Reading (RDG) Courses

RDG 3513. Children’s Literature–EC–6. (3-0) 3 Credit Hours.
Designed to familiarize students with children’s books from diverse cultures that are appropriate for EC–grade 6. Topics will include: the contributions of children’s books, criteria for selecting materials, the evaluation of individual books, a survey of the genres of children’s literature, literary response, and the discussion of current issues in the field of children’s literature. Restricted course; advisor code required for registration.

RDG 3523. Reading for Teachers–Grades 4–8. (3-0) 3 Credit Hours.
An overview of the development of reading across the grades with an emphasis on grades 4 through 8. This course focuses on the reading process, techniques for developing oral and written language facility, word identification and comprehension of readers from various sociocultural backgrounds and with differing abilities, and classroom assessment of reading. This course must be completed with a grade of "B-" or better for it to serve as a prerequisite for C&I 4626 Student Teaching: Grades 4–8. Field experience required.

RDG 3533. Reading and Writing Across the Disciplines–Grades 4–8. (3-0) 3 Credit Hours.
Prerequisite: RDG 3523. Concurrent enrollment in C&I 4543, C&I 4553, and EDP 4203 in semester prior to student teaching for Grades 4–8. LA/RDG/SS certification. Must be admitted to the Teacher Certification Program. Study of the teaching and learning of content area reading in grades 4 through 8 including the textual, contextual, and cultural factors that influence reading. The course considers the range of reading abilities of intermediate and middle grade students, texts used in these grade levels, and strategies for teaching and evaluating vocabulary, comprehension, and thinking skills in the content areas. This course must be completed with a grade of "B-" or better for it to serve as a prerequisite for C&I 4626 Student Teaching: Grades 4–8. Field experience required. (Formerly titled "Introduction to Content Area Reading–Grades 4–8.").

RDG 3633. Literature and Other Texts Across the Content Areas–Grades 4–8. (3-0) 3 Credit Hours.
This course is designed to familiarize students with literature and other texts appropriate for students in grades 4 through 8. These texts include trade books, informational books, electronic texts, and other real-world texts that are appropriate for teaching and learning. Topics will include: examination of critical issues in children’s books and young adult literature, evaluation and selection of texts, and literary response. This course must be completed with a grade of "B-" or better for it to serve as a prerequisite for C&I 4626 Student Teaching: Grades 4–8. Field experience required.

RDG 3673. Reading for Secondary Teachers–Grades 8–12. (3-0) 3 Credit Hours.
An overview of the developmental nature of reading across the grades with an emphasis on grades 8 through 12. This course focuses on the reading process, including word identification, fluency, vocabulary, higher-order levels of comprehension, and metacognition. This course considers social and cultural factors that influence the adolescent reading process, including the role of social interaction in reading, language variations, and background knowledge that are a part of the reading process. Other topics include differences in student ability and motivation as well as new approaches to assessment. This course also explores literacy programs that fit the needs of diverse adolescents, especially programs that address the challenges of struggling secondary readers. This course must be completed with a grade of "C-" or better for it to serve as a prerequisite for C&I 4626 Student Teaching: Grades 4–8. Field experience required.

RDG 3773. Reading and Writing Across the Disciplines–Secondary. (3-0) 3 Credit Hours.
Prerequisites: Completion of all requirements for admission to the Teacher Certification Program, including but not limited to satisfying the TSI requirement, and completing EDP 3203 and EDU 2103. Study of the reading process and of materials and techniques for supporting reading and writing in the secondary school. Considers the range of reading ability of secondary students, texts used, and strategies for teaching vocabulary, and comprehension in different content areas. Directed field experiences in secondary school classrooms are required. Opportunities for cross-disciplinary applications. Restricted course; advisor code required for registration. This course must be completed with a grade of "B-" or better for it to serve as a prerequisite for C&I 4626 Student Teaching: Grades 4–8. Field experience required. (Formerly titled "Introduction to Content Area Reading–Secondary.").

RDG 3803. Writing Development and Processes. (3-0) 3 Credit Hours.
Examines the nature of written language and facets of the writing process. The course focuses on the developmental nature of writing, stages in the writing process, writing in different genres, writing in the content areas, writing to learn, writing in relation to other communication processes, the evaluation of writing, and the place of technology in writing. For EC–6 generalists, this course must be completed with a grade of "B-" or better for it to serve as a prerequisite for C&I 4616 Student Teaching: Early Childhood–Grade 6 and C&I 4626 Student Teaching: Grades 4–8. Restricted course; advisor code required for registration.

RDG 3823. Reading Comprehension–EC–6. (2-2) 3 Credit Hours.
Prerequisites: Admission to the Teacher Certification Program, ECE 3143, ECE 3313, and ECE 3603. Concurrent enrollment in C&I 4353, C&I 4403, and ECE 4203 is required. May not be taken concurrently with C&I 4303, ECE 4143, and RDG 4833. Study of the reading comprehension process, including how textual, reader, psychological, contextual, and cultural factors affect understanding of text. Emphasis is placed on cognitive reading strategies for comprehending narrative and expository text. Emphasis is also placed on strategies for teaching and evaluating vocabulary, comprehension, and thinking skill in the content areas. This course must be completed with a grade of "B-" or better for it to serve as a prerequisite for C&I 4616 Student Teaching: Early Childhood–Grade 6. Restricted course; advisor code required for registration. Field experience required. (Credit cannot be earned for both RDG 3823 and BBL 3823.).
RDG 4833. Organizing Reading Programs for Differentiated Instruction–EC–6. (2-2) 3 Credit Hours.
Prerequisites: Admission to the Teacher Certification Program, ECE 3143, ECE 3313, and ECE 3603. Concurrent enrollment in C&I 4353, C&I 4403, and ECE 4203 is required. May not be taken concurrently with C&I 4303, ECE 4143, and RDG 4833. Study of the reading comprehension process, including how textual, reader, psychological, contextual, and cultural factors affect understanding of text. Emphasis is placed on cognitive reading strategies for comprehending narrative and expository text. Emphasis is also placed on strategies for teaching and evaluating vocabulary, comprehension, and thinking skill in the content areas. This course must be completed with a grade of “B-” or better for students to enroll in Block C courses. For EC–6 generalists, this course must be completed with a grade of “B-” or better for it to serve as a prerequisite for C&I 4616 Student Teaching: Early Childhood–Grade 6. Restricted course; advisor code required for registration. Field experience required.

RDG 4913. Independent Study. (0-0) 3 Credit Hours.
Prerequisites: Permission in writing (form available) from the instructor, the student’s advisor, the Department Chair, and Dean of the College in which the course is offered. Independent reading, research, discussion, and/or writing under the direction of a faculty member. May be repeated for credit, but not more than 6 semester credit hours of independent study, regardless of discipline, will apply to a bachelor’s degree.