Course Descriptions

LIT 505 INTEGRATING TECHNOLOGY IN LITERACY INSTRUCTION

This course will examine the role of technology integration in the four main tenets of traditional literacy instruction- reading, writing, speaking and listening, as well as provide the opportunity to examine the pedagogical decisions for integrating technology in the classroom. The focus throughout the course is to teach candidates to integrate technology with literacy instruction in a dynamic way that affords students the opportunity to access content and learning in a way that was not possible prior to the advent of specific emerging technologies. *3.00 hours*

LIT 510 STRATEGIES FOR EFFECTIVE READING AND WRITING INSTRUCTION

This course examines current trends, best practices, research, and challenges in the teaching of reading and writing at a variety of grade levels. Degree candidates are exposed to professional resources from the field of literacy that invite an exploration of reader's/writer's workshop and readers/writers notebook. Additionally, candidates will focus throughout the course on the development of effective lessons and assessments for student readers and writers. *3.00 hours*

LIT 515 WRITING FOR EDUCATORS

The purpose of this course is to help students develop graduate-level writing skills. Students will create papers with a clear thesis statement and with well-supported main ideas presented in a logical order. A significant portion of the class will provide grammatical instruction to help students avoid common errors in their writing, especially with respect to sentence structure, subject-verb agreement, verb tense, pronoun usage, and punctuation. Students will also format and document their papers following APA style rules. *2.00 hours*

LIT 520 REACHING SECOND-LANGUAGE READERS AND WRITERS

This course examines theory and application related to teaching reading and writing to second language learners. The emphasis is on various instructional strategies and materials facilitating the assessment and development of English language learners in elementary and middle grade levels. *3.00 hours*

LIT 525 REACHING RELUCTANT READERS AND WRITERS

The intent of this course is to study the effective engagement of K-12 students whose motivation and interest in reading and/or writing is lacking. The course will take a focused look at affective elements related to literacy instruction such as rapport, student choice, teacher modeling, and authentic assignments. Throughout this course, students will have opportunity to make use of a variety of specific strategies intended to increase motivation and interest in reluctant readers and writers in their own classrooms. *3.00 hours*

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. *2.00 hours*

LIT 535 LITERACY CONFERENCE

The culmination of this degree program will be a literacy conference featuring a variety of contemporary literacy topics explored and expounded upon by experts from around the country. Students will be actively involved in hosting this annual event. *2.00 hours*

LIT 601 DEVELOPING CONSUMERS OF RESEARCH

In order for students to become *mindful* consumers of research, this course will introduce students to foundational and current research in literacy. This course will cover the major quantitative methods, qualitative methods, mixed methods, and action research processes. Students will also learn sampling, data collection, and analysis techniques associated with these methods. Students will accomplish these objectives through large-group discussion of readings and individual projects, small-group discussion on topics related to literacy research, instructor and student presentations, written assignments, and feedback through group and one-on-one interaction. *1.00 hour*

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. *3.00 hours*

LIT 610 LITERACY RESEARCH

In order for students to develop the research skills discussed in LIT 601, they will be guided through the processes of researching an area of literacy, developing a literature review, designing and implementing a small-scale study to be conducted in the student's classroom, and, finally, writing a "publication-ready" article that combines both the literature review and the findings of the study. Students will develop the "Implementation" section of this article in order to convey practical application of the findings to the reading audience. Students will accomplish these objectives through large-group discussion of readings and individual projects, small-group discussion on topics related to literacy research, instructor and student presentations, written assignments, and feedback through group and one-on-one interaction. *3.00 hours*

LIT 620-1 EVALUATING CHILDREN'S LITERATURE (K-3)

This course explores a wide variety of literature for K-3 children including fiction, nonfiction, traditional literature, picture books, big books, short novels, plays, and poetry. Emphasis will be on both expanding the teacher's knowledge of books, authors, and illustrators as well as creating engaging, meaningful curriculum for children that uses literature to support and extend content learning. *4.00 hours*

LIT 620-2 EVALUATING CHILDREN'S LITERATURE (4-12)

This course will focus on the evaluation of literature including fiction, non-fiction and poetry for use with readers in Grades 4-12. Emphasis will be on both expanding the teacher's knowledge of contemporary literature and how it is used in creating engaging, best-practice curriculum. Reading and class activities will focus on the uses of literature to support and extend literacy learning. Discussion will extend the teacher's ability to implement literature in the classroom and creating in students a lifelong love of reading. *4.00 hours*

LIT 630 WRITING FOR PROFESSIONAL JOURNALS

The purpose of this course is to help students revise, edit, and submit articles to professional journals. Students will revise their articles for content, organization, language, and sentence structure. APA style rules will be used for formatting and documentation. Students will also edit their articles for errors in sentence structure, subject-verb agreement, verb tense, pronoun usage, and punctuation. *3.00 hours*

LIT 640-1 ASSESSING AND IMPROVING WRITING INSTRUCTION (K-3)

This course will focus on the rationale and methods for developing expertise in writing instruction in kindergarten through third grade. The emphasis throughout the course is on recognizing the developmental aspects of writing ability and devising appropriate lessons and methods of assessment to help students become better writers. *3.00 hours*

LIT 640-2 ASSESSING AND IMPROVING WRITING INSTRUCTION (4-12)

This course will focus on the rationale and methods for developing expertise in writing instruction in grades four through twelve. The focus throughout the course is on recognizing the developmental aspects of writing ability and devising appropriate lessons and methods of assessment to help students become better writers. *3.00 hours*

LIT 650-1 ASSESSING AND IMPROVING READING INSTRUCTION (K-3)

This course will focus on the implementation of effective reading instruction for the range of readers found in K-3 classrooms. The emphasis will be on utilizing both formal and informal assessment data to guide in the planning and implementation of a comprehensive reading curriculum. *3.00 hours*

LIT 650-2 ASSESSING AND IMPROVING READING INSTRUCTION (4-12)

This course will focus on the implementation of effective reading instruction for the range of readers found in 4-12 classrooms. The emphasis will be on utilizing both formal and informal assessment data to guide in the planning and implementation of a comprehensive reading curriculum. *3.00 hours*