

DIVISION OF LITERACY AND LANGUAGE

Web Site: <https://twu.edu/education/literacy-and-language/>

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The Division of Literacy and Language offers undergraduate coursework toward all initial teaching certifications and some degrees in Teacher Education, Early Childhood Education, and secondary education areas.

Undergraduate courses in the Division of Literacy and Language are designed to provide practice and theory in literacy and ESL/bilingual teaching for students seeking initial certification at EC:PK-3, EC-6, 4-8, and 8-12 grade levels.

Undergraduate Degrees Offered

- B.S. in Early Childhood Education (EC: PreK-3 with English as a Second Language) (<https://catalog.twu.edu/undergraduate/professional-education/education/literacy-language/early-childhood-education-bs-ec-pk-3-certification-english-second-language/>)

Admissions

Teacher Certification

Application Deadlines

There are three application periods per year (Fall, Spring, and Summer). Students must have their applications in by the deadline the semester before they intend to take ECE 3223 (EC-3 only), EDUC 3003, EDUC 3482, or READ 4223 (EC-3 only). (see schedule below).

Spring Application Deadlines* (Admission to the EDUC 3000s Summer)

- May 1 - Deadline to apply for Summer admission
- May 31 - Deadline for Transfer Grades, Grade Changes, or Any Other Requirement

Summer Application Deadlines (Admission to the EDUC 3000s Fall)

- July 1 - Deadline to apply for Fall admission
- July 31 - Deadline for Transfer Grades, Grade Changes, or Any Other Requirement

Fall Application Deadlines* (Admission to the EDUC 3000s Spring)

- December 1 - Deadline to apply for Spring admission
- December 21 - Deadline for Transfer Grades, Grade Changes, or Any Other Requirement

Guidelines

Please adhere to the following guidelines:

- We recommend preparing your application well in advance of the deadline. That way you will be able to identify and resolve any potential issues before the deadline date.
- If you intend to register early for ECE 3223 (EC-3 only), EDUC 3003, EDUC 3482, or READ 4223 (EC-3 only) for the Summer or Fall semesters and have met all admission requirements, it is recommended that you apply to the EPP by December 1.
- If you apply for admission to the Educator Preparation Program while enrolled in EDUC 2003 or are taking coursework to increase your GPA to a 2.75, the Office of Educator Preparation Services will

process your application. If the GPA requirement, along with all other admission requirements are met at the end of the semester, an admission decision will be made at that time.

- No late applications will be accepted. If the deadline date falls on a weekend or a day that TWU is closed, applications will be accepted until 5 p.m. on the next day that TWU is open after the deadline day.

Requirements

In addition to the general undergraduate admissions requirements (<https://catalog.twu.edu/undergraduate/admission-information/>), to obtain acceptance into the undergraduate Educator Preparation Program (<https://twu.edu/epp/>) (and prior to taking ECE 3223 (EC-3 only), EDUC 3003, EDUC 3482, EDUC 4113, EDUC 4243, READ 4223 (EC-3 only), and Clinical Student Teaching) students must have:

- A cumulative GPA of 2.75 (includes **all** courses, whether posted to TWU transcript or used on a degree plan. Excludes developmental and repeated courses);
- Demonstrated basic skills in reading, written communication, and mathematics by meeting the requirements of the Texas Success Initiative;
- A minimum of 12 to 15 semester credit hours in the subject-specific content area for the certification sought;
- Completed EDUC 2003 with a C or higher;
- Completed department application for admission to the Educator Preparation Program in Tk20;
 - **Important:** Purchase and creation of a Tk20 account is required (<https://twu.edu/epp/tk20/>)
- Completed the Digital Literacy Pre-assessment;
- Submitted a non-refundable Texas Education Agency Fee;
- Completed a Commitment Contract acknowledging awareness and understanding of the Professional Dispositions Policy and Educators' Code of Ethics;
- Successfully completed a pre-admission departmental interview with an interview panel; and
- Acknowledged and accepted admission to the Educator Preparation Program.

Please note:

- All accepted students must maintain the admission requirements to remain in the TWU Education Preparation Program.
- Admission requirements are determined by Texas Education Agency policies and are subject to change without notice.
- Students seeking Bilingual certification must meet minimum proficiency in Spanish.
- Students seeking Deaf/Hard of Hearing certification must meet minimum proficiency in sign.

All admission decisions are based on the successful completion of the above requirements. Conviction of a felony or misdemeanor other than a minor traffic violation may affect certification. Additional information may be obtained by contacting the Texas Education Agency (<http://www.tea.texas.gov/>). Any previous or current issues of academic dishonesty, disruptive behavior, or professional dispositions infractions at TWU, another university, or another Educator Preparation Program

may result in denial of admission. Any decision may be appealed by contacting the Office of Educator Preparation Services at 940-898-2829.

Contact the Office of Educator Preparation Services (<https://twu.edu/epp/>) (OEPS) at copeadvising@twu.edu or 940-898-2829 with any questions.

Texas Administrative Code (TAC) Requirements

- Candidates must undergo a criminal history background check prior to employment as an educator. [19 TAC §227.1(b)(1)]
- Candidates must undergo a criminal history background check prior to clinical teaching. [19 TAC §227.1(b)(2)]
- The potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate. [19 TAC §227.1(d)(1)]
- The right to request a preliminary criminal history evaluation from TEA. [19 TAC §227.1(d)(3)]

All degrees related to teaching certification must meet the Educator Preparation Program (EPP) admission requirements (<https://twu.edu/epp/>).

Faculty

*ANDERSON, NANCY, Professor of Literacy and Language, B.A., Texas Lutheran University; M.Ed., University of Houston; Ph.D., Ohio State University

ARAUJO, JUAN, Director of the School of Education, Professor of Literacy and Language, B.S., New Jersey Institute of Technology; M.B.E., Southern Methodist University; Ph.D., University of North Texas

*BABINO, ALEXANDRA, Associate Professor of Literacy and Language, B.A., University of North Texas; M.Ed., University of North Texas; Ph.D., University of North Texas

*BURKE, AMY, Professor of Literacy and Language, B.A., Austin College; M.A.T., Austin College; M.Ed., Texas Woman's University; Ph.D., University of Texas at Austin

CATO, HEATHER, Assistant Clinical Professor of Literacy and Language, B.S., Texas Tech University; M.Ed., University of Texas-Arlington; Ph.D., Texas Woman's University

ELIAS, ANNETTE TORRES, Professor of Literacy and Language, B.A., University of Puerto Rico; M.Ed., Texas Woman's University; Ph.D., Texas Woman's University

*ELZY, JANIECE, Assistant Professor of Literacy and Language, B.S., University of Illinois at Urbana; M.A.T., Aurora University; Ed.D., National Louis University

*FEYTEN, CARINE M., Chancellor and President; Professor of Literacy and Language, B.A., Universite' Catholique de Louvain, Belgium; M.A., Universite' Catholique de Louvain, Belgium; Ph.D., University of South Florida

*FIGUEROA, JORGE, Vice Provost for Curriculum and Strategic Initiatives, Professor of Literacy and Language, B.A., University of Puerto Rico-Cayey; M.A., The University of Findlay; Ph.D., Capella University

*HANSEN-THOMAS, HOLLY, Vice Provost for Research, Innovation, and Corporate Engagement; Professor of Literacy and Language, B.A., University of Texas at Austin; M.A., University of Texas at San Antonio; Ph.D., University of Texas at San Antonio

*HENDRIX, AIMEE, Professor of Literacy and Language, B.A., University of North Texas; M.A., University of North Texas; Ph.D., University of Texas-Austin

*KAYE, ELIZABETH L., , Billie J. Askew Endowed Chair of Reading Recovery; Professor of Literacy and Language, B.A., Trinity University; M.A., Texas Woman's University; Ph.D., Texas Woman's University

*MYERS, AIMEE, Associate Professor of Literacy and Language, B.A., University of Central Oklahoma; M.A., University of Central Oklahoma; Ph.D., University of Oklahoma

*SANCHEZ, CLAUDIA D., Professor of Teacher Education, B.A., Escuela Normal Superior de Coahuila-Salttillo, Mexico; B.A., Universidad Autonoma de Coahuila-Salttillo, Mexico; M.S., Texas A&M University; Ph.D., Texas A&M University

*STEWART, MARY A., Professor of Literacy and Language, B.A., Texas Christian University; M.Ed., Texas Christian University; Ph.D., University of North Texas

() denotes Graduate Faculty status.*

Courses

Contact hours identified in the course descriptions are based on a 15-week term. Students who enroll in Summer or mini-terms are expected to meet the same total number of contact hours as a 15-week term.

EDBE 3003. Linguistics for ESL Educators. Essentials of English phonology, morphology, and syntax and their pedagogical implications for teaching English as a second language (ESL). Three lecture hours a week. Credit: Three hours.

EDBE 3053. Theories of Second Language Acquisition for ESL and Bilingual Teachers. Theories and research in second language acquisition and its influence on learning and instruction, including developmental characteristics of language acquisition, the relationship between bilingualism/multilingualism and cognition, the role of cultures and issues in the classroom, and in assessment of bilingual/multilingual children. Three lecture hours a week. Credit: Three hours.

EDBE 3143. Teaching the Content Areas in the Bilingual Classroom. Analysis of Texas public school curriculum requirements as applied to a bilingual program. Language concepts and proficiencies needed to deliver effective mathematics, social studies, and sciences instruction. Course taught in Spanish. Three lecture hours a week. Credit: Three hours.

EDBE 3453. Teaching English As a Second Language. Analysis of social and linguistic factors associated with second language learners and the acquisition of the English language. May require field experience. Prerequisite: EDBE 3003 or EDBE 3053. Three lecture hours a week. Credit: Three hours.

EDBE 3643. Foundations of Bilingual Education. A study of the historical, legal, and theoretical foundations of bilingual education, including a review of programmatic designs. Prerequisites: EDBE 3053 and Junior standing. Course taught in Spanish. Three lecture hours a week. Credit: Three hours.

EDBE 4543. Bilingual Education: Instructional Applications and Materials. Teaching of children with limited English proficiency; emphasis on language assessment techniques, curriculum design, program implementation, and materials. Course taught in Spanish. Prerequisites: EDBE 3053, EDBE 3453, and EDBE 3643. Three lecture hours a week. Credit: Three hours.

EDBE 4913. Independent Study. Independent study of specific problems in bilingual or ESL education. May be repeated. Prerequisite: Permission of instructor. Credit: Three hours.

READ 3013. Literacy and Learning across the Curriculum. Study and practice of theory, content, and methods for integrating reading and related literacy skills into content and related area instruction. Emphasizes interrelatedness of literacy processes and their importance in all instruction and learning; strategies for improving text comprehension, developing vocabulary, discussing and writing to learn, and using study and inquiry skills with a variety of texts. Three lecture hours a week. Credit: Three hours.

READ 3223. Early Literacy Foundations. Reading and language arts theory, research, and methods for early childhood. Developmentally appropriate instruction with a focus on ways to scaffold and sequence skills and concepts to teach reading, writing, listening, speaking, viewing, and visually representing to young children in early childhood through third grade. Instructional practice capitalizing on oral language; planning for early literacy instruction; and intersections of language, family literacy, and culture in the home for beginning readers. 15-hour practicum required. Three lecture hours a week. Credit: Three hours.

READ 3423. Literacy Foundations: 4-8. Guidance and practice in planning and organizing for instruction in reading, writing, listening, speaking, viewing, and visually representing in grades four through eight. Reading and language arts theory, content, and methods. Prerequisites: Completion of 30 hours of coursework and a minimum 2.5 GPA. Three lecture hours a week. Credit: Three hours.

READ 3433. Literacy Foundations EC-6. Guidance and practice in planning and organizing for instruction in reading, writing, listening, speaking, viewing, and visually representing in early childhood through intermediate grades. Reading and language arts theory, content, and methods. Prerequisites: Completion of 30 hours of coursework and a minimum 2.5 GPA. Three lecture hours a week. Credit: Three hours.

READ 3463. Strategic Learning through Text. Guidance and practice in assisting students in using appropriate strategies for accessing meaning with various forms of text. Explores ways to help students apply strategies for using reading, writing, and studying as tools for appreciating, knowing, and understanding. Prerequisite: READ 3423 or COMS 4653. Three lecture hours a week. Credit: Three hours.

READ 4223. Early Literacy Assessment and Instruction. Developmentally appropriate assessment and instructional practices for Early Childhood: Pre-K through 3rd grade emergent and early readers and writers. Use and interpretation of a wide variety of evaluation and assessment tools and analysis of data to plan appropriate instruction for young learners. Identification of young children in need of in-depth intervention and communication of student literacy outcomes to various audiences. 15-hour practicum required. Prerequisites: Admission to the EPP, ECE 3203, and READ 3223. Three lecture hours a week. Credit: Three hours.

READ 4383. Phonological and Orthographic Principles in Literacy. Define and apply understanding of the phonological and orthographic language systems as they specifically relate to literacy development. Design assessment and instruction related to children's learning of letters, sounds, and their relationship; word-analysis; and spelling. May be taken concurrently with READ 4563. Prerequisite: READ 3423 or COMS 4653, or READ 3433 or READ 3223, with a grade of C or higher. Three lecture hours a week. Credit: Three hours.

READ 4393. Oral Language and Early Literacy Development. Theories, research, and effective teaching practices related to young children's oral language acquisition, variation, and vocabulary development in EC-3 classrooms. Effective assessment and teaching practices that honor children's unique and diverse linguistic and socio-cultural strengths in early literacy learning. Prerequisites: Admission to the Educator Preparation Program, ECE 3203, and READ 3223. Three lecture hours a week. Credit: Three hours.

READ 4413. Integrated Language Arts for Grades 4-8. Instruction and practice in the teaching of reading, writing, speaking, listening, viewing, and visually representing for teachers of early adolescents. This course includes a strong emphasis on integrating the language arts through multimodal composing and process writing. Prerequisites: READ 3423 or COMS 4653 with a grade of C or higher. Three lecture hours a week. Credit: Three hours.

READ 4453. Literacy Assessment and Instruction: EC6. Examines characteristics and uses of a wide variety of evaluation and assessment tools. Students analyze data in order to plan appropriate instruction, identify children in need of in-depth intervention, and learn to communicate student literacy outcomes to various audiences. May be taken concurrently with READ 4383. Prerequisite: READ 3433 or COMS 4653 with a grade of C or higher. Three lecture hours a week. Credit: Three hours.

READ 4493. Reading and Language Arts across the Curriculum: EC-6. Guidance and practice for helping students develop strategies in reading comprehension, fluency, and writing to learn, including use of various text organizers and graphics. Use of multiple sources of information and technology and integration of content areas. Prerequisites: READ 3433 or COMS 4653, READ 4383, and READ 4453 with a grade of C or higher. Three lecture hours a week. Credit: Three hours.

READ 4563. Reading Assessment and Instruction: Grades 4-8. Examines characteristics and uses of formal and informal literacy assessment tools for students in grades 4-8; strategies for incorporating results into literacy instruction; state content and performance standards for literacy; and strategies for providing in-depth intervention. May be taken concurrently with READ 4383. Prerequisite: READ 3423 or COMS 4653 with a grade of C or higher. Three lecture hours a week. Credit: Three hours.

READ 4903. Special Topics. Three lecture hours a week. Credit: Three hours.

READ 4911. Independent Study. Credit: One hour.

READ 4913. Independent Study. Credit: Three hours.