READING (RL)

RL 5110 Research in Reading/Writing (3)
Research in Reading and Writing is an investigation into the significant research theory and principles on the development of reading and writing, the teaching of reading and writing, the assessment of reading and writing, and the implications of this knowledge that enrich our understandings and refine our practices. From historical perspectives to current trends and issues, we will explore the transformation of the reading and writing landscape. In doing so, we will discover what research in reading and writing is; how it is used; the value of reading and writing research; how it is applied to improve practice, understanding, and reflective thought; and its role in determining best institutional practices.

RL 5170 Content Area Literacy (3)
To provide literacy instructors with practical suggestions, approaches, and tools to engage all K-12 students, including adolescents themselves, in focusing on improving student reading, writing, thinking, and listening. A three tiered model will examine the areas of student motivation, integrating literacy and learning, and sustaining literacy development. The final product will be the formation of a differentiated instructional plan in the content area demonstrating the use of strategies presented in the course. Participants will be using their own existing school curricula or be planning to use the strategies with future students. A district wide presentation can be developed from the culmination of all student's artifacts.

RL 5710 Advanced Diagnostic Testing and the Improvement of Reading and Writing (3)
Diagnostic and instructional issues presented include: reading and writing development; factors related to reading and writing disabilities; varied approaches to individual diagnosis and proven emergent reading, corrective, standardized tests and authentic assessments currently used in reading and special education programs. Students will demonstrate skills in the understanding of the statistical characteristics, administration of formal and informal diagnostic reading tools, the development of individual reading intervention goals and objectives for remediation and the use of formative, summative and progress monitoring tools in assessing growth and designing interventions. This course may be repeated with the permission of the instructor.

RL 5770 Developing Language & Literacy for Diverse Learners (3)
In this course students will study the foundations of language/literacy processes and instruction. Topics include the psychological, cultural, and linguistic theoretical foundations; current practices, research, and historical developments; reading and writing language development related to their acquisition as well as cultural and linguistic diversity; major components of reading curriculum; major components of writing instruction; reading and writing instructional strategies and curriculum materials. The course will be in an interactive seminar/workshop format with an online component.

RL 5820 Literacy Practicum (1-3)
This practicum focuses on leadership, collaboration and coaching. Discussion of literacy program planning, operation, management, budget, curriculum, and evaluation. Emphasis on the role of the reading and writing specialist as researcher, leader, and change agent. Study of collaborative consultative skills, supervisory skills, staff development services, and community activities. Field-based experiences at the elementary, middle, and high school. This is the capstone course for students in the reading and writing specialist program.

RL 5830 Practicum in Reading Diagnosis and Remedial Reading (1-3)
Analysis of the factors contributing to reading disability. Diagnosis, teaching, curriculum planning and use of informal and formal assessments with small groups of readers in K-12 settings and supervised tutorial situations. Discussions with literacy professionals and paraprofessionals, and participation in professional development workshops. Seminars promote reflection on instructional practices and the range of services available for readers across the developmental continuum.