas. Three semester hours. This course is designed for graduate students in the emergency permit program seeking initial teacher certification. The focus is on reading comprehension, concept development and strategies for interacting with expository materials. The role of the teacher, the text, and the student are examined in the learning process. Text analysis methods, teacher directed strategies, reader-based strategies, and literature are discussed as appropriate for all elementary and secondary grade levels. Enrollment is limited to teachers on emergency certification.

RDG 516 - Foundations of Reading

Hours: 3

(Same As RDCB 516) Foundations of Reading Instruction. Three semester hours. This course is designed for graduate students in the emergency permit or alternative certification program seeking initial teacher certification. The focus is on the reading process and the factors that condition its development. The importance of reading in school and in life serves as a background for critical evaluation of the methods and materials of reading instruction. Special consideration is given to the essential components of research-based programs and the features of classrooms that support effective beginning reading instruction.

RDG 520 - Literacy and Instruction I: Literacy Foundations In Emergent and Early Readers

Hours: 3

This course addresses foundational literacy concepts and evidence-based strategies for teaching and assessing oral language, phonological awareness, decoding, and fluency in early literacy learners. It examines principles and research related to the Science of Teaching Reading and other theoretical instructional frameworks. This course explores developmentally appropriate curriculum, materials, interventions, and assessments that support culturally and linguistically diverse students and those with reading difficulties or dyslexia.

RDG 521 - Literacy & Instruction II: Comprehension Processes and Strategies in Later Elem., MS, & HS

Hours: 3

This course examines research and evidence-based strategies that promote academic vocabulary development and comprehension of a variety of literary and expository texts. Students will explore and learn how to select, and utilize appropriate books and other materials that build comprehension processes in later Elementary, Middle School, and High School literacy learners. Students will explore different literacy assessment practices and instruments that are used to inform instruction.

RDG 523 - Promoting Literacy Through Language Acquisition and Development

Hours: 3

Promoting Literacy Through Language Acquisition and Development. Students in this course will gain knowledge and skills in primary and secondary language acquisition, including the relationship of these languages, to facilitate and promote literacy. Other skills include: conducting appropriate reading assessments on an ongoing basis; designing and implementing effective reading instruction that reflects state content and performance standards addressing the needs of all learners; applying knowledge of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy; and using research-based reading instruction that is collaborative and consultative with colleagues, mentoring, coaching, and providing professional development

RDG 528 - Centering and Integrating Authentic Writing Experiences in the Literacy Classroom

Hours: 3

This course is designed to develop an understanding of the writing process and how it is taught in a writing workshop environment. Students will learn about the reciprocity between reading and writing instruction and explore ways to authentically use writing across the genres to enhance reading comprehension of literary and expository texts. In this course, students will learn how to support culturally and linguistically diverse literacy learners at different stages of the writing process. Students will learn and apply assessment principles, and strategies that help develop proficient writers.

RDG 529 - Workshop

Hours: 3

Workshop in Reading. Three to six semester hours. May be graded on a satisfactory (S) or unsatisfactory (U) basis.

RDG 530 - NWPNET Summer Writing Institute-Teachers Teaching Teachers

Hours: 6

This professional development course is founded on the fundamental beliefs of the National Writing Project: teachers teaching teachers through collective experience and knowledge building centered on five core principles: inquiry, dialogue, authenticity, revisioning, and challenge. This course is designed to develop education leaders, with a particular focus on writing instruction using a writing workshop approach. It aims to transform perspectives and instructional approaches for teaching writing relative to current trends and hot topics in literacy instruction. In this model, teaching experience is valued and the learning community supports personal and professional writing, and curriculum development through reading, writing, collaboration, and inquiry across the disciplines. In this process-oriented writing workshop, participants will be guided by as they explore expert models and mentor texts that aim to build ability, connections, and empathy for diverse learners.

RDG 535 - Integrating Multicultural and Social Justice Literature

Hours: 3

This course will focus on incorporating multicultural and social justice books at all levels (EC-12th grade classes) within the literacy classroom. This course will also address social justice issues and explain how literature contributes to the knowledge that encourages the fair division of economic, political, and social rights and opportunities. Additionally, in this course, you will learn ways to help students engage in critical literacy conversations.

RDG 540 - Content Area Literacy

Hours: 3

This course is designed to address how literacy is taught and assessed across content areas. Students will learn how to support culturally and linguistically diverse literacy learners and plan and implement differentiated literacy experiences using both content literacy and disciplinary literacy approaches, and students will learn strategies for increasing comprehension and leverage writing as a tool for formulating and organizing ideas that lead to a deeper understanding of concepts and topics across content areas

RDG 560 - Literacy Assessment

Hours: 3

In this course, students will learn to administer and analyze the results of various formal and informal literacy assessments for the purpose of planning instruction and interventions.

RDG 562 - Critical Issues in Lit Edu

Hours: 3

Critical Issues in Literacy Education. Three semester hours. This course is designed to increase awareness and understanding of critical issues surrounding the evolving concept of literacy. This course will study selected issues affecting educational thought and schooling practices emphasizing critical analysis of the cultural, political and sociological contexts of school-societal problems.

RDG 567 - Practicum in Literacy C&I Intervention, Coaching, and Campus Leadership in ECE-12

Hours: 3

This course provides guided opportunities for Reading Specialist candidates to apply their understanding of literacy theory, research, instruction, intervention, and assessment selectively across different literacy components in EC-12. Additionally, students will engage in literacy coaching, and other campus improvement literacy leadership responsibilities and initiatives that support culturally and linguistically diverse students. Crosslisted with: EDCI 566

RDG 589 - Independent Study

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

RDG 597 - Special Topics

Hours: 3

Special Topics. One to four semester hours. Organized class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics vary.

RDG 631 - Advanced Writing Project Institute

Hours: 6

This skills-based literacy course is housed within a North East Texas National Writing Project writing institute. In this course, students will improve their academic writing skills and participate in continuous feedback cycles as they pursue a self-selected, literacy-related inquiry on current and seminal literacy leaders. They will evaluate the quality of the writing institute through the lens of the literacy leader. During the course, students will develop a manuscript with the potential for publication. Crosslisted with: RDG 530

RDG 640 - Seminar in Research

Hours: 3

Seminar in Research. Three semester hours. A study of significant research in literacy and related areas. May be repeated once. Prerequisite: Doctoral level standing or consent of the instructor.

RDG 650 - Child, YA, & Multicul Lit

Hours: 3

Child, Young Adult, & Multicult Lit: History, Pedagogy, and Technology This course will address four major literature issues related to elementary and secondary school students: 1) explore children's, young adult literature, and multicultural literature genres, 2) research current and historical trends and issues, 3) investigate integration and cross curricular pedagogical issues, and 4) probe the expanding definition of texts in a technological medium. Prerequisite: Doctoral level standing or consent of instructor.

RDG 667 - Reading Proc:Theor & Impl

Hours: 3

The Reading Process: Theories and Implications. Three semester hours. An in-depth analysis of varied definitions and theories of reading including examination of implication for reading instruction. Prerequisite: Doctoral level standing or consent of the instructor.

RDG 689 - Independent Study

Hours: 1-4

Independent Study in Reading. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

RDG 690 - Seminar in Rdg Ed

Hours: 3

Seminar in Reading Education. Three semester hours. In depth analysis of major topics of critical concern to the profession. Nine semester hours may be applied to a doctoral degree when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

RDG 692 - Learning to Read

Hours: 3

Learning to Read: From Research to Best Practice. Three semester hours. The 21st century began with a renewed call to "leave no child behind" in learning to read. But how can this be accomplished? This course is designed to examine the major approaches to beginning reading that have been advocated and practiced over the past 50 years. Participants will answer the questions "Can all children learn to read?" and "What does the research say about beginning reading instruction?" Prerequisite: Doctoral level.

RDG 697 - Special Topics

Hours: 1-4

Special Topics. Three semester hours. (Same as EIED 697) Organized class. May be repeated when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.