

LITERACY (LITC)

LITC 7089. Independent Study. 1-3 Hours.

This is a course designed for independent study of selected topics under the supervision of a faculty member. Variable Credit (1-3). Course Equivalents: READ 7089

Prerequisite: Consent of Department Chair.

LITC 7300. Psychological & Social Foundations of Language & Literature. 3 Hours.

Using cognitive-processing, socio-cognitive processing, transactional, transactional-socio-psycho-linguistic, attitude, influence, and critical theories, candidates will explore literacy education. Course Equivalents: READ 7300

Prerequisite: Admission into the Ed.D. program in Literacy Leadership.

LITC 7310. Literacy, Policy, and Change. 3 Hours.

This course will examine the connections among the psychological, sociological, cultural, and political aspects of literacy learning and teaching. Students will develop their own research, community service and/or professional exploration projects, present works-in-progress, and set goals for further development. Course Equivalents: READ 7310

Prerequisite: READ 5325 and BESL 5302.

LITC 7320. Issues and Trends in Literacy Education. 3 Hours.

Current issues and trends related to field of literacy acquisition will be examined through the lens of theory, process and practice. Course Equivalents: READ 7320

Prerequisite: Admission into the Ed.D. program in Literacy Leadership.

LITC 7330. Research in Language and Literacy. 3 Hours.

This course is designed to present current theories and research regarding aspects of literacy and oral and written language. This knowledge is related to instructional applications for classrooms for the literacy development of children and students. Course Equivalents: READ 7330

Prerequisite: READ 5306 or consent of the instructor.

LITC 7332. Literacy Pedagogy For Adult Learning. 3 Hours.

Issues, research and publications on the methodologies dedicated to the teaching of adults about literacy at the university level, whether in developmental reading or writing classes or enrolled in teacher education classes will be explored. Course Equivalents: READ 7332

Prerequisite: LITC 7300.

LITC 7335. Curriculum Theory and Literacy Education. 3 Hours.

This course explores the variety of curriculum perspectives, theories and processes related to the greater issue of literacy and literacy acquisition and the role of literacy leader at local, state, regional and national/international levels. Course Equivalents: READ 7335

Prerequisite: LITC 7300 and LITC 7320.

LITC 7336. Strategies for College Reading in Developmental Education. 3 Hours.

This course explores research and practical application of reading concepts related to developmental and reading education. Principles of learning, students' reading strategy development, assessment/evaluation of teaching/learning, and the use of instructional technology will be examined using research-based best practices in developmental reading education. Course Equivalents: READ 7336 .

LITC 7340. Analyzing Language Use in LITC. 3 Hours.

This course is a study of language use (spoken and written) within a critical constructivist context with a focus on the analysis of discourse. It provides a critical examination and implementation of literacy and language theories, uses of language in social and educational settings, and research methodologies related to how language use is influenced by and impacts politics, society, literacy, and literacy instruction. Course Equivalents: READ 7340

Prerequisite: Admission into the Ed.D. program in Literacy Leadership.

LITC 7345. Literacy Assessment. 3 Hours.

This course provides an opportunity to train others in the use and interpretation of literacy assessment instruments. Additionally candidates will assist school sites in establishing a school-wide process for collecting, implementing, and communicating the results of a broad range of assessment data. Course Equivalents: READ 7345 .

LITC 7350. Qualitative Methods in Literacy Education. 3 Hours.

This course provides both theoretical and practical dimensions of qualitative research. Various paradigms of qualitative research, such as case study analysis, naturalistic inquiry, discourse analysis, ethnography, and narrative analysis are addressed in this course. Students will engage in data collection, analysis, and reporting of an individualized research project. The research project will enable students to summarize empirical evidence related to psychological, sociological, and linguistic foundations of reading and writing processes and instruction. Students will conduct and publish research and contribute to the development of the knowledge base. Course Equivalents: READ 7350

Prerequisite: Admission into the Ed.D. program in Literacy Leadership.

LITC 7358. Advanced Studies in Literacy Research. 3 Hours.

This course will allow doctoral students to learn and apply mixed-methods models to their research agendas. It will extend their research experiences beyond the limits of strictly qualitative or quantitative and allow for more applicability of their future research efforts. Social Science research continues to stress the importance of analyzing data from a variety of perspectives. Expertise in the mixed methods model will encourage doctoral students to examine data from multiple perspectives. Course Equivalents: READ 7358

Prerequisite: none.

LITC 7360. Virtual Ethnography. 3 Hours.

This course will enrich students' existing qualitative research methodologies by providing them with timely research to overcome the barriers that are