

Needed for Summer 2022:

EDUC 665: Cultural and Linguistic Diversity in Education

This course will address major theories and instructional strategies related to equity in education, including foundational ideas related to opportunity gaps in education, the myth of the meritocracy, the dangers of colorblindness, and the influence of stereotype threat and deficit thinking on learning. The course will trace policy and practice related to desegregation and English-only policies in schools. It will also introduce students to culturally responsive and culturally sustaining pedagogies. Students' major course assessment will ask them to design ways to work with families and communities in support of improved educational outcomes for all students.

- This course is part of a 30-hour MEd in Literacy Education in which 15 hours of ESOL coursework is also embedded.
- All courses in the MEd in Literacy have key ILA standards & indicators identified in order to support instructors in reaching course goals.
- We have a syllabus developed for this course, which we would be happy to share.
- Asynchronous modules are fully designed and ready to use; materials for synchronous meetings will also be provided.
- The course is fully virtual and runs sync/async, every other week.
- We foresee an enrollment of 15-25 in this course.
- Dr. Britnie Kane, the Literacy Program Coordinator, will support you in getting started. She's happy to answer any questions you may have at any point, as you will be an important part of our team, should you decide to teach with us.

Needed for Fall 2022:

EDUC 667: Linguistics for Educators

This course introduces the areas of linguistics, such as phonology, morphology, syntax, semantics, pragmatics, and other related areas that are most applicable to teach English Language Learners (ELs). Students will understand the English language features and how those features impact ELs in the classroom. Students will learn instructional strategies related to each linguistic component, gather linguistic data of ELLs using various language and literacy assessment tools, and use those data to develop language and literacy activities. This course will have an embedded 15-hour practicum with ELLs to fulfill the requirements of the ESOL endorsement.

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- We look forward to your expertise in working to improve upon the design of this course.
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- The course has an embedded practicum in which students are asked to work with multi-language learners for 15 hours.

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EDUC 588: Foundations in Literacy

EDUC 588 is a foundational course that examines theories, approaches, strategies, and methods for teaching literacy. The primary goal of the course is to deepen students' knowledge of the reading and writing processes in order to enable them to effectively design and implement literacy instruction. Students will investigate how children learn to read, explore instructional methods that support literacy development, and apply new knowledge to design effective literacy instruction. The course will provide a theoretical knowledge base while connecting and extending this knowledge to a practical level. Although grounded in the philosophy that reading and writing are not discrete entities, the course focuses primarily on reading. The developmental process of literacy growth, along with techniques for teaching phonemic awareness, word recognition, vocabulary, and comprehension skills, will be explored.

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EDUC 592: Teaching Language and Literacy across the Content Areas

The course focuses specifically on how educators can support all K-12 students' language and literacy development, including English Language Learners, speakers of dialects, and reluctant readers, in particular fields (or, as we will learn, discourse communities). The ultimate goal is to use inquiry so that students' reading, composing, speaking, and listening improves as does their content-specific learning. To meet these goals, we will begin to understand literacy as a set of cultural and discipline-specific practices. We will examine various strategies for reading, speaking, and composing—in digital and non-digital spaces—that experts use across the disciplines, and we will investigate instructional practices and create instructional plans for supporting students to develop academic language and literacy strategies as they are learning disciplinary content. This course will also focus on learning to leverage students' existing literacy strategies so that students can become more accomplished readers, speakers, and composers in and across disciplines. Thus, we will learn to better serve the needs of all students, including historically underserved groups and multi-language learners, to access key ideas in a variety of fields (i.e., science, math, social studies, English/Language Arts, physical education, and counseling).

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EDUC 570: Teaching Reading and Writing with ELLs and Students from Historically Marginalized Communities

EDUC 570 is a survey of the nature, problems, and learning needs of students of non-dominant backgrounds. Approaching literacy development as a complex process that unfolds over time, the course intends to give educators the guidance they need to 1) understand the complexities of diverse learners, and 2) provide evidence-based instructional strategies to support students to continuously enhance their reading skills—not just in the early grades, but into the upper grades as well. Course readings and discussions will address language acquisition needs of native and non-native English learners and culturally responsive pedagogies intended to support home language preservation and promote anti-bias approaches. Throughout the course, candidates will demonstrate and apply knowledge of research-based principles of literacy instruction for students in grades K-12, including best fit practices in reading, multimodal composition, critical literacy, and inquiry.

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- We have a syllabus developed for this course, which we would be happy to share.
- Asynchronous modules are designed and ready to use, though some revision and updating is in order; materials for synchronous meetings will also be provided.
- The course is fully virtual and runs sync/async, every other week.
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