

READING (READ)

READ 5105. Problems In Reading. 1 Hour.

READ 5305. Gaming and Literacy. 3 Hours.

Students examine the impact that gaming, virtual environments, and popular culture have on literacy instruction at all age levels. Students will demonstrate comprehensive knowledge of these digital literacies and how they affect learning. An examination of multiple popular culture platforms will be studied regarding how they can be used in development and design of literacy curricula.

READ 5306. Survey Of Reading. 3 Hours.

This course provides historical and philosophical perspectives in literacy instruction. The results of research in such areas as emergent literacy, cueing systems and comprehension, reading interests, current literacy methodologies, and diversity of learners in schools are examined for application in classroom practice.

READ 5307. Prac-Lit Assmt/Instr Stratgy I. 3 Hours.

This course provides an opportunity for an in-depth study of current approaches to assessment as a foundation for literacy instruction. In supervised experiences teachers will learn how to use a range of formal and informal assessment tools and methods to diagnose and assess reading and writing development, to guide instruction, and to involve the learner in self-assessment.

Prerequisite: READ 5306.

READ 5308. Prac-Lit Assmt/Instr Strat II. 3 Hours.

This course offers an in-depth study of the assessment of struggling readers and writers. In supervised settings teachers will use various formal and informal individual assessment procedures and instruments. These assessments will direct instructional strategies and methodology. Candidates develop individual case studies.

Prerequisite: READ 5307.

READ 5309. Literacy Instr In Grades Ec-4. 3 Hours.

Candidates explore research-based instructional practices in emergent literacy, cueing systems and comprehension, reading interests, current literacy methodologies, and diversity of learners in schools. This course is designed for graduate students admitted to an authorized initial alternative teaching certification program. This course does not count toward the reading master's degree program.

READ 5310. Literacy Instr In Grades 4-8. 3 Hours.

This course explores research-based instructional practice in middle school, word analysis skills, current literacy methodologies, and diversity of learners in schools. This course is designed for graduate students admitted to an authorized initial alternative teaching certification program. This course does not count toward the reading master's degree program.

READ 5311. Literacy & Learning Grade 8-12. 3 Hours.

This course is for prospective and practicing teachers and focuses on the literacy strategies that enable 8-12 students to comprehend, engage, and make use of the more challenging content and texts in all 8-12 subject areas. Candidates will be involved in class lectures, discussion, small group activities, written assignments, oral presentations, and tests.

READ 5312. Second Language Literacy. 3 Hours.

This course focuses on literacy development from the perspective of the second language learner. It examines on theories related to second language reading and research on the relationship between first and second language literacy. The social contexts of second language reading and instructional practices for second language literacy are analyzed.

READ 5313. Digital Literacy and Pedagogy. 3 Hours.

This course provides graduate students with the ability to evaluate and create effective digital literacy curricula. Topics include instruction design that meets the needs of all learners and development of an understanding and conceptualization of digital literacy's effect on literacy and literate practices.

READ 5314. Digital Literacies & Policy. 3 Hours.

This course will provide graduate students with the background and information for administering and evaluating digital literacy programs, policies, and laws to better understand learning in online environments. Students will examine legal issues and rights in designing technology infused literacy programs.

READ 5315. Language Arts: Theory & Instr. 3 Hours.

This course provides theories and practices for teaching oral and written English, integrating the processes of reading, writing, listening, and speaking in classrooms, and the integration of language arts across the curriculum.

READ 5316. Language Arts: Research Applic. 3 Hours.

This course is a companion course to READ 5315 and provides research applications, as well as theory and practices for oral and written English. Emphasis is placed on integrating the process of reading, writing, digital composition, listening, speaking, viewing and representing in classrooms, and the integration of language arts across the content area curriculum.

Prerequisite: Acceptance to Sam Houston Writing Project.

READ 5317. Politics of Literacy. 3 Hours.

Students examine literacy as a political issue from historical, social and theoretical perspectives. The role of advocacy in literacy instruction and policy is emphasized.

READ 5319. Digital Literacies. 3 Hours.

Students learn theories, concepts, and pedagogical implications of digital literacies. The focus is on the way(s) people make meaning in a digital world. Students conceptualize and implement lessons in digital reading, writing, and multimedia production, employing a critical lens to the development of new curricula through digital media.

READ 5325. Imprvmt In Sec Sch/Adult Pop. 3 Hours.

This course is designed to prepare secondary classroom teachers and reading specialists for teaching reading to secondary school and adult populations. Content includes characteristics of secondary students and adult learners, language patterns and structures common to various subject-area texts and techniques to teach reading and study strategies in secondary and adult classrooms.

READ 5330. Lit & Instr Mat In Rdg Progs. 3 Hours.

This course prepares specialized reading professionals to teach classic and contemporary children's and young adult's literature and easy reading fiction and nonfiction at all levels. Theories and practices that stimulate student interest in reading, promote reading growth, foster appreciation for the written word and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth are emphasized.

READ 5335. Cognition & Emergent Literacy. 3 Hours.

This course provides an opportunity to examine language, cognition, and pre-reading skills of young children. It enables the student to understand, develop, and evaluate language and reading programs for young children.

READ 5340. Literacy Practicum II- Sec Pop. 3 Hours.

Students study current approaches to assessment as a foundation for literacy instruction and intervention design for struggling readers and writers in grades 7-12 who might experience dyslexia and/or related disorders. Students learn how to use a range of formal and informal assessment tools and methods to diagnose and assess reading and writing development. This course has 50+ field experience hours with secondary students.

Prerequisite: READ 5307.

READ 6088. Special Topics in Reading. 1-3 Hours.

This course will provide the opportunity for relevant and timely workshops and independent research and study.

READ 6089. Independent Studies in Reading. 1-3 Hours.

This is a course designed for independent study of selected topics under the supervision of a faculty member. Variable Credit (1-3).

Prerequisite: Consent of Department Chair.

READ 6310. Admin/Suprvsn Of Literacy Prog. 3 Hours.

This course examines the organization, development, implementation and improvement of reading and writing programs in public schools grade K through 12 at classroom, building and district levels.

Prerequisite: READ 5306 or consent of instructor.

READ 6320. Research and Literacy Leadership. 3 Hours.

This course provides a field internship for Reading Specialist candidates that focuses on reading and writing curriculum and instructional development, professional development of literacy teachers, and leadership in literacy assessment at the school and district levels. The internship provides students opportunities to apply the theories and principles of learning throughout the reading masters program. Candidates must be enrolled in their final semester of coursework for the reading masters degree; the candidate's portfolio will be developed as part of this capstone course.

READ 7100. Seminar In Literacy Leadership. 1 Hour.

Individual seminar topics will be presented monthly and will change for each semester in which candidates are enrolled. Topics will cover a wide variety of issues of interest to literacy educators. May be repeated for credit for a total of three credits.

Prerequisite: Admission into the Ed.D. program in Literacy Leadership.

READ 7301. Adv Surv of Curr Rsrch in Litr. 3 Hours.

Seminar topics are presented which address a wide variety of current issues and questions of interest to literacy educators and researchers.

Topics are designed to assist doctoral students gain currency in specific areas and to explore a possible research agenda. These topics range from international literacy, literacy in an electronic age, to planning literacy pedagogy for teacher preparation programs.

READ 7387. Directed Topics In Reading. 3 Hours.

This course will provide the doctoral student an opportunity to engage in detailed and in-depth study of a program or problem in reading education.

The student will work under the supervision of a doctoral faculty member and will be expected to produce a written product or presentation.

READ 7732. Litrcy Pedagogy For Adlt Lrng. 3 Hours.

Issues, research and publications on the methodologies dedicated to the teaching of adults about literacy at the university level, whether in developmental reading or writing classes or enrolled in teacher education classes will be explored.

Prerequisite: READ 7300.