

Literacy Education (LTCY)

Courses

LTCY-301. Foundations Of Literacy Instruction In Secondary Grades. 3 Hours.

This course will introduce preservice teachers to literacy teaching and learning across disciplines in middle and high school settings. This class explores theory, practices, and issues in teaching disciplinary literacy, including complex disciplinary texts, reading comprehension processes and strategies, academic vocabulary instruction, and the use of both print and digital materials to support learning across disciplines. Prerequisite: Junior in standing.

LTCY-311. Foundations Of Literacy Instruction. 3 Hours.

This course addresses foundations of PK-12 literacy teaching and learning including relevant theory, core components of the literacy curriculum, evidence-based practices, assessments, and materials to meet the needs of all learners across grades including within subject areas. Issues of diversity, equity, inclusion, motivation and engagement, as they relate to literacy learning, are emphasized.

LTCY-402. Literacy Instruction Across Grades. 3 Hours.

This course provides an overview of literacy teaching and learning in PK-12 classrooms. Topics include curriculum development, the literacy environment, assessment, and meeting the needs of all learners including culturally and linguistically diverse students and students with reading difficulties.

LTCY-501. Literacy Instruction In Primary And Elementary Grades. 3 Hours.

This course addresses emergent and early literacy development, teaching, and learning. Candidates will explore relevant theory, core components of the literacy curriculum, instructional methods, assessments, and materials to meet the needs of young learners through the elementary years. Additional topics include using a variety of print and digital texts to motivate and engage learners and building a literacy-rich learning environment for all students.

LTCY-502. Disciplinary Literacy Instruction In Secondary Grades. 3 Hours.

This course addresses the components of academic literacy development with an emphasis on instructional approaches to support and motivate adolescent learners. Candidates will explore literacy instructional practices to support student learning in various subject areas. Topics include comprehension of complex disciplinary text, academic vocabulary, and multimodal text types. Meeting the needs of all adolescent learners, including culturally and linguistically diverse students, is emphasized.

LTCY-503. Theory And Research In Literacy Education. 3 Hours.

Candidates develop a knowledge of major theoretical, conceptual, historical, and evidence-based understandings of literacy processes and development. Candidates are introduced to basic research design and methodologies, and will engage in the critical reading of scholarship in the field.

Prerequisite: LTCY-501 with a minimum grade of B and LTCY-502 with a minimum grade of B.

LTCY-504. Children's And Young Adult Literature For Literacy Instruction. 3 Hours.

This course focuses on the integration of children's and young adult literature to support teaching and learning in all grades and across disciplines. Candidates will develop foundational knowledge about children's and young adult literature, explore instructional approaches, and address relevant topics, including cultural authenticity, multicultural literature, and issues of diversity, equity, and inclusion.

LTCY-505. Writing Instruction In Elementary Grades. 3 Hours.

Candidates explore instructional practices for supporting students' writing development from K through fifth grade. Topics include motivation, assessment, and writing to support reading development. Meeting the needs of all learners, including culturally and linguistically diverse students, is emphasized.

LTCY-506. Writing Instruction In Middle & High School. 3 Hours.

Candidates explore instructional best practices for supporting students' writing development in middle and high school. Topics include motivation, assessment, and writing to support reading development. Meeting the needs of all learners, including culturally and linguistically diverse students, is emphasized.

LTCY-507. Literacy Assessment And Instructional Planning. 3 Hours.

In this course, candidates will learn about various types of literacy assessments, their purposes, strengths, and limitations. Candidates will select and administer multiple assessments to gather information about students' developing literacy skills, progress, and performance. Candidates will learn to analyze and interpret assessment results in order to plan instruction that meets the needs of a range of learners.

Prerequisite: LTCY-501 with a minimum grade of B and LTCY-502 with a minimum grade of B.

LTCY-508. Practicum In Literacy Assessment & Intervention: Elementary Level. 3 Hours.

In this supervised clinical practicum experience, candidates demonstrate their literacy knowledge and skills as they conduct assessments, analyze and communicate assessment results, and plan appropriate instruction for a K-5 student reading below grade level. Candidates apply theory and evidence-based practices as they design and teach a series of lessons that address the specific word recognition, comprehension, vocabulary, fluency, motivation, and self-efficacy needs of their assigned K-5 student. Candidates also engage in professional learning such as collegial coaching and reflection.

Prerequisite: LTCY-507 with a minimum grade of C.

LTCY-509. Practicum In Literacy Assessment & Intervention: Middle Level. 3 Hours.

In this supervised clinical practicum experience, candidates demonstrate their literacy knowledge and skills as they conduct assessments, analyze and communicate assessment results, and plan appropriate instruction for a middle grades (6-9) student reading below grade level. Candidates apply theory and evidence-based practices as they design and teach a series of lessons that address the specific word recognition, comprehension, vocabulary, fluency, motivation and self-efficacy needs of their assigned student. Candidates also engage in professional learning such as collegial coaching and reflection.

Prerequisite: LTCY-507 with a minimum grade of C or READ-407 with a minimum grade of C.

LTCY-510. Practicum In Literacy Assessment & Intervention: Secondary Level. 3 Hours.

In this supervised clinical practicum experience, candidates demonstrate their literacy knowledge and skills as they conduct assessments, analyze and communicate assessment results, and plan appropriate instruction for a grades 6-12 student reading below grade level. Candidates apply theory and evidence-based practices as they design and teach a series of lesson plans that address the specific word recognition, comprehension, vocabulary, fluency, motivation and self-efficacy needs of their assigned student. Candidates also engage in professional learning experiences such as collegial coaching and reflection during the course's seminar component.

Prerequisite: LTCY-507 with a minimum grade of C.

LTCY-511. Research Seminar In Literacy Education. 3 Hours.

Candidates design and conduct an original action/teacher research study based on a research question of their choosing. After collecting and analyzing data, candidates report their findings following the conventions of scholarly writing and present their study to peers. Advanced study of research methodologies and paradigms is included.

Prerequisite: LTCY-503 with a minimum grade of C.

LTCY-512. Leadership In Literacy Instruction. 3 Hours.

This course addresses the multifaceted leadership roles of specialized literacy professionals. Topics include the concept of leadership, formation of literacy teams, professional learning, coaching, instructional roles, comprehensive literacy programs, assessment, and school-family-community partnerships.

Prerequisite: LTCY-507 with a minimum grade of C.

LTCY-513. Literacy Instruction For Middle Level Grades. 3 Hours.

This course addresses motivating middle school learners to read and building the literacy skills needed for learning in subject areas. Topics include nurturing a love of reading, using instructional materials and text types to engage learners, and addressing the developmental needs of young adolescents. Meeting the needs of all students, including culturally and linguistically diverse middle school students, is emphasized.

LTCY-514. Language And Literacy Instruction For Culturally And Linguistically Diverse Students. 3 Hours.

This course focuses on instructional approaches and materials to support language and literacy development among culturally and linguistically diverse (CLD) students. Candidates will explore topics and issues of second language acquisition, bilingual and multicultural education, identity and CLD students, language diversity, language policy, and home and community engagement. Candidates will be able to apply their multifaceted knowledge across disciplines and professional contexts.

Prerequisite: LTCY-501 with a minimum grade of C and LTCY-502 with a minimum grade of C or LTCY-513 with a minimum grade of C or (READ-416 with a minimum grade of C and READ-417 with a minimum grade of C or READ-440 with a minimum grade of C).

LTCY-515. Technology For Literacy Instruction. 3 Hours.

In this course, candidates explore technology tools and digital media to support literacy teaching and learning among students of diverse backgrounds and abilities. Topics include selection and evaluation of technology tools; technology to support the developing needs of all learners; social, legal, and ethical issues related to classroom technology use; and technology use that promotes critical thinking and meaningful learning.

Prerequisite: LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B.

LTCY-516. Advanced Practicum In Literacy Education. 3 Hours.

This course provides candidates with the opportunity to examine more closely a particular facet of literacy development and/or to explore innovative diagnostic or instructional practices within a clinical setting.

LTCY-517. Language Development And Early Literacy. 3 Hours.

This course focuses on the relationship between children's oral language and early literacy development. Emphasis will be on the instructional implications for teachers working with children from infancy through Grade 3. Meeting the needs of all learners, including culturally and linguistically diverse students, is emphasized.

Prerequisite: LTCY-501 with a minimum grade of C.

LTCY-521. Independent Study In Literacy Education. 1 Hour.

Candidates who have interests in specific literacy topics may be invited by faculty members to conduct independent studies. They must collaborate with faculty members to develop proposals for departmental approval. Credit will be awarded commensurate with the scope of the proposed study and commitment required of faculty.

Prerequisite: LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B or LTCY-513 with a minimum grade of B.

LTCY-522. Independent Study In Literacy Education. 2 Hours.

Candidates who have interests in specific literacy topics may be invited by faculty members to conduct independent studies. They must collaborate with faculty members to develop proposals for departmental approval. Credit will be awarded commensurate with the scope of the proposed study and commitment required of faculty.

Prerequisite: LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B or LTCY-513 with a minimum grade of B.

LTCY-523. Independent Study In Literacy Education. 3 Hours.

Candidates who have interests in specific literacy topics may be invited by faculty members to conduct independent studies. They must collaborate with faculty members to develop proposals for departmental approval. Credit will be awarded commensurate with the scope of the proposed study and commitment required of faculty.

Prerequisite: LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B or LTCY-513 with a minimum grade of B.