

LITERACY EDUCATION

Professional Studies Building, Room 345
201-200-3521

<http://www.njcu.edu/department/literacy-education> (<http://www.njcu.edu/department/literacy-education/>)

The Department of Literacy Education (<https://www.njcu.edu/academics/schools-colleges/deborah-cannon-partridge-wolfe-college-education/departments/literacy-education/>) prepares literacy specialists for careers in teaching, coaching, training, coordinating instructional programs, diagnosing and treating literacy problems, and developing curriculum. Literacy specialists may work one-on-one, in small groups, or with whole classes. They also focus on all aspects of literacy: reading, writing, listening, speaking, and viewing.

This program is **100%** online.

Candidates preparing to become literacy specialists study the components of the reading and writing processes and how children and adults develop literacy. Candidates learn diagnostic techniques and strategies that address the many different types of literacy problems struggling readers and writers may have. They learn strategies for working with all students, including special needs students and English language learners.

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Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Completing a Graduate Program (<https://catalog.njcu.edu/graduate/academic-requirements-policies-procedures/>)."

- Reading and Reading Specialist Certification, M.A. (<https://catalog.njcu.edu/graduate/education/literacy/reading-specialist-certification-ma/>)

Literacy Education (LTED)

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 602 Reading Disability and Remediation (3 Credits)

This course is designed for the growing number of school districts in New Jersey, especially urban and special needs districts, which are incorporating the contemporary concepts of inclusion, early reading intervention systems, "Success for All" concepts of learning, and intensive remediation systems. The course, by utilizing current research findings, proven techniques of classroom instructional strategies, and methods and materials, and by demonstrating the latest classroom technologies, trains the classroom teacher to become more effective in the daily approaches to literacy institution.

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 606 Literacy Learning in the Early Childhood Curriculum (3 Credits)

The purpose of this course is to examine and apply appropriate practices that shape early childhood literacy development and instruction. Planning curriculum, designing physical environment, and organizing and evaluating instruction are addressed using methods and materials based on research and educational theory. The physical, social, emotional, and cognitive development of children is considered, as are family literacy, language acquisition and development, phonemic awareness, and other relevant factors.

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 609 Literacy Start Early Childhood Education Curriculum (3 Credits)

This course is part of the process of developing an early childhood professional who is a reflective practitioner in an urban environment. The focus of this course is on examining the theories and practices that shape early childhood literacy development and instruction. Topics include language development, emergent literacy, family literacy and its relationship to children, and family and school working together. Strategies will be addressed for developing concepts about print, phonemic awareness, acquisition of word meaning, comprehension, and connecting reading and writing.

LTED 610 Literacy in the Middle School (3 Credits)

This course provides an in-depth analysis of literacy processes; teaching strategies; curriculum design; materials, including adolescent literature; and assessment procedures associated with middle school literacy development today. The critical reading, writing, listening, and speaking skills required of adolescents in grades four through eight are thoroughly analyzed. Students explore the crucial primary grades and the high school years.

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 613 Advanced Research In Reading (3 Credits)

This is an applied research course for advanced graduate students who want to apply appropriate research design and statistical procedures to a variety of research situations.

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 619 Pedagogy of Children's Literature to Teach Content Areas to Emergent Readers PreK-3 (3 Credits)

Students will discover strategies for using children's literature in the content areas in the early childhood curriculum. Students will engage in selecting and reading quality children's literature and developing literature activities that integrate language arts, math, science, and social studies. Students will investigate the possibilities and benefits of using technology based children's literature resources and methods and will design age/developmentally appropriate computer activities for the child ages 3-8.

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 642 Seminar in Reading: Select Topics (3 Credits)

This seminar is offered on a variety of pertinent current topics. Recent subjects and themes include: using literature to teach reading, preparing students for the state tests, explorations in multicultural literacy, and reading and the arts. This course may be taken more than once, in the study of different topics.

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 647 Diagnosis & Treatment II (3 Credits)

This course provides intensive application of diagnostic and correction procedures for developing literacy in a clinical setting. Topics are tailored to the individual needs of students but include: administering of many kinds of tests; operating various types of equipment such as eye movement cameras, telebinocular, and audiometric screening equipment; working in a diagnostic situation with a disabled reader under supervision; applying supervised intensive instruction to children with severe reading problems; and evaluating materials, techniques, and curriculum through good research procedures.

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 650 Solving Reading Problems in the Secondary School (3 Credits)

The major emphasis of this course is on teaching more effective means of providing for the literacy needs of secondary school students, including those needs associated with study skills. Concerns of the class constituency are also addressed, particularly with regard to methods and materials.

LTED 651 Language Development in Reading and Linguistics (3 Credits)

This course presents an overview of significant knowledge and research in linguistics, psycholinguistics, and sociolinguistics that can be utilized by elementary and secondary schoolteachers in understanding and enhancing their students' literacy.

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.