

Literacy Courses (GRDG)

GRDG 595L Special Topics (1-6)

Workshops, seminars and/or institutes designed to meet special needs of teachers, or others interested in initial graduate-level study in the field. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science for Teachers degree programs.

GRDG 600 Foundations of Literacy (3)

This course surveys the history of literacy and theoretical foundations of literacy education. Students will examine the ideological underpinnings of varied approaches to teaching literacy including the teaching of reading, language arts, writing and media. Landmark research of literacy education will be studied in historical contexts and in conjunction with major theories of language development, cognition, and literacy acquisition.

GRDG 605 Literacy Assessment and Evaluation (3)

This course includes in-depth study of individual and group techniques for literacy assessment and evaluation of children (B–12). Theoretical understanding and assessment of the literacy process will be developed through readings, class discussions, demonstrations and case studies. Students will gain experience in the administration and interpretation of a variety of formal and informal assessment tools, culminating in written literacy assessment reports.

GRDG 610 Seminar: Literacy Research (3)

The purpose of this seminar is to acquaint students with research methods and current topics, studies and writings in the area of literacy. The objectives of this course include preparing students to be consumers of literacy research and enhance their ability to find information, studies, and data in a variety of research journals and texts both online and in hardcopy. Students will explore a wide range of current literacy topics and make reports, presentations and demonstrations throughout the course.

GRDG 615 Literacy: Family/School/Community Collaboration (3)

In this course students examine the role that community and family literacy programs, and parent-school partnerships have played in the literacy development and education of children. Students will evaluate practices of these social institutions and their effectiveness in light of current research concerning literacy education and diverse families and communities. Students will discuss current practices and future trends of collaboration between diverse literacy models of development of schools, families, and communities to support children's literacy development.

GRDG 620 Literacy and Linguistically Diverse Learners (3)

This course explores the many challenges to literacy achievement that confront linguistically diverse learners (speakers of non-standard English varieties and English speakers of other languages). From a contemporary perspective, the course examines the characteristics of linguistically diverse learners in B–12 classrooms and focuses on instructional responses that foster literacy competencies and achievement in school.

GRDG 625 Using Technology to Teach Literacy (3)

This course involves a case-based approach to teaching literacy and the use of technology in literacy education. Authentic literacy situations are presented to the students for observation and analysis. Samples of classroom work and a variety of assessment records form an important part of this course in order to present a comprehensive picture of literacy development and needs among children with a range of abilities. Based on cumulative records, current assessment, classroom work and multi-media cases, students will gain insight into instructional decision-making with technology for the purpose of enhancing literacy abilities among children.

GRDG 638 Teaching Reading for Students with Special Needs (3)

The purpose of this course is to prepare preservice and inservice special education teachers with theoretical frameworks and practical applications of assessment and intervention strategies in literacy (P-12). The course includes frameworks and philosophies of assessment and intervention strategies in early childhood through adolescent literacy. Students will explore assessment and intervention methods and activities that can be used to assist and enhance literacy abilities of students with varying abilities.

GRDG 640 Literature-Based Literacy Instruction (3)

Selected examples of children's and young adult literature are utilized in demonstrating methods of developing literacy using a literature based approach. Special emphasis is placed on the use of such materials for enriching classroom literacy programs, individualizing student literacy development, and designing literacy intervention programs. This course involves extensive reading of literature, developing of strategies for teaching reading, writing, speaking, and listening through the use of literature, and focusing curricula development to represent the multiple levels, broad interests, cultural and linguistic backgrounds of all learners B-12. MEd Literacy students only.

GRDG 655 Literacy Intervention Strategies Birth–6 (3)

The purpose of this course is to prepare preservice and inservice teachers with theoretical frameworks and practical applications of appropriate intervention strategies in literacy (B–6). The course includes frameworks and philosophies of intervention strategies in early childhood and childhood literacy. A repertoire of methods and activities will be used to assist and enhance literacy abilities among children and will culminate in student-created programs of age- and grade-appropriate literacy intervention strategies. A central theme of this course will be to match appropriate instruction with assessed literacy difficulties.

GRDG 656 Literacy Intervention Strategies 5–12 (3)

The purpose of this course is to prepare preservice and inservice teachers with theoretical frameworks and practical applications of appropriate intervention strategies in literacy (5–12). The course includes frameworks and philosophies of intervention strategies in middle childhood and adolescence literacy. A repertoire of methods and activities will be used to assist and enhance literacy abilities among children and will culminate in student-created programs of age- and grade-appropriate literacy intervention strategies. A central theme of this course will be to match appropriate instruction with assessed literacy difficulties.

GRDG 660 Teaching Writing Birth–6 (3)

This course integrates theory and practice for teaching writing in elementary school. The reciprocal relationship between writing and reading is emphasized. Topics include writing development, responding to and evaluating student writing, and strategies for teaching the writing processes in elementary classrooms.

GRDG 661 Teaching Writing Grades 5–12 (3)

In this course students learn and apply the process approach to writing. They will learn how to teach students drafting, revising, proof reading and editing their writing; they will learn how to teach strategies for writing across the content areas; they will reinforce the skills needed for the conventions of standard written English. Writing portfolios, peer review, and publishing also will be addressed.

GRDG 665 Emergent Literacy (3)

This course examines the relationship of language and cognition, the effects of home and community environments on language acquisition, and the stages of oral and written language development in young children. Instructional practices for emergent literacy of this course include guided reading, shared reading/writing, reading aloud, the language experience approach, and explicit phonics instruction.

GRDG 670 Teaching Reading and Study Skills in the Content Area (3)

Material and methods for teaching vocabulary, comprehension and study skills, with heavy emphasis on practical approaches to reading problems encountered in the content fields. Extensive practice is afforded in formal and informal testing, pupil interests and recreational reading.

GRDG 681 Literacy Educator Portfolio (3)

This culminating activity is an intentional grouping of samples of work completed throughout the concentration. The portfolio provides evidence of achievement and documents students' reflection on their learning experiences and professional growth as literacy educators as a result of those experiences. The portfolio also is a process designed for instructors to reflect on the program's ability to achieve its learning outcomes. Students receive general instructions on compiling evidence and assembling the portfolio initially in GRDG 600, Foundations of Literacy, and are provided with additional instruction in each of the courses in the MEd Literacy program. MEd Literacy Educator students only. Permission of department chairperson.

GRDG 690 Literacy Practicum, Birth–Grade 2 (3)

The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an appropriate intervention program based on this assessment. Students will write a journal and progress reports on the pupils they tutor in birth–grade 2 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites: GRDG 600, 605 and 655/656.

GRDG 691 Literacy Practicum, Grades 3–6 (3)

The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an appropriate intervention program based on this assessment. Students will write a journal and progress reports on the pupils they tutor in grades 3–6 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites: GRDG 600, 605 and 655/656.

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GRDG 696 Literacy Practicum, Grades 5–8 (3)

The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an intervention program based on this assessment. Students will write a journal and progress reports on the pupils they tutor in grade 5–8 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites: GRDG 600, 605 and 655/656.

GRDG 697 Literacy Practicum, Grades 9–12 (3)

The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an intervention program based on this assessment. Students will write a journal and progress reports on the pupils they tutor in grade 9–12 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites: GRDG 600, 605 and 655/656.

GRDG 699 Literacy Internship (6)

MEd Literacy Specialist candidates intern at a school for an entire school year under the supervision of a NYS certified reading/literacy specialist. The focus of their work is on early identification of struggling readers and implementing intervention-based programs. The internship will complete the requirement for the practicum. Students are required to complete assignments designed to demonstrate evidence of competence in developing assessment-driven interventions, communicating assessment results, continuing to pursue professional development, and orchestrating professional development programs. Permission of department chair.