READ - Reading

READING Courses

READ 612. Action Research in Reading. 3 Credits.
This course will introduce students to action research, a form of self-reflective, systematic inquiry by educators of their own practice. Students will learn about research methods, design, and implementation, and they will develop action research proposals based on a line of structured inquiry emanating from events occurring within their own classrooms. Teachers will study student learning related to their own teaching, a process which allows them to learn about their own instructional practices and to continue monitoring improved student learning. Conducting action research provides educators with an avenue to reflect on their own teaching practices with the aid of empirical data and engage in self-directed learning with the ultimate goal of improving student learning. Must have completed 15 Graduate credit hours in reading coursework.

READ 614. Foundations of Literacy Learning. 3 Credits.
Surveys theories and historical trends leading up to present day literacy instruction. Participants will learn how to incorporate application of current research to the methods and philosophies of teaching reading and writing. An integrated language model suggests that reading, writing, and thinking be viewed as interrelated, critical processes for exploring and responding to the world. Offers students an opportunity to acquire foundational knowledge of materials, instructional strategies, and assessment tools that support literacy and engaging learners.

READ 618. Approaches to Teaching Literature and Writing K-12. 3 Credits.
Explores the theory and practice of teaching literature, including young adult and children's literature, and writing. Considers some of the characteristics of writing processes, the role of the teacher in structuring and responding to student writing, the role of the teacher in the literacy text selection, the relationships between writing and literacy understanding, and the authentic assessment of K-12 students' reading, writing, and learning.

READ 619. Word Study, Phonics, and Linguistics. 3 Credits.
Provides an overview of the field of linguistics, the scientific study of language and word study, an approach to spelling instruction that relies on an understanding of English orthography that incorporates instruction in phonics, spelling and vocabulary. Students will learn to recognize characteristics of readers and writers at different levels of development. The course provides multiple opportunities for hands-on practice and application.

READ 620. Multicultural Children’s Literature and Literacy. 3 Credits.
Provides for the examination, evaluation, and use of multicultural library materials and resources for elementary and middle school children.

READ 622. Culturally Responsive Literacy for All Learners. 3 Credits.
Explores curriculum, instructions, materials and issues related to teaching literacy and language to diverse learners regardless of their ethnic, cultural, linguistic, cognitive, religious, gender, backgrounds, etc.

READ 625. Issues and Trends in Literacy Education. 3 Credits.
This course provides an opportunity for students to explore the critical trends and issues being debated within the field of Literacy Education. This course will provide students with an in-depth understanding of significant issues, trends, and practices in reading instruction at the K-12 level. The course is designed to deal with questions and problems of the type facing teachers, supervisors, and administrators. In addition to providing students with a deeper understanding of current trends and the latest literacy research, this course will also help students to critique ideas and issues surrounding informed instruction within literacy education.

READ 627. School-Wide Assessment and Professional Development. 3 Credits.
This course focuses on the literacy coach’s roles and responsibilities in conducting school-wide, needs-based assessments and planning professional development to align with assessments. Multiple perspectives and approaches to considering, piloting, and administering needs-based surveys and analyzing data for schools and school divisions are explored and practiced. Using results, data-based professional development planning is studied and practiced. Through interactive online instruction, lecture, projects, and reflective participation based upon the International Reading Association’s Standards and The Virginia Standards of Learning, a professional knowledge base will be developed. This course provides experiences on a variety of levels to further the development of the literacy coach within ODU’s Educator as Professional Framework.

READ 628. New Literacies, Digital Technologies, and Learning. 3 Credits.
This course is designed to provide a context in which in-service teachers can explore a range of “new” literacies and consider their relationships to school-based literacy education. Participants will explore these new literacies, specifically the socially immersive experiences of youth and their new media practices. These participating educators will examine the role of multimodality in literacy learning across the curriculum with an emphasis on how to bridge the digital literacies of students’ private lives with the traditional print practices valued in school. Teachers will gain insight into and understanding of how young people’s participation in a shifting media landscape can help shape and form learning and literacy in the 21st Century classroom.

READ 637. Problems in Reading Education. 3 Credits.
Presents an overview of current reading research and its application to instruction. Provides study and practice in the use of quantitative or qualitative techniques, including analytical processes, in solving problems in reading education. Prerequisite: FOUN 612 and 15 hours in Reading Education.

READ 680. Reading to Learn Across the Curriculum. 3 Credits.
This class has an emphasis on advanced techniques in reading for classroom teachers who are not reading specialists. Students develop an understanding of the process of reading to learn across the curriculum including a wide variety of comprehension strategies and an understanding of the complex nature of reading throughout the disciplines. Lecture, demonstrations, development of materials, and practice in the techniques of reading for elementary and secondary classroom teachers and library media specialists are provided. Prerequisite: Graduate standing.

READ 683. Diagnostic Teaching of Reading in the Classroom. 3 Credits.
This course is designed to provide a context in which in-service teachers can explore a range of “new” literacies and consider their relationships to school-based literacy education. Participants will explore these new literacies, specifically the socially immersive experiences of youth and their new media practices. These participating educators will examine the role of multimodality in literacy learning across the curriculum with an emphasis on how to bridge the digital literacies of students’ private lives with the traditional print practices valued in school. Teachers will gain insight into and understanding of how young people’s participation in a shifting media landscape can help shape and form learning and literacy in the 21st Century classroom.

READ 685. Organizing and Supervising Reading Program Development. 3 Credits.
Presents an overview of the total school reading program (K-12), and not only prepares the prospective reading supervisor to make decisions pertaining to the procurement of materials for the program but also explores modes for integrating reading into the general curriculum. Prerequisites: 9 graduate hours in reading.

READ 686. Advanced Language Development and Reading. 3 Credits.
Explores current theories of cognitive development and their relationship to language development and reading as bases for evaluating methods and materials of teaching reading and the related communicative arts: spelling, writing, and speaking. Prerequisite: Graduate standing.

READ 689. Survey of Reading Instruction. 3 Credits.
Surveys the linguistic, psychological, sociological, philosophical, and historical foundations of current reading pedagogy. Prerequisite: graduate standing.
READ 693. Practicum in Reading. 3 Credits.
Hours to be arranged. Prerequisite: 15 hours in graduate reading to include
READ 683 and permission of the instructor. This course provides graduate
teachers with opportunities to practice and further refine their understandings
of the reading process in clinical and classroom settings. Teachers provide
both individual and group reading lessons with students from the local
community. Advanced diagnostic tests of learning processes and intellectual
capacity are covered. These advanced diagnostic techniques are in addition
to those covered in the initial diagnostic reading course.

READ 998. Master’s Graduate Credit. 1 Credit.
This course is a pass/fail course for master’s students in their final semester.
It may be taken to fulfill the registration requirement necessary for
graduation. All master’s students are required to be registered for at least one
graduate credit hour in the semester of their graduation.