

LITERACY EDUCATION (LTED)

LTED 510 Professional Practice in Schools I (3 Credits)

This course examines current and emerging topics and trends impacting education. Topics are categorized under five perennial themes in education: (1) Teaching and Learning, (2) Curriculum and Pedagogy, (3) Cultural Literacy, (4) Technology, and (5) Policy and Reform. Specific topics beneath these headings will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying understandings of extant research and practices as they are observed in students' field-based placements.

LTED 512 Teaching Methods in Economics and Personal Finance for Middle & Secondary Teachers (3 Credits)

This course is specifically designed for in-service middle and secondary educators. It will provide educators with the instructional design and pedagogical techniques required to teach financial literacy in an effective and engaging manner to middle & secondary students.

LTED 513 Financial Literacy Practicum (3 Credits)

This course provides students in this course (practicing teachers) with the opportunity to practice teaching financial literacy concepts in their own classrooms. Students will use learned skills to enhance their own students' knowledge base as well as provide models to enhance district curriculum. This upper level practicum course will be the culminating experience for those seeking the 12-credit Financial Literacy certification. **Pre-requisite(s):** FINC 671, FINC 519 and LTED 512.

LTED 515 Professional Practice in Schools II (3 Credits)

This course examines and builds upon current and emerging topics and trends impacting education. Topics are categorized under five perennial themes in education: (1) Teaching and Learning (including a focus on strategies and theories for classroom management), (2) Curriculum and Pedagogy (with special attention to data-based assessment to inform instruction), (3) Cultural Literacy, (4) Technology, and (5) Policy and Reform. Specific topics beneath these headings will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying understandings of extant research and practices as they are observed in students' field-based placements.

LTED 520 Professional Practice in Schools III (3 Credits)

This course examines current and builds upon emerging topics and trends impacting education. Topics are categorized under five perennial themes in education: (1) Teaching and Learning (including a focus on strategies and theories for classroom management), (2) Curriculum and Pedagogy (with special attention to data-based assessment to inform instruction), (3) Cultural Literacy, (4) Technology, and (5) Policy and Reform. Specific topics beneath these headings will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying understandings of extant research and practices as they are observed in students' field-based placements.

LTED 525 Professional Practice in Schools IV (3 Credits)

This course examines current and builds upon emerging topics and trends impacting education. Topics are categorized under five perennial themes in education: (1) Teaching and Learning (including a focus on strategies and theories for classroom management), (2) Curriculum and Pedagogy (with special attention to data-based assessment to inform instruction), (3) Cultural Literacy, (4) Technology, and (5) Policy and Reform. Specific topics beneath these headings will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying understandings of extant research and practices as they are observed in students' field-based placements.

LTED 530 Professional Practice in Schools V (3 Credits)

This culminating course examines current and continues to build upon emerging topics and trends impacting education. Topics are categorized under five perennial themes in education: (1) Teaching and Learning (including a focus on strategies and theories for classroom management), (2) Curriculum and Pedagogy (with special attention to data-based assessment to inform instruction), (3) Cultural Literacy, (4) Technology, and (5) Policy and Reform. Specific topics beneath these headings will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying understandings of extant research and practices as they are observed in students' field-based placements.

LTED 595 Reading in the Content Areas (3 Credits)

This is an undergraduate/graduate level course in methods for teaching content area reading and writing at the K-6 level. Many students today lack the necessary skills to gain information from the texts they read as well as the ability to communicate what they have learned through writing. The purpose of this course is to help pre-service teachers develop an understanding of the most effective research-based comprehension and writing strategies and how they are applied in classroom settings.

LTED 601 Reading And The Multi-Media (3 Credits)

This course offers an explanation and exploration of the history and continuing development of technology in the field of reading. Emphasis is placed on computer, multimedia, multi-sensory, and multilevel strategies. Students are led to establish criteria for selection and evaluation of such programs.

LTED 603 Solving Reading Problems of the Urban Learner (3 Credits)

This course is designed for the elementary and secondary teacher in an urban setting who encounters significant numbers of remedial and bilingual situations. Selected interrelationships between cultural, social, and psychological characteristics and the reading/language arts process are analyzed. Special emphasis is placed on diagnosis, treatment, methods, and materials needed for positive classroom practices. Current research, which has given indication that specific methods and materials available today seem to have greater chances for increasing learning than those of the past are explored.

LTED 605 Literacy in the Elementary Curriculum (3 Credits)

This course integrates theory, research, and curriculum within the language arts and across the total curriculum. Emphasis is on interrelating language arts as a creative, constructive act; understanding current methods, approaches, materials and national trends; and implementing procedures for developing, evaluating, and interpreting the natural and developmental relationships that exist between and among listening, oral communication, reading, written communication, literature, and relevant cognitive and effective components as they relate to urban settings.

LTED 607 Reading Secondary School (3 Credits)

This course is designed to provide information on such topics as: goals and objectives of effective secondary reading programs; utilizing research findings for effective classroom instruction, methods and materials of instruction and assessment, reading across the curriculum, incorporating technology into the reading program, and facilitating staff development in literacy at the secondary level.

LTED 608 Elementary & Middle School Language Arts/Literacy for Alternate Route Teachers (3 Credits)

This course is designed for alternate route teachers to provide classroom support, networking, and practical application of instructional techniques for the development of elementary and middle school literacy. Examining research-based best practices, planning curriculum, designing physical environments, and organizing and evaluating instruction will be addressed.

LTED 611 Reading Research (3 Credits)

This course is an independently arranged course for students who are involved in out-of-classroom research activities. Students apply basic research procedures and techniques toward resolving a research question or establishing goals for and developing a creative project. Typically, students are involved in scholarly activities such as library research, ethnographic and experimental data collection, or formal scholarly writing that usually culminates in a thesis, publishable creative project, or a fundable grant proposal. Student is supervised by a research supervisor in cooperation with the student's advisor and the departmental chair.

LTED 612 Research in Reading (3 Credits)

In this course, students become aware of their roles as teacher-researchers by engaging in active inquiry within the context of their own classrooms. They become familiar with both seminal and current literacy research and the methods of classroom inquiry. Special emphasis is placed upon the development of a classroom mini research project or a thesis proposal during which students examine the teaching and learning processes regarding literacy within their own classrooms.

LTED 614 Pedagogy Aspects Teaching Writing K-12 (3 Credits)

In this course, students will evaluate and discuss the nature of the writing process. They will discover ways to create a classroom environment conducive to writing. They will be able to develop activities that aid students in the writing process as well as different activities that motivate students to write.

LTED 618 Pedagogy and Application of Children's Literature in the K-12 Classroom (3 Credits)

Students will examine, evaluate, and discuss the various genres of children's and young adults' literature. They will explore strategies for using children's and young adults' literature across the curriculum and engage children and young adults in selecting and reading quality literature. They will question and investigate the possibilities and benefits of using technology based children's and young adults' literature resources and methods.

LTED 621 Microcomputers and Reading Instruction (3 Credits)

This course examines the appropriate ways with which to interface the learner and literacy experiences via use of technology including the microcomputer and other state-of-the-art media devices and techniques, including CD ROM and video disc. This is an applications course and requires no prior programming experience.

LTED 635 Effective Literacy Teaching for English Language Learners (3 Credits)

This course will give careful examination to the research, skills, methods, and materials that teachers of second-language students will need to be familiar with in today's classroom. Strategies that have been proven successful with second-language students and their families will be analyzed in depth.

LTED 637 Nature Of Reading (3 Credits)

In this course, a broad inquiry is made into the nature of the reading process and the individual differences of learners. Various theoretical perspectives on the reading process and on factors that influence reading achievement are examined. Students also learn how these specific perspectives impact on teachers' concepts of emergent literacy/readiness, choices of instructional goals, methodologies, selection of materials, determinants of reading development and success, and forms and goals of assessment.

LTED 641 Reading and the School Curriculum (3 Credits)

This course provides a study of current instructional programs in reading, their inherent theories and practices, and the ways in which they function within and across the curriculum. Emphasis is placed on strategies for selecting, implementing, and evaluating programs for schools, classrooms, and other reading specialist settings. Additional emphasis is placed on staff development, particularly as it relates to urban schools.

LTED 643 Practicum in Reading (3 Credits)

This course provides students with the opportunity to apply techniques and materials to the teaching of reading to children with literacy problems. Students work one-to-one under close supervision with children and adolescents, many of whom have been previously tested in the Associated Clinic. This is a combination classroom and laboratory setting.

LTED 645 Best Practices in Literacy in Middle/Secondary School (3 Credits)

This course is designed to promote understanding and expertise with instructional strategies related to literacy in middle and secondary school settings. It focuses on the ways in which literacy is developed and used within the learning of discipline specific curriculum including adaptations of discipline specific curriculum including adaptations for culturally diverse, exceptional learners and struggling readers.

Pre-Requisite(s): LTED 637

LTED 646 Diagnostic Procedures in Reading I (3 Credits)

This course promotes understanding of the place and meaning of ongoing diagnosis in classroom, specialist, and clinical settings. Students learn to assess factors that contribute to reading difficulties and to understand the concept of multiple causality. Students gain knowledge of and practical experience with observation, diagnostic teaching, and diagnostic instruments (both formal and informal) that represent a variety of theoretical perspectives. Students apply this knowledge by conducting a diagnostic evaluation of a child and preparing a Diagnostic portfolio in which they include formal and informal evaluative data. Students also determine a preliminary instructional plan and/or appropriate referral to other agencies. Prerequisites: LTED637 Nature of Reading; or LTED641 Reading and the School Curriculum; or full-time LTED graduate status; or consent of the chairperson.

Pre-Requisite(s): LTED 637, LTED 641

LTED 648 Solving Reading Problems on the Elementary Level (3 Credits)

The major focus of this course is on the literacy needs commonly associated with elementary school children. The interrelationships between reading and writing along with other aspects of the curriculum are investigated. The utilization of classroom diagnosis for focusing on strengths to build a foundation for successful instruction is considered, and strategies for instruction are emphasized. Concerns of the class constituency are addressed, particularly with regard to specific methods and materials.

LTED 649 Advanced Practicum II (3 Credits)

This practicum provides supervisory and teaching experience for the advanced student, conducting an in-depth exploration of selected aspects of applying techniques in teaching reading. Students work in a clinical setting with children who are having severe difficulty in reading.

LTED 667 Administration and Supervision-School Reading Programs (3 Credits)

This course is designed to provide teachers, supervisors, and administrators with an understanding and application of sound supervisory techniques of school reading programs, grades K-12. The course addresses such issues as program and personnel development in literacy education and implementation assessment and evaluation of such programs. There is an emphasis on linking literacy to all other areas of the school curriculum, specifically the academic content areas. The growing role of technology is also explored.