

# LIT. LIT

## **LIT-501. FOUNDATIONS OF LITERACY ACQUISITION AND DEVELOPMENT (READING AND WRITING)**

**Credits:** 3

This course provides an in-depth understanding of the theory and research that is integral to the successful teaching of reading. This course also provides an in-depth examination of reading development from birth through elementary school. Students will also have an opportunity to explore a variety of materials that are currently used for core instruction.

## **LIT-502. ADVANCED LINGUISTICS: LANGUAGE FOUNDATIONS FOR TEACHERS OF READING, WRITING, AND SPELLING**

**Credits:** 3

This course is designed to assist students in understanding the language processing requirements for proficient reading, spelling, and writing (Phonetics, Phonological, Orthographic, Morphological, Semantic, Syntactic). This course also exposes the students to the content, methods, and sequence of structured language teaching.

### **Pre-Requisites**

[[Lit-501]]

## **LIT-503. APPLYING BRAIN RESEARCH TO LITERACY DEVELOPMENT AND INSTRUCTION**

**Credits:** 3

This course will provide an understanding of the theory and content of brain research and anatomy, including the general principles of brain development and the structural and functional organizing principles of the brain. Students will also become familiar with the most important brain functions for literacy acquisition, as well as an understanding of how a disruption in these fundamental neural circuits contributes to impairment in reading. In addition, students will become knowledgeable about the applications of brain research to instruction and the development of educational policy.

## **LIT-504. BEST PRACTICES IN THE ASSESSMENT AND REMEDIATION OF STRUGGLING READERS AND WRITERS- PART I**

**Credits:** 3

This course is designed to facilitate the knowledge of participants in administering formal and informal diagnostic instruments used to analyze strengths and needs of students' reading, writing, and spelling. This course will also require students to develop written reports that summarize data and outline a course of action using research-based interventions.

### **Pre-Requisites**

[[LIT-501]], [[LIT-502]]

## **LIT-505. BEST PRACTICES IN THE ASSESSMENT AND REMEDIATION OF STRUGGLING READERS AND WRITERS-PART II**

**Credits:** 3

This course is designed to assist students in administering formal and informal diagnostic instruments, analyze strengths and needs in students' higher-order reading and writing reading and writing skills. This course will also require the development of reports that summarize assessment data and outline a course of action using research-based interventions.\*\*\* Field Experience (10 hours)

### **Pre-Requisites**

[[LIT-501]], [[LIT-504]]

## **LIT-506. LITERACY DEVELOPMENT AND LITERATURE FOR ADOLESCENTS**

**Credits:** 3

The purpose of this course is to prepare students to design evidence-based literacy programs for adolescents. Students will become familiar with the key issues and experts in the field and will be able to apply evidence-based strategies to address the literacy needs of students in middle and high school. This course is also intended to present a comprehensive introduction to materials written for adolescents and young adults.\*\*\* Field Experience (10 hours)

## **LIT-507. INTRODUCTION TO THE WORLD OF LITERATURE FOR CHILDREN AND ADOLESCENTS**

**Credits:** 3

This course introduces the exciting and growing field of literature for children and adolescents. Students will study children's and adolescent literature from its beginnings in the 18<sup>th</sup> century chapter books and fairy tales, throughout the 19<sup>th</sup> century novels, to contemporary examples of fiction and nonfiction illustrating current issues and trends. This course also includes the study of multicultural works of fiction and nonfiction.

## **LIT-508. LITERACY AND LEARNING IN THE CONTENT AREAS**

**Credits:** 3

This course will facilitate student proficiency in integrating literacy-related strategies and practices into instructional routines in content area classrooms. Students will be introduced to the cognitive research on learning phases, as well as a variety of evidence-based instructional practices that address the conceptual and textual demands inherent in disciplinary learning.

**LIT-509. BEST PRACTICES IN CONTEMPORARY LITERACY LEADERSHIP**

**Credits:** 3

This course introduces students to the evolving roles of reading specialists and literacy coaches. As future leaders, students will be expected to demonstrate the ability to facilitate professional seminars and develop high-quality literacy programs for diverse learners. This course will also provide students with an opportunity to develop and implement a project that targets stakeholders outside of the school community (e.g., health care providers, mental health professionals, early childhood providers).

**Pre-Requisites**

[[LIT-501]], [[LIT-502]], [[LIT-503]], [[LIT-504]], [[LIT-505]]

**LIT-510. LITERACY EDUCATION PRACTICUM/ INTERNSHIP**

**Credits:** 3

(100 hours)

This course will serve as the capstone experience that provides students with the opportunity to apply the knowledge, skills, and dispositions, necessary for effective practice as a reading specialist. Students will complete 100 practicum hours in a professional school setting where they will assume a variety of roles under the supervision of a certified reading specialist.

**Pre-Requisites**

[[LIT-501]], [[LIT-502]], [[LIT-503]], [[LIT-504]], [[LIT-505]], [[LIT-506]], [[LIT-507]], [[LIT-508]], [[LIT-509]]