

DEPARTMENT OF LITERACY AND LEARNING

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

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The Department of Literacy and Learning offers undergraduate coursework toward all initial teaching certifications and some degrees in Teacher Education and Child Development.

Undergraduate courses in the Department of Literacy and Learning are designed to provide practice and theory in literacy and early childhood 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 w/ Special Ed. or English as 2nd Language) (<http://catalog.twu.edu/undergraduate/professional-education/literacy-learning/early-childhood-education-bs-ec-pk-3-certification/>)

All applicants must meet the general undergraduate admission requirements (<http://catalog.twu.edu/undergraduate/admission-information/>).

Faculty

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

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

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

*ELZY, JANIECE, Reading Recovery Trainer, B.S., University of Illinois at Urbana; M.A.T., Aurora University; Ed.D., National Louis University

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

*KAYE, ELIZABETH L., Associate Professor of Literacy, Language, and Culture, B.A., Trinity University; M.A., Texas Woman's University; Ph.D., Texas Woman's University

*LISENBEE, PEGGY, Associate Professor of Early Childhood Education, B.S., Oklahoma State University; M.S., University of Missouri-Columbia; Ph.D., Oklahoma State University

*MOORE, LIN, Professor of Early Childhood Education, B.S., Texas Woman's University; M.S., Texas Woman's University; Ph.D., Texas Woman's University

*SNIDER, SHARLA L., Professor of Early Childhood Education, B.S., University of North Texas; M.A., Texas Woman's University; Ph.D., Texas Woman's University

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

(* denotes Graduate Faculty status.

Courses

ECE 2613. Program Planning and Administration of Programs for Young Children. Program planning and administrative techniques, evaluation of children's individual growth and development, techniques for encouraging parent involvement, evaluation of quality environment for young children, and consideration of ethical issues. Three lecture hours a week. Credit: Three hours.

ECE 2663. Foundations of Early Childhood Education. (TCCN TECA 1311) Introduction to the education of the young child, including developmentally appropriate practices and programs, theoretical and historical perspectives, ethical and professional responsibilities, and current issues. Three lecture hours a week. Credit: Three hours.

ECE 3203. Developmentally Appropriate Practices and Strategies in the Early Childhood Classroom. Developmental characteristics, processes, and interrelationships for learning during early childhood through a play-based approach. Best practices supporting young children's culture, language, and families for effective learning in the early childhood classroom. Three lecture hours a week. Credit: Three hours.

ECE 3213. Social-Emotional Learning and Prosocial Skill Development in Early Childhood. Social-emotional learning as a foundation for all learning in early childhood. Intentional teaching strategies, supportive environments, adult modeling, and skill-building activities to support healthy emotional development and social competency in children from Pre-K to third grade. Prerequisites: Admission to the Educator Preparation Program and ECE 3203. Three lecture hours a week. Credit: Three hours.

ECE 3223. Methods of Science, Technology, Engineering, and Mathematics Education (STEM) in the Early Childhood Classroom. Developmentally appropriate uses of digital tools with young children. Methods for teaching foundational mathematical knowledge using manipulatives, investigations of real-world issues, and inquiry-based lessons that encourage higher-order thinking and foster collaboration with families to promote STEM at home and in the community. Prerequisite: Admission to the EPP and ECE 3203. Three lecture hours a week. Credit: Three hours.

ECE 3573. Creative Arts for Elementary School Aged Children. Theoretical and empirical bases for creative arts experiences in education; concepts, terminology, processes, skills, histories, and application of visual arts, music, and theatre arts in elementary education. Three lecture hours a week. Credit: Three hours.

ECE 4203. Observation, Assessment, and Developmental Learning Theory in the Early Childhood Classroom. Role and purpose of developmental learning theory, observation, and assessment in early childhood classrooms. Application of developmentally appropriate observational methods and assessment tools based on the needs of children in the classroom to inform curriculum development that can support learners of all abilities, languages, and cultures. Consideration of legal and ethical issues related to observations and assessments. Referrals and consultations with families and other educational professionals. Prerequisites: Admission to the Educator Preparation Program and ECE 3203. Three lecture hours a week. Credit: Three hours.

ECE 4213. Methods for Interdisciplinary Language Arts and Social Studies Education in the Early Childhood Classroom. Developmentally appropriate approach to designing instruction in social studies and language arts. Methods for teaching comprehension of texts and vocabulary, creating culturally responsive thematic units, and incorporating Texas Essential Knowledge and Skills for K-3 and Prekindergarten Guidelines in individualized and group instruction to engage young learners. Prerequisites: Admission to the Educator Preparation Program, ECE 3203, and READ 3223. Three lecture hours a week. 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. Prerequisites: EDUC 2003 with a C or higher. 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, READ 3433, or COMS 4653 with a grade of C or higher; and READ 3223. 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, READ 3463, and READ 4563 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.