

LITERACY EDUCATION

Professional Studies Building, Room 345
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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.

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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 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 302 Role of Reading in the Secondary Education (3 Credits)

This course places special emphasis on the utilization of effective instructional and learning strategies and materials to facilitate content area literacy of diverse learners in grades 6-12.

Pre-Requisite(s): LTED 330

LTED 303 The Teaching of Reading (3 Credits)

This course is designed to train preparatory teacher education students in the basic principles of the teaching of reading. The course endeavors to facilitate their teacher training by introducing them to research practices and teaching strategies in reading. Effective pedagogical practices in the differentiation of literacy instruction are also emphasized.

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 308 Field Work in Reading (3 Credits)

A study of the reading process as it is implemented in the field. Through field observations students will receive first hand knowledge of curriculum innovations, based on current research, as they are utilized in various school and community programs.

LTED 310 Solving Reading Problems of the Urban Learner (3 Credits)

Course addresses the literacy needs and strengths of all students with special emphasis on the teaching of linguistically and culturally diverse learners. Special emphasis is given to diagnostic, instructional and corrective procedures and to the impact of language and culture on literacy development.

LTED 326 Reading in the Content Areas (3 Credits)

Course focuses on an effective literacy development program across the curriculum. Among topics explored will be the rationale, demands and common elements of content reading, diagnostic, instructional and assessment procedures and the reading-writing connection. Strategies for differentiated instruction will be explored.

LTED 333 Role of Literature in Teaching Reading (3 Credits)

This course provides prospective teachers with knowledge of books and technology in children's and adolescent literature. The major thrust is to learn about materials and methodologies to aid in developing and implementing literature-based reading programs. Particular emphasis is given to enjoyment and aesthetic experiences for students in urban and multicultural settings.

LTED 341 Teaching Reading through Writing (3 Credits)

To enable the student/prospective teacher to understand the linkages between the two forms of print: Writing and Reading. To foster an appreciation for the use of personal experiences as a starting point for classroom learning in general and Creative Writing/Critical Reading in particular.

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 390 Raising Literate Voices: The History of Empowerment through American Education (3 Credits)

Public schools are the mechanism through which US residents attain literacy and gain access to the socioeconomic opportunities it affords, even though access has varied by student race, income level and/or ethnicity. This course explores the history of US public school education tracing the role of literacy through major historical eras and it examines how literacy has continued to serve as the route to empowerment.

Pre-Requisite(s): 24 Credits across Gen Ed Tier 1 and Tier 2 courses.

LTED 400 Reading and Language for Gifted and Creative (3 Credits)

Course is design to deal with a wide range of topics relevant to reading and the language of gifted and creative students, particularly in an urban setting. Emphasis will be placed on practical suggestions and procedures for classroom application that will help gifted learners achieve their optimum literacy development. Other topics include: cognitive characteristics and specific needs that differentiate gifted readers, instructional needs and problems in using literature, differentiated organization and curriculum design and a variety of language arts teaching strategies and procedures.

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 470 Concurrent Language Arts Seminar (1 Credit)

This seminar is taken concurrently with Internship. It is needs based. Students bring their concerns and teaching successes from their internship setting. This course focuses on specific needs and problem solving strategies for developing literacy in the schools.

LTED 1305 Literacy Workshop for Pre-Service Teachers (1 Credit)**LTED 1470 Concurrent Language Arts Seminar-Early Childhood Education (1 Credit)**

This course focuses on specific language arts methods, materials and techniques appropriate to the internship settings. This course is taken by students in Internship.

Pre-Requisite(s): LTED 270 and LTED 350

LTED 2470 Concurrent Language Arts Seminar-Elementary Education (1 Credit)

This course focuses on specific language arts' methods, materials and teaching strategies appropriate to the elementary school setting. Students bring from the internship setting their successes and concerns regarding reading and language arts instruction. The Seminar is a place to share and solve problems and to reflect upon teaching and learning.

Pre-Requisite(s): LTED 330 and Pre-Requisite(s): LTED 360

LTED 3470 Concurrent Language Arts Seminar-Secondary Education (1 Credit)

This course focuses on specific language arts methods, materials and techniques across the curriculum appropriate to Internship settings in which the students are involved.

Pre-Requisite(s): LTED 330 and Pre-Requisite(s): LTED 370