

LANGUAGE, LITERACY AND CULTURE (LLCE)

LLCE 2003 American Stories: Diverse Peoples in YA Literature (DH)

Description: Explores young adult literature representations of diverse peoples in America. Students examine historical and contemporary representations of diverse social and cultural groups through a variety of critical, analytical lenses such as literary or formal analysis, anti-bias antiracist/critical literacy, disability studies lens, genetic/historical criticism, and queer reading of young adult literature. Requires reading, discussion, and written analysis of young adult literature.

Credit hours: 3

Contact hours: Lecture: 3 Contact: 3

Levels: Undergraduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science

General Education and other Course Attributes: Diversity, Human Heritage & Cultures

LLCE 6060 Special Topics in Language, Literacy & Culture Education

Description: Seminar on special topics in language, literacy, and culture education. Course topics will differ depending on current interests and issues in the field.

Credit hours: 1-6

Contact hours: Lecture: 1-6 Contact: 1-6

Levels: Graduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science

LLCE 6083 Seminar in Writing Pedagogy

Prerequisites: Graduate standing with Graduate College.

Description: Seminal works in theory and research related to the teaching of writing in K-16 settings are examined. Students will examine the scholarship on genre theories, writing process theory, and writing pedagogy, considering the practical classroom implications and applications for this work. This course relies on reading, discussion, synthesis of key concepts, and individual inquiry as central learning processes. Previously offered as CIED 6083.

Credit hours: 3

Contact hours: Lecture: 3 Contact: 3

Levels: Graduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science

LLCE 6093 English Language Learners: Theory, Research, Policy and Practice

Description: History, theory, research, policy and practice of teaching English Language Learners and Emergent Multilingual students in PK-12 settings. Emphasis is placed on the critical pedagogical and theoretical aspects of teaching ELL, research and policy, as well as how assessments are used for the identification and placement of ELL students. Previously offered as CIED 6093.

Credit hours: 3

Contact hours: Lecture: 3 Contact: 3

Levels: Graduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science

LLCE 6183 Colloquium in Cultural Studies

Prerequisites: Graduate standing. For those in education, recommend SCFD 6113 and SCFD 6983.

Description: The study of culture and the problematics of culture beyond national boundaries and disciplinary divisions through interdisciplinary and post-disciplinary lenses in, but not limited to, the context of language and multiliteracies.

Credit hours: 3

Contact hours: Lecture: 3 Contact: 3

Levels: Graduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science

LLCE 6193 21st Century Literacies: Theory, Research, and Practice

Description: Theory and research on new literacies for the 21st Century including digital literacies, multimodalities, multi-literacies, participatory culture, and popular culture, considering the implications and applications for K-20 classroom. Previously offered as CIED 6193.

Credit hours: 3

Contact hours: Lecture: 3 Contact: 3

Levels: Graduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science

LLCE 6213 Observing and Responding to Young Readers in Reading Recovery

Description: Understanding the complex role of teacher leaders as they teach children and participate in the training of Reading Recovery teachers in the field. Develop role as a facilitator and problem solver in the implementation of Reading Recovery within school systems. Interaction with other teacher leaders and the University trainer at multiple training sites to broaden and deepen understanding of how to support and facilitate teachers' growth and development.

Credit hours: 3

Contact hours: Lecture: 3 Contact: 3

Levels: Graduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science

LLCE 6223 Theoretical Foundations in Early Literacy and Reading Recovery

Description: Introduction to underlying theories that contribute to early reading and writing. Critical understandings include the role of systematic observation of oral and written language and the relationship of oral language acquisition to early school literacy. A history of research in literacy processes that contribute to the foundations of Reading Recovery will be explored. (The course is the first course in the two-semester theory requirement for Reading Recovery teacher-leaders and trainers in training.)

Credit hours: 3

Contact hours: Lecture: 3 Contact: 3

Levels: Graduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science

LLCE 6233 Reading Recovery Teacher Leadership

Description: Participants in this course will construct an understanding of the complex role of teacher leaders as they teach children and participate in the training of Reading Recovery teachers in the field. They will also acquire skills in fulfilling their role as a facilitator and problem solver in the implementation of Reading Recovery within school systems. They will interact with other teacher leaders and the University trainer at multiple training sites to broaden and deepen their understanding of how to support and facilitate teachers' growth and development.

Credit hours: 3

Contact hours: Lecture: 3 Contact: 3

Levels: Graduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science

LLCE 6243 Early Literacy Intervention in Reading Recovery

Description: This course focuses on the procedures for working with emerging at-risk readers and writers. The course content is based on strategies children need to be independent readers & writers. Course content and presentation reflect a highly-theoretical teacher decision making model based on actual observation of teacher-child interactions.

Credit hours: 3

Contact hours: Lecture: 3 Contact: 3

Levels: Graduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science

LLCE 6253 Advanced Theoretical Foundations of Early Literacy and Reading Recovery

Description: A course for Reading Recovery teacher leaders-in-training focusing on the underlying theories of early literacy acquisition (including processes related to reading, writing, and oral language) and the underlying theories of prevention of reading difficulties through early intervention.

Credit hours: 3

Contact hours: Lecture: 3 Contact: 3

Levels: Graduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science

LLCE 6263 Advanced Reading Recovery Teacher Leadership

Description: This course involves the application of expertise in early literacy and early intervention leadership. Teacher leaders-in-training will participate in the implementation of early literacy teacher courses and early intervention in schools and systems, teach adult learners, and learn to use data to refine and evaluate implementation. Field work is required.

Credit hours: 3

Contact hours: Lecture: 3 Contact: 3

Levels: Graduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science

LLCE 6513 Staff Development in Literacy Education

Description: Design and delivery of research related to staff development experiences in literacy. Previously offered as CIED 5510 and CIED 6513.

Credit hours: 3

Contact hours: Lecture: 3 Contact: 3

Levels: Graduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science

LLCE 6653 Issues and Trends in Adolescent Literacy

Description: This course addresses current issues and trends in adolescent literacy education including theory, research, and practice. Previously offered as CIED 6653.

Credit hours: 3

Contact hours: Lecture: 3 Contact: 3

Levels: Graduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science

LLCE 6673 Theory and Research on Teaching Contemporary Children's and YA Literature

Description: Theory and research related to teaching literacy through and with Contemporary Children's Adolescent, and Young Adult Literature. Previously offered as CIED 6673.

Credit hours: 3

Contact hours: Lecture: 3 Contact: 3

Levels: Graduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science

LLCE 6683 Language, Literacy and Culture

Description: The social-cultural perspectives related to the role of language in mediating literate behaviors, cognition and action in learning contexts. Aspects of language use within various learning contexts (situated cognition) and its academic, technical and everyday discourse in understanding the interrelationships among teaching, learning, knowledge and culture. Previously offered as CIED 6684 and CIED 6683.

Credit hours: 3

Contact hours: Lecture: 3 Contact: 3

Levels: Graduate

Schedule types: Lecture

Department/School: Teaching, Learning, Ed Science