

# Literacy Studies (LIST)

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## COURSES

### **LIST 4326. SECONDARY READING. 3 Hours.**

This course focuses on the scope of reading instruction in the secondary schools and the processes and skills for reading. Students explore programs, trends, and issues related to secondary reading instruction along with comprehension and word study instruction, the integration of reading with writing and oral communication, selection of print materials competency, and an examination of visual literacy and the media.

### **LIST 4343. CONTENT AREA READING AND WRITING. 3 Hours.**

Explores methods of teaching reading, writing, and study skills across the curriculum. Emphasis on text structure and the differences between narrative and expository text, graphic organizers, and the reading/writing process as applied to informational text. Classroom adaptations for culturally and linguistically diverse populations in the content areas are also addressed.

### **LIST 4373. LITERACY LEARNING FOR EC-6 STUDENTS: READING AND WRITING. 3 Hours.**

Comprehensive literacy approach to teaching with an emphasis on guided reading and writing. Theoretical models, principles of teaching reading and writing using a variety of instructional strategies, the role of foundational literacy learning, effective program organization, assessment, and classroom management.

### **LIST 4374. LITERACY LEARNING FOR EC-6 STUDENTS: LITERATURE AND LANGUAGE. 3 Hours.**

Comprehensive approach to literacy instruction. Emphasis on using genres of children's literature to promote language and literacy development. Instructional models and techniques for using children's literature across the curriculum. Use of appropriate media and non-print materials, selection and evaluation of literature, and strategies for stimulating and expanding children's response to literature.

### **LIST 4376. ASSESSMENT IN LITERACY LEARNING. 3 Hours.**

Examines a variety of formal and informal literacy assessment tools and techniques. Also focuses on diagnostic procedures for identifying literacy learning strengths and needs. Students will apply reading and writing assessment and instructional strategies with children.

### **LIST 4378. TEACHING READING, WRITING, AND LITERATURE IN THE MIDDLE LEVEL GRADES. 3 Hours.**

Theory and practice in the teaching of literacy for the middle level grades, including various instructional approaches to reading, writing, listening, and speaking; motivating student readers and writers; vocabulary; comprehension, strategies for various writing modes, purposes, and audiences; and the basic components of assessment. This course includes a field experience component, which requires students to work with middle grade students during normal school hours.

### **LIST 4390. SELECTED TOPICS IN LITERACY. 3 Hours.**

An examination of different topics related to literacy. This seminar may be repeated for credit as the topic changes.

### **LIST 4391. CONFERENCE COURSE. 3 Hours.**

Independent study in the preparation of a project in a paper on a research topic; consultation with instructor on a regular basis. May be repeated for credit. Prerequisite: Consent of instructor.

### **LIST 5315. LITERACY THEORY TO PRACTICE. 3 Hours.**

Designed as an introduction to comprehensive literacy education. Provides students the opportunity to explore theory, research, and knowledge in the field of literacy, including teaching diverse learners and students for whom English is an additional language.

### **LIST 5316. LITERACY THEORY TO PRACTICE - PRACTICUM I. 3 Hours.**

Designed as an introduction to comprehensive literacy education. Provides students the opportunity to explore the theory, research, and knowledge in the field of literacy, including teaching diverse learners and students for whom English is an additional language, with application through field experiences in schools and classrooms. This course should be taken in the first full semester in the MEd in Curriculum and Instruction with Literacy Studies Emphasis student's program. It must be completed before enrolling in LIST 5361 and LIST 5317.

### **LIST 5317. LITERACY LEADERSHIP AND COACHING: PRACTICUM III. 3 Hours.**

This practicum is the capstone experience for students in the M.Ed. with Literacy Studies Emphasis. The course provides an opportunity to synthesize the theory and research related to literacy that has been presented in the program, to explore literacy program development and the implementation of technology in literacy programs, and to participate in professional leadership. Prerequisite: LIST 5316, LIST 5361, and at least 4 additional program courses.

### **LIST 5325. UNDERSTANDING LITERACY RESEARCH. 3 Hours.**

Designed as an introduction and exploration of literacy research. Provides the opportunity to read broadly in the area of literacy research to become aware of current trends and methodologies. Emphasizes the tools for critically consuming literacy research and utilizing existing research in personal examinations of literacy topics and questions.

### **LIST 5326. PRE-ADOLESCENT & ADOLESCENT LITERACY. 3 Hours.**

Focuses on literacy theory, research, and practice as it relates to pre-adolescents and adolescents. Addresses sociocultural, cognitive, linguistic, psychological, and developmental influences on literacy. Explores the development of curricular designs for teaching reading/language arts in middle and secondary schools including reading, writing, oral communication, literature, and digital literacy.

**LIST 5345. CONTENT AREA READING AND WRITING. 3 Hours.**

Explores methods of teaching reading, writing, and study skills across the curriculum. Emphasis on text structure and the difference between narrative and expository text, graphic organizers, and the reading/writing process as applied to informational text. Classroom adaptations for culturally and linguistically diverse populations in the content areas also will be addressed.

**LIST 5346. TEACHING THE WRITING PROCESS. 3 Hours.**

Current research and theory on the writing process, how children develop as writers, the teacher's role, the learning environment, and motivation, assessment, and evaluation in writing. Current approaches to digital writing and multimodal writing will be explored.

**LIST 5350. LITERACY ASSESSMENT. 3 Hours.**

Formal and informal assessment of student literacy learning, and diagnosis of student literacy learning strengths and needs.

**LIST 5353. LITERATURE FOR CHILDREN AND YOUNG ADULTS. 3 Hours.**

Selection, evaluation, and use of current literature published for children and young adults.

**LIST 5354. MULTICULTURAL LITERATURE FOR CHILDREN AND YOUNG ADULTS. 3 Hours.**

Study of literature for children and young adults which reflects the experiences representing cultural, ethnic, geographic, linguistic, gender, ability, and other dimensions of diversity. Consideration of selection guidelines, evaluation of literary quality as well as cultural authenticity and teaching applications, including adaptations for culturally and linguistically diverse populations.

**LIST 5361. DIVERSITY, EQUITY, AND INCLUSION IN LANGUAGE AND LITERACY LEARNING-PRACTICUM II. 3 Hours.**

This practicum-based course bridges theory to practice, addressing how to support student diversity through culturally relevant and equitable teaching frameworks. The course will introduce strategies to support multilingual students and students experiencing reading difficulties. Provides opportunities to apply effective, equity-based instructional practices to classroom practice. Prerequisite: LIST 5316.

**LIST 5362. LITERACY INSTRUCTION IN ESL/BILINGUAL SETTINGS. 3 Hours.**

This course bridges theory to practice, stressing how the relationship between first and additional language acquisition and development can inform teaching ESL/bilingual students. Provides opportunities to apply effective instructional practices in teaching students to foster development in speaking, listening, reading, and writing within a framework of cultural understanding.

**LIST 5373. FOUNDATIONS OF LITERACY LEARNING IN EC-6 CLASSROOMS. 3 Hours.**

Comprehensive approach to literacy instruction in EC-6 classrooms with an emphasis on reading and writing including the critical areas of phonics, phonemic awareness, word study, vocabulary, fluency, comprehension, and writing. In addition, the course examines various theoretical models of literacy along with the principles of teaching reading and writing using a variety of instructional strategies, effective program organization, assessment, and classroom management.

**LIST 5381. NATIONAL WRITING PROJECT PART I. 3 Hours.**

An intensive institute in which teachers learn ways to improve student writing abilities by improving their own teaching and learning of writing. Students participate in an intensive literature review related to the area of writing instruction. Prerequisite: Students must apply and be invited to participate in this course. Concurrent enrollment in LIST 5382.

**LIST 5382. NATIONAL WRITING PROJECT PART II. 3 Hours.**

An intensive institute in which teachers learn ways to improve student writing abilities by improving their own teaching and learning of writing. For this part of the workshop, students build on their literature review by writing a research proposal and developing research-based writing instruction. In addition, professional development training for classroom teachers is provided. Prerequisite: Students must apply and be invited to participate in this course. Concurrent enrollment in LIST 5381.

**LIST 5383. WRITING FOR PROFESSIONAL PUBLICATION. 3 Hours.**

This course focuses instructor and peer interaction as students conduct literacy-related research, analyze data, write up the results, and disseminate their completed study to a professional journal. A comprehensive study of professional journals and their requirements for submission is included in this course. Prerequisite: LIST 5385 or program advisor approval.

**LIST 5384. ADVANCED PEDAGOGY OF WRITING. 3 Hours.**

This course focuses on strategies for teaching prewriting, drafting, revising, editing, and publishing through writing workshop, literature focus units, and thematic units as well as through the content areas. Both writing assessment with rubrics and evaluation with portfolios are studied. Students compose both expository and expressive pieces as well as design and micro teach mini lessons and a web-based integrated writing unit. Prerequisite: LIST 5346, or LIST 5381, and LIST 5382, or program advisor approval.

**LIST 5385. DESIGNING LITERACY RESEARCH. 3 Hours.**

This course is designed to build on the LIST 5325, Understanding Literacy Research, by providing an exploration of the process for quantitative, mixed methods or qualitative research design. Includes an examination of various research designs related to language and literacy development including models such as case studies, ethnography, observations and interviews. Students are lead through the research process including forming a theoretical epistemology, formulating research questions, reviewing literature, selecting methods of data collection, interpretation and analysis of data and writing a research proposal. Students will be expected to complete this research focus in the program capstone experience, LIST 5317. Prerequisite: LIST 5325.

**LIST 5390. SELECTED TOPICS IN READING. 3 Hours.**

An examination of different topics each semester, with a focus on subjects related to reading, writing, oral language, and literacy.

**LIST 5391. INDEPENDENT RESEARCH IN READING. 3 Hours.**

Individual or small group research project on a literacy-related topic agreed upon between student(s) and instructor. May be repeated for credit with permission.