READING (RDG)

RDG 1300. Reading Improvement.
A content-based learning strategies course for students who require compensatory instruction in vocabulary, reading comprehension, critical reading, study skills, and test-taking skills. Required for students who fail to make passing scores on the TASP reading subtest. Concurrent enrollment in specific sections of appropriate general education courses is required. Credit earned for this course will not count toward any baccalaureate degree offered by the University.

3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing/Developmental/Remedial/Lab Required
Grade Mode: Developmental
about Reading Improvement

3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter
about Reading Improvement

RDG 3312. Reading and Writing Instruction for Children with Special Needs.
Course focuses on classroom reading instruction for children not making average progress in literacy. Course topics: nature and identification of literacy difficulties, including dyslexia; modification of instruction for children with special needs; diagnostic teaching, teacher/program effectiveness and legal requirements of special populations.
Prerequisites: Admission to the Teacher Preparation Program; RDG 3315, RDG 4310; 2.75 Overall GPA.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
about Reading and Writing Instruction for Children with Special Needs

RDG 3315. Assessing Literacy: Early Childhood Through Grade Six.
Students will understand principles of literacy assessment to guide literacy instruction for all children, including culturally and linguistically diverse students, and plan appropriate instruction in a field-based setting.
Prerequisites: Admission to the Teacher Preparation Program; CI 3315, CI 3310, CI 3332, CI 4360, ECE 4300, ECE 4310, ECE 4352; Co-requisites for EC-6: RDG 3321, RDG 3320; Co-requisite for 4-8: RDG 4310; 2.75 Overall GPA.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
about Assessing Literacy: Early Childhood Through Grade Six

RDG 3320. Integrating Reading and Writing.
Course focuses on the integration of reading and writing with other subject areas, especially social studies, with special attention given to ESL methodologies for language arts instruction. The workshop approach for reading and writing is emphasized. Prerequisites: Admission to the Teacher Preparation Program; Co-requisites: RDG 3315, RDG 3321; 2.75 Overall GPA. (WI).

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter
about Integrating Reading and Writing
RDG 4380. Independent Study in Reading Instruction.
Analysis and interpretation of selected topics of special interest in reading and language arts instruction. Topics and instructors will vary from semester to semester. Repeatable for credit with different emphasis. Prerequisites: Admission to the Teacher Preparation Program; 2.75 Overall GPA.

about Independent Study in Reading Instruction

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
Exclude from 3-peat Processing

about Developing Content Area Literacy in Middle and Secondary Schools

RDG 5310. Teaching Literacy with Children’s and Young Adult Literature.
Course focuses on current research and methods for using children’s and young adult literature, including multicultural literature for literacy instruction in grades EC-12. Students will explore different genres and evaluate and select literature for instruction across the curriculum.

about Teaching Literacy with Children’s and Young Adult Literature

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5320. Foundations of Literacy Instruction.
Course surveys reading and writing theories, processes, and models; theoretical bases of literacy instruction, stages of literacy development; the relationship between oral language and literacy; and classic and current quantitative and qualitative literacy research.

about Foundations of Literacy Instruction

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5322. Teaching Reading in the Elementary and Middle Schools.
Course focuses on effective literacy instruction in elementary and middle schools, including the following areas: word identification, spelling, word study, vocabulary instruction, comprehension strategy instruction, fluency, critical literacy, and engagement. The course examines reading curricula, instructional assessment, and selection of material.

about Teaching Reading in the Elementary and Middle Schools

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multi.Content & Perspective|Multicultural Content
Grade Mode: Standard Letter

RDG 5324. Developing Content Area Literacy in Middle and Secondary Schools.
Course examines literacy development in middle and secondary school content areas. Topics include classroom assessment, development of strategic literacy, fluency, critical thinking, lifelong attitudes, interests, study strategies, and literacy in multiple sources of narrative and information text ranging from textbooks to electronic texts. Prerequisite or corequisite: CI 5363.

about Developing Content Area Literacy in Middle and Secondary Schools

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5326. Developmental Literacy in the Middle and Secondary Schools.
Course focuses on effective literacy instruction for middle- and secondary-school students who struggle with literacy. The course also addresses reading curricula and instruction, assessment, and materials selection. RDG Majors, Minors, and MRT candidates only, or with permission of instructor.

about Developmental Literacy in the Middle and Secondary Schools

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5331. Literacy Methods for Linguistically and Culturally Diverse Students.
Course topics include linguistic and literacy challenges unique to students whose native language or dialect is not standard English, and innovative methods for teaching literacy to linguistically and culturally diverse students. Prerequisite: Reading Majors - RDG 5322, RDG 5324, or RDG 5326.

about Literacy Methods for Linguistically and Culturally Diverse Students

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

RDG 5334. Family Literacy.
Family literacy is an intergenerational program that integrates adult literacy and emergent literacy education. This course will provide students with the knowledge and abilities to manage a family literacy program. Students will analyze related learning theories, population needs, program structures, and policy issues, including diversity and accountability.

about Family Literacy

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5335. Basic Academic Literacy.
This course examines basic literacy needs and appropriate instructional strategies for traditional and non-traditional students entering college. Content covers basic to academic literacy, analysis of instructional strategies, comprehension, fluency, vocabulary, decoding, and phonemic awareness.

about Basic Academic Literacy

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5340. Connecting Reading and Writing in the Classroom.
Course focuses on the relationships between reading and writing; the connections among written language, oral language, and thinking; and the organization of integrated reading and writing instruction in grades EC-12, including “workshop” techniques and thematic teaching. Prerequisite: RDG 5322 or RDG 5324 or RDG 5326.

about Connecting Reading and Writing in the Classroom

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

about Connecting Reading and Writing in the Classroom
RDG 5345. Assessment-Driven Literacy Instruction.
Course focuses on classroom literacy assessment, interpretation of assessment results, and designing and implementing effective literacy instruction based on assessment results. Course concentrates on the special needs of individual readers within the classroom setting and includes interpretation of formal assessments. Prerequisite: RDG 5322. Grades: Standard Letter
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Assessment-Driven Literacy Instruction

RDG 5350. Literacy as Sociocultural Practice.
Using a social constructivist lens, this course examines broadening conceptions of literacy and what it means to be literate in the 21st century. Students learn about current research, theory and practice pertaining to sociocultural models of literacy and literacy instruction. Grades: Standard Letter
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Literacy as Sociocultural Practice

RDG 5370A. New Literacies.
Course is an in-depth study of research and theory pertaining to the New Literacy Studies (NLS). Repeatable for credit.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Topics
Grade Mode: Standard Letter
about New Literacies

RDG 5370B. Social, Cultural, and Political Contexts of Literacy Instruction.
This course explores implications of social, cultural, and political contexts for literacy instruction/policy. Students examine how literacy policies are created, shaped, and implemented and the impact of policies on how literacy is defined. Repeatable for credit.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Topics
Grade Mode: Standard Letter
about Social, Cultural, and Political Contexts of Literacy Instruction

RDG 5370C. Foundations of Integrated Reading & Writing Pedagogy.
The purpose of this course is to develop, explore and reflect on literacy as social practices within a community. Grades: Standard Letter
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter
about Foundations of Integrated Reading & Writing Pedagogy

RDG 5370D. Community Literacy.
The purpose of this course is to explore and reflect on literacy as social practices within a community, informing effective curriculum and instruction for K-16 school settings, adult literacy programs, and informal environments. Students will explore ethnographic research as a means to inform instruction and complete a service learning project.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter
about Community Literacy

RDG 5370E. Writing Pedagogy in the P-12 Classroom.
In this course students will examine theories, research, and practice in writing instruction in P-12 classrooms. Students will write and reflect on their writing process; use this information to contribute to their students' growth as writers; develop standards and curricula; and critically examine district, state and national policy.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter
about Writing Pedagogy in the P-12 Classroom

RDG 5380. Independent Study in Reading Research.
In-depth analysis and interpretation of selected research topics of great current interest in reading and language arts. Topics and instructors will vary from semester to semester. May be repeated with different topics for additional credit.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Independent Study in Reading Research

RDG 5395. Teaching Academic Literacy to Adults.
Course focuses on teaching academic literacy to older students and adults in post-secondary settings. Topics include: the literacy needs of adult learners in formal schooling; appropriate assessment strategies; instructional methodologies, materials, and resources; and the school-based groups, schools, and agencies that serve these students.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Teaching Academic Literacy to Adults

RDG 6330. Language Acquisition and Development for Literacy Instruction.
Course topics include first and second language learning; dialect acquisition and development; theories and stages of language development; language diversity; and language disorders. Students read and interpret research and study language development of EC-12 children from varying linguistic backgrounds. Prerequisites: RDG 5322, RDG 5320, and RDG 5324 or RDG 5326.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter
about Language Acquisition and Development for Literacy Instruction

RDG 5345. Assessment-Driven Literacy Instruction.
Course focuses on classroom literacy assessment, interpretation of assessment results, and designing and implementing effective literacy instruction based on assessment results. Course concentrates on the special needs of individual readers within the classroom setting and includes interpretation of formal assessments. Prerequisite: RDG 5322.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Assessment-Driven Literacy Instruction

RDG 5350. Literacy as Sociocultural Practice.
Using a social constructivist lens, this course examines broadening conceptions of literacy and what it means to be literate in the 21st century. Students learn about current research, theory and practice pertaining to sociocultural models of literacy and literacy instruction. Grades: Standard Letter
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Literacy as Sociocultural Practice

RDG 5370A. New Literacies.
Course is an in-depth study of research and theory pertaining to the New Literacy Studies (NLS). Repeatable for credit.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Topics
Grade Mode: Standard Letter
about New Literacies

RDG 5370B. Social, Cultural, and Political Contexts of Literacy Instruction.
This course explores implications of social, cultural, and political contexts for literacy instruction/policy. Students examine how literacy policies are created, shaped, and implemented and the impact of policies on how literacy is defined. Repeatable for credit.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Topics
Grade Mode: Standard Letter
about Social, Cultural, and Political Contexts of Literacy Instruction

RDG 5370C. Foundations of Integrated Reading & Writing Pedagogy.
The purpose of this course is to develop, explore and reflect on literacy as social practices within a community. Grades: Standard Letter
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter
about Foundations of Integrated Reading & Writing Pedagogy

RDG 5370D. Community Literacy.
The purpose of this course is to explore and reflect on literacy as social practices within a community, informing effective curriculum and instruction for K-16 school settings, adult literacy programs, and informal environments. Students will explore ethnographic research as a means to inform instruction and complete a service learning project.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter
about Community Literacy

RDG 5370E. Writing Pedagogy in the P-12 Classroom.
In this course students will examine theories, research, and practice in writing instruction in P-12 classrooms. Students will write and reflect on their writing process; use this information to contribute to their students' growth as writers; develop standards and curricula; and critically examine district, state and national policy.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter
about Writing Pedagogy in the P-12 Classroom

RDG 5380. Independent Study in Reading Research.
In-depth analysis and interpretation of selected research topics of great current interest in reading and language arts. Topics and instructors will vary from semester to semester. May be repeated with different topics for additional credit.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Independent Study in Reading Research

RDG 5395. Teaching Academic Literacy to Adults.
Course focuses on teaching academic literacy to older students and adults in post-secondary settings. Topics include: the literacy needs of adult learners in formal schooling; appropriate assessment strategies; instructional methodologies, materials, and resources; and the school-based groups, schools, and agencies that serve these students.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Teaching Academic Literacy to Adults

RDG 6330. Language Acquisition and Development for Literacy Instruction.
Course topics include first and second language learning; dialect acquisition and development; theories and stages of language development; language diversity; and language disorders. Students read and interpret research and study language development of EC-12 children from varying linguistic backgrounds. Prerequisites: RDG 5322, RDG 5320, and RDG 5324 or RDG 5326.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter
about Language Acquisition and Development for Literacy Instruction
RDG 6333. Reading Specialist Internship II: Designing and Evaluating Literacy Professional Development.
Course will focus on using interpretations of assessment data, literacy research, and state/national assessment requirements to demonstrate leadership and design professional development for literacy assessment and instruction. Internship students will work in approved educational settings to demonstrate the roles of the Reading Specialist including literacy teacher, leader, coach, and researcher. Prerequisites/co-requisites: RDG 5310, RDG 5320, RDG 5322, RDG 5326, RDG 5331, RDG 5340, RDG 5345, RDG 6330, RDG 6331, and RDG 6336.
about Reading Specialist Internship II: Designing and Evaluating Literacy Professional Development
3 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.
Grade Mode: Standard Letter
about Reading Specialist Internship II: Designing and Evaluating Literacy Professional Development

RDG 6336. 6336 Reading Specialist Internship I: Designing and Evaluating Literacy Research in Schools.
This course focuses on designing, conducting, and interpreting quality, school-based research to guide literacy instructional decision-making. Internship students will work in approved educational settings to demonstrate the roles of the Reading Specialist including literacy teacher, leader, coach, and researcher. Prerequisites/co-requisites: RDG 5310, RDG 5320, RDG 5322, RDG 5326, RDG 5331, RDG 5340, RDG 5345, RDG 6330, and RDG 6331.
about 6336 Reading Specialist Internship I: Designing and Evaluating Literacy Research in Schools
3 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.
Grade Mode: Standard Letter
about Reading Specialist Internship I: Designing and Evaluating Literacy Professional Development

RDG 7301. Theory and Research of Literacy.
This course examines the current theories and basic research of literacy development from psychological, cultural, linguistic, educational, and epistemological frameworks.
about Theory and Research of Literacy
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Theory and Research of Literacy

RDG 7302. Theory and Research of College Basic Literacy.
This course examines basic literacy needs and instructional strategies for students within post-secondary institutions. Explored are etiologies; comparison of basic to academic literacy; analysis of instructional strategies and materials for developing phonemic awareness, decoding, vocabulary, fluency, and comprehending in single sources of information. Prerequisite: RDG 7301.
about Theory and Research of College Basic Literacy
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Theory and Research of College Basic Literacy

RDG 7303. Theory and Research of College Academic Literacy.
This course examines basic literacy needs and instructional strategies for students in college. Explored are etiologies; comparison of academic workplace, and new literacies; instructional strategies and materials for developing vocabulary, comprehending, and critical and strategic reading in multiple sources of information. Prerequisite: RDG 7301.
about Theory and Research of College Academic Literacy
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Theory and Research of College Academic Literacy

RDG 7304. Theory and Research of Literacy Instruction for Culturally and Linguistically Diverse Readers.
This course examines the historical and contemporary understandings of language acquisition and instruction; foundational knowledge of literacy research and cultural and linguistic difference; instructional practices and materials including culturally responsive instruction understanding linguistic differences, creating supportive literate environment, assessment, diagnosis, evaluation; and critical literacy. Prerequisites: RDG 7301, RDG 7302, RDG 7303.
about Theory and Research of Literacy Instruction for Culturally and Linguistically Diverse Readers
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Theory and Research of Literacy Instruction for Culturally and Linguistically Diverse Readers

RDG 7305. Theory and Research of College Literacy Assessment.
This course reviews literacy assessment theory, research, policy, and practice in pre-school through grade 20 including accountability, standard-based curriculum, cultural and linguistic effects, assessment driven instruction, reliability and validity, interpretation, and types of instruments: high-staked, placement, diagnostic, classroom tests, and qualitative instruments. Prerequisites: RDG 7301, RDG 7302, RDG 7303.
about Theory and Research of College Literacy Assessment
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Theory and Research of College Literacy Assessment

RDG 7306. Literacy Research Seminar.
Doctoral students participate in weekly research seminar that explore research and policy papers in literacy and literacy education, examine their methodology and conclusions, and consider additional research questions. Prerequisite: RDG 7301.
about Literacy Research Seminar
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
about Literacy Research Seminar

RDG 7307A. New Literacy Studies.
This course focuses on the field of New Literacy Studies (NLS). This course will include an examination of diverse ways in which new technologies broaden and change the demands on what it means to be a literate citizen of the 21st century. Prerequisite: RDG 7301.
about New Literacy Studies
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing/Topics
Grade Mode: Standard Letter
about New Literacy Studies
RDG 7307B. Community Literacy.
Purpose is to explore, understand, refine, and reflect on literacy as social practices within a community which informs effective curriculum and instruction for K-16 school settings, adult literacy programs, and informal environments. Students will explore ethnographic research as a means to inform instruction and complete a service learning project. Prerequisite: RDG 7301, RDG 7302 or RDG 7303.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter

RDG 7307C. Foundations of Integrated Reading & Writing Pedagogy.
The purpose of this course is to examine theory, research, and practice of an integrated reading and writing approach to postsecondary literacy instruction.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter

RDG 7307E. Theory, Research and Practice of Disciplinary Literature.
This course examines core principles of disciplinary literacy. Students will examine the theory, research and pedagogical practices of literacy across the disciplines with an emphasis on understanding the potential for post-secondary learners and developmental education practices.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing|Topics
Grade Mode: Standard Letter