



COURSE DESCRIPTIONS

LIT 530 ORAL INTERPRETATION OF CHILDREN'S LITERATURE

This course will focus on the types of literature and various oral methods which can be used in teaching literature in elementary and middle school. The ongoing focus of the course will be drawing in the interest of students through the creative use of solo and group oral reading. This approach combines performance with some stagecraft. Literature will draw from children's books, poetry, short story, newspapers, diaries and the novel. The course will develop the vocal capabilities of the participants, such as pitch, pace, pause and force. *(3 credit hours)*

LIT 605 COMMUNICATION IN PROFESSIONAL SETTINGS

This course will help students to better communicate orally as individuals and in group presentations by studying and practicing strategies and methods for exceptional presentations to a variety of audiences and readers in an educational setting. *(3 credit hours)*

LIT 612 ADVANCED WRITING FOR EDUCATORS

This workshop will give doctoral candidates a fundamental review of both grammatical concepts and the tenets of strong writing. Candidates will write for a variety of purposes and in a variety of modes throughout this workshop using APA for formatting and documentation. Key attention will be given to the strategic use of phrases and clauses to enhance written work. Usage applications for concepts such as passive and active voice, verb tense, pronoun reference, and sentence structure will be studied. *(3 credit hours)*

LIT 655 LITERACY ACROSS THE DISCIPLINES

In today's classrooms, greater emphasis has been placed on the use of complex discipline-specific texts. In this course, candidates will explore the discipline-specific literacy practices and discuss ways to explicitly make those practices known to students. Candidates will practice a variety of literacy strategies and adapt them to fit the discipline-specific needs of content courses. Through examination of current

research and theories, candidates will explore the pedagogical shift from content area literacy instruction toward disciplinary literacy instruction. *(2 or 3 credit hours - The three credit option includes a ten hour practicum experience in a secondary school setting.)*

LIT 660 STORYTELLING

Storytelling has strong links to literacy. The purpose of this course is to develop the understanding of story and the skills to create and perform storytelling. Students will analyze the components of narrative communication while they develop verbal and nonverbal skills through the experience of personal performance. Creativity and imagination will be explored and applied by adapting of written stories and through original story development. *(3 credit hours)*

LIT 665 MULTICULTURAL CHILDREN'S LITERATURE

The growing diversity of the American population is becoming evident in the literature being published for both children and adolescents. This course will familiarize candidates with diverse and award-winning K-12 literature focused on various cultural groups. Issues of multiculturalism, the history of multicultural children's books, stereotyping, authenticity of perspective, and criteria for evaluating literature used with students will be developed through class activities. Identifying bias-free literature and the effective use of it with K-12 students will be addressed through a variety of learning experiences. *(2 credit hours)*

LIT 670 CLASSIC AND CONTEMPORARY BOOKS FOR CHILDREN

This course surveys the history of literature for children from earliest times to present day. A wide range of literature for preschool-aged children all the way up to works written for students in grade six will be explored. A key focus of the course will be the evolution of such works in response to changes in society's social beliefs, attitudes, and customs. The most influential books written for and about children in the past 100 years will be discussed and considered. *(3 credit hours)*

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LIT 675 CLASSIC AND CONTEMPORARY NOVELS FOR YOUNG ADULTS

This course will provide a historical survey of literature written for and about adolescents. The inception of literature written for a young adult audience will be traced through a study of works by authors of classic as well as contemporary novels. A key consideration will be the role young adult literature plays in shaping perceptions of gender, race, and class. Candidates will carefully consider the foundation of canonical literature and its implications on classroom instruction past and present for students in grades 7-12. Discussion of when, where, how, and for whom the works that comprise the young adult canon can be most effectively introduced will be examined in this course as well as the concept of the contemporary YA novel's effectiveness both as a bridge to classic works and a genre worthy of significant study in its own right. *(4 credit hours)*

LIT 680 SOCIAL EQUITY AND IDENTITY

With the ever-changing demographic make-up of America's school system, literacy leaders are faced with the challenge of designing curricular programs that reflect both an understanding of and respect for student identity. By looking at a variety of literary and academic publications, this course will examine ways to inform public discourse regarding social equity and determine ways to best portray a powerful voice in improving the materials and intellectual conditions of students of all ages. *(3 credit hours)*

LIT 690 CLINICAL LITERACY ASSESSMENT AND INTERPRETATION

Multiple factors contribute to literacy learning. In this course, candidates will discover how to evaluate these factors through the use of various formal and informal assessments. Candidates will administer, score, analyze, and interpret a variety of assessments to collect data and determine a student's strengths and areas of need. The development of student profiles based on a wide range of data and the subsequent reporting of the information in a professional setting will be a focal point of this course. *(3 credit hours)*

LIT 695 CLINICAL PRACTICUM IN LITERACY ASSESSMENT AND INTERVENTION

This course will build on concepts previously presented in LIT 690 and will include a 20-hour practicum. Coursework will focus on research-based strategies for improving student learning in identified areas of weakness. Candidates will plan and deliver intervention in response to assessment data for a specific student by introducing strategies to build on the student's strengths and improve identified areas of need to ensure growth and success. A case study report will be prepared at the conclusion of the course. *(5 credit hours)*

LIT 701 METHODS OF EDUCATIONAL RESEARCH

This course will introduce doctoral candidates to foundational and current research methodologies such as quantitative, qualitative, mixed methodology, action research, literature review, case study, etc. Candidates will begin to identify and develop individual research interests which will ultimately lead to their dissertation topics. Candidates will generate their dissertation research question(s) and determine the appropriate research approach(es) to utilize in order to practically answer the research question(s) posed. *(5 credit hours)*

LIT 705 SURVEY OF HISTORY AND SEMINAL STUDIES IN LITERACY

Significant historical developments in reading instruction in America and seminal studies in literacy provide important perspectives and implications for instruction, curriculum, and assessment in schools today. In this course, candidates will gain insight on the impact of reading theories and research, early methods, leaders in the field of literacy, fads and trends, linguistics, technology, and cultural, social, and economic issues. Major issues in the development of writing instruction over time will be examined which include social purpose, writing as power, and writing as a force for democratization. Engaging discussion will focus on a variety of perspectives and personal insights. *(4 credit hours)*

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LIT 710 INITIATING RESEARCH

This course will introduce candidates to foundational and current research in literacy and will focus on the development of the first three chapters of the dissertation: advancing the foundational framework, ensuring the need for and significance of the candidate's study, refining research questions, structuring the methodology of the study, selecting appropriate research participants, and preparing for the dissertation proposal defense. Major quantitative and qualitative methods, mixed methods, and action research processes will be considered as candidates develop instruments for collecting data and conduct pilot studies (if need be). Once the dissertation proposal has been accepted, candidates will seek approval from the Institutional Review Board as well as appropriate stakeholders in their school communities. *(3 credit hours)*

LIT 720 CONDUCTING RESEARCH

Once the dissertation proposal and IRB application have been approved, candidates will begin their dissertation studies. In LIT 720, candidates will learn how to manage and organize the collection of data. They will also learn how to begin preliminary data analysis. As a precursor to LIT 770 and LIT 775, candidates will reflect on their data and will begin to refine analytic methods. Candidates will also conduct ongoing reflection regarding the data collection and analysis phases of their research. Additionally, in this course, candidates will learn how to form their research into a proposal for a scholarly conference. *(2 credit hours)*

LIT 730 EVALUATING DATA

With data collection completed, candidates will process what their data mean in the literacy arena. This course will not only emphasize the analysis of the study's results but what the findings mean. Candidates will learn to construct the following sections for the final chapters of the dissertation: results expressed and discussed, conclusions drawn, limitations described, implications for literacy stated, and recommendations for further research delineated. At the completion of this course, the candidate will be prepared for his/her dissertation defense. *(2 credit hours)*

LIT 740 LEADERSHIP IN THE EDUCATIONAL SETTING

This course explores the principles of effective leadership in general and specifically in the field of literacy. The strong leader's ability to function as both inspired visionary and skilled manager will be discussed. Doctoral candidates will develop process skills to build consensus, communicate effectively, and resolve conflict in order to align resources with a shared vision. Opportunity to dialogue with significant literacy leaders past and present and to explore leadership opportunities will be made available. The research, writing, and submission of literacy grants will be a key facet of this course. *(3 credit hours)*

LIT 750 DESIGNING AND DELIVERING PROFESSIONAL PRESENTATIONS

The delivery of presentations in a wide range of venues is an important facet of contributing to the profession and serves as a benchmark of doctoral study. This course will focus on the components of preparing a professional presentation from the inception of an idea through its execution before an audience. Various methods of delivery will be explored, and doctoral candidates will be immersed in an ongoing critique process as they work to strengthen specific presentations designed for a variety of audiences. *(6 credit hours)*

LIT 770 QUANTITATIVE DATA ANALYSIS

This course provides an introduction to statistical methods and their implications for educators and educational researchers. The logic underlying research investigation, methodology, analysis, and interpretation of data will be emphasized. Candidates will utilize readings, discussions, and appropriate computer applications to investigate populations and samples; organize, display, and summarize data; and determine probability, normal distribution, tests of significance, and correlation/simple regression. Candidates will develop competence in reading and understanding statistics provided in various sources such as dissertations, journals, and/or technical reports related specifically to the field of literacy. *(2 credit hours)*

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LIT 775 QUALITATIVE DATA ANALYSIS

This workshop-style course will provide the candidates with the opportunity to pragmatically apply qualitative analysis techniques to their own and their peers' research findings. Paired with LIT 730, which runs concurrently, candidates will employ coding and dissemination strategies as they determine and explain what their raw data mean. In addition, the assigned journal articles and texts will include scholarship on the practice and philosophical underpinnings of qualitative research. Class sessions will follow a workshop format with discussions and activities related to weekly readings that explore the current terrain of qualitative research in the literacy field. *(2 credit hours)*

LIT 785 DISSERTATION WRITING WORKSHOP

This workshop will concentrate on the revising and editing all chapters of the dissertation. Sophisticated writing and grammatical concepts appropriate for the seasoned writer will be explored. Methods for successfully using the peer review and editing processes will be incorporated into the course. Candidates will receive significant feedback from the instructors on the final chapters and will have considerable opportunity for revision throughout the workshop. Completion of the entire dissertation will be an objective of this course. *(4 credit hours)*

LIT 790 SEMINAR IN WRITING FOR PUBLICATION

The process of developing belletristic manuscripts for submission will be the focus of this course. A variety of writing formats will be explored including but not limited to children's picture books, lengthier works of fiction, and poetry. Doctoral candidates will learn to identify a market-based need as well as potential outlets for their own written work. The preparation of two manuscript drafts will take place during this course. *(5 credit hours)*

LIT 795 WRITING FOR SCHOLARLY PUBLICATION

This course will provide candidates with experience in the scholarly publishing process. In addition to studying the professional writing process and reviewing manuscript guidelines from key scholarly journals, doctoral candidates will synthesize their dissertation research into an article suitable for submission to a literacy research journal. The receipt and delivery of criticism as part of the professional writing community will be a key component throughout the course. Manuscripts will be finalized and submitted for consideration by the end of this course as one of the doctoral benchmarks. *(3 credit hours)*

LIT 797 INDEPENDENT STUDY

Doctoral candidates must complete between four and six hours of electives as part of their program. Candidates may select from a wide range of courses to fulfill these electives; however, they may also pursue independent study for up to three hours under the supervision of a professor, advisor, or program director at Judson University. *(2-3 credit hours)*

LIT 799 DOCTORAL DISSERTATION *(2 credit hours)*