EDUCATIONAL READING (EDR)

College of Education and Social Work

Courses

EDR 503. Language Arts Pre K-4. 3 Credits.
An exploration of theory and practice for developing a supportive language arts environment, with a focus on facilitating the development of language competencies-writing, listening, speaking, viewing and visually representing-in children.
Pre / Co requisites: EDR 503 requires a prerequisite of EGP 501.

EDR 505. Orthographic Knowledge Language And Lit Dev. 3 Credits.
The purpose of this course is to acquaint students with the development of orthographic knowledge from its earliest awareness to its full fruition and its relation to language and literacy acquisition and instruction. Assessment strategies along each stage of its development will be explored as well as concomitant pedagogy. Attention will be paid to the causes of difficulties in acquiring orthographic knowledge and to appropriate instruction.
Pre / Co requisites: EDR 505 requires prerequisite of EDR 503, EDR 507, EDR 509 and EDR 516.

EDR 507. Comprehension & Vocabulary: Dev & Instruc. 3 Credits.
This course introduces students to the theoretical bases of comprehension and vocabulary development. Best practices in teaching, supporting and assessing comprehension and vocabulary will be an integral part of the course. Distance education offering may be available.
Pre / Co requisites: EDR 507 requires prerequisite of EDP 501.

EDR 509. Writing Development and Instruction. 3 Credits.
Strategies for teaching the language arts. Methods, materials, and resources for organizing creative programs in school settings.

EDR 510. Foundations Of Reading Instruction: K-12. 3 Credits.
Psychology and pedagogy of reading instruction. The nature of the reading process; the nature of the learner; skill development; instructional strategies.

EDR 512. Literacy Practicum and Seminar I. 3 Credits.
A practicum course in assessment and instruction of the young reader/writer. Major attention given to understanding a child's language and literacy development, and planning and carrying out appropriate instruction for that child. Students will use a variety of formal and informal assessments to design an individual instructional program. Field clearances are required.
Pre / Co requisites: EDR 512 requires prerequisites of EDR 505, EDR 507, EDR 509 and EDR 516.

EDR 513. Reading in Pre K-4 Classroom. 3 Credits.
This course prepares students for teaching using a balanced approach of various theoretical teaching models based on current research and knowledge. Through readings, lectures, and class activities, students will develop a solid understanding of the reading process, and how to construct and manage a classroom environment that promotes optimal literacy learning. Students will learn to meet the diverse needs of learners at all stages of literacy development, assess students to monitor reading progress, and plan appropriate reading instruction.
Pre / Co requisites: EDR 513 requires a prerequisite of EGP 501.

EDR 514. Reading In The Content Areas. 3 Credits.
Reading skills, reading problems, teaching techniques, and reading activities in content subjects at the elementary and secondary levels.

EDR 515. Teaching Reading with Child's and Adolescent's Lit. 3 Credits.
Based on the philosophy that literature should be an integral element of reading programs. The emphasis is on fostering wide reading and response to literature in K-12 reading programs. Students will learn instructional strategies and develop materials and a selected bibliography.
Pre / Co requisites: EDR 515 requires prerequisites of EDR 505 and EDR 507 and EDR 509.

EDR 516. Problems in Literacy Development. 3 Credits.
The purpose of this course is to acquaint the student with the theoretical bases and the nature of differences in literacy development. The developmental nature of literacy growth and the importance of instruction within students’ zone of proximal development will be explored. Students will investigate how literacy differences are influenced by social, emotional, psychological, physical, and educational factors. Best practices in teaching, supporting, and assessing students with literacy differences will be an integral part of the course.
Pre / Co requisites: EDR 516 requires prerequisites of EDR 505, EDR 507 and EDR 509.

EDR 518. Language Arts for Grades 4-8. 3 Credits.
A study of theory, trends, curriculum, and pedagogy for integrating language arts across the curriculum in grades 4 through 8, with emphasis on connections among listening, speaking, writing, and reading.
Pre / Co requisites: EDR 518 requires prerequisite of EDP 501.

EDR 519. Issues of Diversity in Teaching Reading. 3 Credits.
This course examines the historical, cultural, and educational contexts of literacy, language, and learning as they relate to reading instruction.
Pre / Co requisites: EDR 519 requires prerequisites of EDR 505, EDR 507, EDR 509 and EDR 515.

EDR 523. Literacy Field Experience PreK-4. 3 Credits.
A field-based course designed to enable its participants to review, practice, and investigate various approaches to planning, teaching, and evaluating literacy practices within the context of a grade PreK-4 reading practicum. Field clearances are required.
Pre / Co requisites: EDR 523 requires prerequisite EDR 503, EDR 513.

EDR 526. Emerging Literacy and Beginning Reading. 3 Credits.
Concerned with young children's literacy development from preschool through the primary grades. Emphasis on instructional recommendations and implementations for a range of abilities. Included are supervised one-on-one and/or small-group teaching experiences. Typically offered in Fall & Spring.

EDR 528. Reading in Grades 4-8. 3 Credits.
An exploration of current research and practice to prepare candidates to utilize a balanced approach to teach reading to children and young adolescents in grades 4 through 8.
Pre / Co requisites: EDR 528 requires a prerequisite of EDP 501.

EDR 532. Literacy and Practicum Seminar II. 3 Credits.
A practicum course in assessment and instruction of independent readers/writers. Using formal and informal measures, students will complete a case study of an independent reader/writer, analyze strengths and areas of need, and design an individualized plan for literacy growth. Using this plan, students will tutor children and evaluate the results. Field clearances are required.
Pre / Co requisites: EDR 532 requires prerequisites of EDR 505, EDR 507, EDR 509, EDR 514, and EDR 516.

EDR 535. Language, Learning And Literacy. 3 Credits.
Contact department for more information about this course.

EDR 538. Literacy Field Experience Grades 4-8. 3 Credits.
EDR 538 is a field-based course designed to enable its participants to review, practice, and investigate various approaches to planning, teaching, and evaluating literacy practices within the context of a grade 4-8 reading practicum. Field clearances are required.
Pre / Co requisites: EDR 538 requires prerequisite EDR 518, EDR 528.

EDR 541. Organization and Supervision of Literacy Programs. 3 Credits.
Development, organization, and supervision of literacy programs K-12. Emphasis is on the use of the total school community in meeting individual needs. Field clearances are required.
Pre / Co requisites: EDR 541 requires prerequisites of EDR 505, EDR 507, EDR 509, EDR 512, and EDR 516.

EDR 546. Reading Bytes: E-Reading in K-12 Classroom. 3 Credits.
This online course addresses the unique and changing demands put upon readers as they are expected to read and comprehend digital texts. Participants gain understanding of theories of digital reading, instructional strategies for improving students' comprehension of digital texts, and assessments of digital literacy.
Distance education offering may be available.

EDR 550. Literacy Development for Students w/ Disabilities in Inclusive Classrooms. 3 Credits.
This course is designed to help students understand literacy acquisition and development for students with disabilities. This course will focus on the challenges that reading and writing pose for students with disabilities and resulting appropriate assessment and instructional techniques. Response to Intervention Tier 1 and Tier 2 instruction will be addressed. Content area literacy for students with disabilities will be included. Distance education offering may be available.

EDR 590. Independent Study. 1-6 Credits.
Individual investigation and exploration of related reading research. Topic must be approved by the supervising instructor prior to registration.
EDR 591. Workshop In Literacy Education. 1-6 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.
Repeatable for Credit.

EDR 592. Workshop In Literacy Education. 1-6 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.
Repeatable for Credit.

EDR 593. Workshop In Literacy Education. 1-6 Credits.
Contact department for more information about this course.
Typically offered in Fall & Spring.
Repeatable for Credit.

EDR 595. Workshop In Literacy Education. 1-6 Credits.
Contact department for more information about this course.
Repeatable for Credit.

EDR 598. Workshop In Literacy Education. 1-6 Credits.
Contact department for more information about this course.
Repeatable for Credit.

EDR 602. Literacy Coaching & Professional Development. 3 Credits.
Students will examine the roles of Literacy Coaches, approaches to coaching, and their underlying conceptual frameworks. Topics will include: conducting coaching cycles, collaborating with and providing support to teachers, analyzing and designing literacy programs, designing and implementing needs-based professional development. Field clearances are required.

EDR 604. Literacy Program Evaluation & Data Analysis. 3 Credits.
This course is designed to help candidates understand how to collect, analyze, interpret, and communicate results for reading assessments administered at the school, state, national, and international levels.
Pre / Co requisites: EDR 604 requires a prerequisite of EDR 602.
Distance education offering may be available.

EDR 606. Practicum & Seminar in Literacy Coaching. 3 Credits.
This course provides candidates the opportunity to learn and apply skills of observing and providing feedback to teachers during reading and writing instruction in K-12 classrooms. Candidates will learn how to conduct and model lessons, collect data on teachers' professional development and students' instructional needs, and apply the coaching cycle to promote continuous improvement of literacy instruction. Field clearances are required.
Pre / Co requisites: EDR 606 requires prerequisite of EDE 605, EDR 602, EDR 604.