

**READING
(EDUCATION DIVISION)**

RE-217 CHILDREN'S LITERATURE AND STORYTELLING (3 cr.) 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 (1-12 cr.)

RE-291 WORKSHOP IN READING (1-12 cr.)

RE-292 SPECIAL TOPICS IN READING (1-3 cr.)

RE-295 PRACTICUM IN READING (1-12 cr.)

RE-296 COOPERATIVE EDUCATION IN READING (1-12 cr.)

RE-299 RESEARCH ASSISTANTSHIP (1-12 cr.) Graded P/F only.

RE-301 PSYCHOLINGUISTICS AND READING (3 cr.) Enhances students' understanding of language structure, human language acquisition, and literacy development. Includes an elementary classroom practicum that is designed to help students observe children's indicators of literacy as they interact with multimedia computer programs. Writing Integrated.

RE-303 EMERGENT LITERACY (3 cr.) 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 cr.) 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 cr.) 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 cr.) Develops students' theoretical understanding of the processes of literacy learning. Implications for meaningful instruction for academic and culturally diverse learners are explored. Pre-requisite: Admission to the Elementary Teacher Education Program. Co-requisite: RE 319. Cross-listed with SE 320.

RE-324 ASSESSMENT OF LITERACY DEVELOPMENT (3 cr.) 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 cr.) Students will demonstrate the ability to utilize assessment strategies presented and practiced in RE/SE 324-Assessment of Literacy Development in elementary classroom settings. Concurrent enrollment in RE/SE 324. Pre-requisite: Admission to the Elementary Teacher Education Program. Co-requisite: RE/SE 324. Cross-listed with SE 325.

RE-335 YOUNG ADULT LITERATURE (2 cr.) 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 (1-12 cr.)

RE-392 SPECIAL TOPICS IN READING (1-12 cr.)

RE-399 RESEARCH ASSISTANTSHIP (1-12 cr.) Graded P/F only.

RE-401 PHONEMIC AWARENESS AND PHONICS SEMINAR (1 cr.) 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 2012 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 cr.) 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.

RE-440 CURRENT ISSUES IN READING (3 cr.) Exposes students to various perspectives on current issues in reading. Additionally, they will learn to evaluate reading research and relate findings to instructional practice. Issues will be examined for theoretical, research and instructional perspectives as they may impact upon professional development and development of reading programs in the schools.

RE-470 IDAHO COMPREHENSIVE LITERACY COURSE (3 cr.) This course is designed to meet the intent of the Idaho Code #33-1207A which requires all in-service teachers in Idaho K - 8 to take a 3-credit course in reading in order to recertify. This course has been approved by the State Department of Education. It addresses the three standards and is geared for K through grade 8 teachers and principals. The three standards that will be covered in this course are (1) Language Structure and Literacy Instruction, (2) Comprehension Research and Best Practices, and (3) Assessment and Intervention.

RE-471 IDAHO COMPREHENSIVE LITERACY COURSE STANDARD I (1 cr.) This course is designed to meet the intent of the Idaho Code #33-1207A which requires all in-service teachers in Idaho K - 8 to take a 3-credit course in reading in order to recertify. This course has been approved by the State Department of Education. RE 471 addresses the first standard - Language Structure and Literacy Instruction.

RE-472 IDAHO COMPREHENSIVE LITERACY COURSE STANDARD II (1 cr.) This course is designed to meet the intent of the Idaho Code #33-1207A which requires all in-service teachers in Idaho K - 8 to take a 3-credit course in reading in order to recertify. This course has been approved by the State Department of Education. RE 472 addresses the second standard Comprehension Research and Best Practices.

RE-473 IDAHO COMPREHENSIVE LITERACY COURSE STANDARD III (1 cr.) This course is designed to meet the intent of the Idaho Code #33-1207A which requires all in-service teachers in Idaho K - 8 to take a 3-credit course in reading in order to recertify. This course has been approved by the State Department of Education. RE 473 addresses the third standard - Assessment and Intervention.

RE-490 DIRECTED STUDY IN READING (1-12 cr.)

RE-491 WORKSHOP IN READING (1-12 cr.)

RE-492 SPECIAL TOPICS IN READING (1-12 cr.)

RE-495 PRACTICUM IN READING (1-12 cr.)

RE-496 COOPERATIVE EDUCATION IN READING (1-12 cr.)

RE-499 RESEARCH ASSISTANTSHIP (1-12 cr.) Graded P/F only.