

TEACHER EDUCATION READING (TERG)

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. 20 field hours required.

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. 20 field hours required.

Prereq.: TERG 2605 with a minimum grade of "C".

TERG 3700C CE 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. 20 field hours required.

Prereq.: TERG 2605 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. 25 field hours required.

Prereq.: 50 semester hours completed.

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

An exploration of developmental and instructional implications related to reading in the elementary and middle grades, including vocabulary acquisition, comprehension, and writing instruction. Principles of explicit and systematic instruction and using evidence-based strategies to meet the diverse learning needs of all students are studied and practiced. 20 field hours are required.

Prereq.: TERG 2605 with a minimum grade of "C", TERG 3700 with a minimum grade of "C".

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

An exploration of developmental and instructional implications related to reading in the elementary and middle grades, including vocabulary acquisition, comprehension, and writing instruction. Principles of explicit and systematic instruction and using evidence-based strategies to meet the diverse learning needs of all students are studied and practiced. 20 field hours are required.

Prereq.: TERG 2605 with a minimum grade of "C" and TERG 3700 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. 20 field hours required.

Prereq.: TERG 2605 with a minimum of grade C; TERG 3700 with a minimum of grade C; and TERG 3720 with a minimum of grade C; and BCOE upper-division status.

TERG 3730C CE 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. BCOE upper-division status required.

Prereq.: TERG 2605 with a minimum of grade "C" and TERG 3700 with a minimum of grade "C" and TERG 3720 with a minimum of grade "C".

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.

Teachers will engage in reflective practice—exploring various modes such as technical, intuitive, critical, and ethical reflection—as they develop instructional approaches that connect students with texts and enhance their teaching strategies.

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

Through data analysis instructional plans that include evidence-based strategies, and a structured literacy approach will be developed to meet the needs of diverse learners, including those with dyslexia, within a MTSS framework.

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

Students will critically examine the role of literacy coaches, explore the impact of leadership and school culture on coaching success, and evaluate the effectiveness of student-centered and alternative coaching models. Emphasis is placed on designing and implementing evidence-based strategies to enhance literacy instruction, support teacher professional growth, and improve student literacy outcomes. Practicum Hours Required.

Prereq.: TERG 6923, TERG 6924, TERG 6926.

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

Field/Clinical Experience Required: 30 hours.

Prereq.: TERG 6923, TERG 6926.