

RED: Reading Education Courses

Courses

RED 3310 Literacy Instruction for the Elementary Learner

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: LAE 3314

This course prepares educators for effective literacy instruction in the elementary grades. Learning activities focus on selection and use of materials and teaching strategies for systematic reading and writing instruction utilizing the essential elements of reading, specific to phonemic awareness, phonics, vocabulary, fluency, and comprehension in elementary grades. Additionally, students will examine literacy instruction that provides appropriate accommodations for students with special needs, struggling readers, and English Language Learners.

RED 3905 Directed Study

School of Education, Department of Teaching, Leadership, & Res

1-12 sh (may be repeated indefinitely for credit)

RED 4542 Assessment and Differentiated Instruction in Reading

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: LAE 3314 AND RED 3310

This course prepares pre-service teachers in the areas of differentiated reading and language arts instruction based on appropriate assessment practices. A major component of this course is building capacity with regard to providing individualized instruction in the areas of reading, writing, speaking, and listening.

RED 4905 Directed Study

School of Education, Department of Teaching, Leadership, & Res

1-12 sh (may be repeated indefinitely for credit)

RED 5375 Advanced Methods of K-12 Literacy Instruction

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

This course provides K-12 pre-service teachers with dynamic methods of planning, presenting, and assessing literacy instruction for all learners. Course content and learning activities focus on applying knowledge and skills related to effective teaching and learning in the various content areas.

RED 5515 Classroom Reading Assessments

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: RED 6060 AND RED 6116

This course is designed to provide an exploration into the theory and practices of informal reading assessments appropriate for the K-12 classroom teacher. During this course, students will administer, analyze, and interpret a variety of informal reading assessments in their respective classrooms. Students will identify a struggling reader, develop a remedial, individualized plan based on the student's reading needs, and provide immediate intensive instruction based on data from the informal assessments previously administered in the class. This course is required for students in the Reading Education M.Ed. program and for those seeking reading endorsement.

RED 5905 Directed Study

School of Education, Department of Teaching, Leadership, & Res

1-12 sh (may be repeated indefinitely for credit)

RED 6060 Teaching Literacy in the Secondary School

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

This course is designed to provide in-depth exploration of literacy instruction in secondary schools. Candidates will explore best practices for teaching literacy across all disciplines and addressing needs of all students from diverse backgrounds including ELL students and struggling readers and writers. Factors impacting and strategies for supporting secondary literacy instruction will be discussed and demonstrated.

RED 6116 Language and Literacy Acquisition

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

This course will provide students with foundational knowledge related to literacy curriculum and instruction and the learning environment. Candidates will examine theories and instructional practices for teaching literacy in pre-K-5 classrooms.

RED 6240 Differentiation of Reading Instruction

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: RED 6546

Explores differentiating instruction to meet the needs of diverse learners with a focus on preventing and remediating reading difficulties. Interpretation of assessment data and implementation of evidence-based classroom practices are emphasized.

RED 6247 Literacy Instructional Coaching

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: RED 6701

An exploration of the theory and practice of effective literacy coaching, a form of job-embedded professional development that supports literacy achievement of diverse learners. Develops coaching skills and practices that enhance collaboration, improved instruction, and student achievement.

RED 6546 Reading Assessment and Diagnosis

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: EDF 6460

Explores the models, processes, and instruments for assessing the literacy development of diverse learners. Candidates will identify, select, and administer a variety of assessment tools to diagnose student literacy achievement, inform instruction, and evaluate interventions. Includes opportunities for oral and written communication to explain assessment results and advocate for appropriate literacy and language practices for a variety of stakeholders including students, administrators, teachers, other educators, and parents/guardians.

RED 6701 The Organization and Administration of Literacy Programs

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

An exploration of the role of the literacy specialist in organizing and implementing literacy programs from the pre-elementary through the college level. Includes an examination of leadership that promotes effective literacy practices for a variety of stakeholders, including administrators, teachers, parents/guardians, and students.

RED 6747 Research and Trends in Reading

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Review of significant research in reading, introduction to techniques and critical analysis of reading research, review and comparison of trends in development of materials, approaches and reading programs.

RED 6865 Practicum in Literacy Coaching

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: RED 6247 AND RED 6701

Develop, refine, and demonstrate literacy leadership when working with individuals and groups. Candidates will collaborate with and coach peers and experienced colleagues to develop, reflect on, and study their own and others' teaching practices.

RED 6866 Practicum in Reading

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

Prerequisite: RED 6240 AND RED 6546

Work with individual and small groups of students at various grade levels to assess students' strengths and instructional needs, develop and implement literacy intervention plans, create supportive literacy learning environments, and assess the impact on student learning. Includes ongoing collaboration with classmates and colleagues.

RED 6905 Directed Study

School of Education, Department of Teaching, Leadership, & Res

1-12 sh (may be repeated indefinitely for credit)