

# **GRADUATE PROGRAM LITERACY AND COGNITION**

## **SCHEDULE OF COURSES**

### ***Literacy All Grades***

#### **FALL I**

##### **CSL 540 LANGUAGE AND LITERACY ACQUISITION**

This course provides an exploration of language acquisition and literacy development by native speakers and students who are English language learners and implications for the instruction of young children (Birth – Grade 4). Students will analyze theories of literacy development and the individual differences that may be confronted in acquiring the literacy skills of listening, speaking, reading, and writing. Developmentally appropriate teaching practices and family literacy partnerships will be discussed as methods to support children’s learning experiences. Current research that incorporates insights from disciplines that include developmental psychology, educational psychology, cognitive science, and cognitive neuroscience will also be explored to provide students with the most recent findings in the field of literacy. The role of cognitive development and social interaction will also be explored as complementary processes that work together to promote the child’s intellectual growth through the application of constructivist approaches. The cognitive processing predictors that lead to language and reading disorders, including an emphasis on the neurobiological origin of dyslexia, will be studied to determine effective interventions for early intervention.

##### **CSL 630 LITERATURE AND INTEGRATED TECHNOLOGY RESOURCES FOR MIDDLE SCHOOL AND HIGH SCHOOL**

The technology-embedded course will explore ways to encourage critical reading, an appreciation of a variety of genres, the integration of literature in various disciplines, and strategies for using writing as a means of literary response. Participants will apply knowledge of strategies for selecting appropriate text and technological materials to support literacy instruction and intervention that meets the research or evidence-based literacy learning needs of all students. Various forms of technology, including instructional and assistive technology, will be explored to encourage interest in literature and help students acquire information, communicate, and enhance learning.

## **SPRING I**

### **CSL 550 STRATEGIES, INSTRUCTIONAL MATERIALS, AND PERFORMANCE EVALUATION IN DEVELOPMENT**

This course encompasses a study and analysis of approaches and materials for literacy instruction with a focus on teaching all aspects of literacy acquisition including but not limited to phonemic awareness, phonics skills, word identification, vocabulary skills, strategies for building comprehension, constructing meaning and creating effective and enriched teaching and learning environments for native English speakers and English language learners. Students will explore multiple research-validated instructional strategies for teaching students within the full range of abilities and develop skill in designing differentiated instruction that enhances the learning of all students, including students with dyslexia. Students will be introduced to the Structured Literacy approach which has an emphasis on effective phonics instruction that is explicit and systematic, and elements of the structure of language including morphology, phonology, syntax, and semantics. Simultaneous and successive cognitive processing techniques will be analyzed and evaluated for their use with diverse learners. Schema theory will serve as the foundation for learning how to scaffold instruction to meet individual needs.

### **CSL560 DIAGNOSIS AND RECOMMENDATIONS LITERACY PROCESSES (10 PRACTICA HOURS)**

This course provides an overview of formal and informal assessment tools and practices that measure literacy development of students, including, but not limited to, identifying dyslexia. Participants will begin to work closely with individual students to assess literacy competencies to plan and implement evidence-based instruction (10 practica hours) in a kindergarten through grade 4 setting, with specific attention on crucial early literacy skills such as phonological awareness and word structure. They will also explore research and practice relating to differential literacy achievement as they begin to synthesize testing data to formulate diagnostic hypotheses for designing an instructional program for an individual student based upon the cognitive-constructivist perspective. The role of cognitive modeling will be emphasized as teachers demonstrate how to reason to understand text.

## **SUMMER I**

### **CSL 500 CURRICULUM PARADIGMS**

This course explores different curriculum paradigms and frameworks, and the issues related to those paradigms. Throughout the course, particular attention will be focused on two areas. The first relates to an analysis of the conceptual

frameworks, principles, and modes of inquiry of different disciplines. The second concerns an investigation of past and present issues of teaching and learning, such as assessment, core curriculum, grouping practices, and conceptions of cognition for the purpose of examining their relationship to curriculum frameworks.

### **CSL 510 REFLECTIVE TEACHING AND LEARNING**

This course will focus on the dimensions of the reflective process, as it is integrated into the philosophy of educational leaders as a worthwhile professional attribute which is pivotal in the teaching process. Descriptions of this process as well as guiding principles of the master's will be presented. The fundamental elements and tools of the reflective process will be modeled and integrated. This course is related to the Research Methods course where students probe situations related to teaching, curriculum, behavior and learning to discover realistic problems for examination and investigation, as a result of learning precisely designed models of reflective processes. They will learn, through reflection, how problems are formed, as well as design-appropriate solutions. Students will learn how to reflect on their own behavior while reviewing the underlying dynamics of situations, problems and issues.

## **FALL II**

### **CSL 620 ASSESSING AND ADDRESSING THE LITERACY NEEDS OF READERS AND WRITERS IN MIDDLE SCHOOL AND HIGH SCHOOL (10 PRACTICA HOURS)**

This course addresses the literacy needs of middle school and high school students with reading and/or writing difficulties. There is an emphasis on assessment and instructional practices that promote growth in literacy for a diverse group of students based upon observation, collaboration, and the interpretation of data. The course focuses on current theories of reading and writing processes, and the demands made upon readers and writers in different subject areas and contexts. Students are required to work for ten practicum hours with a student at the middle school or high school level.

### **CSL 590 LITERACY AND ASSESSMENT STRATEGIES FOR DIVERSE LEARNERS**

This course focuses on study and analysis of literacy development, individual differences and language difficulties experienced by the diverse learner. As a continuation of Diagnosis and Recommendations for Literacy Processes, students will learn instructional strategies that will focus on providing effective literacy services to all students, including students with learning disabilities and English language learners. Methods of teaching emergent and beginning English learners

will be addressed, with an emphasis on developing oral language, phonological awareness, phonics, vocabulary, fluency, listening and reading comprehension, spelling, and writing skills. This course will emphasize culturally responsive assessment and teaching, aimed to help educators develop the content knowledge, pedagogical skills, and intersectional lens necessary to provide more equitable learning environments for all students.

## **SPRING II**

### **CSL 520 LEADERSHIP: COLLABORATIVE PROCESSES AND STAFF DEVELOPMENT**

The purpose of this course is to provide the skills for teachers who will be engaged in learning about the dynamics, techniques and potential for professional collaboration and leadership. Key concepts such as team membership and composition, problem solving procedures, conflict management, and systems theory will be addressed. Students will review research that addresses the forms and basis for interprofessional relationships and collaboration. They will use assessment procedures as a way of understanding self and others as they engage in simulated collaborative situations.

### **CSL 610 PRACTICUM (30 PRACTICA HOURS)**

This course provides an opportunity to apply knowledge of cognitive processing skills, diagnostic, and research-based instructional practices in classrooms and in individual settings. The seminar sessions will be a forum for students to demonstrate and critique their work and share their level of expertise, as they conference with parents and evaluate the appropriateness of their recommendations with the supervisor and the group. This course is the culmination of the Literacy and Cognition program. Students are required to work with a reader who is experiencing difficulties for thirty practicum hours assessing, diagnosing, and planning instruction based upon the child's strengths and needs.

## **SUMMER II**

### **CSL 570 TEACHING LITERACY IN THE CONTENT AREAS**

This course presents the integration of listening, speaking, reading, and writing processes with content knowledge as a basis for the best teaching of constructing meaning and building literacy in the content areas. The focus is on: (1) text complexity and text comprehension, (2) reading and writing a range of text types and genres, (3) levels of comprehension, (4) vocabulary improvement, (5) understanding text patterns and structures, (6) exploring writing as an across the curriculum tool of inquiry, and (7) integrating technology into disciplinary literacy.

## **CSL 580 CULTURAL LITERACY**

This course is an examination of issues in literacy education from cultural, political, instructional and social perspectives. It explores the social cognition viewpoint within a social or cultural context as they relate to diverse learners acquiring literacy skills. An analysis of the relationship between home and school literacy and the survey of critical issues in the literacy development of different communities with special attention to cultural linguistic diversity and the strengths of various cultures will receive major emphasis. Connections to oral language, reading, writing, and children's literature will be developed in a literacy framework that focuses on the learner's cultural background and linguistic understanding. In addition, this course will explore the ways that classroom teachers, literacy specialists, administrators and teacher educators can provide efficient literacy instruction for students from diverse cultural linguistic backgrounds. Analysis of the pedagogical implications for literacy education in terms of study of the teacher's role and the impact upon diverse student learning: organizing and the teaching of literacy in the childhood education classroom.

**GRADUATION: AUGUST**

**\*\*PLEASE NOTE THAT THE LITERACY PRACTICUM IS ONLY OFFERED  
IN THE SPRING SEMESTER**