Reading Education Courses

Courses

RED 5300. Foundation of Literacy Ed.
This course serves as an introduction to the study of literacy for K-12 educators, adult educators, reading teachers, and other literacy professionals. Students will learn the historical, social, cognitive, and critical knowledge needed to teach literacy in schools and classrooms. The course aligns with Standard I of both the Texas Reading Specialist certification standards and Texas Master Reading Teacher standards, and Standard IV of the Texas Reading Specialist certification.

3 Credit Hours
3 Total Contact Hours
0 Lab Hours
3 Lecture Hours
0 Other Hours

RED 5340. Curr Topics-Reading Education.
Current Topics in Reading Education (3-0) Opportunity to develop competencies necessary to deal effectively with reading instruction; includes curriculum, concepts, teaching strategies, and skills necessary to integrate content and teaching strategies. May be repeated for credit when topic varies.

3 Credit Hours
3 Total Contact Hours
0 Lab Hours
3 Lecture Hours
0 Other Hours

RED 5341. Assessment/Teaching of Reading.
Assessment in the Teaching of Reading (3-0) Standardized and informal materials and techniques for diagnosing the reading strengths and weaknesses of individuals and groups, techniques and materials for building specific reading abilities, and methods of individualizing instruction and grouping according to student needs and interests.

3 Credit Hours
3 Total Contact Hours
0 Lab Hours
3 Lecture Hours
0 Other Hours

Prerequisite(s): (RED 5300 w/C or better ) AND (TED 5304 w/B or better)

RED 5342. Content Literacy.
Content Literacy (3-0) Methods and materials for developing maturity in reading and study skills, especially in the content areas from K-12. Special emphasis is given to the development of interest, the matching of students to proper materials, and instructional techniques for integrating the teaching of skills with the teaching of content. . .

3 Credit Hours
3 Total Contact Hours
0 Lab Hours
3 Lecture Hours
0 Other Hours

RED 5348. Issues in Adult Literacy.
Issues in Adult Literacy (3-0) Exploration of issues in the field of adult literacy and biliteracy as relevant to diverse educational contexts. RED 5348 is the same course as BED 5348.

3 Credit Hours
3 Total Contact Hours
0 Lab Hours
3 Lecture Hours
0 Other Hours

Prerequisite(s): (RED 3340 w/C or better AND RED 4341 w/C or better ) OR (RED 5341 w/C or better ) AND (TED 5304 w/B or better)
RED 5349. Literacy Education Practicum.  
Literacy Education Internship (1.5-3-0) An internship served with university faculty or a team of university and clinical faculty in an elementary, middle, secondary, community college, or university setting. Course content and requirements will be contracted on an individual basis.  
3 Credit Hours  
4 Total Contact Hours  
3 Lab Hours  
1.5 Lecture Hours  
0 Other Hours  
Prerequisite(s): (TED 5304 w/B or better)

RED 5350. Mentoring/Literacy Educators.  
Mentoring for Literacy Educators (3-0) Development of competencies necessary to mentor, coach, and consult with the school community to develop, implement, and mentor high-quality literacy/biliteracy program; provide professional development for colleagues; and make decisions based on research evidence.  
3 Credit Hours  
3 Total Contact Hours  
0 Lab Hours  
3 Lecture Hours  
0 Other Hours  
Prerequisite(s): (RED 5300 w/C or better)

RED 5351. Literacy/Biliteracy Development.  
Literacy/Biliteracy Development (3-0) Identification of principles, problems, and issues of primary and second language acquisition, specifically the relationship between the development of these languages, to facilitate and promote literacy/biliteracy.  
3 Credit Hours  
3 Total Contact Hours  
0 Lab Hours  
3 Lecture Hours  
0 Other Hours  
Prerequisite(s): (RED 5300 w/C or better)

RED 5353. Language Study for Literacy Educators.  
Language Study for Literacy Educators (3-0) Students will be introduced to Teaching and Learning theories and practice as they relate to broad areas of language study for literacy educators. Focus on construction of meaning, student-centered responses to reading, print and oral language development, based on the convergences of literacy research.  
3 Credit Hours  
3 Total Contact Hours  
0 Lab Hours  
3 Lecture Hours  
0 Other Hours

RED 5354. Response to Children's Literature.  
This course will provide an examination of the development, selection, and uses of children's literature in the classroom, with particular emphasis on multilingual and multicultural literature. The course will emphasize the theory, research, and practice of integrating children's literature into high-quality literacy lessons at the elementary and middle school levels.  
3 Credit Hours  
3 Total Contact Hours  
0 Lab Hours  
3 Lecture Hours  
0 Other Hours  
Prerequisite(s): (RED 5300 w/C or better)
This course explores how new modes of communication in the digital age have transformed the ways in which children, youth, and adults engage in literate practice both inside and outside of school. Key topics include: the emergence of "new" literacies; multimodality and meaning-making; media literacy; digital storytelling; and the integration of digital literacies into K-12 and adult literacy curricula. Special emphasis is placed on literacies of the U.S.-Mexico border and the literacy education of emergent bilinguals/ English language learners.
3 Credit Hours
3 Total Contact Hours
0 Lab Hours
3 Lecture Hours
0 Other Hours
Prerequisite(s): (RED 5300 w/C or better)

RED 5356. Teach Writing w/Div K-12 Lrnrs.
This course highlights research-based teaching tools and strategies to help students develop as effective writers across grade levels and content areas. The course is based on five key principles: the importance of reading and writing as tools for learning across content areas; the view writing as a process closely tied to thinking; the role of grammar and sentence structure in communicating meaning; the need for writing instruction to be responsive to students’ linguistic and cultural backgrounds; the importance of tailoring writing instruction to meet the needs of struggling writers.
3 Credit Hours
3 Total Contact Hours
0 Lab Hours
3 Lecture Hours
0 Other Hours
Prerequisite(s): (RED 5300 w/C or better)

RED 6300. Issues in Lit Acq and Devol.
Frameworks for literacy instruction. Research, theory, historical perspectives, and implications for practice. Syntheses of research on literacy learning as well as practical experiences in translating research into practice.
3 Credit Hours
3 Total Contact Hours
0 Lab Hours
3 Lecture Hours
0 Other Hours
Major Restrictions:
Restricted to majors of TLC

This course involves an intensive investigation of the social nature of language and interaction, looking closely at questions of learning and the ways in which cognition is socially distributed. Students will seek to understand how social identities are constructed and performed in discourse communities; they will explore the linguistic foundations for a theory of practice; and they will examine discursive resources and language socialization. This course will involve the analysis of linguistic and sociocultural qualitative data in education, using published studies as well as original data.
3 Credit Hours
3 Total Contact Hours
0 Lab Hours
3 Lecture Hours
0 Other Hours
Major Restrictions:
Restricted to majors of TLC

RED 6343. Psychology of Reading.
Psychological and linguistic foundations of the reading processes of beginning and skill readers; special emphasis on problems of culturally different children, comprehension skills, and analysis of relevant research.
3 Credit Hours
3 Total Contact Hours
0 Lab Hours
3 Lecture Hours
0 Other Hours
Major Restrictions:
Restricted to majors of TLC
RED 6344. Seminar in Literacy.
Research in the field of literacy studies over the past three decades has increasingly examined the ways in which literacy shapes and is shaped by social context, adding to and complicating our understanding of reading and writing across diverse settings. This course explores the interrelationships among reading, literacy, and culture from critical, social, and historical perspectives. It will draw on theoretical contributions from anthropology, psychology, and sociolinguistics to interrogate literacy/biliteracy research in a variety of educational settings.

3 Credit Hours
3 Total Contact Hours
0 Lab Hours
3 Lecture Hours
0 Other Hours

Major Restrictions:
Restricted to majors of TLC