

EDRG - EDUCATION: READING

EDRG 2156 Diverse Children's Literature (2-0-2)

Evaluating, selecting, and effectively integrating diverse children's literature into instruction and learning activities.

Prerequisite(s): EDEC 2000 (may be taken concurrently)

EDRG 3116 Reading and Learning Strategies in the Middle Grades (3-0-3)

Prerequisite: Admission to Teacher Education; Models, theories and processes of reading instruction, study skills, and learning strategies. Integrated reading, writing, thinking, speaking, and listening across curricular areas is emphasized.

Prerequisite(s): Admitted to Teacher Education with a score of Y

EDRG 3215 Teaching Children to Read (2-2-3)

Provides students with a fundamental framework in teaching reading - topics include terminology, theories, emergent literacy, phonemic awareness, word recognition, phonics, fluency, vocabulary, and comprehension strategies and skills. Action based research project in partnership with Muscogee County School District. Course is based on Evidence Based Reading Research.

Prerequisite(s): Admitted to Teacher Education with a score of Y and EDRG 2156 with a minimum grade of C

EDRG 3216 Teaching Children to Read (2-2-3)

Provides students with a fundamental framework in teaching reading - topics include terminology, theories, emergent literacy, phonological/phonemic awareness, word recognition, phonics, fluency, vocabulary, and comprehension strategies and skills. The course is based on Evidence Based Reading Research. A required field component is part of the course.

Prerequisite(s): Admitted to Teacher Education with a score of Y and EDRG 2156 with a minimum grade of C

EDRG 4218 Reading in the Content Areas: Concentration in Social Studies (2-2-3)

This course focuses instruction on the simultaneous teaching of reading skills and course content. Emphasis is placed on preparing students for content area reading assignments, concentration in Social Studies; providing support before, during, and after reading; and promoting higher-level thinking. Course theme: Reading Across the Curriculum - motivating students to read widely and developing vocabulary, reading comprehension, and study skills.

Prerequisite(s): (Admitted to Teacher Education with a score of Y and ELEM 4155 with a minimum grade of C)

EDRG 4219 Diagnostic Assessment and Prescriptive Reading Instruction (3-2-4)

Analysis and remediation of diagnosed reading strengths and weaknesses using informal assessment instruments and techniques. Required field component is part of the course.

Prerequisite(s): Admitted to Teacher Education with a score of Y

EDRG 4220 Diagnostic Assessment and Prescriptive Reading Instruction (3-2-4)

Analysis and remediation of diagnosed reading strengths and weaknesses using informal assessment instruments and techniques. Required field component is part of the course.

Prerequisite(s): Admitted to Teacher Education with a score of Y

EDRG 5115G Word Perception and Vocabulary Development in Grades 4-12 (4-0-4)

Prerequisite: Admission to Teacher Education or graduate program. Provides an overview of language development and frameworks for teaching word recognition, structure, and usage skills in middle and secondary grades.

Restriction(s):

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in the College of Educ Health Prof college.

EDRG 5115U Word Perception and Vocabulary Development in Grades 4-12 (4-0-4)

Prerequisite: Admission to Teacher Education or graduate program. Provides an overview of language development and frameworks for teaching word recognition, structure, and usage skills in middle and secondary grades.

Prerequisite(s): Admitted to Teacher Education with a score of Y

Restriction(s):

Enrollment limited to students in the College of Educ Health Prof college.

EDRG 5217G Teaching Reading and Writing in Grades 4-12 (3-2-4)

Prerequisite: Admission to Teacher Education. An examination of specific reading and writing-to-learn models and strategies appropriate for use in middle and secondary content classes. Field component involves individual and small group instruction.

Prerequisite(s): Teacher Alternative Prep Prog with a score of Y

Restriction(s):

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Master of Education degree.

Enrollment limited to students in the College of Educ Health Prof college.

EDRG 5217U Teaching Reading and Writing in Grades 4-12 (3-2-4)

Prerequisite: Admission to Teacher Education. An examination of specific reading and writing to learn models and strategies appropriate for use in middle and secondary content classes. Field component involves individual and small group instruction.

Prerequisite(s): Teacher Alternative Prep Prog with a score of Y

Restriction(s):

Enrollment is limited to Undergraduate Level level students.

Enrollment limited to students in the College of Educ Health Prof college.

EDRG 6116 Integrating Literacy Strategies in Middle Grades and Secondary (3-0-3)

An examination of the reading and writing connection and several models of reading with implications for the design, development, and evaluation of appropriate instructional practices at the middle grades and secondary educational level.

Restriction(s):

Enrollment is limited to Graduate Level level students.

EDRG 6118 Methods and Materials for Teaching Literacy P-5 (3-0-3)

The course focus is on five pillars of effective reading instruction: Teacher knowledge, assessment, effective practice, differentiated instruction, and family connections. A balance between theory and practice of reading methodologies is provided. Required research; teaching reading. Aligned with the International Reading Association Standards and the Common Core Georgia Performance Standards.

Restriction(s):

Enrollment is limited to Graduate Level level students.

EDRG 6148 Psychology of Reading: Understanding Readers and the Reading Process (3-1-3)

The course content includes the nature of literacy and today's students, approaches to evaluation and teaching reading, language development, and the psychological foundations of reading as a communication system. All content is aligned to the Science of Reading. Field-based application of material studied is required.

Restriction(s):

Enrollment is limited to Graduate Level level students.

EDRG 6160 Multicultural Literature for Children and Youth (3-0-3)

Criteria for selecting and review of literature for school age children and youth. Emphasis upon comparative elements within the context of various cultures and authors.

Restriction(s):

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in the College of Educ Health Prof college.

EDRG 6244 Literacy Curriculum and Instruction in Today's P-12 Schools (3-1-3)

The course content centers on applying foundational knowledge to evaluate curriculum and design; implementing instruction to provide a well-developed literacy program that addresses literacy processes; and participating in ongoing literacy action research.

Restriction(s):

Enrollment is limited to Graduate Level level students.

EDRG 6245 Literacy Assessment and Effective Curriculum and Instruction (3-1-3)

Focuses on the administration of literacy assessments and diagnostic measures, and effectiveness of curriculum and instruction. The course explores pathways to identify and respond to the needs of students with literacy and language differences. All content is aligned to the Science of Reading.

Prerequisite(s): EDRG 6148 with a minimum grade of C

Restriction(s):

Enrollment is limited to Graduate Level level students.

EDRG 6249 Reading Methods for Elementary and Special Education (3-1-3)

This course provides a comprehensive exploration of reading methodologies grounded in the science of reading. Drawing upon current research in cognitive psychology, linguistics, and educational neuroscience, students will critically examine theories and practices related to reading acquisition, comprehension, and intervention. Through theoretical exploration, practical application, and use of evidence-based instructional strategies aligned with the Science of Reading, students will gain the knowledge and skills necessary to effectively support all learners in becoming proficient readers.

EDRG 6757 Content Area Literacy Seminar (2-0-2)

Prerequisites: EDRG 6116,6245, 5217, and 6160 or Permission of Instructor This seminar will provide a forum for graduate degree candidates to analyze content literacy (reading, writing, thinking, and problem-solving) research and best practices related to their major content field. A web folio based on International Reading Association and content field standards and a presentation at a professional forum are required.

Restriction(s):

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in a Master of Education or Specialist in Education degrees.

Enrollment limited to students in the College of Educ Health Prof college.