

LITERACY EDUCATION (LITC-GE)

LITC-GE 2001 Foundations of Literacy Development in Childhood/Early Childhood (3 Credits)

Typically offered Fall and Spring

This course focuses on the foundational skills required for beginning to read, as well as on how to foster and assess the overall literacy development of diverse learners in the early elementary grades. A wide range of instructional strategies, texts, lesson formats, and digital resources are explored. Classroom field experiences provide opportunities for application of instructional practices in beginning reading.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

LITC-GE 2002 Literacy for Learning (3 Credits)

Typically offered Fall and Spring

This course addresses instructional practices for integrating disciplinary content learning and literacy, fostering conceptual vocabulary development, and utilizing new media technologies. Special attention is provided for meeting the wide-ranging academic and linguistic needs of children in the intermediate grades. Field experiences provide opportunities for application of instructional practices in intermediate classrooms.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

LITC-GE 2010 First & Second Language Development (3 Credits)

Typically offered Fall

This course provides an introduction to theories & research that support a rich understanding of oral language development & the multiple important roles that oral language plays in providing a foundation for learning to read & write. We will investigate the development of the major domains of oral language (phonology, vocabulary, grammar, & extended discourse) from birth through adolescence, & we will explore oral language development for both monolingual English speakers & children who are learning English as a second language. We will also explore how this deep understanding of oral language development can inform educators' practical decision-making about language instruction.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

LITC-GE 2011 Literacy Assessment (3 Credits)

Typically offered Fall and Spring

Survey of principles & practices of formative & standardized literacy assessments. Review of measurement concepts, psychometric principles, & the communication of test results to school personnel, caregivers, & other stakeholders. Practical experience applying a variety of assessments to inform, monitor, & evaluate instruction in classroom, intervention, or special education setting.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

LITC-GE 2012 Reading Theory/Practice in Early Childhood/Childhood (3 Credits)

Typically offered Fall

Core course for understanding the teaching of reading from early childhood through grade 6. Survey of reading theory, development, assessment, and related reading instructional practices. Focus on teaching the skills involved in reading words accurately and fluently to comprehend complex texts (literary, informational, digital media). Emphasis on providing appropriate instruction to students from linguistically and culturally diverse backgrounds and providing targeted intervention for struggling readers and students with dyslexia.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

LITC-GE 2013 Writing Theory & Practice in Early Childhood/Childhood (3 Credits)

Typically offered Fall

Core course for understanding the teaching of writing from early childhood through grade 6. Survey of writing theory, development, assessment & related instructional practices. Examines the role of writing within a comprehensive integrated curriculum including attention to narrative, expository & argumentative writing; how to address mechanics effectively; & supporting writers at risk of failing to meet grade-level standards, as well as reticent writers.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

LITC-GE 2014 Reading Theory/Practice in Middle Childhood/Adolescence (3 Credits)

Typically offered Fall

Core course for understanding the teaching of reading from grades 5 through 12. Survey of reading theory, development, assessment & related instructional practices. Focus on teaching the skills involved in reading words accurately & fluently to comprehend complex texts (literary, informational, digital media). Emphasis on providing appropriate instruction to students from linguistically & culturally diverse backgrounds & providing targeted interventions for struggling readers

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

LITC-GE 2015 Writing Theory & Practice in Middle Childhood/Adolescence (3 Credits)

Typically offered Fall

Core course for understanding the teaching of reading from grades 5 through 12. Survey of writing theory, development, assessment & related instructional practices. Examines the role of writing within a comprehensive integrated curriculum including attention to narrative, expository & argumentative writing; how to address mechanics effectively; & supporting writers at risk of failing to meet grade-level standards, as well as reticent writers.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

LITC-GE 2016 Politics and Policies of Literacy (3 Credits)

Typically offered Spring

An examination of reading & writing education from historical, theoretical, critical, & pedagogical perspectives. Course questions include the role of literacy in a global society & the influences of policies & political practices. Research studies that have shaped literacy instruction in the last century are considered.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

LITC-GE 2017 Text, Tools and Culture (3 Credits)

Typically offered Fall, Spring, and January terms

Using a wide range of texts (traditional & nontraditional) as primary tools in the teaching of reading comprehension from multiple perspectives. Strategies for locating, selecting, & evaluating resources & materials for use in classroom literacy programs, including texts that appeal to reluctant readers & students with special needs. Digital platforms such as information & communication technologies are emphasized.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

LITC-GE 2065 Facilitating School Literacy Reform (3 Credits)

Typically offered Spring

Explores the role of the literacy specialist as agent of ongoing school literacy reform. Attention to school professional learning communities, the role of data analysis in school reform, professional coaching, literacy program implementation & supervision, and the development of a comprehensive school literacy model.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

LITC-GE 2300 Independent Study (6 Credits)

Typically offered Fall, Spring, and Summer terms

It should be noted that independent study requires a minimum of 45 hours of work per point. Independent study cannot be applied to the established professional education sequence in teaching curricula. Each departmental program has established its own maximum credit allowance for independent study. This information may be obtained from a student's department. Prior to registering for independent study, each student should obtain an Independent Study Approval Form from the adviser.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: Yes

LITC-GE 2991 Clinical Literacy Practicum-Early Childhood/Childhood (3 Credits)

Typically offered Spring and Summer

Practical application in designing & implementing targeted instructional interventions for students in grades 1-6 who are experiencing difficulty in acquiring literacy skills, including students in regular education & special education programs. Supervised individualized tutoring experience that is informed by diagnostic assessment & ongoing progress monitoring.

Emphasis on communicating assessment results & intervention outcomes to caregivers, school personnel, & other stakeholders.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: Yes

LITC-GE 2992 Clinical Literacy Practicum Middle Childhood/Adolescence (3 Credits)

Typically offered not typically offered

Practical application in designing & implementing diagnostic instructional interventions for students in grades 5-12 who are experiencing literacy difficulties or students in special education programs. Supervised individualized tutoring experience that is informed by assessment & ongoing progress monitoring. Emphasis on communicating assessment results & intervention outcomes to caregivers, school personnel, & other stakeholders.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: Yes