Courses in Literacy Teaching and Learning (formerly Reading)

Graduate Courses

E Rdg 500
Classroom Literacy Instruction (3)
This class introduces instruction and development in literacy including research-based strategies, materials, and assessment practices consistent with state and national standards. The focus is on intentional, critical literacy teaching with topics including: children's learning and thinking, instructional planning, tools and formats for balanced literacy instruction, text complexity, leveled texts, dialogic instruction, engaging families, running records and reading inventories, vocabulary-, syntax- and knowledge building.
Permission of department required.
(2096) Maurantonio, Roseann
6 Week 4: June 29-August 7
MW 4:00p.m.-7:30p.m.
ES-242

E Rdg 504
Children's Literature (3)
This course offered online through the Blackboard Learning System. Permission of Online Program Manager required. Students read and respond to multiple genres of children's literature, including nonfiction texts, across both print and electronic platforms. Topics include: supporting and appreciating students' complex responses to literature; analyzing the symbiotic relationship of words and pictures in visual texts; using technology to promote literary understanding; and meeting the standards by designing literature instruction informed by critical literacy perspectives.
(1079) Affinito, Stephanie
12 Week: May 26-August 14
Online course in Blackboard

E Rdg 600
Strategic Intervention to Prevent Literacy Difficulties (3)
This course offered online through the Blackboard Learning System. Permission of Online Program Manager required. Teachers will learn about the Interactive Strategies Approach to early literacy instruction and intervention and how the approach can contribute to RTI processes in the primary grades. The topics include: the development of strategic, self-regulated early literacy learners who view reading and writing as meaning making activities, providing differentiated instruction in an RTI context, promoting motivation to read and write, and the development of phonological skills, a strategic word approach to word learning, oral language skills, and the knowledge base upon which comprehension depends.
Prerequisite: Satisfactory completion of Rdg 500.
(1280) Affinito, Stephanie
12 Week: May 26-August 14
Online course in Blackboard

E Rdg 601
Practicum: Instruction to Prevent Literacy Difficulties (3)
Most early literacy difficulties can be prevented through early, responsive, comprehensive, and coherent literacy instruction. This course focuses on helping teachers to develop greater expertise in identifying and effectively responding to learners who struggle at the early stages of literacy acquisition. Topics include differentiated instruction in an RTI context, promoting motivation to read and write, the development of phonological skills, a strategic word approach to word learning, and oral language skills and the knowledge base upon which comprehension depends. Graduate students provide one-to-one intervention for a young
literacy learner and engage small groups of students in interactive read alouds. Prerequisite: Satisfactory completion of ERdg 655. Contact department to be placed on approval list.

(2102) Mueller, Christl
July 1 – July 31
TTh 8:45a.m.-12:00p.m.
ED-22

E Rdg 610
Literacy in Society (3)
This course offered online through the Blackboard Learning System. Permission of Online Program Manager required. Provides opportunities for building shared understanding among teachers working with students across grade levels. Involves critical examination of social and linguistic perspectives on language and literacy. Addresses the relationship among schooling, literacy, and social and cultural life. Encompasses family literacy, media studies, and the nature and significance of sociocultural and linguistic diversity.

(1497) Malavasic, Jolene
6 Week 1: May 26-July 3
Online course in Blackboard
(2612) Malavasic, Jolene
6 Week 3: July 6-August 14
Online course in Blackboard

E Rdg 617
Teaching Social Studies B-6 (3)
This course offered online through the Blackboard Learning System. Permission of Online Program Manager required. This course focuses on history, culture, economics, government, and geography, for teachers to learn the theoretical and practical applications of historical and current concepts. Drawing on national and state standards, the course will emphasize materials, instruction, and assessment to promote conceptual understandings, including a diverse range of perspectives on social studies content.

(2574) Walp, Trudy
12 Week: May 26-August 14
Online course in Blackboard

E Rdg 620
Practicum: Differentiated Instruction and Coaching, B-6 (3-6)
Involves an intense small group inquiry with youth through grade 6. Graduate students teach a small group, document and assess students' literacy learning, and analyze instructional interactions drawing on theories of literacy development. Emphasis includes creating contexts for inquiry, text selection, responsive reading and writing instruction, and engaging with families. Graduate students develop communities of professional practice as they engage as responsive literacy coaches, analyzing teaching interactions, and offering reflections and possibilities for future instruction. Prerequisite: Rdg 601. Contact department to be placed on approval list. The below section meeting locations are by arrangement with the instructor.

(1866) Chatnik, Beth
June 30-August 7
MTWThF 8:30am-11:30am
Cohoes City School District
(1867) Groat, Christine
June 30-August 7
MTWThF 8:30am-11:30am
Cohoes City School District
(1868) Maher, Karen
June 30-August 7
MTWThF 8:30am-11:30am
Cohoes City School District
(2097) Machado, Vanessa
**E Rdg 623**  
**Practicum: Differentiated Instruction and Coaching, 5-12 (3-6)**  
Involves an intense small group inquiry with youth. Graduate students teach a small group, document and assess students' literacy learning, and analyze instructional interactions drawing on theories of literacy development. Emphasis includes creating contexts for inquiry, text selection, responsive reading and writing instruction, and engaging with families. Graduate students develop communities of professional practice as they engage as responsive literacy coaches, analyzing teaching interactions, and offering reflections and possibilities for future instruction. Prerequisite: Rdg 600 or 601. Contact department to be placed on approval list.  
(2098) Malavasic, Jolene  
MTWThF 8:45a.m.-12:30p.m.  
June 30-August 7  
South Colonie Public Library

**E Rdg 625**  
**Integrated Literacy Instruction, B-6 (3)**  
*This course offered online through the Blackboard Learning System. Permission of Online Program Manager required.* Theory and practice of integrated literacy instruction. Topics include: historical perspectives on integrated language arts, and between language arts, different kinds of integration (within language arts, between language arts and subject areas, within and across grade levels, etc.) developing integrated units of instruction, teaching skills within themes, and assessing children's literacy programs.  
(2099) Affinito, Stephanie  
12 Week: May 26-August 14  
*Online course in Blackboard*

**E Rdg 655**  
**Early Literacy Development, B-2 (3)**  
*This course offered online through the Blackboard Learning System. Permission of Online Program Manager required.* This class examines literacy development in very young children in school, preschool and home. Literacy development is addressed as acquiring situated, changing, social practices. Topics include: conditions and materials for literacy learning, developing responsive literate relationships with and among young children, observing and documenting growth in early literacy, the reciprocal relationships among early writing, reading and speaking, the relational and emotional dimensions of early literacy, intentionality, play, drama, identity, and picture books and their use. The course addresses effective teaching practices for both preschool and kindergarten classrooms. This course has a 5-hour required practicum component.  
(2582) Rossetti, Jessica  
6 Week 4: June 29-August 7  
*Online course in Blackboard*

**E Rdg 677**  
**Data-Based Decision Making in Literacy Assessment, Policy and Practice (3)**  
*This course offered online through the Blackboard Learning System. Permission of Online Program Manager required.* This class is intended to enable teachers to effectively analyze and draw conclusions from classroom-, school- and system-level literacy assessment data and to develop a critical understanding of the use and implications of data in literacy research. Areas of emphasis include assessment functions (screening, monitoring, etc.), basic concepts of measurement, statistical inference, and research designs. The course uses data sets as the basis for discussions about evaluation systems, instructional improvement (Common Core, APPR), data-driven decision making, proactive participation in literacy initiatives, and principles for linking research and practice in literacy instruction. Prerequisite: Satisfactory completion of Rdg 600 or 601.  
(2575) Puccioni, Jaime
12 Week: May 26-August 14
*Online course in Blackboard*

**E Rdg 687**
*Institute in Education (3)*
Selected courses and workshops in literacy. Prerequisite: Consent of instructor.

*(2635) Scanlon, Donna*
**July 6-July 9**
MTWTh
Arr

*(2636) Scanlon, Donna*
**July 27-July 30**
MTWTh
Arr