

READING (RE)

RE 001 DEVELOPMENTAL READING I (3 Hours)

An individualized course for meeting reading needs of students whose entrance scores indicate likelihood of difficulty in doing college work.

RE 002 INTERMEDIATE READING (3 Hours)

An individualized course designed for any student deserving to increase speed of reading and to improve study skills.

RE 003 INTEGRATED INTERMEDIATE READING (3 Hours)

RE 103 Intermediate Reading (3 Hours)

Prerequisite: This course is required for all incoming Freshmen whose ACT score is less than a 17 in the Reading subsection.

RE 103 is an individualized course designed for any student desiring to increase the speed of reading and improve study skills.

RE 204 PRE-READING SKLS F/PRESCHLRS &E (3 Hours)

Students will participate in situations involving reading readiness skills, oral language, concept development, early experiences with children's literature-creative storytelling and the study of management systems. (D)

RE 301 CHILDREN'S LITERATURE (3 Hours)

A survey of library media appropriate for children at the pre-school through the primary grades with emphasis on selection and use.

RE 309 EARLY LITERACY I (3 Hours)

RE 310 TCHNG READING IN CONTENT AREAS (3 Hours)

A thorough study of techniques for promoting reading growth through teaching content materials. (F, S, Sum)

RE 311 Strategies and Techniques for Teaching English Language Arts and Literacy in Elementary Schools (3 Hours)

The course will provide comprehensive information of instructional strategies needed to provide the learner with competencies in the communicative arts. Emphasis will be on the communicative areas to enhance responsible, receptive, and expressive language arts and literacy skills. Focus will also be given to application of reading strategies, as well as multi-cultural education relative to the reading literacy.

RE 312 EARLY LITERACY II (3 Hours)

RE 455 DIAG RD INST N/SECDY SCH (3 Hours)

This course is designed to assist students in utilizing a diagnostic/prescriptive model in determining the unique needs of students; specific teaching strategies and techniques, approaches, and materials useful in acquiring and/or maintaining essential reading skills needed for concept attainment in content areas in the secondary school classroom.