Reading Education

**College of Education**

**READ 240. Children’s Literature.** 3 credits.
The study of a variety of children’s literature and the practices, principles and procedures for selecting and evaluating works for children, giving consideration to their motivational and developmental effects. Prerequisite: Completion of Cluster One.

**READ 254. Literature for Adolescents.** 3 credits.
A study of literature which has been written for or appeals to young adults and adolescents, including practices, principles and procedures for evaluating and making literary materials appealing to adolescents. Prerequisite: Completion of Cluster One.

**READ 312. Reading and Writing Across the Curriculum in the Middle Grades.** 3 credits.
An introduction for preservice teachers to the foundations of reading and writing development and the elements of balanced literacy instruction in the middle grades. Through reading, writing and field applications across content areas, preservice teachers explore literacy engagement, diversity and special needs. Corequisites: EDUC 310, EDUC 311 and practicum.

**READ 366. Early Literacy Development and Acquisition.** 3 credits.
This course provides preservice teachers an understanding of the foundations of early literacy development and instructional strategies and assessment techniques that support the acquisition of literacy.

**READ 414. Reading and Writing in the Content Areas.** 1 credit.
Study of how to use print and media resources to support the acquisition of knowledge and the development of reading and writing skills in all content areas. This course may not be used for credit in minor programs in early and middle education.

**READ 420. Content Area Literacy, K-12.** 2 credits.
This course is designed for preservice teachers and will provide an introduction to the foundations of reading and balanced literacy instruction for students in kindergarten through grade 12. Through reading and writing across content areas, preservice teachers will explore literacy engagement, diversity and special needs.

**READ 430. Development, Assessment and Instruction of Literacy, K-12.** 3 credits.
This course is designed to provide preservice teachers with a foundation of literacy development. Instructional strategies and assessment techniques, which support the acquisition and development of literacy in diverse classrooms across the curriculum in grades K-12. Prerequisite: CSD 300. Corequisite: EXED 410.

**READ 436. Literacy Learning in the Elementary Grades.** 3 credits.
This course will provide preservice teachers with an understanding developmentally appropriate instructional strategies and assessment techniques to help all students in elementary grades become literate using reading, writing, listening and speaking in strategic and authentic ways. Prerequisite: Grade of “C” or better in READ 366.

**READ 440. Literacy-Based Learning in Secondary Education.** 3 credits.
This course will provide preservice teachers in secondary education with an understanding of how to create productive contexts for literacy-based learning. Particular areas of emphasis include selecting reading materials, understanding literacy development, and facilitating individual student engagement.

**READ 472. Literacy Assessment and Instruction in the Content Areas for the Middle Grades.** 3 credits.
The course will introduce preservice teachers to the relationship between literacy assessment practices and instructional design for teaching reading and writing in content area classrooms. Using case study methodology, preservice teachers will explore individual students’ literacy strengths, areas that need development and specific instructional strategies. Prerequisite: READ 312. Corequisites: MSSE 370, MSSE 371 and practicum.

**READ 490. Special Studies in Reading Education.** 1-3 credits.
Designed to give capable students, under faculty guidance, an opportunity to engage in the independent study of educational problems. Prerequisite: Plan for the study must be approved by the faculty adviser and the coordinator of the program in which the student is enrolled.

---

**Religion**

**Department of Philosophy and Religion**

**GREL 101. Religions of the World.** 3 credits.
An investigation of the world’s major religions which will give attention to their origin, history, mythology and doctrines.

**GREL 131-132. Elementary Biblical Hebrew.** 4 credits each semester.
An introductory course for students who intend to acquire the ability to read the Massoretic text of the Bible. Systematic study of the fundamentals of grammar with emphasis on reading, pronunciation and translation.

**GREL 200. Exploring Religion.** 3 credits.
An examination of the various components in the study of religion including myths, rituals, mystical experiences, theologies, ethics and current issues. Examples will be taken from the sacred texts, rituals and the lives of religious personalities in traditions around the world.

**GREL 201. Introduction to Hebrew Bible/Old Testament.** 3 credits.
A study of selected texts from the books of Genesis-Malachi that will examine their literary, historical and theological dimensions from the perspective of their ancient Israelite and Judahite contexts.

**GREL 202. Jesus and the Beginnings of Christianity.** 3 credits.
This course discusses the literature of the New Testament in light of the historical, social and religious conditions from which it emerged. Particular attention is given to historical issues related to Jesus and the origins of Christianity.

**GREL/PHIL 218. Philosophy of Religion.** 3 credits.
An intensive examination of religion from the standpoint of philosophical thinking with particular emphasis on the way philosophers view such problems as the existence of God, evil, immortality, religious language, etc.

An intensive reading course. Selections from the Massoretic text of the Bible. An introduction to the critical apparatus used within the Massoretic text, as well as the variant reading apparatus printed in the Bible Hebraica Stuttgartensia. Prerequisite: One year of college biblical Hebrew or equivalent.

**GREL 240. Jesus and the Moral Life.** 3 credits.
An introductory course that focuses on the ways in which the moral teachings of Jesus of Nazareth, explored from both historical and multi-cultural perspectives, informed and continues to inform personal ideals and moral visions of society.

**GREL 270. Religious Ethics.** 3 credits.
An investigation of the historical development of religious values and moral concepts in the Western religious traditions of Judaism, Roman Catholicism and Protestantism.

**GREL 280. Religion and Science.** 3 credits.
This course will provide a historical survey of the relationship between religion and the sciences; offer overviews of scientific and theological theory; examine the development of theory formation; focus on issues in astronomy, physics and biology; explore the ethical implications of scientific and religious theories; and trace developments.

**GREL 300. Selected Topics in Religion.** 3 credits.
Selected topics in religion are studied in depth. See MyMadison for current topic. Course may be repeated for credit when content changes.

**GREL 305. Islamic Religious Traditions.** 3 credits.
This course introduces the Islamic religious tradition from its inception to the present. Topics covered include the message and style of the Qur’an, the life and experience of Muhammad, the major beliefs and practices of Islam, and the theological, philosophical and mystical movements in the Islamic empire. Attention is also given to modern Islamic movements and their relation to the modern world inside and outside the Middle East.

**GREL 306. Women and Gender in Islam.** 3 credits.
This course investigates how particular gender roles, identities, and relationships become significant as Islamic, and the ways in which Muslim women continually re-negotiate the boundaries of gender in living an authentic religious life. Topics will include Qur’anic revelations, the formation of Islamic jurisprudence, sexual ethics, representations of Muslim women in colonial discourse, as well as the role of women in ritual practice and feminist movements.

---

http://www.jmu.edu/catalog/13