

READING (RDG) (READ)

RDG 340. Reading: Overview and Strategies I. 3 Hours.

This course is an introduction to the teaching of reading. Current issues and theories will be addressed as well as methods for teaching word recognition, vocabulary and comprehension. The scope and sequence of reading skills and their relationship to the Texas Essential Knowledge and Skills will be studied.

RDG 341. Reading: Overview and Strategies II. 3 Hours.

This course expands and refines topics introduced in RDG 340. Specific emphasis will be given to techniques for teaching reading lessons, approaches to the teaching of reading and evaluation. Prerequisite: RDG 340.

RDG 342. Diagnostic Teaching of Reading. 3 Hours.

This course emphasizes techniques for individualizing instruction for children who experience minor difficulties in reading strategies for evaluating and providing for individual needs in the regular classroom will be stressed. Prerequisite: RDG 340.

RDG 343. Content Area Literacy Instruction for Secondary Students. 3 Hours.

This course equips content area teachers with research-based strategies and skill to incorporate reading into science, mathematics, and/or social studies. Students will utilize strategies for morphemic awareness, comprehension, vocabulary, and written expression to develop a unit of study based on the TEKS for a subject area of choice. Additionally, students will assess curriculum materials and learn about additional tools and accommodations that teachers use to bridge student reading deficits to allow learning in the content area how to help their students learn the material presented.

RDG 344. Reading Comprehension. 3 Hours.

This course will address the research, strategies, and materials related to teaching reading comprehension. Students will evaluate reading programs and study techniques used in meeting the comprehension needs of readers. Prerequisite: RDG 340.

RDG 346. Word Recognition. 3 Hours.

This course addresses strategies for helping children achieve reading fluency through effective and efficient word identification. Research, strategies, and materials related to word recognition will be examined. Prerequisite: RDG 340.

RDG 350. Early Literacy Development and the Science of Teaching Reading (EL). 3 Hours.

The purpose of this course is to provide EC-6 teacher candidates with the knowledge and skills necessary to provide early literacy instruction to students in Kindergarten through 2nd grade that is aligned to the Science of Teaching Reading. Students will develop competency in the components of early literacy including letter naming fluency, oral language development, spelling, and fluency. A variety of research-based strategies will be used to create lesson plans that reflect diverse and equitable practices and differentiate by student need. Prerequisite: Must be admitted to the Teacher Preparation Program.

RDG 352. Comprehension and Written Expression for Upper Elementary Students. 3 Hours.

This course will address strategies, and materials related to literacy development in the upper elementary grades. As guided by the TEKS in grades 3-6, students will engage in rehearsals to engage with high leverage teaching practices and design unit lesson plans that incorporate research-based strategies for enhancing comprehension, vocabulary, written expression, morphemic awareness, and spelling.

RDG 354. Assessment Driven Literacy Instruction. 3 Hours.

This course provides a framework for assessing students in all components of reading instruction aligned to the Science of Teaching Reading in order to gather data regarding strengths and weaknesses in literacy development in elementary students. Students will practice effective assessment techniques, data analysis and incorporate research-based strategies for addressing deficits or enhancing strengths into intervention lesson planning to scaffold student learning. Prerequisite: Must be admitted into Teacher Preparation Program AND have already taken RDG 350. RDG 354 Students will not be successful without the background knowledge of RDG 350.

RDG 489. Individual Study. 3 Hours.

This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

RDG 501. Fundamentals of Early Literacy Instruction. 3 Hours.

The purpose of this course is to provide EC-6 teacher candidates with the knowledge and skills necessary to provide early literacy instruction to students that is aligned to the Science of Teaching Reading. Students will develop competency in the components of early literacy including letter naming fluency, oral language development, phonological awareness, phonics, comprehension, vocabulary development, spelling, and fluency. A variety of research-based strategies will be used to create lesson plans that reflect diverse and equitable practices and differentiate by student need.

RDG 560. Literacy Leadership and School Improvement. 3 Hours.

Students will investigate how a Reading Specialist is involved as a literacy leader at the classroom, campus and district levels to impact change aligned with research-based literacy instruction. In doing so, students will examine state data, interview campus stakeholders about strengths/weaknesses in campus data, and address deficiencies by developing a campus improvement plan (may include a master schedule/Rtl revision) and professional development that aligns with the plan.

RDG 561. Diagnosis and Intervention for Language-Based Reading Disabilities. 3 Hours.

Students will learn about language-based disabilities including dyslexia and dysgraphia and investigate research-based approaches to assessment, instruction and resources. Additionally, students will address how HB3 has affected the way Texas approaches dyslexia screening and instruction.

RDG 562. Diagnostic and Prescriptive Reading for Elementary Students. 3 Hours.

This course provides a framework for assessing students in all components of reading instruction aligned to the Science of Teaching Reading in order to gather data regarding strengths and weaknesses in literacy development in elementary students. Students will practice effective assessment techniques, data analysis and incorporate research-based strategies for addressing deficits or enhancing strengths into intervention lesson planning to scaffold student learning. Prerequisite: Must be admitted into Alternative Certification Program or Reading Specialist Program.

RDG 563. Content Area Literacy Instruction. 3 Hours.

This course equips content area teachers with research-based strategies and skill to incorporate reading into science, mathematics and/or social studies. Students will utilize strategies for morphemic awareness, comprehension, vocabulary and written expression to develop a unit of study based on the TEKS for a subject area of choice. Additionally students will assess curriculum materials and learn about additional tools and accommodations that teachers use to bridge student reading deficits to allow learning in the content area how to help their students learn the material presented.

RDG 589. Individual Study. 3 Hours.

This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.

RDG 597. Special Topics in Reading. 3 Hours.

This course will address research, strategies, and materials related to literacy development in the upper elementary grades. As guided by the TEKS in these grade levels, students will practice lesson planning incorporating research-based strategies for enhancing comprehension, vocabulary, written expression, morphemic awareness, spelling, fluency and advanced phonics.

READ 089. Independent Study in Developmental Reading. 3 Hours.

This course provides individual instruction. Students may repeat the course when topics vary. Prerequisite: Requires a student contract approved by the instructor and dean.