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. **Permission of Online Program Manager required.**
(2203) Faeth, Erin
12 Week: May 26-August 14
Online course in Blackboard
(2437) Staff
12 Week: May 26-August 14
Online course in Blackboard

E Ltl 504
Children's Literature (3)
This course offered online through the Blackboard Learning System. 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.**
(2404) Staff
12 Week: May 26-August 14
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.**
(1790) Affinito, Stephanie
12 Week: May 26-August 14
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.

(2405) Fusco, Jennifer (Carey)
6 Week 4: June 29-August 7
Class meeting dates & times to be announced.

Off-campus

E Ltl 610
Literacy in Society (3)
This course offered online through the Blackboard Learning System. 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.

(2406) Sheehy, Margaret
12 Week: May 26-August 14
Online course in Blackboard
(2438) Sheehy, Margaret
6 Week 3: July 6-August 14
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.

(1792) Malavasic, Jolene
12 Week: May 26-August 14
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.

(1794) Staff
6 Week 4: June 29-August 7
MTWThF 8:30a.m.-11:35a.m.
Off-campus
(1795) Staff
6 Week 4: June 29-August 7
MTWThF 8:30a.m.-11:35a.m.
Off-campus
(2408) Staff
6 Week 4: June 29-August 7
MTWThF 8:30a.m.-11:35a.m.
Off-campus

E Ltl 625
Integrated Literacy Instruction, B-6 (3)
This course offered online through the Blackboard Learning System. 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.
(2168) Malavasic, Jolene
12 Week: May 26-August 14
Online course in Blackboard

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.
(1817) Affinito, Stephanie
12 Week: May 26-August 14
Online course in Blackboard
(2439) Flynn, Laura
12 Week: May 26-August 14
Online course in Blackboard

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.
(1793) Monaco, Colleen
12 Week: May 26-August 14
Online course in Blackboard