

# LITERACY EDUCATION

Professional Studies Building, Room 345  
201-200-3521

The Department of Literacy Education (<https://www.njcu.edu/academics/schools-colleges/deborah-cannon-partridge-wolfe-college-education/departments/literacy-education/>) provides the Early Childhood and Elementary/Secondary Education students the required literacy courses as part of their teacher education programs. Our literacy courses focus on increasing critical thinking, communication, and collaboration skills while learning literacy strategies and theories needed to become effective teachers.

The Department of Literacy Education also offers NJCU students general education courses in all three tiers in both face-to-face and online formats. These courses are focused on literacy skills through education topics and open to all majors. Our Tier I, II and III (capstone) courses are not restricted to only EDU majors.

Michelle Rosen, Chairperson ([mrosen@njcu.edu](mailto:mrosen@njcu.edu))  
*Associate Professor of Literacy Education*  
Rider University, B.A.; Rutgers University, Ed.M., Ed.D.

Allan De Fina ([adefina@njcu.edu](mailto:adefina@njcu.edu))  
*Professor of Literacy Education*  
New Jersey City University, B.A.; New York University, M.A., Ph.D.

Mary McGriff ([mmcgriff@njcu.edu](mailto:mmcgriff@njcu.edu))  
*Associate Professor of Literacy Education*  
Dartmouth College, B.A.; Rutgers University, M.Ed., Ed.D.

## Literacy Education (LTED)

**LTED 1XX Literacy Education Transfer Credit (0 Credits)**

**LTED 2XX Literacy Education Transfer Credit (0 Credits)**

**LTED 90 Reading for College (4 Credits)**

This course provides instruction in vocabulary development, reading comprehension, and study strategies essential to beginning college level work. After exiting, students are required to take LTED 101, Reading and Study Skills.

**LTED 101 Reading & Study Skills (3 Credits)**

This course focuses on reading improvement and on the development of academic literacy. Students learn to use textbooks with both understanding and efficiency and receive instruction in such study strategies as note-taking and test-taking. Major emphasis is placed on preparing students for academic success. Both personalized and cooperative instruction techniques are employed.

**LTED 102 Critical and Efficient Reading (3 Credits)**

This course helps students develop critical reading-thinking skills in order to analyze and evaluate printed materials encountered in an academic setting. Personalized and group instruction techniques are employed in this course.

**LTED 109 Learning Strategies (3 Credits)**

This course offers strategies for systematic study in particular academic disciplines. There is a focus on addressing the needs of individual students enrolled in a paired core course.

**LTED 160 Languages of Power and Social Justice (3 Credits)**

How does academic language provide opportunities for socioeconomic mobility? Students will investigate specific ways in which languages used in different academic disciplines can either limit or broaden prospects for advancement.

**LTED 205 Contemporary Literacies: Issues in American Society (3 Credits)**

This course focuses on interconnected topics in contemporary culture centered around types of literature. A variety of literacy's examined in the class range from media to informational to scientific literacy's. Students will use the lens of literacy to analyze and think critically about the world and their roles in it.

**LTED 230 Focus: Reading Language & Literacy (3 Credits)**

This course is designed to introduce all students seeking teaching certification to the concepts of contemporary literacy and literacy instruction including literacy in the workplace and the community at large. Particular attention is devoted, however, to literacy and language arts education in the school, grades pre K-12, proceeding from understanding of the reading process to cognitive-linguistic bases and to the concepts and tasks involved in literacy instruction in grades pre K-12.

**LTED 235 Focus: Foundations of Literacy (K-6) (3 Credits)**

This course is designed to introduce students seeking teaching certification to the concepts of literacy education, including scientifically-based reading research, assessment, early literacy development, writing process, motivation and the theoretical framework underlying literacy development.

**LTED 236 Literacy Instruction and Strategies (K-6) (3 Credits)**

This course is designed to introduce students seeking teaching certification to the concepts of literacy education, including scientifically-based reading research, assessment, early literacy development, writing process, motivation and the theoretical framework underlying literacy development.

**LTED 270 Emerging Literacy at Home & School (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 for developing concepts about print, phonemic awareness, acquisition of work meaning, and connecting reading and writing will be addressed.

**Pre-Requisite(s):** 2.75 CGPA

**LTED 305 Literacy Workshop For Pre-Service Teachers (3 Credits)**

This intensive and integrated reading/writing workshop is designed to provide enhancement of literacy skills for pre-service teachers and to offer review and preparation for the National Teacher Examination (NTE/PRAXIS).

**LTED 307 Nature of Reading Disabilities (3 Credits)**

This course is designed for special education majors to provide a workshop of literacy education as it relates to individuals or students with disabilities. Areas of emphasis include: methods of diagnosis and assessment, strategies for teaching literal/interpretive/evaluative comprehension, word recognition, word meaning and concepts, the reading-writing connection, methods for infusing reading across the curriculum, and the characteristics of effective literacy teaching and learning. Emphasis is placed on literacy in the inclusive classroom.

**Pre-Requisite(s):** 3.00 CGPA, LTED 270 for ECE Majors and LTED 330 for Elementary/Secondary Majors, and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

**LTED 326 Reading in the Content Areas (3 Credits)**

This is an undergraduate 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 350 Early Childhood Reading & Language (2 Credits)**

This course is offered to students seeking early childhood teaching certification. It focuses on how literacy begins and develops in infancy through grade three, addressing the influences of the home as well as the school. Emergent literacy and the role of the home, parents and day care programs are analyzed in depth. In addition, classroom organization, special learning needs, diagnosis, and evaluation techniques are addressed.

**Pre-Requisite(s):** 3.00 CGPA, LTED 270 and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

**LTED 360 Elementary Reading & Language Workshop (2 Credits)**

This course is offered to students seeking elementary teaching certification. It focuses on how literacy develops, addressing the influences of the home as well as the school. Requisites for reading and language arts instruction are analyzed, and the goals and organization of elementary reading and language arts programs are reviewed. Strategies to promote interest and independence in reading, as well as methodology for developing language/communication/reading skills are presented. The use of Basal readers and other developmental approaches are presented. Methods for elementary classroom organization and the special needs of urban children are addressed. In addition, evaluation and diagnostic techniques are analyzed.

**Pre-Requisite(s):** 3.00 CGPA, LTED 330 and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

**LTED 370 Secondary Reading & Language Workshop (2 Credits)**

This course, which is required for students seeking certification in a secondary content area, focuses on the utilization of various learning and instructional strategies to improve literacy across the curriculum. Among the topics explored are: vocabulary, comprehension and study skills, strategies for content reading, critical thinking, selecting, textbooks, thematic instruction, integrated instruction, schema development and writing across the curriculum.

**Pre-Requisite(s):** 3.00 CGPA, and Passing Scores on the Praxis Tests (Core Academic Skills in Reading, Writing and Mathematics)

**LTED 380 Going Public: Literacy and the History of American Education (3 Credits)**

This course will explore history of public school education in the United States. It will cover aspects related to race, ethnicity, and culture. K-12 public education will be the primary focus with topics including desegregation, standardized testing, and multicultural pedagogy, the teacher's role and experience, and significant historical events in education.

**Pre-Requisite(s):** 8 Gen Ed Courses across Tier 1 and Tier 2.

**LTED 435 Summer Reading Conference (1 Credit)**

Students hear and interact with outstanding or nationally known speakers who will address current issues, activities and theories on the teaching of reading or other related literacy elements.

**LTED 436 Summer Reading Conference (1 Credit)**

Students hear and interact with outstanding or nationally known speakers who will address current issues, activities and theories on the teaching of reading or other related literacy elements.

**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.