Courses in Literacy Teaching and Learning (formerly Reading)

Graduate Courses

E Ltl 500
Classroom Literacy Instruction (3)
This course offered online through the Blackboard Learning System. 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. Contact department for permission of instructor.
(2048) Affinito, Stephanie
6 Week 2: June 25-August 3
Online course in Blackboard

E Ltl 600
Strategic Intervention to Prevent Literacy Difficulties (3)
This course offered online through the Blackboard Learning System. 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.
(1985) Affinito, Stephanie
12 Week: May 29-August 17
Online course in Blackboard

E Ltl 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 ELtl 655. Contact department to be placed on approval list.
(1990) Fusco, Jennifer
June 26-August 2
TWTTh 8:45a.m.-11:45a.m.
Off-campus

E Ltl 610
Literacy in Society (3)
This course offered online through the Blackboard Learning System. 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. Permission of Online Program Manager is required.

(1989) Malavasic, Jolene
6 Week 1: May 29-July 6
Online course in Blackboard

E Ltl 617
Teaching Social Studies B-6 (3)
This course offered online through the Blackboard Learning System. 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.

(1987) Malavasic, Jolene
12 Week: May 29-August 17
Online course in Blackboard

E Ltl 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: Ltl 601. Contact department to be placed on approval list. Meeting dates & times to be announced. Meeting locations are by arrangement with the instructor.

(1991) Chatnik, Beth
June 25-August 3
MTWThF 8:30a.m.-11:35a.m.
Off-campus
(1992) Maher, Karen
June 25-August 3
MTWThF 8:30a.m.-11:35a.m.
Off-campus
(1993) Jiampetti, Krista
June 25-August 3
MTWThF 8:30a.m.-11:35a.m.
Off-campus

E Ltl 655
Early Literacy Development, B-2 (3)
This course offered online through the Blackboard Learning System. 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.

(2050) Affinito, Stephanie
12 Week: May 29-August 17
E Ltl 677

Data-Based Decision Making in Literacy Assessment, Policy and Practice (3)

This course offered online through the Blackboard Learning System. 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.

(1988) Monaco, Colleen
12 Week: May 29-August 17

Online course in Blackboard