

Hofstra University

An Introduction to
Doctoral Study in
Literacy

Ed.D. and Ph.D.



2012 - 2013 Edition

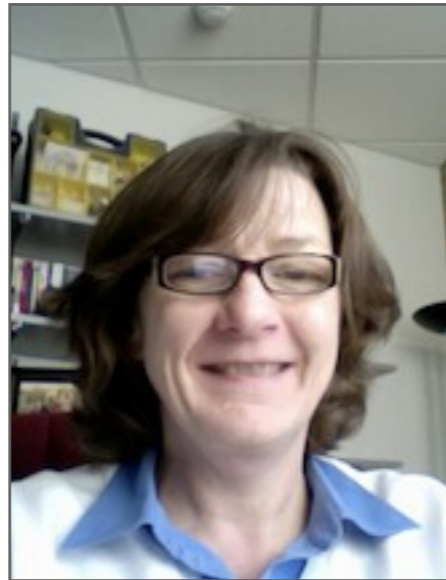
Welcome.

On behalf of the **Literacy Studies faculty**, I'd like to offer you a warm welcome to our doctoral programs.

Doctoral study is demanding, or should be, but the ideal doctoral students are those who push themselves to keep reading into the wee hours of the night, not because of our requirements and/or twenty-eight fifth graders at school and a ten-year-old at home, but because they are “onto something,” some new idea, insight, epiphany, or connection.

It's with this understanding--that learning is best driven by students' genuine questions--that the Literacy Studies faculty guide students in designing and pursuing their doctoral studies.

Our degree programs are designed for teachers, administrators, and/or researchers who work in school, college, university, or community settings. Some students enter the program because they are at a career crossroads and are looking for the next step. Others pursue doctoral study because they are seeking to overcome pedagogical challenges in their classrooms and want the help of an academic community. Increasingly, students are drawn to doctoral study in literacy in reaction to legislative developments to which they are determined to respond.



Our goal is that students in the program, as well as the faculty, dedicate themselves to improving the literacy experiences of *all* learners by means of research, advocacy, and distinguished teaching.

Jeanne Henry, Director

Doctoral Programs in Literacy Studies

The Literacy Studies Faculty.



Top row, l to r: Alan Flurkey, Denny Taylor, Jeanne Henry, and Debra Goodman.

Bottom row, l to r: Andrea García, Joan Zaleski, and Theresa McGinnis. Also pictured, literacy mascot “Wednesday.”



Two

The Learning Experience.

Upon entering the program, students are assigned an advisor with whom they develop a personal Plan of Study consisting of coursework, program events, and opportunities that support their research and teaching interests.

The doctoral Core Courses in Literacy Studies (detailed at right) are designed to give doctoral students and faculty the opportunity to engage in intellectual discussions and, by so doing, to create a dynamic and responsive context for building knowledge about the epistemological, philosophical, theoretical and pedagogical questions that frame the field.

Coursework within the program examines the ways in which literacy--broadly defined to include language, print-based literacy, and new media literacies--permeates society, schooling, and literary enterprise.

Doctoral students also pursue advanced coursework in qualitative and quantitative research methods, in order to ensure their facility for posing, and pursuing, complex and meaningful questions about literacy learning, teaching, and use, as well as to prepare them to serve the field as discerning readers and reviewers of research literature.

LYST 361: Literacy, Literature and the Imagination. Through transactions with socially-situated texts and scripts and other semiotic systems such as art, music, and dance, students consider the relationships between language and thought and literacy and the imagination.

LYST 362: Sociolinguistic and Psycholinguistic Perspectives of Literacy. Historic and current theoretical frameworks and models of reading and writing and related research practices within a variety of social contexts (classrooms, clinics, communities, families) are addressed.

LYST 363: Literacy Learning and Pedagogical Practices. The history of literacy teaching is highlighted as well as the influence of current and past theoretical perspectives about language, literacy and literacy learning. Also examined are the historic tensions between varied and conflicting theoretical orientations toward literacy learning and teaching.

LYST 364: Sociopolitical Perspectives of Literacy. Investigates the contextualized nature of literacy practices and the ways these practices shape, and are shaped by, historical, cultural, social and political contexts in which they occur.

LYST 365: Cultural Historical Perspectives of Literacy. Examines how literacy and literacy learning have been conceptualized historically and culturally in order to provide a broader, more dynamic view of literacy.

These course descriptions have been abridged. For the full description, please see the 2012-13 [Graduate Bulletin](#).

The Learning Experience: In Classrooms and On the Road



L to r: Doctoral Students Cory Doyle, Jaimie Kanter, and Natasha Nurse.



Community.

In addition to coursework, the Literacy Studies program offers doctoral students many opportunities to connect with one another, faculty, and a variety of distinguished guests. This informal interaction is as important as any that occurs in the classroom and is the basis for the warm intellectual community the program has become.

The Literacy Studies Doctoral Society is a student organization that provides intellectual and social activities to bring doctoral students together for collegial conversations that foster networking and provide the kind of personal, academic, and professional support that sustains students through a demanding degree program. Membership in the Literacy Studies Doctoral Society is open to all matriculated students in the doctoral programs in Literacy Studies. There is no fee to become a member. Special events include a fall reception, a Spring speaker series, and the annual LSDS Doctoral Dinner.

The Reading Miscue Conference is a bi-annual event that includes keynote speakers, and a range of conference sessions, addressing applications of miscue analysis for classroom teaching, specialist settings, reading centers, professional development, teacher education, and research. Participants are engaged in demonstrations and discussions of reading research with scholars in the field. Past participants include Ken and Yetta Goodman, Eric Paulson, Pamela Mason-Egan ('06), Sandra Wilde, Dorothy Watson, and Connie Weaver.

The Literature and the Imagination Conference is an annual event that provides an opportunity for all who are interested in young people and their literature to assemble to create a culture of talk about books that advocate for meaningful, thoughtful, and enjoyable experiences with children's and young adults' literature. Invited guests and speakers are authors, illustrators, poets, publishers, librarians, academics, and scholar-practitioners. Past guests have included Jacqueline Woodson, Avi, Peter Sis, Naomi Shihab Nye, Pat Mora, Emily Jenkins, Patricia Reilly Giff ('75), and Rita Williams-Garcia ('80).

The Literacy Studies International Scholars Forum is an annual event that provides opportunities for doctoral students to enter into a conversation with the leading researchers and teachers who have shaped our thinking, research, and practice. Past speakers have included, among others, Louise Rosenblatt, Margaret Meek Spencer, Maxine Greene, Ken and Yetta Goodman, David Barton, Gunther Kress, James Paul Gee, Sonia Nieto, Shelley Harwayne, Frank Smith, Brian Cambourne, David and Yvonne Freeman, Kathy Short, Ira Shor, and Linda Christensen.

Events.

invites you
a conversation with

FLOURISH KLINK

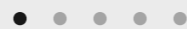
**FINDING
INSPIRATION
IN FANDOM**

Fans of popular culture are some of the most engaged readers and writers in the world - not to mention some of the most vibrantly excited! In this talk, Flourish will explore the world of contemporary fan culture and discuss how to bring some of that excitement into our teaching practice.

Saturday, March 24

Flourish Klink is a lecturer in the Comparative Media Studies program at MIT. Her recent work includes research on the deep history of fandom, various fiction projects (traditional, interactive, transmedia, and alternate reality game-related), and engagement with the [Participatory Culture](#)

The first annual Spring Speaker Series of the Literacy Studies Doctoral Society.



Frequently Asked Questions.

Is there an application deadline?

No. We review and accept applications year-round.

Do I have to be a full-time student?

Not at all. Almost all of our doctoral students are part-time. All doctoral classes are in the evening.

How long does it take to finish the program?

Students who consistently register for two classes per semester generally finish their course work in three years and the dissertation within an additional 1-2 years. Students who take a slower pace generally finish coursework in about five years and then take an additional 1-2 years for the dissertation.

Are scholarships available?

Yes. Most students receive generous scholarships. Funding is greatest during the students' first 40 s.h. of coursework.

Can I bring in transfer credits?

Up to 12 s.h. of post-masters credit, with advisement and subject to approval of the doctoral director, may be applied towards the doctoral plan of study. Please see the LYST Doctoral Handbook for more details.

Once started, is it possible to take time off from the program for personal or professional obligations?

Yes. We understand that "life happens." We do everything we can to support students if they need to temporarily "stop out" of the program.

What's the difference between an Ed.D. (Doctor of Education) and a Ph.D. (Doctor of Philosophy)?

How much time do you have?! The term "doctor of philosophy" was originally based on the original Greek meaning of the word "philosophy," which meant "love of wisdom." As it exists today, the degree is typically awarded in the study of the humanities. The "doctor of education" degree was developed in response to the need for advanced professional degrees (others include, the MD and the J.D.). In Literacy Studies, we distinguish the degrees primarily by means of a second language requirement for the Ph.D. Please consult the [graduate bulletin](#).

Is there support on campus for students who want to update their technical skills?

Students can schedule appointments with Learning Support, housed in the Calkins Lab, for one-on-one sessions in how to use a variety of software applications for Mac or PC.

Are there opportunities for teaching at Hofstra during my doctoral study?

Doctoral students are encouraged to apply for adjunct faculty positions when they are available. Doctoral students may also inquire about working as teachers and/or evaluators in the Reading/Writing/Learning Clinic of Hofstra University's Joan and Arnold Saltzman Community Services Center. Graduate assistant positions are often available for part-time, on-campus employment.

For your unique questions, or for further clarification, please contact doctoral program director [Jeanne Henry](#).

Applying.

The application process begins with a trip to the **Graduate Admissions** website where you can begin an online application.

Application Requirements

- Evidence of three years full-time teaching experience, or the equivalent.
- Masters degree in education, or a related field, with a minimum GPA of 3.2.
- Official copies of transcripts of all post-secondary degrees.
- A current resume or curriculum vitae.
- Three letters of recommendation, including at least one from a school administrator or a former professor.
- Scores from the **Graduate Record Exam** (GRE) taken within the last five years.
- A carefully written Statement of Purpose (minimum 500 words in length) that includes the applicant's academic and personal history and a statement of academic and professional goals.
- A writing sample (e.g., a college paper, published article, or any other sample of scholarship). Ideally, the paper should demonstrate that the applicant can work with a body of literature and/or data.
- An interview with two members of the Literacy Studies faculty to discuss the applicant's academic, professional research experiences and interests.

The Review Process

Our review of applications reflects the belief that no single criterion reliably predicts applicants' potential for success in the program. Prospective applicants are encouraged to apply even if they do not meet one or more criteria but believe that other aspects of their experience might compensate. However, since many factors are considered in the selection process, meeting application criteria does not ensure admission to the program.

Application files are assessed on the basis of the information contained within the file. No decisions can be made until all the required information has been provided by the applicant. Consideration is given to a combination of criteria including: a) demonstration of academic standing; b) professional experience; c) potential to pursue and benefit from advanced graduate studies.

International doctoral applicants should consult with the Teaching, Literacy & Leadership department when applying. Prospective international students should also contact the Office of Multicultural and International Student Programs, (516) 463-5751.

Legacy.

Graduates of Hofstra's Literacy Studies doctoral programs have a deep reach into literacy education in New York, and especially on Long Island. At the post-secondary level, Literacy Studies graduates are employed in teacher preparation programs throughout Long Island, New York City, and upstate New York. Several graduates are in school or district leadership positions on Long Island, and many graduates remain highly educated and committed classroom teachers in Long Island and New York City schools.

Selected Scholarship of Literacy Studies Graduates

Bausch, L. (2007). Boy talk around texts: Considering how a third grade boy transforms the shape of literacy in book talk discussions. *Journal of Early Childhood Literacy*, 7(2), 199-218.

Ben-Yosef, E. (2003). Respecting students' cultural literacies: Recognizing students' out-of-school literacies helps create inclusive environments and meaningful educational experiences. *Educational Leadership*, 61(2), 80-82.

Brevig, L. (2006) Engaging in retrospective reflection. *The Reading Teacher*, 59(6), 522-530.

Chouairi, R. (2009). Arabic to where? Some problems that ail the Arabic teaching industry. *NECTFL Review: A Journal for K-16+ Foreign Language Educators*, 64, 35-48.

Connolly, E. M. (2011). *The incorporation of multimedia and multimodal learning tools into the teaching of research: A case study of digital storytelling in a high school English class*. Lewiston, NY: Edwin Mellen Press.

Darvin, J. (2009). Cultural and political vignettes in the English classroom: Problem-posing, problem-solving, and the imagination. *English Journal*, 99 (2), 55-60.

Kabuto, B. (2010). *Becoming biliterate: Identity, ideology, and learning to read and write in two languages*. New York: Routledge.

Mason-Egan, P. (2009). Revaluing Readers and Reading in a College Support Program. *Open Words: Access and English Studies*, 3(1), 29-44.

Pinhasi-Vittorio, L. (2009). Inviting social justice through literacy: Creating a change using the critical questionings and using the language of power. *Journal of the Transformative Studies Institute*, 2(2), 19-32.

Robertson-Eletto, J. (2008) Teaching young children to read through scrap booking. In R. Dunn & E. Blake (Eds.), *Teaching every child to read: Innovative and practical strategies for K-8 educators and caretakers*. New York: Rowan & Littlefield.