

EDR-Reading Education

EDR 521. Reading in Content Areas. 1 Hour.

Application of principles of the reading process to content-area materials and instruction. Designed for preservice teachers. Requires concurrent enrollment in a teaching methods field experience. Supervision fee required.

EDR 540. Developmental Reading I. 3 Hours.

Materials and methods for teaching reading, with emphasis on planning a balanced reading program and understanding the reading process. Includes field experiences.

EDR 541. Literature for Adolescents. 3 Hours.

Study of literary works written for and about adolescents, with emphasis on narratives that reflect the diversity of human experiences. Focus on multicultural literature representing varied racial, cultural, and ability perspectives. Students analyze cultural and personal contexts within adolescent literature and critically reflect on their own identities and worldviews in relation to the texts.

EDR 543. Developmental Reading II. 1-3 Hour.

Examination of the reading process as it relates to content-area materials and instruction. Includes field experience.

Prerequisites: EEC 612 [Min Grade: C]

EDR 551. Reading in Content Areas. 3 Hours.

The aim of this course is to provide secondary preservice teachers with the knowledge, tools, and strategies to design and implement literacy instruction within and across content areas. This will cultivate students' existing literacies while strengthening their discipline-specific literacy. Through a combination of actively engaging in readings, discussions to construct and solidify learning, and creating multi-modal products of their learning, pre-service teachers will explore various literacy methods and strategies, synthesize new learning with prior knowledge, and develop the ability to assess their own progress. Additionally, students will collaborate with peers in content-specific discussions, culminating in the creation of a three-lesson plan learning segment that incorporates content-area and discipline-specific literacy instruction and engagement strategies.

EDR 600. Disciplinary Literacy P-12. 3 Hours.

Provides candidates with foundational knowledge to design and implement an integrated, comprehensive, and balanced curriculum. Emphasis is placed on understanding how reading and writing connect to disciplinary learning and align with local, state, national, and professional standards. Candidates learn to implement curriculum that builds on students' prior knowledge, experiences, and interests, and to apply instructional strategies that position students as active agents in their own learning. The course also prepares candidates to evaluate curriculum to ensure instructional goals and objectives meet the reading and writing demands of specific disciplines.

EDR 640. Reading Improvement Workshop. 3-6 Hours.

For inservice teachers of reading. Content varies based on the identified needs and interests of participants.

EDR 650. Teaching Reading P-12. 3 Hours.

Study of the reading process and the nature of reading programs across grade levels. Emphasis on readiness, motivation, methods, skills, assessment, evaluation, materials, and resources.

EDR 652. Pre and Early Reading Instruction. 3 Hours.

Examines theoretical foundations, procedures, techniques, and materials for pre-reading and early reading instruction.

EDR 653. Literature for Grades P-12. 3 Hours.

Emphasis on the needs and interests of children and adolescents, selection of books, and examination of societal issues reflected in literature for young readers.

EDR 654. Dyslexia Research, Education & Advocacy. 3 Hours.

Provides candidates with an understanding of balanced, research-based approaches to literacy instruction and best practices for supporting literacy development among diverse learners. Emphasis is placed on specialized instructional methods and curricular adaptations to meet the needs of students with dyslexia and other exceptional learning differences.

EDR 655. Reading Assessment and Evaluation. 3 Hours.

Examines a range of assessment and evaluation techniques, including observation, standardized oral and silent reading tests, and informal reading inventories such as miscue analysis.

EDR 659. Research and Problems in Reading. 3 Hours.

Designed for teachers in elementary and early childhood education. Focuses on current research, trends, and issues in the field of reading.

EDR 690. Internship in Reading. 1-3 Hour.

Supervised field experience focused on working with children who have reading difficulties.

EDR 701. Advanced Diagnosis and Remediation of Reading. 3 Hours.

Examination of severe reading difficulties, including diagnostic procedures, remediation strategies, and development of individualized intervention plans in a laboratory setting.

EDR 702. Reading: Theoretical Foundations. 3 Hours.

Examines the relationships among learning, development, and linguistics as they relate to the reading process, with emphasis on current theories and their implications for program planning and classroom practice.

Prerequisites: EDR 650 [Min Grade: C]

EDR 703. Advanced Research in Reading. 3 Hours.

Focuses on the design, analysis, and interpretation of research in reading and literacy education. Emphasis is placed on evaluating existing studies, applying research methods to literacy-related problems, and conducting independent inquiry to inform instructional practice and program development.

Prerequisites: EDR 650 [Min Grade: C]

EDR 704. Field Experience in Reading. 3-6 Hours.

Supervised field experience conducted under the guidance of a qualified reading specialist or supervisor in a school setting.

EDR 705. Reading Instruction Seminar. 3 Hours.

Examination of current trends, research, and issues in the field of reading. Specific topics are determined by the needs and interests of each class.

EDR 706. Research. 1-3 Hour.

Independent or supervised research in reading and literacy education. Emphasis is placed on the design, implementation, and analysis of research projects addressing problems and practices in the field.