

Graduate Reading Courses and Descriptions

EDRD 6332:

Reading in the Content Areas (combination for elementary and secondary). Investigation of current content area reading programs with emphasis on characteristics of effective content area teaching; establishing a strong structure of understanding expository text; acquisition of vocabulary, comprehension and study strategies as they relate to content area learning and teaching, including the role of technology as a learning and teaching tool. (3 3 0).

EDRD 6340:

Foundations of Reading. Theoretical models of the reading process, historical perspectives on reading instruction, and language learning. Provides an understanding of the construction of reading theory and its relationship to instructional practices. Survey of research and theory in behaviorism, constructivism, psycholinguistics and sociolinguistics as influences on current reading practices. Integration of instructional technology. (3 3 0).

EDRD 6341:

Diagnosis and Remediation. Prerequisite: EDRD 5540 and 3 additional hours of reading courses at graduate level. An advanced study of informal and formal assessment, including state mandated instruments, with emphasis on administration, interpretation and evaluation of results obtained. Procedures for diagnosis; methods and materials for corrective techniques. Includes clinical practice. (3 3 0).

EDRD 6344:

Multicultural Child and Adolescent Literature. Exploration of various genres of literature written for elementary and secondary students. Equity issues of gender, age, race, ethnicity, exceptionality and language diversity will be reviewed. Attention to award-winning literature, social change and curriculum revision, research and instructional strategies designed to enrich all content areas, and integration of instructional technology. Emphasis on literature-based reading programs, and empowerment of authors and illustrators of diverse language and cultural backgrounds. (3 3 0).

EDRD 6345:

Emergent Literacy in Family and Cultural Context. Early literacy development in the context of family, language community, and culture. Family literacy issues and values influencing oral language, reading, drawing-writing development. Environmental print awareness, home-school connection, and developmentally appropriate practice. Survey of qualitative research in psycholinguistics, sociolinguistics, and early childhood education; and integration of instructional technology. (3 3 0).

EDRD 6346:

Language and Literacy in the Classroom. Implementation of reading and writing processes in the elementary and secondary classroom. Emphasis on language-centered view of teaching and learning, and models of effective instructional approaches. Focus on current interdisciplinary influences, qualitative and naturalistic research, portfolio development, integration of instructional technology and authentic assessment. (3 3 0).

EDRD 6348:

Organization and Administration of Reading Programs. Prerequisite: EDRD 5540 and 3 additional hours of reading courses at graduate level. Survey of current research, trends and issues, federal and state initiative, legislation and resources related to the development, supervision and administration of reading programs for Pre-K through adult learners. Includes censorship issues, textbook and trade book adoption, assessment procedures, integration of instructional technology, staff development and effective change strategies (3 3 0).