

# READING (READ)

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## **READ 500 SPECIAL TOPICS IN READING1-3 Credits**

Recent trends and issues in the field of reading.

## **READ 530 READING AND WRITING IN THE MIDDLE/SECONDARY SCHOOLS3 Credits**

The nature of reading and writing, the pertinent research in the field, reading as applicable to the middle and secondary reading curriculum, management of the middle and secondary reading programs, application of reading skills to the various subject areas, the selection of effective materials of teaching methods and techniques, and the use of various types of tests.

**Prerequisites:** Student teaching or teaching experience

**Dual-listed:** READ 430

## **READ 531 IMPROVEMENT OF INSTRUCTION IN READING3 Credits**

The nature of reading, pertinent research in the field, curriculum in reading from the preparatory period through the intermediate grades and the management of the reading program. Emphasis on specific reading skills taught in the elementary grades, selecting effective materials, teaching methods and techniques, and the use of various types of tests.

**Dual-listed:** READ 431

## **READ 532 READING IN THE CONTENT FIELDS3 Credits**

Assists teachers in the content areas to teach subject matter in such a way as to utilize and further develop fundamental reading. Special consideration will be given to effective reading skills, vocabulary development in specific subject areas, and study skills.

## **READ 533 PHILOSOPHIES, APPROACHES, AND TECHNIQUES FOR TEACHING READING3 Credits**

Philosophical beliefs underlying the democratic school system, objectives, and the means of obtaining them are reviewed as they relate to schools and reading. The history of education programs that have impacted the development, delivery, and evaluation of reading programs is examined and applied to determine program effectiveness and suitability for meeting the needs of those requiring instruction in reading.

## **READ 535 READING AND THE AT-RISK STUDENT3 Credits**

Effective models of reading programs serving at-risk students, explores innovative and imaginative approaches for teaching reading to at-risk students and builds teachers' confidence in their ability to provide appropriate programs for at-risk students.

## **READ 600 INDEPENDENT STUDY1-3 Credits**

Study or research in an area of special interest. The number of credit hours is determined by the topic and the amount of work required.

**Add Consent:** Instructor Consent

**Requirements:** Permission of instructor and academic dean required.

## **READ 634 LINGUISTIC FOUNDATIONS OF READING INSTRUCTION3 Credits**

History of language, phonetic structure of the English language, vocabulary development, syntax, basic speech production, and intonation patterns. Emphasis is placed on developing teacher competence in understanding linguistic foundations of reading instruction.

## **READ 635 DIAGNOSIS AND CORRECTION3 Credits**

Causes of reading disabilities, and the use of interview procedures and methods, diagnostic instruments and materials of remediation.

## **READ 636 PRACTICUM IN READING3 Credits**

Supervised practicum with children and youth in developmental and remedial reading instruction. Includes the diagnosing and treatment of reading disabilities under supervision.

**Prerequisites:** READ 635

## **READ 638 SEMINAR IN READING: ISSUES, TRENDS AND PROGRAMS3 Credits**

Trends, issues and programs are analyzed through historical and current research in reading. Topics will vary according to the interests and needs of the students.