

TEACHER EDUCATION READING (TERG)

TERG 2601 Reading Application in Content Area Early Years 3 s.h.

Study of Ohio's Learning Standards for English Language Arts, comprehension skills, word attack skills, pre-reading strategies, and writing development as they relate to early years reading in the content area. The role of early childhood language development and literature in the early childhood content-area classroom. Field hours required.

Prereq.: 20 semester hours completed.

TERG 2605 Reading Foundational Skills Across Content Areas Pre-K – 12 3 s.h.

A study of the development of Ohio Academic Content Area Standards, comprehension skills, work attack skills, pre-reading strategies, study skills, and writing development as they relate to reading in the content area. The role of oral language and content literature in the early, middle, secondary, multi-age, and special education content area classroom is included. Foundational skills aligned to the scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development are provided. Topics in the course include understanding foundational literacy skills, strategies for building rich background knowledge, relating lessons to research and best practices, and identifying how to address individualized literacy needs across content areas.

Prereq.: Education major.

TERG 2610 Reading Application in Content Areas Middle Years 3 s.h.

Study of Ohio's Learning Standards for English Language Arts, comprehension skills, word attack skills, pre-reading strategies, and writing development as they relate to middle years, multi-age and special education reading in the content area. The role of literature in the content-area classroom. Field hours required.

Prereq.: 20 semester hours completed.

TERG 3700 Phonological Awareness and Phonics 3 s.h.

Phonics subject matter, instructional strategies and applications, and planning for intensive, phonic-based word analysis in the early and middle stages of literacy acquisition. Field hours required.

Prereq.: TERG 2605 with a minimum grade of "C" or TERG 2601 with a minimum grade of "C" or TERG 2610 with a minimum grade of "C", or TERG 3710 with a minimum grade of C.

TERG 3701 Phonics in Reading Instruction 3 s.h.

Phonics subject matter, instructional strategies and applications, and planning for intensive, phonic-based word analysis in the early and middle stages of literacy acquisition. Field hours required.

Prereq.: TERG 2601 or TERG 2610.

TERG 3702 Developmental Reading Instruction 3 s.h.

The principles of teaching developmental reading in the elementary school. Theories and related models of reading, various approaches to teaching reading and creative, integrative literature strategies to meet the needs of diverse learners. Field hours required.

Prereq.: TERG 2601 or TERG 2610.

TERG 3703 Assessment and Instruction in Reading 3 s.h.

Application and interpretation of selected formal and informal assessment tools. Strategies for ensuring diverse students' growth in reading and the related language arts through ongoing assessment. Field hours required.

Prereq.: TERG 2601 or TERG 2610 and TERG 3701 and TERG 3702 and admission to TELS Upper Division Status.

TERG 3711 Reading Application in Content Areas, Secondary Years 3 s.h.

Study of Ohio's Learning Standards for English Language Arts, comprehension skills, word attack skills, study skills, pre-reading strategies, and writing development as they relate to content area reading in secondary years. The role of literature in the content-area classroom. Field hours required.

Prereq.: 50 semester hours completed.

TERG 3720 Developmental Reading Instruction: Vocabulary, Comprehension, and Writing 3 s.h.

The principles of teaching developmental reading in the elementary and middle grades with emphasis on vocabulary, comprehension, and writing instruction. Evidence-based strategies to meet the diverse learning needs of all students are practiced. Field hours required.

Prereq.: TERG 2605 with a minimum grade of C or TERG 2601 with a minimum grade of C or TERG 2610 with a minimum grade of C, or TERG 3710 with a minimum grade of C.

TERG 3730 Reading Assessment, Instruction, and Intervention 3 s.h.

Administration and interpretation of selected formal and informal assessment measures. Strategies for ensuring diverse students' growth in literacy through ongoing assessment and progress monitoring. Field hours required.

Prereq.: TERG 2605 with minimum grade of C, or TERG 2601 with a minimum grade of C, or TERG 2610 with a minimum grade of C, or TERG 3710 with a minimum grade of C; and TERG 3700 with minimum grade of C, or TERG 3701 with a minimum grade of C; and TERG 3720 with a minimum grade of C, or TERG 3702 with a minimum grade of C; and BCOE upper-division status.

TERG 6922 Organizing and Managing Diverse Literacy Environments 3 s.h.

An examination of the physical and social contexts of diverse literacy environments that integrate foundational knowledge, cultural and linguistic backgrounds, use of research-based instructional practices, curriculum materials, and assessment-based decision-making.

TERG 6923 Literacy and Phonics Instruction 3 s.h.

An investigation of the philosophy, principles, and practices of reading (including phonemic and phonetic developments) and language arts instruction. An examination and application of formal and informal assessment procedures as well as an investigation of the language learning needs of diverse populations.

TERG 6924 Content Literacy 3 s.h.

An investigational of research-based philosophies, principles, and best practice for applying content-specific concepts, vocabulary, and engagements while using the language arts and study skills in ensure comprehending.

TERG 6926 Reading and Language Arts Assessment 3 s.h.

An examination and application of formal and informal assessment procedures in reading and language arts including the use of background information and discrete data. Data analysis, interpretation, and translations to instruction are applied.

TERG 6927 Practicum: Coaching for Effective Literacy Instruction 3 s.h.

An application of literacy coach practices in assessment-based decision-making, research-based instruction, and preparation and delivery of high-quality professional development using techniques for working with individual teachers in a coaching context and groups of teachers in whole-group PD settings.

TERG 6928 Practicum: Case Study in Reading and Language Arts 3 s.h.

Application of previous course content involving supervised formal and informal assessment of school-age pupils, developing an individualized reading plan, selecting appropriate instructional practices and materials, maintaining tutoring logs, developing a student portfolio, evaluating results of instruction, and writing a case study report.

Prereq.: TERG 6926.