READING (RE)

Courses

RE-217 CHILDREN’S LITERATURE AND STORYTELLING 3.00 Credits
Acquaints students with the wide range of literature for children and with criteria for judging quality in making book selections for classroom use. Students will demonstrate abilities in using a variety of effective methods for sharing and responding to literature and for integrating literature throughout the curriculum. Includes a technology component and an emphasis on integrating the use of multiethnic literature throughout the curriculum.

RE-290 DIRECTED STUDY IN READING 1.00-12.00 Credits
RE-291 WORKSHOP IN READING 1.00-12.00 Credits
RE-292 SPECIAL TOPICS IN READING 1.00-3.00 Credits
RE-295 PRACTICUM IN READING 1.00-12.00 Credits
RE-299 RESEARCH ASSISTANTSHIP 1.00-12.00 Credits
Graded P/F only.

RE-301 PSYCHOLINGUISTICS, LITERACY, AND LANGUAGE ACQUISITION 3.00 Credits
The purpose of this course is to develop students’ understanding of language structure and language acquisition, to raise students’ awareness of children’s and young adults knowledge of language and their ability to use language, and to spark students’ recognition of ways in which learning to talk and developing literate behaviors are similar. In this course we will explore the socio-psycholinguistic dimensions of language, literacy and culture. Models of theories of language acquisition will be examined including both oral and written language. Additionally, different types of discourse will be analyzed as to how they might impact literacy and language development for both first and second language learners. The course will also stress the importance of language learning as a social activity, and the possibilities of language acquisition as a means for transformative learning.

RE-303 EMERGENT LITERACY 3.00 Credits
Examines methods of literacy instruction appropriate for use with young children at various developmental stages. Methods examined reflect current theory and research and emphasize the importance of graphophonic, syntactic, and semantic cueing systems in the reading process. Students will have direct involvement with children in elementary classrooms as they observe and practice a variety of instructional methods.

RE-305 WRITING INSTRUCTION FOR K-12 TEACHERS 3.00 Credits
This course is designed to help students understand that writing is a process of constructing meaning using current research based practices for teaching writing in K-12 school settings.

RE-319 FIELD EXPERIENCE IN EDUCATION I 1.00 Credit
Provides a meaningful, intermediate-level (pre-internship) field experience for students preparing to be teachers. Pre-requisite: Admission into the elementary teacher education program. Co-requisite: RE/SE 320.

RE-320 UNDERSTANDING THE LITERACY PROCESSES 3.00 Credits

RE-324 ASSESSMENT OF LITERACY DEVELOPMENT 3.00 Credits
Develops students’ abilities in assessing the reading and writing skills of K-12 students. Emphasis is placed on 1) the importance of aligning assessment with current views of literacy learning theory, and the goals of state/district curricula, 2) the role of assessment in determining students’ strengths and weaknesses so that sound instructional decisions can be made in helping students develop strategies that increase their effectiveness as readers and writers, 3) the development of assessment strategies that meet the needs of students from diverse populations, and 4) the connection between technology and literacy growth. Pre-requisite: Admission to the Elementary Teacher Education Program and successful completion of RE/SE 320. Co-requisite: RE/SE 325. Cross-listed with SE 324.

RE-325 FIELD EXPERIENCE II 1.00 Credit

RE-335 YOUNG ADULT LITERATURE 2.00 Credits
Acquaints students with criteria for selecting quality literature for adolescents, and ways of promoting and incorporating quality literature into school curriculum. Review literary elements such as characterization, plot, point of view, etc. Also addresses issues such as censorship, multicultural perspectives, bias, etc. Cross-listed with ENGL 335.

RE-390 DIRECTED STUDY IN READING 1.00-12.00 Credits
RE-392 SPECIAL TOPICS IN READING 1.00-12.00 Credits
RE-399 RESEARCH ASSISTANTSHIP 1.00-12.00 Credits
Graded P/F only.
RE-401 PHONEMIC AWARENESS AND PHONICS SEMINAR 1.00 Credit
This seminar will provide undergraduate college students with information about the basic sound structure of the English language, including phonological and phonemic awareness, phonics, and morphology. Current research regarding best teaching practices will be included. Information presented in the course will help prepare students for Strand I of the Idaho Comprehensive Literacy Assessment which all elementary education students graduating after September 2002 must pass to become certified. This seminar does not replace Strand I, Language Structure and Literacy Instruction, of the RE 470/471, Idaho Comprehensive Literacy Course that is designed for certified teachers.

RE-422 READING IN THE CONTENT AREA K-12 3.00 Credits
Taught from a multicultural perspective, this course emphasizes the teaching of content using literacy strategies in classes at the intermediate, middle, and secondary levels. Focuses on practical ways to help students increase comprehension when reading content materials. Pre-requisites: ED 453 and ED 445, or RE 320 and RE 401, or permission of instructor.

RE-490 DIRECTED STUDY IN READING 1.00-12.00 Credits
RE-491 WORKSHOP IN READING 1.00-12.00 Credits
RE-492 SPECIAL TOPICS IN READING 1.00-12.00 Credits
RE-495 PRACTICUM IN READING 1.00-12.00 Credits
RE-499 RESEARCH ASSISTANTSHIP 1.00-12.00 Credits
Graded P/F only.