

presents

Master of Science in Literacy Education

- ✓ **Discounted Tuition Rate**
Locked-in rate for the 36-credit program
\$1,200.00 per 3-credit course



- ✓ **Off-site**
*Classes to be held at Suffolk's Edge Teacher Center**

Master of Science in Literacy Education (HEGIS 0830)

The primary objectives of the Master of Science in Literacy Education are to prepare: 1. teachers to facilitate literacy and language learning in the classroom; 2. literacy specialists to assist classroom teachers at all levels (Birth -12); and, 3. literacy specialists to assess students' literacy strengths and weaknesses and plan and implement a theoretically sound literacy instructional program. **The M.S. degree in Literacy Education leads to New York State Certification as a reading specialist in either Literacy - Birth through 6th grade or Literacy - 5th grade through 12th grade.**

Literacy Education Department Philosophy: The undergirding philosophy of Dowling College's Literacy Education Program is that reading, writing, listening, and speaking are interrelated, reciprocal, and mutually-facilitative processes. The curriculum for each of the courses in the M.S. in Literacy Education Program emphasizes a "balanced approach" to literacy. Facilitating an in-depth understanding of and respect for cultural, ethnic, and linguistic diversity is a major objective of our program.

accredited by **NCATE**
The Standard of Excellence
in Teacher Preparation

The following policies and procedures apply to the Dowling College M.S. in Literacy Education program held Off-site at Suffolk's Edge Teacher Center:

- ◆ Candidates will be required to take EDU 7518 - Literacy Assessment Practicum and EDU 7519 - Literacy Strategies Practicum at Dowling's Rudolph Campus in Oakdale*
- ◆ Candidates will be required to take the final capstone practicum course, EDU 7523 - Literacy Practicum, at the Brentwood Middle School,* meeting on Saturdays.
- ◆ Candidates must attain a minimum grade of B in each practicum course prior to enrolling in the subsequent practicum course
- ◆ Candidates will complete all of the M.S. in Literacy Education requirements as stated in the Dowling College Catalog for Graduate Studies

Classes begin January 2009



**For additional information, contact:
Suffolk's Edge Teacher Center at
631-254-0107 or teacher_center@wsboces.org**

or

**Larry Kazemier, Dowling College-The Dowling Institute at
631-244-5084 or Kazemiel@dowling.edu**

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Additional Requirements:

1. Students must attain a minimum grade of B in each practica course before enrolling in the subsequent practica course (e.g., students must attain a minimum grade of B in 7518 before enrolling in EDU 7519 and students must attain a minimum grade of B in EDU 7519 before enrolling in EDU 7523). Graduate students who attain a grade lower than B in any practica course MUST repeat the course (and achieve a minimum grade of B) if they intend to continue to pursue the M.S. in Literacy Education Degree Program.
2. Transfer credits will not be accepted for required courses. Transfer credits will only be accepted for approved elective courses.
3. The capstone experience for the M.S. in Literacy Education Program is a cumulative exam administered during our capstone course, EDU 7523.

Required Courses 36 credits

EDU 5300	Human Relations for Teachers	3
EDU 5500	Literacy Acquisition and Development	3
EDU 5501	Children's and Adolescents' Literature	3
EDU 5503	Teaching Reading in the Content Areas	3
EDU 6502	Reading and Writing Workshop	3
EDU 6504	Literacy Research	3
EDU 6508	Emergent Literacy	3
EDU 6510	Supervision of Literacy Programs	3
EDU 7518	Literacy Assessment Practicum	3
EDU 7519	Literacy Strategies Practicum	3
EDU 7523	Literacy Practicum	6

EDU 5300: HUMAN RELATIONS FOR TEACHERS

3 credits

This course emphasizes the application of principles of human behavior in the improvement of teacher-pupil and teacher-parent relationships. Participants explore realistic incidents in the classroom and in parent conferences through readings, class discussions, and role playing. Students identify alternative stratagems, the implication of specific behaviors, and are taught to use transactional analysis techniques in resolving crisis-producing situations.

EDU 5500: LITERACY ACQUISITION

3 credits

This course begins by introducing students to different theories of literacy acquisition/development and exploring the critically important relationships that exist between a teacher's theoretical orientation to literacy and his/her literacy assessment and instructional practices. The following topics are also introduced in this course: the history of American reading instruction, language acquisition, linguistic universals, mutually facilitative aspects of the four language arts, difficulties encountered when acquiring the language arts, emergent literacy, creating classroom environments that facilitate literacy acquisition/development, formal vs. informal literacy assessment practices, specific reading/writing approaches, assessment and instructional strategies that address different aspects of the reading process (e.g., phonemic awareness, word identification, vocabulary, reading comprehension, listening comprehension, study-skills), communicating students' literacy assessment/instructional information to other shareholders, literacy assessment/instruction for students with special needs, content area reading instruction, the challenges of facilitating literacy in a multicultural classroom, and the use of technology (both assistive and instructional) to facilitate students' literacy acquisition/development.

EDU 5501: CHILDREN'S AND ADOLESCENTS' LITERATURE

3 credits

The purpose of this course is to acquaint and familiarize teachers with the wide array of literature available to students in pre-school through high school. This course will demonstrate creative and innovative strategies for using literature to support and encourage all students' language and literacy development in the context of a balanced literacy program. In this course students explore and experience an intense study of all genres, develop literacy strategies using literature, engage in literature discussion groups, and discuss current issues and the role of censorship in the field of literature. Students learn how multicultural literature can be used to support and encourage children's and adolescents' understanding, acceptance and appreciation of the diversity that exists in our schools, communities, and in our country. Students also become familiar with the use of technology through assignments and classroom practices.

EDU 5503: TEACHING READING IN CONTENT AREAS, GRADES K-12

3 credits

The purpose of this course is to help teachers learn how to integrate literacy with content areas so that all students can effectively and efficiently construct meaning. Each subject area, at all levels, makes unique literacy demands of the learner. Specific topics include: exploring the nature of the reading process; creating an instructional environment that provides for individual differences and promotes collaborative efforts through use of thematic units; understanding and implementing the use of pre-reading, during reading, and post-reading strategies; vocabulary acquisition, study strategies, questioning strategies; text structures; integrating appropriate trade books and a variety of written materials; formal and informal assessment; using semantic, syntactic and graphophonemic interrelationships for self-monitoring; connecting prior knowledge with new information; increasing motivation for students to read widely and for pleasure; and using appropriate information and instructional technologies as a tool to expand the breadth and depth of knowledge. Graduate students will be required to present a content area lesson in a classroom setting.

EDU 6502: READING AND WRITING WORKSHOP, GRADES K-12*3 credits*

This course focuses on the relationship of the processes of reading and writing. Students will participate in a writer's workshop and demonstrate the ability to translate the theoretical framework and insights gained from participation in the reading/writing process into appropriate and useful classroom environments and educational practices. Specific topics include: effective strategies for pre-writing, drafting, revising, editing, and publishing, using literature as writing models, writing in different genres, writing for authentic purposes, quantitative and qualitative measures of evaluating writing, reading/writing across the curriculum, conventions of standard written English, individual differences among learners as they engage in the writing process and adapting instruction to meet those needs, and use of appropriate technology to support literacy learning. In a field-based experience graduate students will observe a learner engage in the writing process. Prerequisite: EDU 5500.

EDU 6504: LITERACY RESEARCH*3 credits*

The primary objective of this course is to help students/literacy specialists in-training to become more knowledgeable "consumers" of literacy research. Students are introduced to the research process, research designs, and the differences between quantitative and qualitative research. Students are taught how to critically examine and evaluate each of the sections of a literacy research report. The aforementioned is accomplished through a careful examination of several research reports that have as their subjects students ranging in age from pre-school through adolescence. Applications of research findings to classroom literacy assessment/instructional practices is stressed; the importance of classroom-based "action research" is also stressed. The secondary objective of this course is to increase students' understanding of the following literacy concepts: literacy models and processes, word identification, reading comprehension, listening comprehension, receptive/expressive vocabulary, literacy assessment (formal and informal), the reading-writing connection, and sociocultural issues related to literacy acquisition/development. Prerequisite: EDU 5500.

EDU 6508: EMERGENT LITERACY*3 credits*

The purpose of this course is to help preservice and inservice teachers to be aware of and supportive of young children's literacy knowledge as it grows and changes in the years from birth through elementary school. Students will explore the theories of language and literacy development, the developmental stages of literacy, the ways to recognize and support the diverse needs of all students, the use of children's literature to support children's literacy development, the impact of play on children's development, and the role that parents and family play in language and literacy development. Students will focus on what young children do with literacy, what they know about reading and writing, and how they develop literacy knowledge and literate practices. Students will also gain knowledge about how to organize and enhance literacy programs, how to develop literacy curricula, and how to communicate information about literacy to various groups. Prerequisite: EDU 5500 (Literacy majors).

EDU 6510: SUPERVISION OF LITERACY PROGRAMS, K-12*3 credits*

This course is designed for those individuals who are interested in supervising and administering school and system-wide literacy programs. The following topics are covered in this course: Developing a system-wide philosophy of literacy acquisition/development and program goals that logically emanate from the system-wide literacy philosophy; communicating the district/system-wide literacy philosophy (as well as the assess-ment/instructional practices that logically follow from this philosophy) with parents/caretakers; organization and staffing of school/system-wide literacy programs; developing "collaborative teams" to engage in ongoing monitoring, evaluation and improvement of school/system-wide literacy assessment/instructional programs and practices; helping teachers become literacy leaders/change agents; school funding practices; developing a budget to support school/system-wide literacy programs; grant sources and grant proposal writing; an introduction to and evaluation of Professional Development models; and, programs and techniques that facilitate the development of school-system wide literacy connections. Prerequisites: EDU 5500, EDU 5501, EDU 6502, EDU 7518/7516 & EDU 7519/7517.

EDU 7518: LITERACY ASSESSMENT PRACTICUM*3 credits*

Graduate students who are pursuing the Literacy Birth through 6th grade certification or the Literacy 5th grade through 12th grade certification must register for three credits. They will select a student to work with for EDU 7518, and they will continue to work with this same student in EDU 7519. The student's grade level should correspond with the certification area the graduate student is pursuing, and the student should be a member of one or more of the following populations: socioeconomically disadvantaged, English language learners, and students who have disabilities. Graduate students will learn how to: (a) use informal and formal assessment techniques to ascertain the literacy strengths and weaknesses of their student; (b) conduct parent and teacher interviews; and (c) write a literacy profile based on assessment findings. Graduate students will increase their understanding of the following: the reading the writing processes and theories of literacy development. Topics covered include: socio-cultural issues related to literacy acquisition/development; an understanding of difficulties in acquiring listening, speaking, reading, and writing; the identification of dyslexia; the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and literacy acquisition; norm-referenced and criterion-referenced tests; naturalistic learner-based assessment techniques; the Early Literacy Profile; and the English Language Arts Assessments. Prerequisites: EDU 5500 and EDU 6502.

EDU 7519: LITERACY STRATEGIES PRACTICUM*3 credits*

Graduate students who are pursuing the Literacy Birth through 6th grade certification or the Literacy 5th grade through 12th grade certification must register for three credits. They will learn how to utilize their assessment findings/conclusions from EDU 7518 to design and implement an instructional plan for their student which includes reading, writing, listening, speaking, and critical thinking. Graduate students will increase their understanding of the following: the reading and writing processes and theories of literacy development. Topics covered include: teacher reflections; research-based language arts instructional strategies for English speakers (as well as for those who are English language learners); creating instructional environments; the use of quality literature; matching books to readers; pre-reading strategies; flexible use and integration of the three language cue systems; monitoring reading for meaning; the use of fix-up strategies for comprehension breakdowns; strategies for determining unfamiliar words; feedback to miscues; phonemic awareness; phonics skills; word identification; vocabulary skills; reader response; comprehension strategies; content area reading strategies; technology/assistive technology to support literacy learning; pre-writing strategies, revising and editing; instructional strategies for expository and narrative writing and developing students' metacognitive awareness of their reading and writing processes. The NYS Language Arts Standards are integrated into course content. Prerequisites: EDU 5500, EDU 5503, EDU 6502, EDU 6510, and EDU 7518 with a minimum grade of B in EDU 7518.

EDU 7523: LITERACY PRACTICUM*6 credits*

To continue to develop graduate students' knowledge, skills, and dispositions related to diversity, graduate students will increase their understanding of how to provide literacy assessment and instruction to a student who is a member of one or more of the following populations: socioeconomically disadvantaged, English language learners, and students who have disabilities. Graduate students will work with students individually and in small groups, providing instruction which includes reading, writing, listening, and speaking. In a cohort group, they will discuss their students and assessment/instructional approaches appropriate for their students. Parent conferences are an integral part of this course. Graduate students will continue to increase their understanding of all the topics covered in EDU 7518 and EDU 7519 as they pertain to their students. In addition they will learn strategies for working with small groups of students. Prerequisites: EDU 5500, EDU 6502, EDU 7518, EDU 7519, and a minimum grade of B in EDU 7519.