TEACHER EDUCATION
READING (TERG)

TERG 2601  Reading Application in Content Area Early Years  3 s.h.
Study of the 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 s. completed.

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. h. completed.
Prereq.: 20 s.

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 BCOE upper division status.

TERG 3704  Assessment and Instruction in Reading Internship  1 s.h.
Required of students seeking licensure in Reading and Language Arts. Practicum experience involving assessment of reading needs of the middle school student, planning and carrying out a program of remedial assistance, reporting results.
Prereq.: TERG 3701 and TERG 3702.
Concurrent with: TERG 3703.

TERG 3705  Advanced Literature Strategies  3 s.h.
Advanced reading and language arts, holistic teaching strategies with emphasis on non-textbook approaches. Field experience.
Prereq.: TERG 3703.

TERG 3706  Reading Practicum  3 s.h.
Supervised experiences in reading assessment and instruction in the elementary, middle, or secondary school setting. Six hours per week in a designated school, two hour seminar.
Prereq.: TERG 3705.

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 s. completed and concurrent with SED 3706.

TERG 6917  Literacy, Reading, and Language Arts Programs  3 s.h.
A critical appraisal of literacy, reading, and language arts programs in schools and an analysis of contemporary methodological issues.

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 I  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.

TERG 6929  The Reading and Language Arts Professional  3 s.h.
Investigation of theories and performance-based procedures for creating, analyzing, guiding, and changing school- and system-wide reading and language arts programs.
Prereq.: TERG 6926.

TERG 6970  Coaching in Diverse Classrooms  2 s.h.
The focus of this course is on the preparation of literacy specialists to coach teachers in the implementation of culturally responsive instruction for diverse learners. This population includes special needs, culturally and linguistically diverse students. Emphasis will be placed on connections between current theory, research, and instructional practice.

TERG 6971  Pedagogy of Effective Literacy Instruction  2 s.h.
Candidates demonstrate knowledge of a wide range of instructional practices, methods, and curriculum materials, including technology, that support effective reading and writing instruction. Candidates integrate their knowledge and dispositions regarding curriculum, instructional practices, curricular materials, assessment, and evaluation to create literate environments that foster both reading and writing in all students.
Prereq.: TERG 6970.

TERG 6972  Coaching for Effective Assessment Practice  2 s.h.
Designed for reading specialists, this course teaches knowledge, skills, and dispositions in school-based professional development and coaching on K/12 reading assessment concepts and skills.
Prereq.: TERG 6971.

TERG 6973  Professional Development in Literacy  2 s.h.
An introduction to research and knowledge bases related to teacher professional development from a variety of perspectives. Examines coaching as one venue of supporting teacher professional development.
Prereq.: TERG 6972.
TERG 6974  Advanced Action Research in Literacy  2 s.h.
Intro to literacy research as an integral part of professional development. Builds candidate understanding of a variety of literacy research paradigms, supports engagement in inquiry to significantly advance candidates’ understanding of literacy, and provides opportunities for candidates to collaborate with other literacy professionals to advance understanding of evidence-based practice.
Prereq.: TERG 6973.

TERG 6975  Internship 1  4 s.h.
Culminating activity supporting and integrating accomplishment of the Literacy Specialist Endorsement Standards I-VII. School-based practicum providing group and individual professional development to colleagues for continuous improvement of literacy curriculum, instruction, and assessment. Diagnostic reading and writing clinical experiences focus on data-based decision making to inform professional development provided in both group and individual settings (coaching).
Prereq.: TERG 6971.

TERG 6976  Internship 2  4 s.h.
Continuation of the culminating activity supporting and integrating accomplishment of the Literacy Specialist Endorsement Standards I-VII. School-based practicum providing group and individual professional development to colleagues for continuous improvement of literacy curriculum, instruction, and assessment. Diagnostic reading and writing clinical experiences focus on data-based decision making to inform professional development provided in both group and individual settings (coaching).
Prereq.: TERG 6975.