

LITERACY (ELIT)

ELIT 270. READING IN THE CONTENT AREA. (3 Credits)

Designed to explore how teachers can assist students to most productively work with content area reading materials and encourage positive attitudes toward reading, writing, speaking, listening and critical thinking in the content area.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Web Instructed

Area(s) of Inquiry: None

ELIT 280. SUPERVISION AND ADMINISTRATION OF READING PROGRAMS. (3 Credits)

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Web Instructed

Area(s) of Inquiry: None

ELIT 281. WRITING RESEARCH AND THEORY. (3 Credits)

This course will explore the major theories related to writing instruction and education. Students will examine current research in the field of writing education and examine how writing develops over the K-12 grade spans. Additionally, theories related to the instruction of writing education will be discussed. Specific focus will be on effective instruction in learning to write and writing to learn.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Web Instructed

Area(s) of Inquiry: None

ELIT 285. MODELS OF EFFECTIVE LITERACY INSTRUCTION. (3 Credits)

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Web Instructed

Area(s) of Inquiry: None

ELIT 287. READING RESEARCH AND THEORY. (3 Credits)

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Web Instructed

Area(s) of Inquiry: None

ELIT 288. LEADING AND COACHING DATA TEAM ANALYSIS. (3 Credits)

Students will work directly with a small group of struggling readers from local schools for 45 minutes a week. These sessions will focus on use of effective reading instructional strategies that promote active, strategic and motivated readers. Students enrolled in this course will be responsible for designing weekly lessons that address identified areas of need. A progress report will be completed for each child at midterm and at the end of the semester.

Level: Graduate

Prerequisite(s): None

Corequisite(s): None

Restrictions: None

Primary grade mode: Standard Letter

Schedule type(s): Independent Study, Lecture, Web Instructed

Area(s) of Inquiry: None