

Literacy (LITR)

LITR 3110. Emergent Literacy. 3 Hours.

Prerequisite: Appropriate 2999 course. Co-requisite: ECSE 3390 and ECED 3190 or a practicum approved at the program level. Introduction to children's emergent literacy, including reading and writing development, phonological awareness, phonemic awareness, concepts about print, oral language development, speaking and listening development, and developmental writing. The integration of children's literature and fine arts into teaching is emphasized.

LITR 3120. Early Literacy. 3 Hours.

Prerequisites: Appropriate 2999 course; LITR 3110. This is a check-point course, and check-point requirements must be met. Introduction to content, theoretical perspectives, and evidence-based strategies for teaching children in the primary grades to read and write. Major topics include the reading process, phonemic awareness, phonics, comprehension, fluency, and vocabulary. Teacher candidates are expected to plan and implement learned skills and knowledge in the field. ECSE 3490, ECED 3690, or a practicum approved at the program level, is required as a co-requisite of this course.

LITR 3130. Developing Literacy. 3 Hours.

Prerequisites: Appropriate 2999 course; LITR 3110. This is a check-point course, and check-point requirements must be met. Application of methods for teaching listening, speaking, reading, writing, viewing, and visually representing. Emphasis is placed on instructional methods of processes for writing and comprehending various forms of texts; motivating students to read and write; developing vocabulary, comprehension strategies, and higher-level thinking; and applying technology. ECSE 3490, ECED 3690, or a practicum approved at the program level, is required as a co-requisite of this course.

LITR 4120. Literacy Assessment and Applications. 3 Hours.

Prerequisites: Appropriate 2999 course; LITR 3110; LITR 3120; LITR 3130. Emphasizes diagnostic and assessment strategies for corrective instruction for struggling elementary readers and writers. The course includes causes of reading disability, methods of diagnosis, instructional methods for group and individual remedial work, strategies for successful test taking. Teacher candidates will be required to apply their learned skills in tutoring experiences.