

LITERACY STUDIES (LYST)

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Assistant Professor Flurkey, Director of the Reading/Writing Learning Clinic. The Reading/Writing Learning Clinic offers noncredit clinical services for the University and for the Community at-large.

PROGRAMS

| | |
|--|---|
| M.A.: Teaching of Writing/Literacy (Birth-Grade 6).....334 | Ph.D.: Reading, Language, and Cognition327 |
| Teaching of Writing/Literacy (Grades 5-12) .334 | Ed.D.: Reading, Language, and Cognition327 |
| M.S.Ed.: Literacy Studies (Birth-Grade 6).....305 | P.D.: Advanced Literacy Studies.....315 |
| Literacy Studies (Grades 5-12).....305 | C.A.S.: Literacy Studies with NYS Teacher of Literacy |
| Literacy Studies (Birth-Grade 6) and | Certification (Birth-Grade 6).....312 |
| Special Education (Childhood, Middle | Literacy Studies with NYS Teacher of |
| Childhood, and Adolescence).....310 | Literacy Certification (Grades 5-12)312 |
| Literacy Studies (Birth-Grade 6) and | |
| Special Education (Early Childhood)....308 | |

The Department of Literacy Studies offers a Master of Science in Education in Literacy Studies with either an elementary or secondary emphasis; a Master of Science in Education in Literacy Studies and Special Education; a Master of Arts in Reading, Language, and Cognition; a Master of Arts in the Teaching of Writing; a Certificate of Advanced Study in Literacy Studies; a Professional Diploma in Advanced Literacy Studies; a Doctor of Education in Reading, Language, and Cognition; and a Doctor of Philosophy in Reading, Language, and Cognition.

PROGRAM STATEMENT

The faculty in Literacy Studies is committed to the exploration of issues of literacy and social justice. Our degree programs have been updated and are designed to maximize opportunities for students to work closely with a faculty that is committed to excellence in teaching. The faculty has received national and international recognition for their research and scholarship. They are committed to providing students in Literacy Studies with opportunities to participate in intellectual discussions that frame current understandings of school literacy practices and literacy practices that occur in family and community settings. The Literacy Studies Department provides support for families and communities as well as teachers and students in the New York Metropolitan area.

Our programs prepare effective literacy educators who will work at the crossroads of home, school, and community discourses to forge instruction that is meaningful and life-affirming to learners. Our students will engage in critical explorations of: 1. literacy practices in schools; 2. local and vernacular literacies of families and communities; 3. the relationships between literacy and social class, ethnicity, race, gender, poverty, language of origin and disability. Graduate students will join with faculty in a critical exploration of the ways in which students are taught to read and write in schools in urban, suburban, and rural communities. Attention is paid to the relationship between oral and written language from a variety of perspectives – social, cognitive, phonological, syntactic, semantic, and pragmatic. Faculty share the belief that all students bring rich language and literacy backgrounds to school that serve as a resource for learning. Graduate students will view theory and practice as inseparable and will possess the ability to engage in reflective practice.

MASTER OF SCIENCE IN EDUCATION: LITERACY STUDIES (BIRTH-GRADE 6 OR GRADES 5-12)

Assistant Professor Goodman, Graduate Program Director, (516) 463-5563, readzg@hofstra.edu

Programs leading to Initial/Professional Certification for teaching Literacy:

- Program I (Birth-Grade 6)
- Program II (Grades 5-12)

PROGRAM OVERVIEW

The master's programs in Literacy Studies are designed for certified teachers to introduce students to contemporary theory and practice in literacy studies, so that they become effective scholar practitioners who understand and deliver high quality literacy instruction and offer proactive literacy leadership to schools and community agencies. Our programs reflect advances in literacy research and policies by the New York State Board of Regents regarding learning standards. These policies are designed to articulate the highest learning standards possible for all students and to balance attainment of these standards with consideration of issues of equity and access to education for economically disadvantaged and traditionally underrepresented groups at all levels of the education system.

Our programs prepare scholar practitioners to work with students Birth through Grade 6, and Grade 5 through 12. Students will work at broadening the definition of literacy practices beyond traditional school-based literacy in order to address the issues of equity, access, and opportunity that are involved in literacy acquisition in communities that are as economically, linguistically and ethnically diverse as those found in New York State.

These programs prepare students to meet the educational requirements for certification as literacy specialists in early childhood and childhood education, Birth through Grade 6, or middle childhood and adolescence, Grade 5 through Grade 12. The degree provides students with the opportunity to participate in classes that focus on the most current understandings of literacy and pedagogical practices. Students are prepared for the following teaching positions:

1. Classroom teachers with advanced preparation in literacy instruction.
2. Literacy specialists with advanced preparation in one-on-one and small group instruction in literacy processes.
3. Literacy specialists prepared to work collaboratively with classroom teachers in designing and implementing effective literacy instruction in inclusive environments.

ADMISSION REQUIREMENTS

1. B.A. or B.S. degree with a minimum GPA of 3.0.
2. Two letters of recommendation.
3. Possession of a New York State Initial or Provisional Teaching Certificate (see note b below).
4. Interview with a Program Director in Literacy Studies.

Notes: (a) Admission to graduate study requires a baccalaureate degree with a general core in the liberal arts and sciences in order to meet New York State certification requirements. (b) Admission to graduate study with Provisional Certification requires that a student take 3 s.h. of a New York State approved undergraduate or graduate course in Special Education as a prerequisite or corequisite to study. (c) Graduate students who enter a program of study on a nonmatriculated basis are limited to a maximum of 12 semester hours of course work. (d) A maximum of 9 semester hours of advanced standing may be accepted for relevant graduate course work taken elsewhere.

GRADUATION REQUIREMENTS

1. Completion of a minimum of 36 semester hours in prescribed courses with a minimum grade point average of 3.0.
2. Completion of a minimum of 70 hours of field experiences which includes a 50 hour practicum.
3. Successful presentation of a learning portfolio to faculty and peers.

TEACHER CERTIFICATION REQUIREMENTS

Students who graduate from the M.S. in Education in Literacy Studies can apply for either Initial or Professional certification. Professional certification requires completion of three years of full-time teaching in a public school setting by the time of graduation from the master's program. Teachers who do not complete this teaching requirement before graduation may apply for Initial certification in Literacy Studies from Hofstra's Certification Office. In addition, all students who are recommended by Hofstra's Certification Office must provide documentation of attending seminars in Substance Abuse, School Violence, and Child Abuse. Professional Certification as a Literacy Specialist requires the completion of a 50 hour supervised practicum by all students.

PROGRAM I: M.S. IN EDUCATION IN LITERACY STUDIES (BIRTH-GRADE 6) (36 s.h.)

The sequence listed below is recommended. However, Phase I courses must be completed before entering Phase II. LYST 240, 241 are prerequisites for LYST 242. LYST 300 must be taken as part of the first 12 semester hours of study. LYST 301 must be taken as part of the final 12 semester hours of study. Electives may be taken at any time.

Phase I: 19 s.h.

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|-----------|---|
| LYST 200A | Introduction to Literacy Studies, 3 s.h. |
| 208 | Language & Literacy in Urban Settings, 3 s.h. or |
| 212 | Family, Community, & School Literacies: Cultural Perspectives, 3 s.h. |
| 213 | Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h. |
| 214 | Language & Literacy in Early Childhood & Childhood, 3 s.h. |
| 216 | Literacy Learning at Home & in School: Social Contexts in Which Young Children Learn to Read & Write, 3 s.h. or |
| 218 | Reading & Writing Practices in Early Childhood & Childhood, 3 s.h. |
| 220 | Literature in the Lives of Young Children, 3 s.h. |
| 300 | Introduction to Portfolio Preparation, 1 s.h. |

Phase II: 13 s.h

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| LYST 240 | Assessment & Evaluation of Reading & Writing, 3 s.h. |
| 241 | Miscue Analysis & Retrospective Miscue Analysis, 3 s.h. |
| 242 | Literacy Practicum: Assessing the Complexity of Student Learning (Birth through Grade 6), 3 s.h. |
| 250 | Literacy Teacher as Researcher, 3 s.h. or |
| 251 | Children & Adolescents as Literacy Ethnographers in Communities & Schools, 3 s.h. |
| 301 | Portfolio Advisement & Presentation, 1 s.h. |

International Scholars' Forum: 1 s.h.

An International Scholars' Forum (LYST 351) is offered each semester for one semester hour. It is expected that students will take at least one International Scholars' Forum for one semester hour. Students can take three additional International Scholars' Forums to satisfy their elective requirements.

Electives: 3 s.h.

A student may select any graduate course in the School of Education and Allied Human Services, or in the University, as an elective with advisement. The following electives are recommended:

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| LYST 244 | Advanced Retrospective Miscue Analysis, 3 s.h. |
| 245 | Revaluing Readers & Writers, 3 s.h. |
| 247 | Language, Discourse, & Cinema: Implications for Schooling, 3 s.h. |
| 351 | International Scholars' Forum, 1 s.h. |
| FDED 220 | Aesthetic Education, 3 s.h. |
| 225 | The Museum as Educator, 3 s.h. |
| MHAE 231 | Teaching Elementary School Children About Health, 3 s.h. |
| SPED 201 | The Exceptional Child, 3 s.h. |

ADDITIONAL CERTIFICATION IN GRADES 5-12 (12 s.h.)

Students who specialize in Early Childhood and Childhood (Birth through Grade 6) may obtain specialization in Middle Childhood and Adolescence (Grade 5 through 12) by also taking the following courses:

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| LYST 215A | Language & Literacy in Middle Childhood & Adolescence, 3 s.h. |
| 217A | Reading & Writing With Adolescents, 3 s.h. or |
| 219 | Reading & Writing Workshop for Teachers, 3 s.h. |
| 221 | Literature for Adolescents and Young Adults, 3 s.h. |
| 243 | Literacy Practicum: Assessing the Complexity of Student Learning (Grades 5-12), 3 s.h. |

PROGRAM II: M.S. IN EDUCATION IN LITERACY STUDIES (GRADES 5-12) (36 s.h.)

The sequence presented below is recommended. However, Phase I courses must be completed before entering Phase II. LYST 240 and 241 are prerequisites for LYST 243. LYST 300 must be taken as part of the first 12 semester hours of study. LYST 301 must be taken as part of the final 12 semester hours of study. Electives may be taken at any time.

Phase I: 19 s.h.

| | |
|-----------|---|
| LYST 200A | Introduction to Literacy Studies, 3 s.h. |
| 209 | Language, Culture & Identity: Literacy Issues for Adolescents & Young Adults, 3 s.h. or |
| 212 | Family, Community, & School Literacies: Cultural Perspectives, 3 s.h. |
| 213 | Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h. |
| 215A | Language & Literacy in Middle Childhood & Adolescence, 3 s.h. |
| 217A | Reading & Writing With Adolescents, 3 s.h. or |
| 219 | Reading & Writing Workshop for Teachers, 3 s.h. |
| 221 | Literature for Adolescents & Young Adults, 3 s.h. |
| 300 | Introduction to Portfolio Preparation, 1 s.h. |

Phase II: 13 s.h.

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| LYST 240 | Assessment & Evaluation of Reading & Writing, 3 s.h. |
| 241 | Miscue Analysis & Retrospective Miscue Analysis, 3 s.h. |
| 243 | Literacy Practicum Assessing the Complexity of Student Learning (Grades 5-12), 3 s.h. |
| 250 | Literacy Teacher as Researcher, 3 s.h. or |
| 251 | Children & Adolescents as Literacy Ethnographers in Communities & Schools, 3 s.h. |
| 301 | Portfolio Advisement & Presentation, 1 s.h. |

International Scholars' Forum: 1 s.h.

An International Scholars' Forum (LYST 351) is offered each semester for one semester hour. It is expected that students will take at least one International Scholars' Forum. Students can take three additional International Scholars' Forums to satisfy their elective requirements.

Electives: 3 s.h.

A student may select any graduate course in the School of Education and Allied Human Services, or in the University as an elective with advisement. The following electives are recommended:

| | |
|----------|---|
| LYST 244 | Advanced Retrospective Miscue Analysis, 3 s.h. |
| 245 | Revaluing Readers & Writers, 3 s.h. |
| 247 | Language, Discourse, & Cinema: Implications for Schooling, 3 s.h. |
| 351 | International Scholars' Forum, 1 s.h. |
| FDED 220 | Aesthetic Education, 3 s.h. |
| 225 | The Museum as Educator, 3 s.h. |
| MHAE 231 | Teaching Elementary School Children About Health, 3 s.h. |
| SPED 201 | The Exceptional Child, 3 s.h. |

ADDITIONAL CERTIFICATION IN BIRTH-GRADE 6 (12 s.h.)

Students who specialize in Middle Childhood and Adolescence (Grade 5 through 12) may obtain specialization in Early Childhood and Childhood (Birth through Grade 6) by also taking the following courses:

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| LYST 214 | Language & Literacy in Early Childhood & Childhood, 3 s.h. |
| 216 | Literacy Learning at Home & in School: Social Contexts of Young Children Learning to Read & Write, 3 s.h. or |
| 218 | Reading & Writing Practices in Early Childhood & Childhood, 3 s.h. |
| 220 | Literature in the Lives of Young Children, 3 s.h. |
| 242 | Literacy Practicum: Assessing the Complexity of Student Learning (Birth through Grade 6), 3 s.h. |

TEACHER CERTIFICATION REQUIREMENTS

The M.S. in Education in Literacy Studies provides Professional Certification as a Literacy Specialist for students who have already completed their requirements for Initial or Provisional Certification by New York State. Professional Certification as a Literacy Specialist requires the completion of a 50 hour supervised practicum. Students who enter the program in Literacy Studies who have not completed three years of teaching in a public school setting, but have completed their other requirements, can apply for Initial Certification as a Literacy Specialist upon completion of the program.

MASTER OF SCIENCE IN EDUCATION: LITERACY STUDIES (BIRTH-GRADE 6) AND SPECIAL EDUCATION (EARLY CHILDHOOD)

Assistant Professor Goodman, Graduate Program Director, (516) 463-5563, readzg@hofstra.edu

PROGRAM OVERVIEW

The dual master's program in Literacy Studies and Special Education is designed for certified teachers who seek to meet New York State educational requirements for certification as literary specialists (Birth through Grade 6) and teachers of special education in Early Childhood. Graduates of this program are certified for the following teaching positions:

1. Classroom teachers with advanced preparation in literacy instruction, birth to grade 6.
2. Literacy specialists with advanced preparation in one-on-one and small group instruction in literacy processes, birth to grade 6.
3. Literacy specialists prepared to work collaboratively with classroom teachers in designing and implementing effective literacy instruction in inclusive environments, birth to grade 6.
4. Teachers of special education with advanced preparation in literacy instruction in early childhood.

The following principles, which are consistent with New York State Education Department principles of articulation and collaboration, underlie this dual master's program:

1. A commitment in all of our courses to include instruction on current New York State Standards for Literacy and the Language Arts, and the means to implement these standards in classrooms and schools.
2. A commitment to address the new certification requirements articulated by New York State, including the preparation of separate course requirements and fieldwork requirements for students in Literacy Studies (Birth through Grade 6), as well as provision for the Early Childhood developmental level in Special Education. The certification requirements for Special Education are met within course work and fieldwork in Early Childhood and conform to the standards and guidelines of the Council for Exceptional Children.
3. Revision of all our programs to include the latest pedagogical understandings and practices in literacy instruction and special education.
4. A commitment to social justice and equity, and to broadening the definition of literacy practices beyond traditional school-based literacy in order to address issues of equity, access, and opportunity that are involved in literacy acquisition in communities that are as economically, linguistically, and ethnically diverse as those found in New York State.

ADMISSION REQUIREMENTS

1. B.A. or B.S. degree, with minimum GPA of 3.0.
2. Two letters of recommendation.
3. Possession of a New York State Initial or Provisional Teaching Certificate in Early Childhood, Childhood, Elementary Education, or Secondary Education (see note (b) and (e) below).
4. Interview with faculty member in Literacy Studies and Special Education.

Notes: (a) Admission to graduate study requires a baccalaureate degree with a general core in the liberal arts and sciences in order to meet New York State certification requirements. (b) Students who enter the dual program must have taken the New York State LAST examination prior to admission. (c) Graduate students who enter a program of study on a nonmatriculated basis are limited to a maximum of 12 semester hours of course work. (d) A maximum of 9 semester hours of advanced standing may be accepted for relevant graduate course work taken elsewhere. (e) Students who have initial/provisional certification in an area of study other than those listed above in #3 should speak to the department adviser for requirements for admissions.

GRADUATION REQUIREMENTS

1. Completion of a minimum of 26 semester hours in prescribed Literacy Studies courses and a minimum of 21-24 semester hours in Special Education with a minimum grade point average of 3.0 for all courses.
2. Completion of a minimum of a 50 hour practicum in Literacy Studies and 100 hours of supervised student teaching in Special Education under advisement of the Special Education coordinator.
3. Successful presentation of a learning portfolio to faculty and peers in Literacy Studies and successful completion of a comprehensive examination in Special Education.

TEACHER CERTIFICATION REQUIREMENTS

Students who graduate from the M.S. in Education in Literacy Studies and Special Education can apply for either Initial or Professional certification. Professional certification requires completion of three years of full-time teaching in a public school setting by the time of graduation from the master's program. Teachers who do not complete this teaching requirement before graduation may apply for Initial certification in Literacy Studies from Hofstra's Certification Office.

Upon the successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State Certification. For Initial or Professional certification, students are required to complete seminars in the Identification of Child Abuse and Maltreatment, Substance Abuse and/or Safe Schools Against Violence in Education. Information regarding the fingerprinting requirements can be obtained from the Certification Office, 214 Mason Hall.

PROGRAM OF STUDY: LITERACY STUDIES (BIRTH-GRADE 6) AND SPECIAL EDUCATION (EARLY CHILDHOOD) (47-50 s.h.)

Students take 47-50 s.h. for the dual certification in Literacy Studies (Birth to Grade 6) and Special Education (Early Childhood): 26 s.h. in Literacy Studies and 21-24 s.h. in Special Education. Phase I courses must be completed before entering Phase II. LYST 240 and 241 are prerequisites for LYST 242. LYST 300 must be taken as part of the first 12 s.h. of study. It is recommended that students take courses in Literacy Studies and Special Education concurrently as listed in the table below.

Phase I: 28 s.h.

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| LYST | 200A | Introduction to Literacy Studies, 3 s.h. |
| | 208 | Language & Literacy in Urban Settings, 3 s.h. or |
| | 212 | Family, Community, & School Literacies: Cultural Perspectives, 3 s.h., or |
| | 213 | Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h. |

310 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)

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| | 216 | Literacy Learning at Home & in School: Social Contexts of Young Children Learning to Read & Write, 3 s.h. or |
| | 218 | Reading & Writing Practices in Early Childhood & Childhood, 3 s.h. |
| | 220 | Literature in the Lives of Young Children, 3 s.h. |
| | 300 | Introduction to Portfolio Preparation, 1 s.h. |
| SPED | 207 | Introduction to Young Children With Disabilities, 3 s.h. |
| | 208 | Educational Intervention for Young Children With Disabilities, 3 s.h. |
| | 209 | Early Intervention: Infant Stimulation, 3 s.h. |
| | 210 | The Creative Arts in Special Education, 3 s.h. |
| | 216 | Assessment & Diagnosis in Early Childhood Special Education, 3 s.h. |
| Phase II: 19-22 s.h. | | |
| LYST | 240 | Assessment & Evaluation of Reading & Writing, 3 s.h. |
| | 241 | Miscue Analysis & Retrospective Miscue Analysis, 3 s.h. |
| | 242 | Literacy Practicum: Assessing the Complexity of Student Learning (Birth through Grade 6), 3 s.h. |
| | 245 | Revaluing Readers & Writers, 3 s.h. |
| | 301 | Portfolio Advisement & Presentation, 1 s.h. |
| SPED | 226 | Early Intervention & Related Services in Early Childhood Special Education, 3 s.h. |
| <i>Select one of the following with the advisement of the Special Education coordinator:</i> | | |
| SPED | 237 | Teaching Students with Disabilities, 6 s.h. or |
| | 237A | Teaching Students with Disabilities, 3 s.h. |

MASTER OF SCIENCE IN EDUCATION: LITERACY STUDIES (BIRTH-GRADE 6) AND SPECIAL EDUCATION (CHILDHOOD, MIDDLE CHILDHOOD, AND ADOLESCENCE)

Assistant Professor Goodman, Graduate Program Director, (516) 463-5563, readzg@hofstra.edu

PROGRAM OVERVIEW

The dual master's program in Literacy Studies and Special Education is designed for certified teachers who seek to meet New York State educational requirements for certification as literacy specialists (Birth through Grade 6) and teachers of students with disabilities (Childhood, Middle Childhood, and Adolescence). Graduates of this program are certified for the following teaching positions:

1. Classroom teachers with advanced preparation in literacy instruction, Birth through Grade 6.
2. Literacy specialists with advanced preparation in one-on-one and small group instruction in literacy processes, Birth through Grade 6.
3. Literacy specialists prepared to work collaboratively with classroom teachers in designing and implementing effective literacy instruction in inclusive environments, Birth through Grade 6.
4. Teachers of students with Disabilities (Childhood, Middle Childhood, and Adolescence) with advanced preparation in literacy instruction (Birth through Grade 6).

ADMISSION REQUIREMENTS

1. B.A. or B.S. degree, with a minimum GPA of 3.0.
2. Two letters of recommendation.
3. Possession of a New York State Initial or Provisional Teaching Certificate in Early Childhood, Elementary Education, or Secondary Education (see Notes (b) and (e) below).
4. Interview with Program Directors in Literacy Studies and Special Education.

Notes: (a) Admission to graduate study requires a baccalaureate degree with a general core in the liberal arts and sciences in order to meet New York State certification requirements. (b) Students who enter the dual program must have taken the New York State LAST examination prior to admission. (c) Graduate students who enter a program of study on a nonmatriculated basis are limited to a maximum of 12 semester hours of course work. (d) A maximum of 9 semester hours of advanced standing may be accepted for relevant graduate course work taken elsewhere. (e) Students who have initial/provisional certification in an area of study other than those listed above in #3 should speak to the department adviser for requirements for admissions.

GRADUATION REQUIREMENTS

1. Completion of a minimum of 26 semester hours in prescribed Literacy Studies courses and a minimum of 25-28 semester hours in Special Education with a minimum grade point average of 3.0.
2. Completion of a minimum of a 50 hour practicum in Literacy Studies and 100 hours of supervised student teaching in Special Education with the advisement of the Special Education coordinator.
3. Successful presentation of a learning portfolio to faculty and peers in Literacy Studies and successful completion of a comprehensive examination in Special Education.

TEACHER CERTIFICATION REQUIREMENTS

Students who graduate from the M.S. Ed. in Literacy Studies and Special Education can apply for either Initial or Professional certification. Professional certification requires completion of three years of full-time teaching in a public school setting by the time of graduation from the master's program. Teachers who do not complete this teaching requirement before graduation will apply for Initial certification in Literacy Studies and Special Education from Hofstra University's Certification Office.

Upon the successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State Certification. For Initial or Professional certification, students are required to complete seminars in the Identification of Child Abuse and Maltreatment, Substance Abuse and/or Safe Schools Against Violence in Education. Information regarding the fingerprinting requirements can be obtained from the Certification Office, 214 Mason Hall.

PROGRAM OF STUDY: LITERACY STUDIES (BIRTH-GRADE 6) AND

SPECIAL EDUCATION (CHILDHOOD, MIDDLE CHILDHOOD, AND ADOLESCENCE) (51-54 s.h.)

Students take 51-54 s.h. for the dual certification in Literacy Studies (Birth through Grade 6) and Special Education (Childhood, Middle Childhood, and Adolescence): 26 s.h. in Literacy Studies and 25-28 s.h. in Special Education. Phase I courses must be completed before entering Phase II. LYST 240 and 241 are prerequisites for LYST 242. LYST 300 and SPED 277 must be taken as part of the first 12 s.h. of study. LYST 301 must be taken as part of the final 12 s.h. of study. Students must take SPED 201 or its equivalent as a corequisite to beginning this program. It is recommended that students take courses in Literacy Studies and Special Education concurrently as listed in the table below.

Pre/Corequisite (or equivalent):

SPED 201 The Exceptional Child, 3 s.h.

Phase I: 28 s.h.

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| LYST 200A | Introduction to Literacy Studies, 3 s.h. |
| 208 | Language & Literacy in Urban Settings, 3 s.h., or |
| 212 | Family, Community, and School Literacies: Cultural Perspectives, 3 s.h., or |
| 213 | Introduction to Bilingual and Bilingual Instruction for Children and Adolescents, 3 s.h. |
| 214 | Language & Literacy in Early Childhood & Childhood, 3 s.h. or |
| 216 | Literacy Learning at Home and in School: Social Contexts of Young Children Learning to Read and Write, 3 s.h. or |
| 218 | Reading & Writing Practices in Early Childhood & Childhood, 3 s.h. |

312 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)

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| | 200 | Writing With Adolescents and Young Adults, 3 s.h. |
| | 300 | Introduction to Portfolio Preparation, 1 s.h. |
| SPED | 204 | Collaborative Partnerships with Families of Children with Disabilities, 3 s.h. |
| | 211 | Knowledge and Strategies for Teaching Students with Cognitive Disabilities, 3 s.h. |
| | 241 | Identification and Interventions for Children and Adolescents with Emotional/Behavioral Disorders, 3 s.h. |
| | 246 | The Education of Students with Learning Disabilities and Other Associated Conditions, 3 s.h. |
| | 277 | Technology and Assistive Technology in Special Education, 3 s.h. |

Phase II: 15-28 s.h.

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| LYST | 240 | Assessment and Evaluation of Reading and Writing, 3 s.h. |
| | 241 | Miscue Analysis and Retrospective Miscue Analysis, 3 s.h. |
| | 242 | Literacy Practicum: Assessing the Complexity of Student Learning (Birth through Grade 6), 3 s.h. |
| | 245 | Revaluing Readers and Writers, 3 s.h. |
| | 301 | Portfolio Advisement and Presentation, 3 s.h. |
| SPED | 242 | Psychoeducational Assessment in Special Education, 3 s.h. |
| | 245 | Curriculum and Methods for Students with Diverse Learning Needs, 3 s.h. |

Select one of the following with advisement of Special Education coordinator:

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| SPED | 237 | Teaching Students with Disabilities, 6 s.h. or |
| | 237A | Practicum: Teaching Students with Disabilities, 3 s.h. |

CERTIFICATE OF ADVANCED STUDIES (C.A.S.): LITERACY STUDIES WITH NEW YORK STATE TEACHER OF LITERACY CERTIFICATION (BIRTH-GRADE 6 OR GRADES 5-12)

Assistant Professor Garcia-Obregon, Graduate Program Director, (516) 463-5279, reaago@hofstra.edu

PROGRAM OVERVIEW

The Certificate of Advanced Studies in Literacy Studies is designed for certified teachers with a master's degree who want additional certification in literacy. The programs in Literacy Studies introduce students to contemporary theory and practice in literacy studies, so that they become effective scholar practitioners who understand and deliver high quality literacy instruction and offer proactive literacy leadership to schools and community agencies. Our programs reflect advances in literacy research and policies by the New York State Board of Regents regarding learning standards. These policies are designed to articulate the highest learning standards possible for all students and balance attainment of these standards with consideration of issues of equity and access to education for economically disadvantaged and traditionally underrepresented groups at all levels of the education system.

Our programs prepare scholar practitioners to work with students Birth through Grade 6, and Grade 5 through Grade 12. Students will work at broadening the definition of literacy practices beyond traditional school-based literacy in order to address the issues of equity, access, and opportunity that are involved in literacy acquisition in communities that are economically, linguistically and ethnically diverse as those found in New York State.

These, programs leading to Professional Certification for teaching of Literacy, prepare students to meet the educational requirements for certification as literacy specialists in early childhood and childhood education, birth through grade 6, or middle childhood and adolescence, grade 5 through grade 12. The Certificate of Advanced Studies provides students with the opportunity to participate in classes that focus on the most current understandings of literacy and pedagogical practices. Students are prepared for the following teaching positions:

1. Classroom teachers with advanced preparation in literacy instruction.
2. Literacy specialists with advanced preparation in one-on-one and small group instruction in literacy processes.
3. Literacy specialists prepared to work collaboratively with classroom teachers in designing and implementing effective literacy instruction in inclusive environments.

ADMISSION REQUIREMENTS

1. M.A. or M.S. degree, with a minimum GPA of 3.0.
2. Two letters of recommendation.
3. Possession of a New York State Teaching Certificate (See note (b) below).
4. Interview with faculty member in Literacy Studies.

Notes: (a) Admission to graduate study requires a baccalaureate degree with a general core in the liberal arts and sciences in order to meet New York State certification requirements. (b) Admission to graduate study with Provisional Certification requires that a student take a 3 s.h. undergraduate or graduate course in special education as a prerequisite or corequisite to study. (c) Graduate students who enter a program of study on a nonmatriculated basis are limited to a maximum of 12 semester hours of course work. (d) A maximum of 6 semester hours of advanced standing may be accepted for relevant graduate course work taken elsewhere.

GRADUATION REQUIREMENTS

1. Completion of a minimum of 27 semester hours in prescribed courses with a minimum grade point average of 3.0
2. Completion of a minimum of 70 hours of field experiences which includes a 50-hour practicum.

TEACHER CERTIFICATION REQUIREMENTS

Students who complete the Certificate of Advanced Studies will be eligible to apply for the University's recommendation for New York State Certification. Professional certification requires completion of three years of full-time teaching in a public school setting. Teachers who do not complete this teaching requirement before graduation may apply for Initial certification in Literacy Studies from Hofstra's Certification Office. For Initial or Professional certification, students are required to complete seminars in the Identification of Child Abuse and Maltreatment, Substance Abuse and Safe Schools Against Violence in Education. Information about the fingerprinting can be obtained from the Certification Office, 214 Mason Hall.

PROGRAM I: C.A.S. IN LITERACY STUDIES WITH NEW YORK STATE TEACHER OF LITERACY CERTIFICATION (BIRTH-GRADE 6) (27 s.h.)

The sequence presented below is recommended. However, Phase I must be completed before entering Phase II. LYST 240 and 241 are prerequisites for LYST 242.

Phase I: 18 s.h.

| | | |
|------|------|--|
| LYST | 200A | Introduction to Literacy Studies, 3 s.h. |
| | 208 | Language & Literacy in Urban Settings, 3 s.h. |
| | 212 | Family, Community & School Literacies: Cultural Perspectives, 3 s.h. |
| | 213 | Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h. |
| | 214 | Language & Literacy in Early Childhood & Childhood, 3 s.h. |
| | 216 | Literacy Learning at Home & in School: Social Contexts of Young Children Learning to Read & Write, 3 s.h. or |
| | 218 | Reading & Writing Practices in Early Childhood & Childhood, 3 s.h. |
| | 220 | Literature in the Lives of Young Children, 3 s.h. |

Phase II: 9 s.h.

| | | |
|------|-----|--|
| LYST | 240 | Assessment & Evaluation of Reading & Writing, 3 s.h. |
| | 241 | Miscue Analysis and Retrospective Miscue Analysis, 3 s.h. |
| | 242 | Literacy Practicum: Assessing the Complexity of Student Learning (Birth through Grade 6), 3 s.h. |

ADDITIONAL CERTIFICATION IN GRADES 5-12 (12 s.h.)

Students who specialize in Early Childhood and Childhood (Birth through Grade 6) may obtain specialization in Middle Childhood and Adolescence (Grade 5 through 12) by also taking the following courses:

| | | |
|------|------|--|
| LYST | 215A | Language & Literacy in Middle Childhood & Adolescence, 3 s.h. |
| | 217A | Reading & Writing With Adolescents, 3 s.h. or |
| | 219 | Reading & Writing Workshop for Teachers, 3 s.h. |
| | 221 | Literature for Adolescents and Young Adults, 3 s.h. |
| | 243 | Literacy Practicum: Assessing the Complexity of Student Learning (Grades 5-12), 3 s.h. |

PROGRAM II: C.A.S. IN LITERACY STUDIES WITH NEW YORK STATE TEACHER OF LITERACY CERTIFICATION (GRADES 5-12) (27 s.h.)

The sequence presented below is recommended. However, Phase I courses must be completed before entering Phase II. LYST 240 and 241 are prerequisites for LYST 243.

Phase I: 18 s.h.

| | | |
|------|------|--|
| LYST | 200A | Introduction to Literacy Studies, 3 s.h. |
| | 209 | Language Culture & Identity, Literacy Issues for Adolescents & Young Adults, 3 s.h. or |
| | 212 | Family, Community, & School Literacies: Cultural Perspectives, 3 s.h. |
| | 213 | Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h. |
| | 215A | Language & Literacy in Middle Childhood & Adolescence, 3 s.h. |
| | 217A | Reading & Writing With Adolescents, 3 s.h. or |
| | 219 | Reading & Writing Workshop for Teachers, 3 s.h. |
| | 221 | Literature for Adolescents and Young Adults, 3 s.h. |

Phase II: 9 s.h.

| | | |
|------|-----|--|
| LYST | 240 | Assessment & Evaluation of Reading & Writing, 3 s.h. |
| | 241 | Miscue Analysis & Retrospective Miscue Analysis, 3 s.h. |
| | 243 | Literacy Practicum: Assessing the Complexity of Student Learning (Grades 5-12), 3 s.h. |

ADDITIONAL CERTIFICATION IN BIRTH-GRADE 6 (12 s.h.)

Students who specialize in Middle Childhood and Adolescence (Grades 5-12) may obtain specialization in Early Childhood and Childhood (Birth through Grade 6) by also taking the following courses:

| | | |
|------|-----|--|
| LYST | 214 | Language & Literacy in Early Childhood & Childhood, 3 s.h. |
| | 216 | Literacy Learning at Home & in School: Social Contexts of Young Children Learning to Read & Write, 3 s.h. or |
| | 218 | Reading & Writing Practices in Early Childhood & Childhood, 3 s.h. |
| | 220 | Literature in the Lives of Young Children, 3 s.h. |
| | 242 | Literacy Practicum: Assessing the Complexity of Student Learning (Birth through Grade 6), 3 s.h. |

PROFESSIONAL DIPLOMA: ADVANCED LITERACY STUDIES

Assistant Professor Garcia-Obregon, Graduate Program Director, (516) 463-5279, reaago@hofstra.edu

- Program I: Professional Diploma in Advanced Literacy Studies
- Program II: Professional Diploma in Advanced Literacy Studies with New York State Teacher of Literacy Certification (Birth-Grade 6 or Grades 5-12)

PROGRAM OVERVIEW

The Professional Diploma in Advanced Literacy Studies is designed for teachers with a master's degree in education and an interest in advanced studies in literacy. The P.D. in Advanced Literacy Studies provides a critical examination of current issues in literacy pedagogy for experienced teachers interested in the professional development of literacy teachers. The Professional Diploma involves advanced course work in contemporary theory and practice in literacy studies, language and language learning, reading and writing processes, advocacy for language learners, literacy in families and communities, and cultural and historical perspectives of literacy and schooling. Students will examine a range of theoretical approaches to teacher inquiry, staff development, and teacher leadership in literacy education. Two years of supervised field work provide first hand experiences working with readers and writers who struggle, and examining critical issues in literacy learning and teaching with colleagues and parents.

PROGRAM I: PROFESSIONAL DIPLOMA IN ADVANCED LITERACY STUDIES

This program provides advanced studies in literacy pedagogy and professional development for students who have a Master's Degree in Reading or Literacy Studies and current certification in reading or literacy. We are looking for applicants who are committed, life-long teacher/learners with a potential for language arts/literacy staff development.

This program prepares students for the following positions:

- Classroom teachers with advanced preparation in literacy learning, teaching, and teacher research.
- Literacy specialists with advanced preparation in one-on-one and small group instruction in literacy processes.
- Literacy specialists prepared to work collaboratively with classroom teachers in designing and implementing effective literacy instruction in inclusive environments.
- Lead teachers or mentor teachers, working at the building level to provide consultations, demonstrations and resources for language arts/literacy teachers.
- Language arts/literacy specialists at the building or district level.
- Language arts/literacy consultants and writers.

ADMISSION REQUIREMENTS

1. Master's degree in education with a minimum GPA of 3.0.
2. Current certification in Reading or Literacy.
3. A letter of application describing teaching experiences and interest in professional development in literacy.
4. Minimum of 2 years of full-time teaching experience.
5. Two recommendations including at least one school administrator.
6. Interview with a member of the Literacy Studies faculty. Portfolios or other examples of applicant's work are welcome at interviews.

Note: Students are accepted into the program throughout the school year, however the P.D. core courses start during the Fall semester and continue for six semesters (Fall, Spring, and Summer). Graduate students who enter a program of study on a nonmatriculated basis are limited to a maximum of 12 semester hours of course work. A maximum of 6 semester hours of advanced standing may be accepted for relevant graduate course work taken elsewhere.

GRADUATION REQUIREMENTS

1. Completion of a minimum of 30 semester hours in prescribed courses, including at least 24 hours in residence, with a minimum grade point average of 3.0.
2. Completion of the supervised field experience involving a minimum of 70 hours of field work.
3. Completion of a professional paper on literacy teaching.

PROGRAM OF STUDY (30 s.h.)

The Professional Diploma in Advanced Literacy Studies includes a series of six courses, with related field experiences, providing advanced coursework in literacy pedagogy and professional development in literacy studies. The core sequence is typically taken during six consecutive semesters (Fall, Spring, Summer) in a cohort group. All P.D. students are expected to participate in the Summer Community Literacy Project (involving a 3 to 4 week session with K-12 students) during the first year.

Professional Diploma Core Courses Year One: 12 s.h.

| | | |
|------|------|--|
| LYST | 270 | Revaluing Language, Language Learning, & Language Learners, 3 s.h. |
| | 271 | Family, Community, School & Workplace Literacy, 3 s.h. |
| | 272 | Summer Community Literacy Project , 3 s.h. |
| | 273A | Supervised Field Work in Literacy: Teacher to Student I, 1 s.h. |
| | 273B | Supervised Field Work in Literacy: Teacher to Student II, 1 s.h. |
| | 273C | Summer Community Literacy Project: Field Work, 1 s.h. |

Professional Diploma Core Courses Year Two: 11 s.h.

| | | |
|------|------|---|
| LYST | 275 | Literacy Teaching & Professional Development, 3 s.h. |
| | 276 | Cultural Roots of Literacy Development, 3 s.h. |
| | 277 | Literacy Teacher as Writer, 3 s.h. |
| | 278A | Supervised Field Work in Literacy: Teacher Project Design, 1 s.h. |
| | 278B | Supervised Field Work in Literacy: Teacher Project Implementation, 1 s.h. |

International Scholars' Forum: 1 s.h.

International Scholars' Forums (LYST 351) are offered each semester and feature prominently known teacher/researchers in literacy studies from across the United States and around the world.

Electives: 6 s.h. chosen from:

| | | |
|------|-----|---|
| LYST | 250 | Literacy Teacher as Researcher, 3 s.h. |
| | 251 | Children & Adolescents as Ethnographers, 3 s.h. |
| | 261 | Writing Pictures, Painting Stories: Teaching Writing as Mindful Social Practice, 3 s.h. |

Open Elective in Literacy, Pedagogy, and Teacher Leadership, 3 s.h.

Select any course in the School of Education and Allied Human Services, with advisement, or select three additional International Scholars' Forums.

PROGRAM II: PROFESSIONAL DIPLOMA IN ADVANCED LITERACY STUDIES WITH NEW YORK STATE TEACHER OF LITERACY CERTIFICATION (BIRTH-GRADE 6 OR GRADES 5-12)

This program provides advanced studies in literacy pedagogy and professional development for students who have completed a Master's Degree in Education and have initial or provisional certification in education. We are looking for applicants who are committed, life-long teacher/learners with a potential for language arts/literacy staff development. Students in this program work towards certification in Literacy Studies as they complete the Professional Diploma. Students in Program II are prepared to meet the educational requirements for certification as literacy specialists in either early childhood and childhood education, Birth through Grade 6, or middle childhood and adolescence, Grade 5 through 12.

This program prepares students for the following positions:

- Classroom teachers with advanced preparation in literacy learning, teaching, and teacher research.
- Literacy specialists with advanced preparation in one-on-one and small group instruction in literacy processes.
- Literacy specialists prepared to work collaboratively with classroom teachers in designing and implementing effective literacy instruction in inclusive environments.
- Lead teachers or mentor teachers, working at the building level to provide consultations, demonstrations and resources for language arts/literacy teachers.
- Language arts/literacy specialists at the building or district level.
- Language arts/literacy consultants and writers.

ADMISSION REQUIREMENTS

1. Master's degree in education with a minimum GPA of 3.0.
2. Possession of a New York State Teaching Certificate (see note (b) below).
3. A letter of application describing teaching experiences and interest in professional development in literacy.
4. Minimum of 2 years of full-time teaching experience.
5. Two recommendations including at least one school administrator.
6. Interview with a member of the Literacy Studies faculty. Portfolios or other examples of the applicant's work are welcome at interviews.

Notes: Students are accepted into the program throughout the school year, however the P.D. core courses start during the Fall semester and continue for six semesters (Fall, Spring, and Summer). (a) Admission to graduate study requires a baccalaureate degree with a general core in the liberal arts and sciences in order to meet New York State certification requirements. (b) Students admitted to graduate study with a Provisional Certification must take a 3 s.h. undergraduate or graduate course in Special Education as a prerequisite or corequisite to study. (c) Graduate students who enter a program of study on a nonmatriculated basis are limited to a maximum of 12 semester hours of course work. (d) A maximum of 6 semester hours of advanced standing may be accepted for relevant graduate course work taken elsewhere.

GRADUATION REQUIREMENTS

1. Completion of a minimum of 42 semester hours in prescribed courses, including at least 36 hours in residence, with a minimum grade point average of 3.0.
2. Completion of a 50 hour practicum as a literacy specialist.
3. Completion of the Professional Diploma supervised field experience involving a minimum of 70 hours of field work.
4. Completion of a professional paper on literacy teaching.

TEACHER CERTIFICATION REQUIREMENTS

Students who complete the Professional Diploma in Advanced Literacy Studies – Program II will be eligible to apply for the University's recommendation for New York State Certification. Professional certification requires completion of three years of full-time teaching in a public school setting. Teachers who do not complete this teaching requirement may apply for Initial certification in Literacy Studies. For Initial or Professional certification, students are required to complete seminars in the Identification of Child Abuse and Maltreatment, Substance Abuse and Safe Schools Against Violence in Education. Information about the fingerprinting requirements can be obtained from the Certification Office, 214 Mason Hall.

PROGRAM OF STUDY: (42 s.h.)

The Professional Diploma in Advanced Literacy Studies includes a series of six courses, with related field courses, providing advanced course work in literacy pedagogy and professional development in literacy studies. The core sequence is typically taken during six consecutive semesters (Fall, Spring, Summer) in a cohort group. All PD. students are expected to participate in the Summer Community Literacy Project (involving a 3 to 4 week session with K-12 students) during the first year.

Students in Program II also take five additional courses in Literacy Studies. These courses are taken as a prerequisite or corequisite to core courses, as indicated on the plan of study. With advisement, students may transfer up to one course (3 s.h.) in language arts/literacy teaching and one course (3 s.h.) in children's or adolescent literature taken previously at the graduate level.

Professional Diploma Core Courses Year One: 12 s.h.

| | | |
|------|------|--|
| LYST | 270 | Revaluing Language, Language Learning, & Language Learners, 3 s.h. |
| | 271 | Family, Community, School & Workplace Literacy, 3 s.h. |
| | 272 | Summer Community Literacy Project, 3 s.h. |
| | 273A | Supervised Field Work in Literacy: Teacher to Student I, 1 s.h. |
| | 273B | Supervised Field Work in Literacy: Teacher to Student II, 1 s.h. |
| | 273C | Summer Community Literacy Project: Field Work, 1 s.h. |

Professional Diploma Core Courses Year Two: 11 s.h.

| | | |
|------|------|---|
| LYST | 275 | Literacy Teaching & Professional Development, 3 s.h. |
| | 276 | Cultural Roots of Literacy Development, 3 s.h. |
| | 277 | Literacy Teacher as Professional Writer, 3 s.h. |
| | 278A | Supervised Field Work in Literacy: Teacher Project Design, 1 s.h. |
| | 278B | Supervised Field Work in Literacy: Teacher Project Implementation, 1 s.h. |

International Scholars' Forum: 1 s.h.

International Scholars' Forums (LYST 351) are offered each semester and feature prominently known teacher/researchers in literacy studies from across the United States and around the world.

Electives: 3 s.h. chosen from:

| | | |
|------|-----|---|
| LYST | 250 | Literacy Teacher as Researcher, 3 s.h. |
| | 251 | Children & Adolescents as Ethnographers, 3 s.h. |
| | 261 | Writing Pictures, Painting Stories: Teaching Writing as Mindful Social Practice, 3 s.h. |

Courses in Literacy Studies (Birth-Grade 6): 15 s.h.**Phase I: 9 s.h.**

These courses should be taken as a prerequisite or corequisite to the P.D. Core Courses Year One

| | | |
|------|-----|--|
| LYST | 214 | Language and Literacy in Early Childhood and Childhood, 3 s.h. |
| | 213 | Introduction to Bilingual & Biliteracy Instruction, 3 s.h. or |
| | 216 | Literacy Learning at Home & in School, 3 s.h. or |
| | 218 | Reading & Writing Practices in Early Childhood & Childhood, 3 s.h. |
| | 220 | Literature in the Lives of Young Children, 3 s.h. |

Phase II: 6 s.h.

These courses should be taken as a prerequisite or corequisite to the P.D. Core Courses Year Two

| | | |
|------|-----|--|
| LYST | 241 | Miscue Analysis & Retrospective Miscue Analysis, 3 s.h. |
| | 242 | Literacy Practicum: Assessing the Complexity of Student Learning (Birth through Grade 6), 3 s.h. |

Courses in Literacy Studies (Grades 5-12): 15 s.h.

Phase I: 9 s.h.

These courses should be taken as prerequisites or corequisites to the PD Core Courses – Year One

| | | |
|------|------|--|
| LYST | 215A | Language & Literacy in Middle Childhood & Adolescence, 3 s.h. or |
| | 213 | Introduction to Bilingual & Biliteracy Instruction, 3 s.h. or |
| | 217A | Reading & Writing With Adolescents, 3 s.h. or |
| | 219 | Reading & Writing Workshop for Teachers, 3 s.h. |
| | 221 | Literature for Adolescents & Young Adults, 3 s.h. |

Phase II: 6 s.h.

These courses should be taken as a prerequisite or corequisite to the P.D. Core Courses – Year Two

| | | |
|------|-----|--|
| LYST | 241 | Miscue Analysis & Retrospective Miscue Analysis, 3 s.h. |
| | 243 | Literacy Practicum: Assessing the Complexity of Student Learning (Grades 5-12), 3 s.h. |

CERTIFICATION COURSEWORK

The following courses have been identified as meeting the New York State requirements for certification in literacy:

Early Childhood and Childhood (Birth-Grade 6):

LYST 213, 214, 216, 218, 220, 270, 271, 272, 275; Practicum: LYST 241, 242.

Middle Childhood and Adolescence (Grades 5-12):

LYST 213, 215, 217, 219, 221, 270, 271, 272, 275; Practicum: LYST 241, 243.

RELATIONSHIP BETWEEN PROFESSIONAL DIPLOMA IN ADVANCED LITERACY STUDIES AND THE LITERACY STUDIES DOCTORAL PROGRAM

The Professional Diploma in Advanced Literacy Studies is recommended for teachers with a primary interest in exploring issues of pedagogy and staff development in literacy. It is also recommended for advanced graduate students interested in literacy certification. Students with a primary interest in teacher research, research in language and literacy, and/or a position in higher education are encouraged to apply to the Literacy Studies doctoral program. Completion of the Professional Diploma in Advanced Literacy Studies does not guarantee admissions into the doctoral program.

Students awarded a diploma must meet all of the requirements and complete all the standard procedures for admissions into the Literacy Studies doctoral program. Students who receive a Professional Diploma in Advanced Literacy Studies at Hofstra and are accepted into the doctoral program may bring up to 45 semester hours into the doctoral program subject to approval by faculty in the Literacy Studies Department.

(LYST)COURSES

- LYST 200 Fall, Spring 3 s.h.
Writing With Adolescents and Young Adults
 Focuses on leading edge theory viewing writing as a fluid process heavily influenced by the personal, social, cultural, and political contexts in which writers, and their readers, function. Explores how writing, as well as reading and related language processes, serve as foundations for lifelong learning/inquiry, with emphasis on writing about reading. Topics include assessment/evaluation of, and response to, student writing and instruction. (Formerly WRIT 200, Theories and Research in the Teaching of Writing.)
- LYST 204 Fall, Spring 3 s.h.
Language, Culture, and Identity: Issues for Young Writers
 Course examines the ways in which writing, as well as reading and other language processes, can become tools with which young children negotiate socially imposed linguistic borders based on class, race, ethnicity, previous educational attainment and/or expectations, peer regard, gender, country of origin, etc. Course explores the roles of writing, dialect, bilingualism, and related language processes in identity formation, values clarification, and critical consciousness.
- LYST 200A Fall, Spring, Summer 3 s.h.
Introduction to Literacy Studies
 This course seeks to unravel some of the meanings we give to "literacy," through an investigation of key assumptions, including socio-cultural, historical, and political learning theories. Reading selections and reflective writing focus on personal literacies, the interrelationships of language, culture, and schooling, and major thinkers. (Formerly LYST 210; READ 220, Reading, Writing and Cognition.)
- LYST 205 Fall, Spring 3 s.h.
Teaching Creative Writing
 Focuses on developing classroom structures and teaching strategies for the acquisition and development of literary techniques and traditions through writing poetry and fiction. Special emphasis on the relationship between creative writing and critical analysis of literary works. Course requires participation in an experiential poetry and fiction writing and reading workshop in which students read from and write in these genres.
- LYST 201 Summer 3 or 6 s.h.
Long Island Writing Project Invitational Summer Institute
 The Long Island Writing Project Summer Institute is an intensive summer program designed to assist practicing K-12 teachers from all subject areas in deepening their theoretical understandings of writing processes and writing as a cross-disciplinary tool of inquiry, within the context of exploring their own writing and by developing suitable instructional approaches/activities for the students they teach. Conducted as an experiential workshop and professional seminar. Students taking the course for 6 s.h. of credit are required to complete additional coursework.
Prerequisite: permission of instructor.
- LYST 206 Fall, Spring 3 s.h.
Teaching Memoir, Autobiography, and Personal Narrative
 Course emphasizes teaching strategies and examines the genre distinctions between memoir, autobiography, and personal narrative writing, as well as the role of fact, truth, and truthfulness, in these literary non-fiction genres. Course requires participation in an experiential personal narrative writing and reading workshop in which students read from and write in these genres.
- LYST 202 Fall, Spring, Summer 1 s.h.
Literacy for Special Subjects Teachers
 This course addresses current issues in literacy studies of concern to teachers of art, music, health or physical education. The course addresses: reading and writing as constructive language processes; language and literacy learning; and the relationship between literacy and other sign systems (such as art, music, or movement). Pre-service and in-service special subjects teachers will explore how they can collaborate with classroom teachers to provide opportunities for students to construct meaning in a variety of expressive systems.
- LYST 207 Fall 3 s.h.
Teaching Non-Fiction Writing
 Focuses on developing classroom structures and teaching strategies for teaching multidisciplinary, source supported non-fiction writing. Topics include: inquiry-learning; writing as a well-informed non-expert; and developing research strategies and techniques. Course requires participation in an experiential writing workshop.
- LYST 208 Spring 3 s.h.
Language and Literacy in Urban Settings
 This course focuses on how people use language and learn language in the communities where we live and teach. Sociolinguistic perspectives on language variation among diverse populations are examined to expose common myths and to understand the language experiences of students from multilingual and multidialectal urban settings. Course topics include language systems (phonological, orthographic, syntactic, semantic, pragmatic), language variation, language learning/language acquisition, and discourse in and outside of classrooms. Attention is given to the construction of pedagogies that promote access to language and literacy in schools. A ten hour field experience is required. (Formerly LYST 211.)

LYST 209 Fall, Spring 3 s.h.

Language, Culture and Identity: Literacy Issues for Adolescents and Young Adults

Course examines the ways in which writing, as well as reading and other language processes, can become tools with which adolescents and young adults negotiate socially imposed linguistic borders based on class, race, ethnicity, previous educational attainment and/or expectation, peer regard, gender, country of origin, etc. Course explores the roles of writing, reading, and related language processes, in identity formation, values clarification, and critical consciousness. Topics include discourse theory, oral and written language variation, as well as close examination of the language strengths and needs of learners who are biliterate, bilingual, and/or bidialectal. A ten hour field experience is required. (Formerly LYST 217. Language, Culture, and Identity, Issues for Adolescent and Young Adult Writers.)

LYST 212 Fall, Spring, Summer 3 s.h.

Family, Community, and School Literacies: Cultural Perspectives

Participants in this course consider the research on family literacy and explore pedagogical practices that are sensitive to the local and vernacular literacies of families and their children. Emphasis is placed on the importance of culturally responsive literacy instruction and on the importance of encouraging families to participate in the education of their children who are attending public schools. Field experiences are intended to provide participants with theoretically grounded pedagogical practices, which lead to more people working together, celebrating their own literacies while at the same time using the many forms of literacy available to them to support the literacy learning of all children in school. A ten-hour field experience is required. (Formerly READ 222. Literacy in Families and Communities; Ethnicity, Family and Schooling: Implication for Literacy Instruction.)

LYST 213 Fall, Spring, Summer 3 s.h.

Introduction to Bilingual and Biliterate Instruction for Children and Adolescents

This course explores the cultural, linguistic, political and pedagogical aspects involved in the process of developing school literacies in bi/multicultural classrooms. Literacy development is discussed in the perspective of supporting learners to use biliteracy as a tool to understand, to extend, and to act upon their worlds. Topics include the relationship between oral and written language processes in bilingual/biliterate students, and the interaction between languages during literacy and language learning. The course examines the literate pedagogical needs and assessment procedures of bilingual and biliterate learners within special and general education contexts. All theoretical explorations are nested in the learning processes of individuals with bicultural literacy experiences, including students who are considered to have special education needs. A ten hour field experience is required. (Formerly READ 223. Advanced Reading Instruction for Teachers of Bilingual Children and Adolescents.)

LYST 214 Fall, Spring, Summer 3 s.h.

Language and Literacy in Early Childhood and Childhood

This course investigates issues in language and literacy for children from birth to grade six. Readings and discussions of the language processes (listening, speaking, reading, and writing) are grounded in theoretical perspectives in the areas of psychosociolinguistics, social/cultural literacies, the transactional nature of literature, and critical literacy. Language development is studied in readings and field experiences with an emphasis on the role of language and culture in learning to read and write. Students are expected to develop their own theories of how children learn to read and write in schools and communities. A ten hour field experience is required. (Formerly READ 245. Teaching Reading in the Content Areas; Language and Literacy in Early and Middle Childhood.)

LYST 215A Fall, Spring, Summer 3 s.h.

Language and Literacy in Middle Childhood and Adolescence

This course investigates issues in language and literacy, focusing on grades 5-12. Readings and discussion of the language processes (listening, speaking, reading, and writing) are grounded in the theoretical perspectives in the areas of psychosociolinguistics, social/cultural literacies, the transactional nature of literature, and critical literacy. Language and literacy development of middle school and high school students is studied through readings and field experiences. There is an emphasis on the role of cultural and linguistic diversity in literacy learning and teaching. Students are expected to develop their own theories of literacy learning in schools and communities. A ten hour field experience is required.

LYST 216 Fall, Spring 3 s.h.

Literacy Learning at Home and in School: Social Contexts of Young Children Learning to Read and Write

This course explores how the many literacies that occur in family settings can inform the ways in which we create literacy environments for children in school. Focuses on the social processes and ways of knowing through which parents and children create personal and shared literacy configurations. Explores the complexities of young children's uses of print and the functions and forms of their early symbolic representations. The interrelationships between children's early writing development and the emergence of phonemic awareness are examined. Particular attention is given to the literacy learning at home and in school of children of special needs. A ten hour field experience is required. (Formerly Literacy Learning at Home and in School.)

322 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)

LYST 217A Fall, Spring, Summer 3 s.h.

Reading and Writing With Adolescents

Focuses on current theory about the nature of the reading and writing processes, and ways in which reading, writing, and literacy theory can be developed into effective reading, writing, and/or English education instruction for adolescents and children in middle childhood. Includes critical perspectives on canonical and academic literacies, language variation, standardized testing, censorship, assessment and “remediation,” student reading/writing choice, avid reading/writing, disenfranchised readers/writers, and personal literacies. A ten hour field experience is required. (Formerly LYST 215. Reading With Adolescents and Young Adults.)

LYST 218 Fall, Spring, Summer 3 s.h.

Reading and Writing Practices in Early Childhood and Childhood

This course investigates reading and writing practices in the early and childhood years. The focus is on developing teaching strategies and learning experiences for engaging children in reading and writing a wide variety of meaningful texts, including media and technology across the curriculum. Students explore the connections among oral language, reading, writing, and children’s literature in a theoretically grounded literacy framework. Teaching strategies and learning practices focus on recognizing learners’ linguistic understandings and reading and writing strategies, and developing opportunities for all readers to interrogate their world, explore their questions, and use language to act upon their learning. A ten hour field experience is required. (Formerly READ 224. Teaching of Reading; Reading and Writing Practices in Early and Middle Childhood.)

LYST 219 Fall, Spring, Summer 3 s.h.

Reading and Writing Workshop for Teachers

This experiential course provides in-service and pre-service teachers with opportunities to read and write in an integrated reading/writing workshop in order that they will experience: the underlying structures that make student-centered workshops feasible; how workshops promote student growth and development in reading and writing; the mechanics of running workshops and whole language instruction. Instruction features explicit modeling and feedback.

LYST 220 Fall, Spring, Summer 3 s.h.

Literature in the Lives of Young Children

This course engages readers in meaningful response through reading, talking, and writing about literature for children and adolescents. Understandings of identity, social justice, and equity are investigated through discussions of what counts as literature, whose stories are told and who gets to tell them. Objectives for this course include critically and aesthetically reading from a wide variety of texts, while also participating in intensive reading with others in literature groups. This course focuses on children from birth to sixth grade.

Prerequisite: LYST 200A. (Formerly READ 235. *Strategies in Teaching Children’s Literature.*)

LYST 221 Fall, Spring 3 s.h.

Literature for Adolescents and Young Adults

This course engages readers in meaningful response through reading, talking, and writing about literature for adolescents and young adults. Understanding of identity, social justice, and equity are investigated through discussions of what counts as literature, whose stories are told and who gets to tell them. Objectives for this course include critically and aesthetically reading from a wide variety of texts, while also participating in intensive reading with others in literature groups. This course is recommended for students interested in working with readers from sixth grade to young adult. (Formerly READ 236.)

LYST 223 January 3 s.h.

Introduction to Critical Literacy and Critical Media Studies

Exploration of literacy instruction in relation to larger social purposes of teaching, and in relations to the forces of acculturation in society. Information received from print and electronic media sources is critiqued and ways in which the words we hear and read, and the images we view, shape our subjectivities and our understanding of the world around us are explored. Participants engage the possibilities of teaching in ways that open up a more conscious and liberating approaches to literacy instruction in schools and society.

LYST 240 Fall, Spring, Summer 3 s.h.

Assessment and Evaluation of Reading and Writing

This course provides participants with an overview of ethnographic literacy assessment theory and practice. Topics for study include ethnography, authentic classroom assessment, transactional view of language, and a critical examination of standardized tests and testing practices. Participants consider teaching, learning, and schooling from the perspective of the learner as they develop and put into practice a student advocacy model of instructional assessment which values ethnic and linguistic diversity.

Prerequisite: completion of Phase I Literacy Studies courses. (Formerly READ 248.)

LYST 241 Fall, Spring 3 s.h.

Miscue Analysis and Retrospective Miscue Analysis

This course takes a sociopsycholinguistic perspective on the reading process and recognizes that the meanings that readers construct are both personal and social. By engaging in several close-grained observations of oral reading events, participants use miscue analysis techniques to document readers’ uses of cognitive strategies and language cue systems. Additionally, participants select and teach strategy lessons and conduct retrospective miscue analysis sessions with one student. A 20 hour practicum at the Saltzman Reading/Writing Learning Inst. is required.

Prerequisites: completion of Phase I courses. (Formerly READ 241. *Case Studies in Reading (K-12).*)

LYST 242 Fall, Spring, Summer 3 s.h.

Literacy Practicum: Assessing the Complexity of Student Learning (Birth through Grade 6)

This practicum provides participants with the opportunity to establish a critical site of inquiry for the study of ethnographic approaches to literacy assessment. Participants develop biographic literacy profiles by using close-grained observations of literacy processes (ethnographic assessment, miscue analysis, retrospective miscue analysis and strategy lessons) to determine how individuals use literacy to solve problems in community and school settings. Participants develop and put into practice a student advocacy model of instructional assessment that values ethnic and linguistic diversity. Emphasis on grades K-6. A 30 hour practicum at the Saltzman Reading/Writing Learning Inst. is required.

Prerequisites: completion of Phase I Literacy Studies courses and LYST 240, 241. (Formerly READ 242. Reading Clinic Internship.)

LYST 243 Fall, Spring, Summer 3 s.h.

Literacy Practicum: Assessing the Complexity of Student Learning (Grades 5-12)

This practicum provides a critical site of inquiry for the study of ethnographic approaches to literacy assessment. Participants create biographic literacy profiles by using close-grained observations, miscue analysis, writing document analysis, retrospective miscue analysis and strategy lessons to solve problems in community and school settings. Participants develop and put into practice a student advocacy model of instructional assessment that values ethnic and linguistic diversity. Emphasis on middle school, high school, and young adult students. A 30 hour practicum at the Saltzman Reading/Writing Learning Inst. is required.

Prerequisites: completion of Phase I courses, LYST 240 and 241.

LYST 244 Summer 3 s.h.

Advanced Retrospective Miscue Analysis

Retrospective Miscue Analysis is a powerful tool, which enables teachers and researchers to engage in a close-grained study of a reader's processing of written text. In this procedure, the teacher/researcher employs miscue analysis techniques to engage readers to bring the use of reading strategies at a conscious level. Teachers and students work together as co-explorers of the reading process. In this course participants are involved in planning and executing several RMA sessions and associated reading strategy lessons with a specific instructional or research focus in mind.

Prerequisites: Phase I courses and LYST 241.

LYST 245 January 3 s.h.

Revaluing Readers and Writers

In this course, the construct of learning disability is critically examined in terms of its social contexts and the cultural space in which it operates. This course embraces social, linguistic and transactional views of reading and writing, language, learning, teaching, and how curriculum and "normality" shape our responses to those perceived as "struggling." This course addresses the following strands: revaluing students who struggle with reading and writing; strategies for supporting and scaffolding meaning-making processes; and the nature of reading and language.

Prerequisites: completion of Phase I courses. (Formerly READ 251. Teaching Reading to the Learning Disabled and the Indifferent Learner; Revaluing Struggling Readers.)

LYST 247 January 3 s.h.

Language, Discourse, and Cinema: Implications for Schooling

Explores the techniques of cinematography—the "language of film"—in order to examine how film conveys meaning, as well as how this expressive system has become one of the most rapidly evolving forms of symbolic communication. This sort of knowledge base is a prerequisite to any deeper exploration of specific aspects of cinema, such as the second focus of the course, which is to consider the language within film by examining a selection of English-language motion pictures for linguistic insights about the relationship between language, culture, and identity. Course culminates in an exploration of the pedagogical implications of these linguistic/cinematic insights on language and literacy instruction in American schools.

LYST 248 Fall, Spring, Summer 3 s.h.

Writing Practicum: Assessing and Supporting Children as Writers

This practicum provides participants with a critical site of inquiry for the study of ethnographic approaches to literacy assessment and teaching. Participants develop biographic profiles of young writers by using close-grained observations of literacy processes (ethnographic observations, document analysis, developmental portfolios, etc.) to determine how children use writing to solve problems in community and school settings. Participants develop and put into practice a student advocacy model of evaluation and instruction that values ethnic and linguistic diversity. Emphasis on K-6. A 30 hour practicum at the Saltzman Reading/Writing Learning Inst. is required.

Prerequisites: completion of Phase I courses in M.A. in Teaching of Writing, LYST 240 and 262.

LYST 249 Fall, Spring, Summer 3 s.h.

Writing Practicum: Assessing and Supporting Adolescent Writers (Grades 5-12)

This practicum provides a critical site of inquiry for the study of ethnographic approaches to literacy assessment. Participants create biographic literacy profiles of writers using close-grained observations of literacy processes (ethnographic observations, writing document analysis, developmental portfolios, interview and conferences, etc.) to determine how individuals use writing to solve problems in community and school settings. Participants develop and put into practice a student advocacy model of instructional assessment that values ethnic and linguistic diversity. Emphasis on middle school, high school, and young adult students. A 30 hour practicum at the Saltzman Reading/Writing Learning Inst. is required.

Prerequisites: completion of Phase I courses in M.A. in Teaching of Writing, LYST 240 and 262.

LYST 250 Fall, Spring 3 s.h.

Literacy Teacher as Researcher

This course explores classroom-based teacher inquiry in literacy education as a method of professional development and responsive teaching. Students develop a baseline knowledge of the philosophical underpinnings and methodological techniques for conducting and critically responding to teacher research. A ten hour field experience is required.

Prerequisite: completion of Phase I courses.

LYST 251 Fall, Spring 3 s.h.

Children and Adolescents as Ethnographers in Communities and Schools

This course focuses on the ways in which teachers can engage children and adolescents in ethnographic and sociolinguistic research to explore the literacies of their communities and schools. Focuses on how ethnographic and sociolinguistic research is linked to social action and can become an essential part of reading and writing instruction in schools. A ten hour field experience is required.

Prerequisite: completion of Phase I courses.

LYST 260 Periodically 3 s.h.

Cultural and Historical Perspectives of Writing

This course explores the cultural and historical roots of written language as well as the social practices which help shape the use of written language in society. The course investigates how written conventionalities emerge from the shared uses of written language, as well as the interplay between individual and social development of writing in sociocultural settings. Following the theoretical premise that writing is a complex symbolic and representational system, students in this seminar engage in learning experiences where they are asked to reflect about the nature of written language and its role in the organization of social life.

LYST 261 Summer 3 s.h.

Writing Pictures Painting Stories as Mindful Social Practice

This course focuses on functional texts and aesthetic scripts, illustration as visual story, photography as visual poetry, writing as an art form, lettering as design, the physicality of print, how tools and materials influence composition, and the production of texts as mindful social practice. Students will participate in: (1) studio activities; (2) seminars; and (3) a field trip to the Metropolitan Museum of Art. In addition to the MET, a ten hour field experience is required. There is a material fee. Open to matriculated students in the MS in the Teaching Writing Program or to MSED students who have completed Phase I of the MSED in Literacy Studies, or by permission of the instructor

LYST 262 Periodically 3 s.h.

Understanding What a Writer Knows

This course looks at writing assessment, including: understanding writing as a means of identity development and performance of self for young writers, and examining the ways in which writing assessment can be linked to instruction. The course also explores alternative assessment techniques, such as narrative and discourse analysis, as well as self-assessment. This course includes a 20-hour practicum experience. All assessment procedures are conducted as part of an internship. The practicum experiences are conducted at the Reading/Writing Institute located in the Reading/Writing Clinic on Campus.

LYST 263 Periodically 3 s.h.

Teachers as Writers

This experiential course provides teachers with opportunities to pursue their own writing strengths and interests. In a workshop setting, students write original fiction and non-fiction in order that they might find the rewards a writing life holds for them, as well as overcome reservations they have about their own writing. They engage in teacher and peer conferencing, revision, publishing, and reflection about their history as writers both within and beyond their formal education.

LYST 264 Periodically 3 s.h.

Teachers as Poets

In this course, students experience reading and writing poetry in a classroom workshop environment. In order to develop understandings of poetry's possibilities in the lives of the children we work with students work at seeing themselves as readers and writers of poetry through writing their own original poetry and developing their own abilities to identify poetry around them. The course provides opportunities for teacher and peer conferencing, revision, publishing, and reflection upon their experiences with poetry. An elective in Phase I of the M.A. in the Teaching of Writing.

LYST 270 Fall 3 s.h.
Revaluing Language, Language Learning, and Language Learners
The primary purpose of this broad-based course is to engage Professional Diploma students in an intensive study of literacy as a language process and then to apply this information to constructing optimal classroom environments that support literacy growth. The course focuses on nurturing insights about how language works and how to document the development of learners. A primary mode for exploration is to study language in use—that is, how language works as we observe our students and ourselves using language. LYST 237A is taken concurrently with this course.
Prerequisite: admission to the Professional Diploma in Literacy Studies or permission of instructor.

LYST 271 Spring 3 s.h.
Family, Community, School and Workplace Literacy
In this seminar, participants explore how our understandings of the plurality of literacies in family, community, and workplace settings can inform the ways in which we create literacy environments: 1) for children in school; 2) for adults in “basic” education programs; 3) for students in college; and 4) for adults in the workplace. Participants are encouraged to establish critical sites of inquiry in which they can document the ways in which people use literacy in a variety of everyday settings. The underlying premise of the course is that 1) all literacies are situated; 2) all uses of written language can be seen as located in particular times and places; 3) all literate activity is indicative of broader social practices; and that 4) it is through literacy, in all its complexity, that difficult problems can become amenable to human action. LYST 273B is taken concurrently with this course.
Prerequisite: LYST 270 or permission of instructor.

LYST 272 Summer 3 s.h.
Community Literacy Project
In this course, Professional Diploma students teach collaboratively in the Summer Community Literacy Project. The project engages K-12 students in an investigation of literacy practices in their community. Course work includes collaborative planning for the project, child study discussions of K-12 grade students’ literacy practices and literacy development, experience based discussions of community literacy, and related readings on community literacy programs. The Summer Community Literacy Project and the course culminate with publication of writings. LYST 273C is taken concurrently with this course.
Prerequisite: LYST 271 or permission of instructor.

LYST 273A Fall 1 s.h.
Supervised Field Work in Literacy: Teacher to Student I
In this course, Professional Diploma students assume the role of educational advocate for a K-12 student having difficulties with reading and writing. Assessment and instruction build upon the linguistic understandings, strengths and abilities of the K-12 student. Students meet in small groups with a faculty member, functioning as a “child/learner study” team. This course includes a minimum of 10 hours of field work and 6 hours of supervision.
Corequisite: LYST 270. Pass/Fail grade only.

LYST 273B Spring 1 s.h.
Supervised Field Work in Literacy: Teacher to Student II
In this course, Professional Diploma students continue to work as mentor and educational advocate for a K-12 student. The course focuses on assessment informed instruction. Students meet in small groups with a faculty member, functioning as a “child study” team. This course includes a minimum of 15 hours of field work and 6 hours of supervision.
Corequisite: LYST 271. Pass/Fail grade only.

LYST 273C Summer 1 s.h.
Supervised Field Work in Literacy Studies: Community Literacy Project
In this course, Professional Diploma students work as a teacher in the Summer Community Literacy Project. The course involves a minimum of 25 hours of field work.
Corequisite: LYST 272. Pass/Fail grade only.

LYST 275 Fall 3 s.h.
Literacy Teaching and Professional Development
This course explores structures that support literacy teachers in developing theoretically grounded, learner-centered literacy assessment and teaching practices through inquiry groups and other forms of professional development. For teachers in leadership roles in literacy education as teacher/consultants, mentor teachers, resource teachers, language arts supervisors, or curriculum specialists. LYST 278A is taken concurrently with this course.
Prerequisite: LYST 272 or permission of instructor.

LYST 276 Spring 3 s.h.
Cultural Roots of Literacy Development
This course explores the creation of writing systems by human beings and the social processes involved in written language acquisition in diverse cultural settings. It relates the history of writing to children’s literacy development. The cultural and historical roots of written language as well as the social practices which help shape the use of written language in society are discussed extensively. Following the theoretical premise that writing is a complex symbolic and representational system, students in this seminar engage in learning experiences where they are asked to reflect about the nature of written language and its role in the organization of social life. LYST 278B is taken concurrently with this course.
Prerequisite: LYST 275 or permission of instructor.

326 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)

LYST 277 Summer 3 s.h.

Literacy Teacher as Professional Writer

This course provides a workshop for advanced graduate students to write data-based research for scholarly publication. Topics include levels of discourse, representation, voice/audience, purpose, literature reviews, documentation, and placement. Emphasis on the use of technology in writing, formatting and layout, as well as non-textual representations. The course is intended for students in the Professional Diploma in Advanced Literacy Studies program.

Prerequisite: LYST 276 or permission of instructor.

LYST 278A Fall 1 s.h.

Supervised Field Work in Literacy: Teacher Project Design

In this course, Professional Diploma students develop a professional development project for a school, school district, or community. Projects may include mentoring a beginning teacher, establishing a teacher study group, providing demonstrations and/or consultations, developing a staff development or parent workshop series, etc. The course involves a minimum of 10 hours of work onsite and 6 hours of supervision.

Pass/Fail grade only

Corequisite: LYST 275.

LYST 278B Spring 1 s.h.

Supervised Field Work in Literacy: Teacher Project Implementation

In this course, Professional Diploma students implement a professional development project for a school, school district, or community. Projects may include mentoring a beginning teacher, establishing a teacher study group, providing demonstrations and/or consultations, developing a staff development or parent workshop series, etc. The course involves a minimum of 15 hours of work onsite and 6 hours of supervision. Pass/Fail grade only

Corequisite: LYST 276.

LYST 280-289, A-Z Fall, January, Spring, Summer 1-3 s.h. each
Advanced Workshop in Literacy Studies

Designed to meet the needs of classroom teachers, literacy specialists, and literacy educators in positions of leadership. Focuses on: 1) literacy practices in school, families and communities; and the 2) relationships between literacy and issues such as social class, ethnicity, race, gender, poverty, language of origin and disability. As individual subjects are selected, each is assigned a letter (A-Z) which is added to the course number. These workshops may be taken a number of times as long as there is a different letter designation each time a workshop is taken. (Formerly READ 280 through 289, A-Z.)

LYST 300 Fall, Spring, Summer 1 s.h.

Introduction to Portfolio Preparation

This course examines the nature and purposes of portfolio evaluation and procedures for selection and compilation. Professional uses of portfolio assessment in educational settings are explored. This course is required in all Master of Science in Education in Literacy Studies programs, in all Master of Science in Literacy Studies and Special Education programs. Must be taken during the first 12 semester hours of course work. Pass/Fail grade only.

LYST 301 Fall, Spring 1 s.h.

Portfolio Advisement and Presentation

This course provides individual and group advisement to graduating students in presentation of their portfolios to Literacy Studies faculty for evaluation. This course is required in all Master of Science in Education in Literacy Studies programs, and in all Master of Science in Literacy Studies and Special Education programs. Must be taken during the final 12 semester hours of course work. Pass/Fail grade only.

LYST 301A Spring, Summer 3 s.h.

Master's Essay

For Master of Arts in the Teaching of Writing candidates only. Under advisement and with permission of instructor. Pass/Fail grade only. (Formerly WRIT 301. Master's Essay.)

LYST 351 Fall, Spring 1 s.h.

International Scholars' Forum

The International Scholars' Forum in Literacy Studies brings to Hofstra University scholars and scholar practitioners whose work has made a difference to the lives of teachers and the students that they teach. The International Scholars' Forum provides opportunities for students to enter into a conversation with the leading educators of our time, with the researchers and teachers who have shaped our thinking, who are activists and advocates, and who struggle for social justice. Course can be repeated for credit. Pass/Fail grade only.

LYST 352 Fall 1 s.h.

Literature and the Imagination Conference

This annual conference is an opportunity for students, scholars, practitioners, and all who are interested in young people and their literature to assemble for the following purposes: 1) to nurture our own needs for story and imagination; 2) to support the work of teachers as they find time and space to share literature in classrooms with their children; and 3) to create a culture of talk about books that might advocate for meaningful, thoughtful, and enjoyable experiences with children's and young adults' literature. Invited guests and speakers represent outstanding people from the field of children's and young adults' literature; authors, illustrators, poets, publishers, librarians, academics, and scholar-practitioners.

READING (READ)

MASTER OF ARTS: READING, LANGUAGE, AND COGNITION PROFESSIONAL DIPLOMA IN READING

Professor Taylor, Graduate Program Director, (516) 463-5802, readzt@hofstra.edu

Students are no longer being accepted into these two programs. Students interested in a Masters or Professional Diploma should see the programs in Literacy Studies.

DOCTORAL PROGRAMS IN READING, LANGUAGE & COGNITION

Professor Taylor, Graduate Program Director, (516) 463-5802, readzt@hofstra.edu

Doctor of Education (Ed.D.) in Reading, Language, and Cognition: designed for teachers, reading and language arts specialists, and other professional personnel in the public schools who will be concerned primarily with practice and college-level teaching. It includes the basic courses in the Master's and Professional Diploma Programs in Literacy. An early childhood emphasis in the Ed.D. program is provided for applicants who work in or wish to prepare in early childhood stages.

Doctor of Philosophy (Ph.D.) in Reading, Language, and Cognition: designed for specialists concerned primarily with research, experimentation and higher education, and includes the basic courses in the Master's and Professional Diploma Programs in Literacy.

A bilingual/bicultural emphasis in the Ed.D. or Ph.D. program is provided for bilingual applicants (Spanish-English) who work in or wish to prepare to work in bilingual settings.

GENERAL REQUIREMENTS

Matriculation

1. Basic University requirements for doctoral degrees.
2. Letters of recommendation from two supervisors, administrators or college professors who are in a position to rate the applicant.
3. Teaching experience: 3 years for Ed.D. prior to entering and 5 years before completion; for Ph.D. candidates, teaching experience adequate for providing the necessary experiential background to develop meaningful research proposals.
4. Master's degree or equivalent.
5. Academic proficiency in undergraduate and graduate study.
6. A satisfactory score on the Miller Analogies Test or the GRE.
7. Statement of goals (on application supplement).
8. Satisfactory score on the department's Doctoral Admissions Examination in Reading and Writing. For foreign applicants, a satisfactory score on the TOEFL.
9. Bilingual applicants must take a language proficiency examination in English and Spanish.

Degree Candidacy

Students will be admitted provisionally until they fulfill the following requirements necessary for full acceptance as degree candidates. These requirements must be met within three years of matriculation:

1. Master's comprehensive examination for students whose master's degree was not taken in the Hofstra University Reading Department. The results of this examination will be used to plan the student's advanced course of studies and to make up any deficiencies.
2. For Ed.D. candidates, satisfactory completion of RES 259, 259L, 260 and 260L or equivalents. For Ph.D. candidates, satisfactory completion of RES 259, 259L, 260, 260L, 363, 363L or equivalents. In some cases, RES 363 and 363L (4 s.h.) are also required for the Ed.D. candidates, depending on the nature of their dissertations. These courses may also be used toward course work requirements.

3. For Ph.D. candidates, a reading knowledge of a modern language, preferably French, German or Spanish.
4. Acceptance by the Graduate Committee.

GRADUATION REQUIREMENTS

1. Completion of a minimum of 90 graduate credits for both the Ed.D. and the Ph.D.
2. A comprehensive examination. The doctoral comprehensive examination must be taken during or after READ 363.
3. Satisfactory completion of the dissertation and the oral examination must be scheduled through the major adviser. The Ed.D. dissertation will concentrate on practical application to a school situation and may be descriptive in nature. The Ph.D. dissertation will concentrate on basic research having more universal application. It will be either statistical in nature or designed to develop theoretical models based on an insightful analysis in depth of basic research already completed or in combination with case studies. Candidates must complete all requirements within 5 years of acceptance as a degree candidate.

RESIDENCY

Students who matriculate for the doctoral programs in reading must spend one year in full-time residence or fulfill the options approved by the Graduate Committee.

ADVANCED STANDING

Students who have taken graduate courses at other institutions which are similar to courses required in the Hofstra University Reading programs may apply for advanced standing.

Transfer credit up to 45 semester hours may be granted for similar courses taken in programs leading to a master's degree or a professional diploma.

ED.D.: READING, LANGUAGE, AND COGNITION

Professor Taylor, Graduate Program Director, (516) 463-5802, readzt@hofstra.edu

The Doctor of Education in Reading, Language, and Cognition program is planned to prepare the following:

- Specialists who coordinate reading services in schools on a district-wide basis.
- Consultants with major responsibility for curriculum improvement on a district-wide level.
- Instructors who intend to teach reading and language arts courses at the college level.
- For bilingual candidates, the initiation and administration of school-wide or district-wide bilingual reading and language arts programs.
- For bilingual candidates, the improvement of bilingual reading and language arts instruction through assistance to bilingual classroom teachers.
- Instructors who are teaching an integrated language arts program at the early childhood level.

PROGRAM REQUIREMENTS (90 s.h.)

Basic Courses

| | | |
|------|------|--|
| LYST | 200A | Introduction to Literacy Studies, 3 s.h. |
| | 213 | Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h. |
| | 214 | Language & Literacy in Early Childhood & Childhood, 3 s.h. |
| | 218 | Reading & Writing Practices in Early Childhood & Childhood, 3 s.h. |
| | 220 | Literature in the Lives of Young Children, 3 s.h. |
| | 240 | Assessment & Evaluation of Reading & Writing, 4 s.h. |
| | 241 | Miscue Analysis & Retrospective Miscue Analysis, 3 s.h. |
| | 242 | Literacy Practicum: Assessing the Complexity of Student Learning (Birth-Grade 6), 3 s.h. |

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| | 243 | Literacy Practicum: Assessing the Complexity of Student Learning (Grades 5-12), 3 s.h. |
| | 245 | Revaluing Readers and Writers, 3 s.h. |
| READ | 239 | Psycholinguistic Foundations for Reading & Writing Instruction, 3 s.h. |
| | 240 | The Reading Teacher in the School & Clinic Settings (K-12), 4 s.h. |
| | 249 | Supervision of Reading Programs, 3 s.h. |
| | 250 | Practicum in Instructional Strategies & Assessment, 3 s.h. |
| | 255 | Psychological Foundations of Reading & Writing Instruction, 3 s.h. |
| | 256 | Psycholinguistics, Sociolinguistics, & the Processes of Reading & Writing, 3 s.h. |
| PSY | 211 | Intellectual Assessment, 3 s.h. |
| FDED | 222 | Qualitative Research Methods, 3 s.h. |
| | 223 | Analysis of Qualitative Data, 3 s.h. |
| RES | 259 | Introduction to Statistical Methods in Educational Research, 3 s.h. |
| | 259L | Computer Laboratory, 1 s.h. |
| | 260 | Inferential Statistics in Educational Research, 3 s.h. |
| | 260L | Computer Laboratory, 1 s.h. |

Bilingual candidates: students who have completed the M.A. in Bilingualism with a specialization in elementary education are required to take 9 semester hours of special doctoral seminars.

Students who have not completed the above degree and specialization are required to take, in addition, bilingual education courses, under advisement.

Advanced Courses

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| READ | 361 | Research Designs in Reading & Writing, 3 s.h. |
| | 362-363 | Seminar in the Evaluation of Research in Reading, 6 s.h. |
| | 601 | Dissertation Seminar, 3 s.h. |

Note: a student who has not completed 601, Dissertation Seminar, must enroll in 602, Dissertation Proposal Preparation, until the dissertation proposal is accepted. The student must then enroll in 604, Dissertation Advisement, the following semester and must maintain continuous enrollment in dissertation preparation until the dissertation is completed.

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| READ | 602 | Dissertation Proposal Preparation, 3 s.h. |
| | 604 | Dissertation Advisement, 3 s.h. |

Note: a student must enroll in 604 for 3 s.h. in the first semester and thereafter continue to register in 604 until the dissertation is completed, at which time a minimum of 6 s.h. of credit must be received.

Electives 28 hours from among the following, with possible substitutions of up to 15 credits from liberal arts, under advisement.

| | | |
|------|-----|---|
| LYST | 212 | Family, Community and School Literacies: Cultural Perspectives, 3 s.h. |
| READ | 252 | Practicum in Teaching Reading to the Learning Disabled & the Indifferent Learner, 3 s.h. |
| | 260 | Foundations of Reading for Teachers of Bilingual Children & Adolescents, 3 s.h. |
| | 351 | Independent Studies in Reading, 1-6 s.h. |
| | 360 | Internship in Supervision of Reading Instruction, 6 s.h. |
| FDED | 200 | Philosophy of Education, 3 s.h. or any other 3-semester hour 200-level foundations of education course, under advisement. |
| EADM | 214 | Theories & Practices of Supervision, 3 s.h. |
| | 219 | Patterns of Building Unit Administration, 3 s.h. |
| | 222 | Human Relations in School Personnel Management, 3 s.h. |
| | 231 | School Public Relations, 3 s.h. |
| | 241 | Supervision of Instruction & Curriculum Development, 3 s.h. |

330 SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES (SOEAHS)

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| | 245 | Selected Issues in School Administration, 3 s.h. |
| | 247 | Data Processing for School Administrators, 3 s.h. |
| ELED/SED | 207 | Dynamics of Curricular Change, 3 s.h. |
| ELED | 227 | Elementary School Curriculum, 3 s.h., or |
| | 236 | Modern Trends in Elementary Education, 3 s.h. or |
| SED | 241 | Patterns of Curriculum, 3 s.h. |
| PSY | 254 | Psychology of the Exceptional Child, 3 s.h. |
| SPCH | 235 | Introduction to Speech-Language-Hearing Disorders, 3 s.h. |
| | 243 | Language Disorders & Learning Disabilities: Kindergarten Through Adulthood, 3 s.h. |
| SPED | 201 | The Exceptional Child: Cognitive & Affective Functions, 3 s.h. |
| | 241 | Nature & Needs of Children with Emotional/Behavior Disorders, 3 s.h. |
| | 242 | Psychoeducational Assessment in Special Education, 3 s.h. |
| | 246 | The Education of Students with Learning Disabilities & Other Associate Conditions, 3 s.h. |

Early Childhood Emphasis

This 18 semester hour concentration is designed for students interested in early childhood education. Required courses for this emphasis are: ELED 270, 271, 272, 273, 274, 275.

PH.D.: READING, LANGUAGE, AND COGNITION

Professor Taylor, Graduate Program Director, (516) 463-5802, readzt@hofstra.edu

The Doctor of Philosophy in Reading, Language, and Cognition program is planned to prepare the following:

- Reading specialists who plan to engage in research, evaluation and experimentation in the field of reading.
- Reading specialists taking leadership positions in clinics.
- Reading specialists who plan to teach and direct research in colleges and universities.
- Personnel for bilingual/bicultural programs in schools, for supervisory positions, research, and college testing.

PROGRAM REQUIREMENTS (90 s.h.)**Basic Courses**

| | | |
|------|------|--|
| LYST | 200A | Introduction to Literacy Studies, 3 s.h. |
| | 213 | Introduction to Bilingual & Biteracy Instruction for Children & Adolescents, 3 s.h. or |
| | 214 | Language & Literacy in Early Childhood & Childhood, 3 s.h. or |
| | 218 | Reading & Writing Practices in Early Childhood & Childhood, 3 s.h. |
| | 220 | Literature in the Lives of Young Children, 3 s.h. |
| | 221 | Literature for Adolescents & Young Adults, 3 s.h. |
| | 240 | Assessment & Evaluation of Reading & Writing, 3 s.h. |
| | 241 | Miscue Analysis & Retrospective Miscue Analysis, 3 s.h. |
| | 242 | Literacy Practicum: Assessing the Complexity of Student Learning (Birth-Grade 6), 3 s.h. |
| | 243 | Literacy Practicum: Assessing the Complexity of Student Learning (Grades 5-12), 3 s.h. |
| | 245 | Revaluing Readers and Writers, 3 s.h. |
| READ | 239 | Psycholinguistic Foundations for Reading & Writing Instruction, 3 s.h. |
| | 240 | The Reading Teacher in the School & Clinic Settings (K-12), 4 s.h. |
| | 249 | Supervision of Reading Programs, 3 s.h. |
| | 250 | Practicum in Instructional Strategies & Assessment, 3 s.h. |
| | 255 | Psychological Foundations of Reading & Writing Instruction, 3 s.h. |
| | 256 | Psycholinguistics, Sociolinguistics, & the Processes of Reading & Writing, 3 s.h. |

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| PSY | 211 | Intellectual Assessment, 3 s.h. |
| FDED | 222 | Qualitative Research Methods, 3 s.h. |
| | 223 | Analysis of Qualitative Methods, 3 s.h. |
| RES | 259 | Introduction to Statistical Methods in Educational Research, 3 s.h. or equivalent |
| | 259L | Computer Laboratory, 1 s.h. |
| | 260 | Inferential Statistics in Educational Research, 3 s.h. |
| | 260L | Computer Laboratory, 1 s.h. |
| | 363 | Multivariate Analysis & Multidimensional Scaling Methods, 3 s.h. |
| | 363L | Computer Laboratory, 1 s.h. |

Bilingual candidates: students who have completed the M.A. in Bilingual Education with a specialization in elementary education are required to take 9 semester hours of special doctoral seminars, under advisement. Students who have not completed the above degree and specialization are required to take, in addition, bilingual education courses, under advisement.

Advanced Courses

| | | |
|------|---------|--|
| READ | 361 | Research Designs in Reading & Writing, 3 s.h. |
| | 362-363 | Seminar in the Evaluation of Research in Reading, 6 s.h. |
| | 601 | Dissertation Seminar, 3 s.h. |

Note: A student who has not completed 601, Dissertation Seminar, must enroll in 602, Dissertation Proposal Preparation, until the dissertation proposal is accepted. The student must then enroll in 604, Dissertation Advisement, the following semester and must maintain continuous enrollment in dissertation preparation until the dissertation is completed.

| | | |
|------|-----|---|
| READ | 602 | Dissertation Proposal Preparation, 3 s.h. |
| | 604 | Dissertation Advisement, 3 s.h. |

Note: A student must enroll in 604 for 3 s.h. in the first semester and thereafter continue to register in 604 until the dissertation is completed, at which time a minimum of 6 s.h. of credit must be received.

Electives

| | | |
|------|-----|--|
| LYST | 212 | Family, Community and School Literacies: Cultural Perspectives, 3 s.h. |
| READ | 252 | Practicum in Teaching Reading to the Learning Disabled & the Indifferent Learner, 3 s.h. |
| | 351 | Independent Studies in Reading, 1-6 s.h. |
| | 360 | Internship in Supervision of Reading Instruction, 6 s.h. |
| FDED | 200 | Philosophy of Education, 3 s.h. or any other 3 semester hour 200-level foundations of education course, under advisement |

12 hours of electives, under advisement, from psychology, sociology, anthropology, and other related cognate areas. 12-13 semester hours from the liberal arts other than psychology, under advisement (not required for bilingual students).

BILINGUAL/BICULTURAL EMPHASES

Students enrolled in the bilingual/bicultural doctoral program will have an adviser in Spanish as well as in Literacy. A member of the Spanish faculty will serve on each student's dissertation committee.

Required courses in Spanish are SPAN 301, 308, 309 and 9 semester hours of electives selected under advisement.

For Courses in Writing, See Page 337.

(READ) COURSES

- READ 226** Fall, January, Spring, Summer 3 s.h.
Language and Literacy
A study of the relationship between language and literacy development. Topics include: language acquisition and development, classroom discourse, sociocultural variations in language, relationship between language and cognition, and language-based literacy difficulties. Curriculum, as well as instructional strategies and materials promoting language development, are explored. Course emphasized language assessment. Collection and analysis of language samples required. Fifteen hour field component. (Same as READ 280K).
- READ 228** Fall, January, Spring, Summer 3 s.h.
Writing and Literacy
A critical and theoretical study of writing development and instructional approaches. Topics include: the reading/writing relationship, components and management of a writing program, sociocultural variations in language, conferencing and modeling strategies, writing assessment and evaluation, personal literacy, writing to learn, genre, and technology in the writing program. Issues in writing instruction include: spelling, standards, self-disclosure in student writing, and authenticity. Fifteen hour field component. (Same as READ 280M.)
- READ 239** Fall 3 s.h.
Psycholinguistic Foundations for Reading and Writing Instruction
Intensive study of the interrelationship of the impressive and expressive functions of language. Present contributions of linguistics, psycholinguistics and sociolinguistics are discussed. Emphasis on strategies related to reading and writing; their interdependence and implementation in the school curriculum; collaborative learning; assessment techniques and research findings. Students are required to engage in a teacher-research project.
Prerequisite: LYST 210.
- READ 240** Fall, Spring 4 s.h.
The Reading Teacher in the School and Clinic Setting (K-12)
Participation in the variety of responsibilities required of reading teachers in classroom, clinic and district settings. Presentations and demonstration lessons required. Registration by permission of department.
Prerequisites: LYST 214, 218, 240; READ 250. Bilingual students take LYST 213 instead of 218. All but bilingual and reading/special education students must have taken PSY 211. All students must have an interview with the instructor.
- READ 246** Periodically 3 s.h.
Practicum in Teaching Secondary Reading
Application of theory and methodology. Work on specific lesson plans for teaching reading through content fields. Emphasis on interpretive and study skills. Lessons designed by class members are taught in their own instructional settings with feedback in the practicum. Flexibility in lesson planning is encouraged to meet the needs of students from varying linguistic and cultural backgrounds.
Prerequisite: LYST 215 or 218; for bilingual majors, LYST 213.
- READ 249** Fall 3 s.h.
Supervision of Reading Programs
Designed for reading teachers, present and future supervisors and administrators of school reading programs. Discussion of the organization, administration and evaluation of reading programs from a supervisor's point of view.
- READ 250** Fall, Spring, Summer 3 s.h.
Practicum in Instructional Strategies and Assessment
The application of assessment and evaluation theory to classroom and clinical situations. Emphasis on appropriate instructional strategies and techniques for children, adolescents, and adults with reading and writing difficulties, including those from differing cultural and linguistic backgrounds.
Prerequisite: LYST 240. This course should be taken the semester immediately following LYST 240. There is a fee for testing materials. (Formerly Practicum in Remedial Treatment Techniques.)
- READ 252** Spring 3 s.h.
Practicum in Teaching Reading to the Learning Disabled and the Indifferent Learner
Demonstration and practice of the diagnostic and remedial techniques used to improve reading cognitively and affectively are the primary focuses of this practicum. Relationship of CASIL to language experience approaches, Orton-Gillingham and Fernald is covered.
- READ 255** Fall 3 s.h.
Psychological Foundations of Reading and Writing Instruction
Designed to acquaint students with the psychological foundations of the reading and writing processes. The interrelationship of learning theory and personality factors and their application to reading and writing instruction are stressed. The multidisciplinary nature of research into the reading, writing and thinking processes is noted. (Formerly Psychological Foundations of Reading Instruction.)

READ 256 Spring 3 s.h.

Psycholinguistics, Sociolinguistics, and the Processes of Reading and Writing

The structure of language and the application of linguistic, psycholinguistic and sociolinguistic principles in reading instruction. Special attention to the needs of bilingual backgrounds and students who speak dialects of English different from standard. Relates psycholinguistics and sociolinguistics to the learner, the nature of materials, purposes, the instructional setting and the instructor, models of reading and writing are highlighted. Pass/Fail grade only.
Prerequisites: LYST 210, READ 239, RES 259, 259L, 260, 260L, FDED 222, 223.

READ 260 Periodically 3 s.h.

Foundations of Reading for Teachers of Bilingual Children and Adolescents

Review of the literature on bilingualism and reading, including research studies from language acquisition and development, literature for children, linguistics, psycholinguistics and sociolinguistics.

READ 266 Summer 3 s.h.

The Administrator and the Reading Program

Designed to help the administrator understand all aspects of the school reading program from kindergarten through high school. The course will include such topics as reading theory and practice, description of various reading programs (developmental, corrective and remedial), new approaches to reading instructions, relationships with reading staff members, community relationships and knowledge of materials. For advanced students in educational administration and doctoral candidates in Clinical and School Psychology Program.

READ 301 Fall, Spring, Summer 3 s.h.

Master's Thesis

For M.A. candidates only. (Formerly Master's Essay.)

READ 351 Fall, January, Spring, Summer 1-6 s.h.

Independent Studies in Reading

Individual investigation and exploration of related research in the areas of the student's special interests and/or dissertation topic.

Prerequisite: permission of adviser.

READ 360 Periodically 6 s.h.

Internship in Supervision of Reading Instruction

Fieldwork in supervision and administration of reading programs in the public schools. Periodic seminars on field experiences and exploration of possible solutions to problems. This internship is designed to prepare reading specialists for certification as building or district reading supervisors or coordinators. It is not intended for those seeking certification to qualify as building principals, district supervising principals or superintendents. These candidates should enroll for EADM 310L, 311, or 312, Administrative Internship.

Prerequisites: master's in reading and permission of instructor.

READ 361 Summer 3 s.h.

Research Designs in Reading and Writing

A discussion of a variety of research designs related to reading and writing processes. Procedures appropriate to the design are also considered. Open to advanced doctoral candidates only. Pass/Fail grade only.

Prerequisites: READ 256, RES 259, 259L, 260, 260L, FDED 222, 223.

READ 362-363 362: Fall; 363: Spring 3 s.h. each

Seminar: Evaluation of Research in Reading

This two-semester course acquaints doctoral students with the basic studies related to reading and writing instruction. During the first semester, emphasis on studies, theories, and models of reading and writing emphasizing the disciplines of linguistics, psycholinguistics, and sociolinguistics as well as sociology and anthropology. During the second semester, reading and writing studies, theories, and models grounded in psychology and physiology are stressed along with studies related to curriculum and instruction. Across both semesters, students study and evaluate a variety of classic and contemporary research reports. Students are responsible for developing the related literature for their own dissertation topics. Pass/Fail grade only.

Prerequisite: READ 361.

READ 365 Fall, Spring 3 s.h.

Internship: College Teaching of Reading and Writing

Designed for doctoral or post-master's candidates who are teaching or intend to teach at the college level. Students work closely with a senior professor in the planning of classroom instruction at both the undergraduate and graduate levels. The needs of adult learners and techniques for motivating and teaching these students are emphasized. Pass/Fail grade only.

Prerequisite: permission of instructor.

READ 601 Fall 3 s.h.

Dissertation Seminar

Clarification and structuring of a dissertation topic as a research undertaking. Presentation, analysis and critique of participant's research outlines leading to departmental acceptance of the research proposal. Orientation to dissertation organization and writing format. Pass/Fail grade only.

Prerequisites: READ 362-363.

READ 602 Fall, Spring, Summer 3 s.h.

Dissertation Proposal Preparation

For students whose dissertation proposals have not been approved in 601. Registration in 602 is continuous until the proposal is accepted. No degree credit granted for 602.

READ 604 Fall, Spring, Summer 3 s.h.

Dissertation Advisement

Doctoral students enroll in 604 upon departmental acceptance of the dissertation proposal. Registration in 604 is continuous until the dissertation is accepted. A student must enroll in 604 for 3 s.h. in the first semester and continue to register in 604 until the dissertation is completed, at which time a minimum of 6 s.h. of credit must be received. Students do not have to register during the summer unless the dissertation is completed during the summer. They register each semester until the dissertation is completed and they have successfully defended their proposal.

WRITING (WRIT)

MASTER OF ARTS: THE TEACHING OF WRITING/LITERACY (BIRTH-GRADE 6 OR GRADES 5-12)

Assistant Professor Goodman, Graduate Program Director, (516) 463-5563, readzg@hofstra.edu

Programs leading to initial/professional certification for Teaching of Writing/Literacy (Birth through Grade 6 or Grade 5 through 12)

These programs prepare students to meet the educational requirements for certification as literacy specialists in early childhood and childhood education, Birth through Grade 6, or middle childhood and adolescence, Grade 5 through Grade 12. These degrees provide students with additional preparation as teachers of writing and the opportunity to participate in classes that focus on the most current understandings of literacy, writing, and pedagogical practices.

Students are prepared for the following teaching positions:

- Classroom teachers with advanced preparation in literacy and writing instruction.
- Literacy/Writing teachers with advanced preparation in one-on-one and small group instruction in literacy processes.
- Literacy/Writing teachers prepared to work collaboratively with classroom teachers in designing and implementing effective literacy instruction in inclusive environments.

ADMISSION REQUIREMENTS

1. B.A. or B.S. degree, with minimum GPA of 3.0;
2. two letters of recommendation;
3. possession of a New York State Initial or Provisional Teaching Certificate (see note (b) below);
4. interview with faculty members in Literacy Studies.

Note: (a) Admission to graduate study requires a baccalaureate degree with a general core in the liberal arts and sciences in order to meet New York State certification requirements. (b) Admission to graduate study with Provisional Certification requires that a student take a 3 s.h. undergraduate course in Special Education as a prerequisite or corequisite to study. (c) Graduate students who enter a program of study on a nonmatriculated basis are limited to a maximum of 12 semester hours of course work. (d) A maximum of 6 semester hours of advanced standing may be accepted for relevant graduate course work taken elsewhere.

GRADUATION REQUIREMENTS

1. Completion of a minimum of 36 semester hours in prescribed courses with a minimum grade point average of 3.0.
2. Completion of a minimum of 50 hours of field experiences in addition to 50 hours of practica.
3. Successful presentation of a learning portfolio to faculty and peers.

TEACHER CERTIFICATION REQUIREMENTS

Students who graduate from the M.A. in the Teaching of Writing program can apply for either Initial or Professional certification. Certification as a Literacy Specialist requires the completion of a 50 hour practicum. Professional certification requires completion of three years of full-time teaching in a public school setting by the time of graduation from the masters program. Teachers who do not complete this teaching requirement before graduating will apply for the Initial certification in Literacy Studies from Hofstra's Certification Office.

PROGRAM OF STUDY: M.A. IN THE TEACHING OF WRITING/LITERACY (BIRTH-GRADE 6) (36 s.h.)

The sequence presented below is recommended. However, Phase I courses must be completed before entering Phase II. LYST 300 must be taken as part of the first 12 semester hours of study. LYST 301 must be taken as part of the final 12 semester hours of study. Electives may be taken at any time.

Phase I: 19 s.h.

| | |
|----------|--|
| LYST 260 | Cultural & Historical Perspectives of Writing, 3 s.h. |
| 261 | Writing Pictures Painting Stories: Teaching Writing as Mindful Social Practice, 3 s.h. |
| 208 | Language & Literacy in Urban Settings, 3 s.h. or |
| 212 | Family, Community & School Literacies: Cultural Perspectives, 3 s.h. |
| 213 | Introduction to Bilingual & Bilingual Instruction for Children & Adolescents, 3 s.h. |
| 219 | Reading & Writing Workshop for Teachers, 3 s.h. or |
| 263 | Teachers as Writers, 3 s.h. or |
| 264 | Teachers as Poets, 3 s.h. or |
| 201 | Long Island Writing Project Invitational Summer Institute, 3 or 6 s.h. |
| 214 | Language & Literacy in Early Childhood & Childhood, 3 s.h. |
| 300 | Introduction to Portfolio Preparation, 1 s.h. |

Phase II: 13 s.h.

| | |
|----------|--|
| LYST 240 | Assessment & Evaluation of Reading & Writing, 3 s.h. |
| 262 | Understanding What a Writer Knows, 3 s.h. |
| 248 | Writing Practicum: Assessing & Supporting Children Writers (Birth through Grade 6), 3 s.h. |
| 250 | Literacy Teacher as Researcher, 3 s.h. or |
| 251 | Children & Adolescents as Ethnographers in Communities & Schools, 3 s.h. |
| 301 | Portfolio Advisement & Presentation, 1 s.h. |

Electives: 3 s.h.

A student may select any graduate course in the School of Education and Allied Human Services, or in the University, as an elective with advisement. The following electives are recommended:

| | |
|----------|--|
| LYST 201 | Long Island Writing Project Invitational Summer Institute, 3 or 6 s.h. |
| 219 | Reading & Writing Workshop for Teachers, 3 s.h. |
| 263 | Teachers as Writers, 3 s.h. |
| 264 | Teachers as Poets, 3 s.h. |
| 220 | Literature in the Lives of Young Children, 3 s.h. |
| 247 | Language, Discourse, & Cinema: Implications for Schooling, 3 s.h. |
| 351 | International Scholars' Forum, 1 s.h. |
| FDED 220 | Aesthetic Education, 3 s.h. |
| 225 | The Museum as Educator, 3 s.h. |
| MHAE 231 | Teaching Elementary School Children About Health, 3 s.h. |
| SPED 201 | Introduction to Special Education, 3 s.h. |
| CT 272 | Technology & the Teaching of Writing, 3 s.h. |

SOEAHS

International Scholars' Forum: 1 s.h.

International Scholars' Forum (LYST 351) is offered each semester and features prominently known teacher/researchers in literacy studies from across the United States and around the world.

ADDITIONAL CERTIFICATION IN GRADES 5-12: (12 s.h.)

Students who specialize in Early Childhood and Childhood (Birth through Grade 6) may obtain specialization in Middle Childhood and Adolescence (Grade 5 through 12) by also taking the following courses:

| | | |
|------|------|--|
| LYST | 215A | Language & Literacy in Middle Childhood and Adolescence, 3 s.h. |
| | 217A | Reading & Writing With Adolescents, 3 s.h. or |
| | 219 | Reading & Writing Workshop for Teachers, 3 s.h. |
| | 221 | Literature for Adolescents & Young Adults, 3 s.h. |
| | 249 | Writing Practicum: Assessing & Supporting Adolescent Writers (Grades 5 through 12), 3 s.h. |

PROGRAM OF STUDY: M.A. IN THE TEACHING OF WRITING/LITERACY (GRADES 5-12) (36 s.h.)

The sequence presented below is recommended. However, Phase I courses must be completed before entering Phase II. LYST 300 must be taken as part of the first 12 semester hours of study. LYST 301 must be taken as part of the final 12 semester hours of study. Electives may be taken at any time.

Phase I: 19 s.h.

| | | |
|------|------|---|
| LYST | 260 | Cultural & Historical Perspectives of Writing, 3 s.h. |
| | 261 | Writing Pictures Painting Stories: Teaching Writing as Mindful Social Practice, 3 s.h. |
| | 209 | Language, Culture & Identity: Literacy Issues for Adolescents & Young Adults, 3 s.h. or |
| | 212 | Family, Community, & School Literacies: Cultural Perspectives, 3 s.h. |
| | 213 | Introduction to Bilingual & Biliteracy Instruction for Children & Adolescents, 3 s.h. |
| | 219 | Reading & Writing Workshop for Teachers, 3 s.h. or |
| | 263 | Teachers as Writers, 3 s.h. or |
| | 264 | Teachers as Poets, 3 s.h. or |
| | 201 | Long Island Writing Project Invitational Summer Institute, 3 or 6 s.h. |
| | 215A | Language & Literacy in Middle Childhood & Adolescence, 3 s.h. |
| | 300 | Introduction to Portfolio Preparation , 1 s.h. |

Phase II: 13 s.h.

| | | |
|------|-----|--|
| LYST | 240 | Assessment & Evaluation of Reading & Writing, 3 s.h. |
| | 262 | Understanding What a Writer Knows, 3 s.h. |
| | 249 | Writing Practicum: Assessing & Supporting Adolescent Writers, 3 s.h. |
| | 250 | Literacy Teacher as Researcher, 3 s.h. or |
| | 251 | Children & Adolescents as Ethnographers in Communities & Schools, 3 s.h. |
| | 301 | Portfolio Advisement & Presentation, 1 s.h. |

Electives: 3 s.h.

A student may select any graduate course in the School of Education and Allied Human Services or in the University as an elective with advisement. The following electives are recommended:

| | | |
|------|-----|--|
| LYST | 201 | Long Island Writing Project Invitational Summer Institute, 3 or 6 s.h. |
| | 219 | Reading & Writing Workshop for Teachers, 3 s.h. |
| | 263 | Teachers as Writers, 3 s.h. |
| | 264 | Teachers as Poets, 3 s.h. |
| | 221 | Literature for Adolescents & Young Adults, 3 s.h. |
| | 247 | Language, Discourse, & Cinema: Implications for Schooling, 3 s.h. |
| | 351 | International Scholars' Forum , 1 s.h. |
| FDED | 220 | Aesthetic Education, 3 s.h. |

| | |
|----------|--|
| 225 | The Museum as Educator, 3 s.h. |
| MHAE 231 | Teaching Elementary School Children About Health, 3 s.h. |
| SPED 201 | Introduction to Special Education, 3 s.h. |
| CT 272 | Technology & the Teaching of Writing, 3 s.h. |

International Scholars' Forum: 1 s.h.

International Scholars' Forum (LYST 351) is offered each semester and features prominently known teacher/researchers in literacy studies from across the United States and around the world.

ADDITIONAL CERTIFICATION IN BIRTH-GRADE 6 (12 s.h.)

Students who specialize in Middle Childhood and Adolescence (Grade 5 through 12) may obtain specialization in Early Childhood and Childhood (Birth through Grade 6) by also taking the following courses:

| | |
|----------|--|
| LYST 214 | Language & Literacy in Early Childhood & Childhood, 3 s.h. |
| 216 | Literacy Learning at Home & in School: Social Contexts of Young Children Learning to Read & Write, 3 s.h. or |
| 218 | Reading & Writing Practices in Early Childhood and Childhood, 3 s.h. |
| 220 | Literature in the Lives of Young Children, 3 s.h. |
| 248 | Writing Practicum: Assessing & Supporting Children Writers (Birth through Grade 6), 3 s.h. |

ADVANCED CERTIFICATE IN THE TEACHING OF WRITING

See Literacy Studies Programs.

(WRIT) COURSES

WRIT 201 Once a year 3 s.h.
Practicum in the Teaching of Writing
Application of theory and methodology. Work on specific lesson plans for teaching writing in the content areas. Lessons designed by class members are taught in their own instructional settings with feedback in the practicum. Flexibility in lesson planning is encouraged to meet the needs of students from varying linguistic and cultural backgrounds. Classroom observations are required.
Prerequisites: LYST 200; ELED 277 or SED 273, or permission of instructor.

WRIT 203 Once a year 3 s.h.
Writing Assessment
Devising, scoring and interpreting assessments of writing with emphasis on those techniques that view language as an holistic entity. Strategies for implementing needs, growing from holistic assessments, are discussed and developed.
Prerequisite: LYST 200 or permission of instructor.

WRIT 204 Once a year 3 s.h.
Evaluation and Development of Writing Programs
Designed for teachers, supervisors and administrators who are developing or evaluating writing programs. Discussion of the organization, supervision and evaluation of writing program.
Prerequisite: LYST 200 or permission of instructor.

WRIT 206 Fall, Summer 3 s.h.
Research Designs in Writing Instruction
Students view various possible designs applicable to research in the teaching of writing and develop a proposal for a master's thesis in the teaching of writing. Pass/Fail grade only.
Prerequisites: LYST 200, WRIT 201, 203; ELED 277 or SED 273.

WRIT 210 Spring 3 s.h.
Writing and Reading Strategies for Graduate Students
Designed to assist students in developing and improving writing and reading skills related to graduate study. Introduction to important aspects of language related to the connection between reading and writing. Guidance in the process of completing types of assignments essential to progress in graduate programs. Open to nonmatriculated graduate students and to graduate students in master's, certificate, professional diploma and doctoral programs.

WRIT 251, 252 Fall, Spring, Summer 1-3 s.h. each
Special Readings Seminar
Investigations and reports on advanced educational topics adapted to the program of the student. *Prerequisite:* permission of instructor.

WRIT 301 Spring, Summer 3 s.h.
Master's Essay
For Master of Arts in the Teaching of Writing candidates only. Pass/Fail grade only.
Prerequisites: LYST 200, WRIT 201, 203; ELED 277 or SED 273.