Courses in Literacy Teaching and Learning

Graduate Courses

E Ltl 500
Classroom Literacy Instruction (3)
This course offered fully online. 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 Online Program Manager required.
(2587) Affinito, Stephanie
12 Week: May 24-August 13

E Ltl 504
Children's Literature (3)
This course offered fully online. 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. Permission of Online Program Manager required.
(2168) Affinito, Stephanie
12 Week: May 24-August 13

E Ltl 600
Strategic Intervention to Prevent Literacy Difficulties (3)
This course offered fully online. 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 Ltl 500. Contact department to be placed on approval list.
(1700) Affinito, Stephanie
12 Week: May 24-August 13

E Ltl 610
Literacy in Society (3)
This course offered fully online. Framed by sociocultural perspectives, this course examines literacy in the social context and the changing nature of literacy in the 21st century. Areas of inquiry include how students’ cultural backgrounds and identities can serve as resources for literacy learning; linguistic diversity; media literacies; multimodal literacies; and critical literacies. Permission of Online Program Manager required.
(2169) Sheehy, Margaret
12 Week: May 24-August 13
(2185) Sheehy, Margaret
12 Week: May 24-August 13
E Ltl 617
Teaching Social Studies B-6 (3)
*This course offered fully online.* 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. *Permission of Online Program Manager required.*

(1702) Malavasic, Jolene
12 Week: May 24-August 13

E Ltl 619
Practicum: Writing in Class, 1-6 (3)
*This course offered fully online.* This course involves small group writing instruction with students in grades 1 - 6. Graduate students teach a small group of children, document and assess students' writing, and analyze instructional interactions drawing on theories of literacy development. Areas of emphasis include creating contexts for writing, mentor text selection, responsive writing instruction, writing conventions, disciplinary writing, and engaging with families. Graduate students develop communities of professional practice as they engage as responsive writing teachers, analyzing teaching interactions, and offering reflections and possibilities for future instruction. *Contact department for Permission of Instructor.*

(2507) Steil, Jennifer
6 Week 4: June 28-August 6

E Ltl 620
Practicum: Differentiated Instruction and Coaching, B-6 (3-6)
*This course offered fully online.* 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: Ltl 601. *Contact department to be placed on approval list.*

(1704) Chatnik, Beth
6 Week 4: June 28-August 6
(1705) Maher, Karen
6 Week 4: June 28-August 6

Scheduled synchronous class meetings via Zoom for all above sections:
MTWThF 8:30a.m.-11:35a.m.

E Ltl 625
Integrated Literacy Instruction, B-6 (3)
*This course offered fully online.* Theory and practice of integrated literacy instruction. Topics include: historical perspectives on integrated 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 progress. *Permission of Online Program Manager required.*

(1993) Malavasic, Jolene
12 Week: May 24-August 13

E Ltl 655
Early Literacy Development, B-2 (3)
*This course offered fully online.* 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. Permission of Online Program Manager required.

(1720) Flynn, Laura
12 Week: May 24-August 13

E Ltl 677
Data-Based Decision Making in Literacy Assessment, Policy and Practice (3)
This course offered fully online. 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 Ltl 600 or 601. Contact department to be placed on approval list.

(1703) Monaco, Colleen
12 Week: May 24-August 13
(2586) Edward Desir, Sarahlee
12 Week: May 24-August 13