READING (RDG)

RDG 1300. Reading Improvement.
Course provides instruction in vocabulary, reading comprehension, critical reading, study and test-taking skills for students who fail to pass the reading placement subtest. Concurrent enrollment in specific sections of general education courses is required. Credit earned for this course does not count toward degrees offered by the university.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Remedial/Developmental
Grade Mode: Developmental

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: Admittance to the Educator Preparation Program; RDG 3315, RDG 4310; 2.75 Overall GPA.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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: Admittance to the Educator 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.
Grade Mode: Standard Letter

RDG 3317. Language and Literacy in Diverse Communities.
Course includes the examination of sociolinguistic theories and an introduction to culturally responsive teaching of literacy. Topics address social identity factors, ethnicity, language variation, bilingualism, and the acquisition of Standard American English with implications for effective literacy instruction. Prerequisite: 2.75 overall GPA. Junior classification required. Must be declared in a degree program that leads to teacher certification. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

RDG 3320. Language and Literacy in Diverse Communities.
This course examines how the teaching of reading/language arts is informed by theory and research. In this course students will analyze the foundations of reading and language arts as disciplines, reading/ language arts curricular issues, reading/language arts pedagogy, controversial issues in reading/language arts pedagogy, and the construction of conceptual, inquiry-based units.
Prerequisites: Admittance to Educator Preparation Program; must be declared as seeking 4-8 grade teacher certification; junior or senior classification required; grades of "C" or better must be earned in all prerequisites; 2.75 Overall GPA required.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

RDG 3321. Literacy Instruction for Early Childhood Through Grade Six.
Course provides the understanding, critical analysis, and application of current literacy methods and materials, with a focus on ESL theories and methodologies. Course is taught in a field-based setting.
Prerequisites: Admittance to the Educator Preparation Program; CI 3315, CI 3310, CI 3332, CI 4360, ECE 4300, ECE 4310, CI 4352; Co-requisites: RDG 3315, RDG 3320; 2.75 Overall GPA. (WI).
3 Credit Hours. 3 Lecture Contact Hours. 2 Lab Contact Hours.
Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter

RDG 3322. Teaching Reading in the Content Areas.
Provides information about reading in secondary content areas emphasizing selection and use of materials, including textbooks in print and electronic formats. Topics include instructional strategies, assessment of comprehension, and adapting instruction to meet student needs.
Prerequisites: Admittance to the Educator Preparation Program; CI 3325, CI 4332; Co-requisites: CI 4343, CI 4370; 2.75 Overall GPA.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 4310. Content Reading.
Course provides information about instruction in the elementary content areas with emphasis on the effective use of textbooks and tradebooks.
Course topics include: nature and purpose of content instruction and reading, text selection, use of tradebooks, comprehension, inquiry learning and problem solving, and assessment and meeting individual needs in content reading.
Prerequisites: Admittance to the Educator Preparation Program; CI 3310, CI 3325; Co-requisite: RDG 3315; 2.75 Overall GPA.
3 Credit Hours. 3 Lecture Contact Hours. 3 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 4320. Language and Literacy in Diverse Communities.
Course includes the examination of sociolinguistic theories and an introduction to culturally responsive teaching of literacy. Topics address social identity factors, ethnicity, language variation, bilingualism, and the acquisition of Standard American English with implications for effective literacy instruction. Prerequisite: 2.75 overall GPA. Junior classification required. Must be declared in a degree program that leads to teacher certification. (MULT).
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Multicultural Content
Grade Mode: Standard Letter

RDG 4330. Teaching Reading/Language Arts in Middle School.
This course examines how the teaching of reading/language arts is informed by theory and research. In this course students will analyze the foundations of reading and language arts as disciplines, reading/ language arts curricular issues, reading/language arts pedagogy, controversial issues in reading/language arts pedagogy, and the construction of conceptual, inquiry-based units.
Prerequisites: Admittance to Educator Preparation Program; must be declared as seeking 4-8 grade teacher certification; junior or senior classification required; grades of "C" or better must be earned in all prerequisites; 2.75 Overall GPA required.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Writing Intensive
Grade Mode: Standard Letter

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: Admittance to the Educator Preparation Program; 2.75 Overall GPA.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Course Attribute(s): Exclude from 3-peat Processing
Grade Mode: Standard Letter
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.
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.
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 materials.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
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.
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.
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 or RDG 5324 or RDG 5326, all with a grade of "C" or better. (MULT).
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.
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.
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.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5341. 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 reflect on process and subsequently use this information for their own practice and instruction. They will also examine and develop standards, curricula, and policies at district, state, and national levels. Prerequisite: RDG 5340 with a grade of “C” or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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 with a grade of “C” or better.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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

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.
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 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

RDG 5371. Foundations of Postsecondary Integrated Reading & Writing Pedagogy.
This course examines the 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.
Grade Mode: Standard Letter

RDG 5372. New Literacies Studies in Developmental Education.
This course focuses on the research and instructional practice of New Literacies Studies for post-secondary developmental education. It includes an examination of diverse ways in which multiple digital technologies broaden and change the demands on those literacies necessary for communicating within the academic and workplace communities of the 21st century.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5374. Foundations of Postsecondary Developmental Reading and Writing Theory.
This course examines core theories of postsecondary literacy. Emphasis will be placed on historical, theoretical, and pedagogical models relevant to methods of teaching postsecondary developmental reading and writing.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5375. Postsecondary Developmental Reading and Writing Assessment.
This course examines the history, theory, research, policy, and practice related to reading and writing assessment at the postsecondary level. Students will survey various placement, diagnostic, informal, affective and non-cognitive, and exit-level measures.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

RDG 5376. Postsecondary Disciplinary Literacies.
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 postsecondary learners and developmental education practices.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

RDG 5381. Internship in Postsecondary Developmental Literacy Education.
This course is designed for students to gain experiences working in postsecondary developmental literacy contexts. Students must complete a one-semester, 150-hour internship at a site approved by their instructor and the site supervisor. Students develop an individualized learning plan and submit a comprehensive portfolio documenting their internship activities.
3 Credit Hours. 0 Lecture Contact Hours. 16 Lab Contact Hours.
Grade Mode: Credit/No Credit

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

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.
Grade Mode: Standard Letter
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 and RDG 5320 and RDG 5322 and RDG 5326 and RDG 5331 and RDG 5340 and RDG 5345 and RDG 6330 and RDG 6336, all with a grade of "C" or better.
3 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.
Grade Mode: Standard Letter

RDG 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: RDG 5310, RDG 5320, RDG 5322, and RDG 5326. Corequisites: RDG 5310, RDG 5320, RDG 5322, and RDG 5326.
3 Credit Hours. 2 Lecture Contact Hours. 1 Lab Contact Hour.
Grade Mode: Standard Letter

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

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

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

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, including culturally responsive instruction, linguistic differences, and creating supportive literacy environments; curriculum, assessment, and evaluation; and critical literacy perspectives.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter

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

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

RDG 7307E. Theory, Research and Practice of Disciplinary Literacies.
This course examines core principles of disciplinary literacies. Students will explore the theory, research and pedagogical practices of literacies 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

RDG 7371. Theory and Research of Postsecondary Integrated Reading and Writing.
This course examines the 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.
Grade Mode: Standard Letter

RDG 7372. Theory and Research of New Literacies Studies in Developmental Education.
This course focuses on the theory and research of New Literacies Studies which affects instructional practice in post-secondary developmental education. It includes an examination of diverse theories and models of multiple digital technology literacies necessary for communicating within the academic and workplace communities of the 21st century.
3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.
Grade Mode: Standard Letter
RDG 7373. Community Literacies.
This course focuses on exploring, understanding, refining, and reflecting on literacy as social practices within a community that 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 or RDG 7302 or RDG 7303 all with a grade of "B" or better.

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