Reading (RDG) - Graduate Courses

Courses

RDG 600 Cr.3
Research Methods in Literacy
The design, analysis, and interpretation primarily of quantitative data relative to Reading. Some qualitative data and action research relative to education may also be discussed. Attention is given to assisting students in being critical consumers of the research literature as well as designing their own studies. Prerequisite: admission to a graduate Reading Program. Offered Summer.

RDG 601 Cr.3
Literacy and Language Development for Diverse Learners
This course surveys theories of language acquisition and development in first and second languages and the role of language as a foundation for diverse learners. Students will examine theoretical perspectives, key concepts of language development and instruction, and major issues pertinent to teaching diverse learners. Emphasis will be on language knowledge and literacy knowledge in second language literacy development and effective instruction for English language learners. Prerequisite: admission to a graduate Reading Program. Offered Fall.

RDG 702 Cr.3
Reading and Literacy in the Content Areas
The purpose of this course is to survey current theories and practices for developing readers and writers across all content areas. The course will focus on the development and integration of instructional practices for reading, writing, speaking, listening, viewing and visually representing in specific subject matters or disciplines and across the content areas. Prerequisite: admission to a graduate Reading Program. Offered Summer.

RDG 703 Cr.3
Literacy Assessment and Instruction
This course introduces students to the key elements of literacy assessment. It surveys a wide range of assessments and instructional interventions in literacy for a variety of learners. It prepares educators to develop theoretical and practical knowledge of effective, research-based interventions, and explores different areas of assessment in literacy, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Prerequisite: admission to a graduate Reading Program. Offered Spring.

RDG 711 Cr.3
Advanced Research Methods in Literacy
The purpose of this course is to provide a comprehensive overview of qualitative and quantitative research purposes, questions, and decision-making tools. In this class, the focus will be on various epistemological, intellectual, and ethical conflicts associated with doing qualitative and quantitative inquiry in the fields of reading and literacy. During this course, students will be guided through the development of their own qualitative and/or quantitative research project on a topic of significance in reading and literacy. Prerequisite: RDG 600. Offered Fall.

RDG 712 Cr.3
Critical Issues in Reading Difficulties
The course is designed to develop competence in determining causes and degrees of reading disabilities, recommending specific corrective or remedial instruction to meet specific needs for students. This course will help reading professionals to investigate important factors of achievement gap in literacy learning and incorporate effective research-based modifications for diverse learners. The course content also focuses on practitioner inquiry, reflective practice, and the evolving concept of literacy shaped by the following trends: culturally responsive literacy curriculum, critical literacy, and new literacies. Prerequisite: RDG 601; taken concurrently with RDG 714; admission to a graduate Reading Program. Offered Fall.

RDG 713 Cr.3
Advanced Literacy Assessment and Instruction
This course is designed to help reading teachers and reading specialists to understand their role that involves the remediation of learning disabilities, helping students to develop effective compensatory strategies to use in various settings, and determining which accommodations are necessary to allow students to demonstrate their knowledge and abilities. Topics of this course include developmental reading stages, assessment process, curriculum design, backwards planning, ongoing and alternative classroom assessment, high stakes testing, language proficiency testing, and principles of designing useful, meaningful, and equitable classroom assessments for and of learning. Prerequisite: RDG 703; taken concurrently with RDG 714; admission to a graduate Reading Program. Offered Spring.

RDG 714 Cr.1-3
Literacy Practicum
The purpose of this supervised practicum is to gain experience working with K-12 students who have been identified as "struggling" readers and/or writers in your school and/or community. A primary focus for this practicum is to gain experience assessing the strengths and needs of various individual learners, along with the design and implementation of instruction to assist students in becoming better readers and writers. Repeatable for credit - maximum six. Prerequisite: concurrent enrollment with RDG 712 or RDG 713. Offered Fall, Spring.

RDG 715 Cr.3
Children's and Adolescent Literature
This course highlights and analyzes new and recent trends in children's and young adult literature, acknowledging significant earlier texts and their distinguished features. It also considers curricular and pedagogical issues salient to the adoption of multicultural curricula. Prerequisite: admission to a graduate Reading Program. Offered Summer.

RDG 716 Cr.1-3
Special Topics Seminar in Reading Education
Special topics seminar in literacy is designed for the student to explore and study special topics of interest and their application in a reading program. The particular topic selected is to be determined by current need and interest. Repeatable for credit - maximum six. Prerequisite: admission to a graduate Reading Program. Offered Spring, Summer.

RDG 718 Cr.3
Guiding and Directing a School-Wide Reading/Literacy Program
This course prepares reading teachers, specialists, coordinators, and administrators for directing textbook adoption, curriculum development, staff development, evaluation, and supervision of reading/writing programs. Prerequisite: taken concurrently with RDG 719; completed nine credits of graduate reading coursework; admission to a graduate Reading Program. Offered Fall.
RDG 719 Cr.1
Administrative Portfolio for Reading Specialist Licensure
This course is designed to assist and direct the graduate reading
candidate in demonstration of proficiency in each of the Wisconsin
administrative standards as applied to the Reading Specialist licensure.
Prerequisite: taken concurrently with RDG 718; admission to a graduate
Reading Program. Offered Fall.

RDG 770 Cr.1-3
Symposium in Reading Education
Studies in reading education of interest to specific groups. Varying
topics will be offered at intervals with a specific title assigned to each.
Repeatable for credit - maximum six. Offered Occasionally.

RDG 780 Cr.1-2
Field Experience in K-12 Reading Program
An intensive and diverse professional experience in a school system (a
minimum of 60 hours per credit) under supervision of an experienced
reading specialist or other person responsible for the school reading
program, and a university supervisor. Repeatable for credit - maximum
two. Prerequisite: 15 credits of 500-700 level course work or equivalent.
Offered Occasionally.

CI/RDG 781 Cr.3
Educational Supervision
Exploration of the nature and scope of responsibilities of areas
in educational supervision. Special emphasis will be given to the
improvement of instruction and curriculum development through the
study of interpersonal relations. (Cross-listed with EDM/RDG; may only
earn credit in one department.) Offered Summer.

CI/EDM/EFN/RDG 796 Cr.1-2
Independent Study
Directed readings or presentation of material not available in formal
departmental courses under the supervision of an assigned staff
member. Repeatable for credit - maximum four. (Cross-listed with CI/
EDM/EFN/RDG; may only earn four credits total in CI, EFN, EDM, and
RDG.) Offered Fall, Winter, Spring, Summer.

RDG 799 Cr.3-6
Master's Thesis
Upon successful completion of required courses for the program,
students will critically examine issue(s), problems, and trend(s) related
to literacy education and write their master's thesis. They will complete
a thesis under the supervision of a faculty mentor. Repeatable for credit
- maximum six. Prerequisite: at least 21 credits or equivalent. Pass/Fail
grading. Offered Fall, Spring, Summer.