Literacy Education Courses (LITED)

Courses

Evaluation, selection, and teaching of literature in the elementary school language arts program. Prerequisite(s): must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

Reading and writing instruction in grades PK-3, with an emphasis on integrating reading, writing, speaking, and listening, as well as integration across content areas. Prerequisite(s): Registration requires admission to Teacher Education program. Prerequisite(s) or corequisite(s): LITED 1044 (230:044). Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

Reading and writing instruction in grades 3-6, with an emphasis on integrating reading, writing, speaking, and listening, as well as integration across content areas. Prerequisite(s): ELEMECML 4150 (210:152g) or ELEMECML 4151/5151 (210:151g); LITED 1044 (230:044); junior standing. Requires admission to teacher education program. Prerequisite(s) or corequisite(s): LITED 3115 (230:115); must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

Theories underlying young children's acquisition of oral language and early reading and writing. Emphasis on implications for literacy curriculum in the primary grades and for addressing multilingual learners' rights and needs. Prerequisite(s): LITED 1044 (230:044) and one of the following: LITED 3115 (230:115); LITED 3116 (230:116) or LITED 4117/5117 (230:117g) or consent of instructor; junior standing. Students must earn a grade of B- (2.67) or above in Literacy Education minor courses numbered LITED 3119/5119 (230:119) or above and have a cumulative and UNI GPA of 3.00 or higher to enroll in this course. (Variable)

Issues and trends in children's literature, including use in elementary school programs. Focus on values, uses, and controversies related to children's literature by and about major American minority groups, including ethnic, religious, and socioeconomic minorities. Prerequisite(s): LITED 1044 (230:044); junior standing. Students must earn a grade of B- (2.67) or above in Literacy Education minor courses numbered LITED 3119/5119 (230:119) or above and have a cumulative and UNI GPA of 3.00 or higher to enroll in this course. (Variable)

LITED 4117/5117 (230:117g). Methods of Teaching Content Literacy at the Middle and Secondary Levels — 3 hrs.
Literacy instruction in the middle and secondary grades, including understanding the reading process, literacy across the curriculum, improving fluency, and assessment of literacy. Prerequisite(s): junior standing. Registration requires admission to Teacher Education Program. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. (Fall and Spring)

LITED 4140/5140. Assessment and Evaluation of Literacy — 3 hrs.
Introductory course in evaluating reading, writing, and language of individual children through formative and summative assessments and instruction within a classroom setting. Includes group and individual evaluation, informal assessment procedures, selection of materials, and instructional strategies to meet the needs of individual learners. Prerequisite(s): LITED 1044 (230:044) or ENGLISH 4940/5940 (620:165g); LITED 3115 (230:115); LITED 3116 (230:116), or LITED 4117/5117 (230:117g); LITED 3119/5119 (230:119) or LITED 3121/5121 (230:121) or TESOL 4510/5510 (630:165g); or consent of instructor; junior standing. Students must earn a grade of B- (2.67) or above in Literacy Education minor courses numbered LITED 3119/5119 (230:119) or above and have a cumulative and UNI GPA of 3.00 or higher to enroll in this course. Priority registration for Literacy Education minors and English teaching majors and minors. (Fall and Spring)

Selection, implementation, and interpretation of a variety of reading, writing, and language arts assessment procedures; small group literacy instruction, and, the development and implementation of effective individualized instructional programs. Prerequisite(s): LITED 1044 (230:044) or ENGLISH 4940/5940 (620:165g)/5940; LITED 3115 (230:115), LITED 3116 (230:116), or LITED 4117/5117 (230:117g); LITED 3119/5119 (230:119) or LITED 3121/5121 (230:121); LITED 4140/5140; or consent of instructor; junior standing. Students must earn a grade of B- (2.67) or above in Literacy Education minor courses numbered LITED 3119/5119 (230:119) or above and have a cumulative and UNI GPA of 3.00 or higher to enroll in this course. (Fall and Spring)

LITED 4155/5155 (230:155g). English Language Structures and Usage for K-8 Educators — 1 hr.
The study of English language structures, usage, conventions, and variations across contexts. Emphasis on learning to teach these concepts to K-8 students, including English Language Learners. Prerequisite(s): junior standing. Must have a cumulative and UNI GPA of 2.50 or higher to enroll in this course. Priority registration for Middle Level Education Dual majors. (Fall and Spring)

LITED 4192/5192. Experience in Literacy: Tutoring — 3 hrs.
Supervised tutoring in the University Reading Center or in a public school reading center. Prerequisite(s): LITED 4140/5140; junior standing. For the Literacy Education Minor, students must earn a grade of B- (2.67) or above in Literacy Education minor courses numbered LITED 3119/5119 (230:119) or above and have a cumulative and UNI GPA of 3.00 or higher to enroll in this course. Priority registration for Literacy Education minors and English teaching majors and minors. (Fall and Spring)

Supervised experience teaching in elementary or secondary reading programs. May be repeated for maximum of 4 hours. Prerequisite(s): junior standing. Students must earn a grade of B- (2.67) or above in Literacy Education minor courses numbered LITED 3119/5119 (230:119) or above and have a cumulative and UNI GPA of 3.00 or higher to enroll in this course. (Fall and Spring)
Integrated approach to language learning within and across grades K-12, with a strong emphasis on reading and writing connections within content areas and across children's and young adult literature. Prerequisite(s): graduate standing; previous course work in literacy education or consent of instructor. (Variable)

Experience in assessment and evaluation of literacy processes. An in depth examination of the interrelationship of assessment and evaluation to literacy development including current issues and practices. Prerequisite(s): graduate standing, previous course work in literacy education, or consent of instructor. (Variable)

Students locate, read, examine, analyze, and evaluate a variety of historical and contemporary literacy research pieces; make plans for research studies and write literature reviews, conference and grant proposals. Prerequisite(s): graduate standing or consent of instructor. (Variable)

Exploration of research on factors generally associated with variability in language and literacy development, on methods designed to promote language and literacy development, and on roles of teachers and parents in promoting this development in children with differences. Prerequisite(s): graduate standing, previous course work in literacy education, or consent of instructor. (Variable)

Advanced literacy course exploring ideological, cultural, social, and political issues in children's literature. Study in sociocultural contexts of literacy instruction, with critical analysis of literature as an instrument to inform and transform life as well as learning. Prerequisite(s): LITED 1044 (230:044) or consent of instructor. (Variable)

LITED 6260 (230:260). Roles of the Reading Specialist — 3 hrs.
Exploration of the five major leadership roles required of school personnel who serve as reading and language arts specialists. Prerequisite(s): graduate standing or consent of instructor. (Variable)

Seminar topics to be announced in Schedule of Classes. May be repeated for maximum of 4 hours. Prerequisite(s): consent of instructor. (Variable)

Supervised experience in teaching and/or supervision of instruction. May be repeated for maximum of 4 hours. Prerequisite(s): consent of instructor. (Fall, Spring, Summer)

Intended as the final course in the Curriculum and Instruction: Literacy Education program; focuses on completion of final research project and preparation for comprehensive examination in a collaborative seminar setting. Thesis requires a total of 6 hours. Non-thesis requires a total of 3 hours. Prerequisite(s): consent of department. (Fall, Spring, Summer)

LITED 6301. Reading Recovery Teacher Clinical I — 3 hrs.
Participants in this course will develop understanding and expertise in: administering and analyzing the Observation Survey of Early Literacy Achievement, teaching Reading Recovery children, and understanding the theoretical basis of Reading Recovery instruction. Prerequisite(s): students must be hired for the position of Reading Recovery teacher in a school. (Fall)

LITED 6302. Reading Recovery Teacher Clinical II — 3 hrs.
Participants in this course will continue to develop deep understanding and expertise in teaching Reading Recovery children and in understanding the theoretical basis of Reading Recovery instruction. Prerequisite(s): students are required to have successfully completed LITED 6301 Reading Recovery Teacher Clinical I. (Variable)

LITED 6303. Literacy Lessons Teacher Clinical I — 3 hrs.
Participants in this course will develop expertise: in administering and analyzing An Observation Survey of Early Literacy Achievement, in teaching first, second or third grade children who are either identified as Special Education students with an IEP in reading or are English Language Learners (ELL) who are selected for Literacy Lessons instruction, and in understanding the theoretical basis for Literacy Lessons instruction. Prerequisite(s): Prerequisite(s): student must be employed for the position of Literacy Lessons teacher and as a Special Education or English as a Second Language teacher in a school. Prerequisite(s) or corequisite(s): Student must be employed for the position of Literacy Lessons teacher and as a Special Education or English as a Second Language teacher in a school. (Variable)

LITED 6304. Literacy Lessons Teacher Clinical II — 3 hrs.
Participants in this course will deepen and expand their expertise: in teaching first, second or third grade children who are either identified as Special Education students with an IEP in reading or are English Language Learners (ELL) who are selected for Literacy Lessons instruction, and in understanding the theoretical basis for Literacy Lessons instruction. Prerequisite(s): Student must be employed for the position of Literacy Lessons teacher and as a Special Education or English as a Second Language teacher in a school. Students are also required to have successfully completed LITED 6303 Literacy Lessons Teacher Clinical I. Prerequisite(s) or corequisite(s): Student must be employed for the position of Literacy Lessons teacher and as a Special Education or English as a Second Language teacher in a school. Students are also required to have successfully completed LITED 6303 Literacy Lessons Teacher Clinical I. (Variable)

Participants in this course will develop expertise in administering and analyzing the Observation Survey, teaching Reading Recovery children, and understanding the theoretical basis of Reading Recovery instruction. Prerequisite(s): admission to this course requires admittance to Reading Recovery Teacher Leader Training. Requirements for admission to Reading Recovery Teacher Leader training include completion of a Master's degree in education or a related area. Successful completion of the Reading Recovery Teacher Leader training is based on successful completion of all the training courses. (Variable)

LITED 7303 (230:303). Reading Recovery Teacher Leader Clinical II — 3 hrs.
Participants will continue to learn how to teach using Reading Recovery instructional practices. Prerequisite(s): admission to this course requires admittance to Reading Recovery Teacher Leader Training and successful completion of LITED 7302 (230:302). Requirements for admission to Reading Recovery Teacher Leader training include completion of a Master's degree in education or a related area. Successful completion of the Reading Recovery Teacher Leader Clinical II is required for admittance to Reading Recovery Teacher Leader Clinical I.
Participants will develop skills required for the role of Reading Recovery teacher leader, Partnerships in Comprehensive Literacy (PCL) coach, or literacy coach in a school. This course includes both classes that meet regularly and field experiences. Prerequisite(s): admission to this course requires admission to the Reading Recovery teacher leader training program, Partnerships in Comprehensive Literacy Coach program, or an Ed.D. program with experience as a literacy teacher and permission of the instructor. (Fall)

LITED 7305 (230:305). Literacy Leadership II — 3 hrs.
Participants will develop skills required for the role of Reading Recovery teacher leader, Partnerships in Comprehensive Literacy (PCL) coach, or literacy coach in a school. This course includes both classes that meet regularly and field experiences. Prerequisite(s): admission to this course requires admission to the Reading Recovery teacher leader training program, Partnerships in Comprehensive Literacy Coach program, or an Ed.D. program with experience as a literacy teacher and permission of the instructor. Admission to this course also requires successful completion of the LITED 7304 (230:304) course. (Spring)

LITED 7306 (230:306). Theories of Reading Difficulties — 3 hrs.
Students will learn theories and research about learning development, reading development, and reading difficulties. Prerequisite(s): admission to this course requires successful completion of the course LITED 7307 (230:307). Admission to this course requires admission to the Reading Recovery teacher leader training program, Partnerships in Comprehensive Literacy Coach program, or an Ed.D. program with experience as a literacy teacher and permission of the instructor. (Spring)

LITED 7307 (230:307). Theories of Reading and Writing Processes — 3 hrs.
Students will learn about theories of reading and writing development, including the topics of oral language, written language, phonology and orthography, and comprehending. Prerequisite(s): admission to this course requires admission to the Reading Recovery teacher leader training program, Partnerships in Comprehensive Literacy Coach program, or an Ed.D. program with experience as a literacy teacher and permission of the instructor. (Fall)

LITED 7310. Coaching in the Comprehensive Literacy Model — 3 hrs.
Coaching in the Comprehensive Literacy Model (CLM) is designed to begin the coursework for preparing a CLM coach for a school. CLM coaches support schools in implementing a seamless approach for comprehensive school improvement. Students will learn to use the Framework for Literacy, which uses a workshop approach for differentiating instruction to meet the needs of all students, including whole-group, small group, and one-to-one conferences. Schedules and organization techniques are provided and literacy components are discussed, including guided reading, literature discussion groups, shared reading, mini-lessons, focus units, and other literacy-related topics. Other issues addressed include: literacy coaching, collaborative learning communities, intervention groups for struggling learners, and assessment walls for progress monitoring. Video examples and materials from Partnerships in Comprehensive Literacy (PCL) schools are used to illustrate how teachers are implementing comprehensive literacy components into the school day. Prerequisite(s): Master's Degree and accepted application from a school district or area education agency (or with Instructor's permission). (Summer)

LITED 7320. Coaching in the Comprehensive Intervention Model — 3 hrs.
Comprehensive Intervention Model (CIM) is the initial course for the preparation of CIM coaches who will provide professional development to CIM teachers in schools. The course focuses on how schools can implement the Comprehensive Intervention Model with a range of literacy interventions for meeting the diverse needs of struggling learners. Comprehensive intervention provides for the unique differences encountered among increasingly diverse schools. A comprehensive intervention plan enables school teams to be decision makers in planning and providing the most effective and highly tailored interventions based on the needs in a school. Highly tailored layers of support are provided to change the achievement profile of a school. The course will focus on differentiating reading and writing instruction within various settings, including supplemental and classroom for meeting the needs of struggling learners. The course will include details for implementing a portfolio of small group interventions, collaborating with teachers across intervention approaches, and using assessment data to monitor students' progress. An emphasis will be placed on the Comprehensive Intervention Model (CIM) as a Response to Intervention method. Prerequisite(s): Master's Degree and accepted application from a school district or area education agency or with Instructor's permission. (Summer)

Current models, methodologies, and decision-making approaches for development and evaluation of K-12 programs. Prerequisite(s): ELEMECML 7352 (210:352). (Variable)

LITED 7386. Studies in Comprehensive Intervention — 3 hrs.
Studies in Comprehensive Intervention

LITED 7388 (230:389). Seminar in Reading — 1 hr.
Series of one-hour seminars to accompany doctoral work in statistics, research, and practicum experiences. May be repeated for maximum of 3 hours. Prerequisite(s): consent of instructor. (Variable)

LITED 7397 (230:397). Practicum in Reading — 1-4 hrs.
Supervised professional experience teaching reading education courses at the university level or participating in reading program supervision and consulting within a school district. May be repeated for maximum of 4 hours. Prerequisite(s): consent of instructor. (Variable)