EDUCATIONAL READING (EDR)

College of Education and Social Work

Courses

EDR Q20. Reader's Workshop: Connecting Readers and Text. 3 Credits.
The intermediate level workshop will emphasize the development and improvement of
college-level reading competencies. The course is designed to help the students improve their
reading comprehension as well as effective study techniques and strategies. Additionally,
vocabulary development, flexible reading rate, and critical reading will be taught in this
course.
Typically offered in Summer.

EDR 100. College Reading and Study Skills. 3 Credits.
An individualized course to develop reading and study skills such as comprehension,
vocabulary, speed, remembering, concentration, taking notes, mastering a text assignment,
and preparing for and taking examinations.
Typically offered in Fall & Spring.

EDR 110. Developing Learning Skills. 1 Credit.
A course that reviews and develops specialized learning skills such as concentrating when
reading, studying a textbook assignment, taking notes, and preparing for and taking
examinations. Students who wish to review their study habits or who have special needs in the
area of study skills should enroll in this course.
Typically offered in Fall & Spring.

EDR 302. Teaching the Language Arts. 3 Credits.
Study of teaching language skills in the elementary schools: listening, speaking, and writing.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

EDR 304. Teaching Language Arts Pre-K-4. 3 Credits.
This course examines theories, issues, methods, materials and assessments for a
developmental PK-4 language arts program. Integrating reading, writing, speaking, listening,
viewing and visually representing as tools for communication, discovery, and learning across
the curriculum will be emphasized. As a writing emphasis course, students will develop their
writing abilities over the course of the semester.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

EDR 306. Teaching Language Arts 4-8. 3 Credits.
This course is designed to study current trends for integrating language arts across curriculum
in the middle school setting. Emphasis is placed on the connections between listening,
speaking, writing and reading. Instructional strategies that link reading, writing, literature
and language across the curriculum will be explored. Appropriate language arts curriculum,
including pedagogy for early adolescents will be addressed.
Pre / Co requisites: EDR 306 requires prerequisite EDP 201.
Gen Ed Attribute: Writing Emphasis.

EDR 307. Foundation in Reading PreK-4. 3 Credits.
This course is designed to prepare students for teaching reading 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 acquire knowledge about how to meet the diverse
needs of learners at all stages of literacy development. In addition, students will learn how
to formally and informally assess students to monitor reading progress and plan appropriate
reading instruction. Some sections include a service learning component that requires field
clearances.
Distance education offering may be available.
Typically offered in Fall.

EDR 308. Foundations in Reading 4-8. 3 Credits.
This course prepares candidates to teach reading in grades 4-8 using a balanced approach of
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: how to construct and manage a classroom environment that promotes optimal
literacy learning; how to meet diverse needs of learners at all developmental stages; and how
to assess students, monitor their progress, and plan appropriate instruction.
Pre / Co requisites: EDR 308 requires prerequisite EDP 201.

EDR 309. Introduction to the Language Arts. 3 Credits.
The areas of listening, speaking, and writing are studied in depth. Knowledge, teaching, and
evaluative techniques are addressed. Introduction to the reading process and the relationship
of language to reading also will be studied.
Typically offered in Fall & Spring.

EDR 311. Introduction to Reading Instruction. 3 Credits.
An exploratory course investigating the reading process, language and learning theories, and
their relation to reading. Historical scope and various programs of reading are studied and
evaluated.
Pre / Co requisites: EDR 311 requires prerequisite of EDE 251 or HEA 206.

EDR 312. Reading Instruction and Practicum. 6 Credits.
Focus is on mastery of the teaching of developmental reading, early reading, and prereading
experiences. The students learn how to plan, teach, and evaluate reading/thinking skills
related to the instruction of reading in the elementary classroom. Students work in the
public schools with small and large reading groups teaching various aspects of the reading
lesson. Students also learn how to evaluate pupil performance and remediate minor reading
problems.
Pre / Co requisites: EDR 312 requires a prerequisite of EDE 200.

EDR 317. Reading Instruction and Practicum PreK-4. 6 Credits.
The teaching of reading and its mastery is the focus of this course. Students apply knowledge
of theories and practices in supervised field placements in schools with children 5-9 years
of age. Tutoring of individual children and small groups is integrated with planning and
evaluation of lessons and activities as well as remediation. Field clearances are required.
Pre / Co requisites: EDR 317 requires prerequisite EGP 210, EGP 220, EDR 304, EDR 307 and
FATE.

EDR 318. Reading Instruction and Practicum 4-8. 6 Credits.
A field-based course designed for planning, teaching, and evaluating literacy practices in
grades 4-8. Through observations, study, implementation, and reflections, candidates will
explore strategies for improving children’s literacy skills while examining how language,
learning, and culture impact instruction. Guided by PA Standards-based curriculum, students
will construct and teach a variety of literacy lessons. Candidates will analyze the effects
of various contexts and instructional practices on children’s learning. Field clearances are
required.
Pre / Co requisites: EDR 318 requires prerequisite EDP 201, MGP 220, EDR 306 and EDR 308
and FATE.

EDR 321. Assessment and Instructional Interventions in Reading and Language
Arts. 3 Credits.
This course examines current theories and practices for assessing literacy performance.
Students learn to apply knowledge by designing and implementing literacy interventions
tailored to specific needs and diverse educational environments.
Pre / Co requisites: EDR 321 requires prerequisites of EDR 307 or EDR 308.

EDR 325. Teaching Reading and Field Experience. 6 Credits.
The teaching of reading and its mastery is the focus of this course. Students apply knowledge
of theories and practices in supervised field placements in schools with children 5-8 years
of age. Tutoring of individual children and small groups is integrated with planning and
evaluation of lessons and activities as well as remediation.
Pre / Co requisites: EDR 325 requires prerequisites of ECE 309 or EDR 309 and formal admission
into teacher education.
EDR 341. Inclusion and Reading in Content Area. 3 Credits.
This course is co-taught by special education and literacy faculty. It will help prepare secondary education and special education to teach all students effectively, including those with disabilities, in general-education, content-specific settings. Practical guidelines, content literary strategies and adaptations will be emphasized to prepare pre-educators to meet the academic, social, and affective needs of all students in the inclusive secondary classroom.
Pre / Co requisites: EDR 341 requires prerequisites of EDP 250 and EDF 100 or EDF 300. Honors students take HON 312 in lieu of EDF 300.
Gen Ed Attribute: Diversity Requirement.
Cross listed courses EDA 341, EDR 341.

EDR 345. Literacy Development and Students in Inclusive Classrooms. 3 Credits.
This course is designed to help students understand literacy acquisition and development for students with disabilities as defined in I.D.E.A. The course will focus on the challenges that reading and writing pose for students with disabilities and resulting appropriate assessment and instructional techniques. Content area literacy for students with disabilities will be addressed.
Pre / Co requisites: EDR 345 requires prerequisites of (EDR 304 and EDR 307) or (EDR 306 and EDR 308) or (CSD 204 and MUE 201).

EDR 347. Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms. 3 Credits.
This course is designed to help students understand literacy acquisition and development for students with disabilities as defined in I.D.E.A. (mental retardation, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, and specific learning disabilities).
Pre / Co requisites: EDR 347 requires a prerequisite of EDA 103 or MUE 201.

EDR 420. Reading in the Content Areas. 3 Credits.
This course examines content area literacy as an integrated knowledge base used for learning with text across the curriculum. Strategies and practices, including the use of technology, for enhancing reading and learning in the content areas will be explored. Considerations for environmental, linguistic, cultural, and cognitive diversity will be included.
Pre / Co requisites: EDR 420 requires prerequisite of EDR 307 or EDR 308.

EDR 422. Seminar in Reading. 3 Credits.
Intensive study of current and major trends in practices in literacy related to K-12 education.
Pre / Co requisites: EDR 422 requires prerequisite of EDR 307 or EDR 308.

EDR 425. Teaching Multimodal Literacies. 3 Credits.
Participants will learn about expanding forms of print and electronic literacy that encompass three categories of new literacies, specifically, information literacy, critical literacy and literacy as global and social practice. They will explore theories, research and methodologies associated with these literacies and develop curricula that incorporate them.