



UNIVERSITY OF **SIoux FALLS**

USF M.Ed. Reading Courses

EDU 537: Foundations of Literacy (Summer 1)

This course explores the foundational knowledge about reading processes and instructional practices needed by literacy specialists to create effective literacy environments that support all readers. The course explores theoretical principles and practices based on current research emphasizing early literacy acquisition, including oral language, phonemic awareness, and phonics. The role of language and cognitive development in learning to read forms the foundation for study. Emergent and early instructional approaches provide a theory-to-practice experience. (3 s.h.)

Edu 517 Constructive Literacy Assessment (Summer 1)

This course centers on the constructive review of a variety of formal and informal phonemic awareness, phonics, fluency, vocabulary, and comprehension assessments. The assessments provide the basis for research-based decision-making practices needed by literacy specialists to interpret, plan and evaluate effective instruction for readers and writers of all ability levels and backgrounds. Class participants will develop an understanding of benchmarks and standards for proficient reading and writing while collecting a toolkit of assessment tools. A balance of objective evaluation and student-centered observation will provide a strong basis for monitoring literacy achievement at both an individual and a school level. Emphasis will be placed on triangulation of assessment information to various audiences.

EDU 536: Adolescent Literacy (Summer 1)

This course is based on a teaching framework for transitional and fluent readers through intervention and enrichment strategies. Class participants will review the foundations of literacy with a focus on comprehension skills, vocabulary development, and fluency in fiction and nonfiction texts. Class participants will employ the assessment, planning, and instruction cycle as they study the research supporting building engagement and stamina through book clubs and literature circles using print and digital texts. (3 s.h.)

EDU 518 Practicum: Teaching Diverse Literacy Learners (Fall 1)

This course requires educators to apply research-based understanding of oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension assessments and instruction. Educators will assess readers' strengths and needs and will provide individualized instruction, with an emphasis on today's diverse populations and English Learners (EL). Current research in brain-based learning principles will be studied and an inquiry-based study of specific student needs will be used throughout the class. Prerequisite: Successful completion of EDU 517. (3 s.h.)

EDU 585 Research Methods (Fall 1 or Spring 1)

An introduction to the basics of research, including principles of behavioral studies, research terminology, structure of research reports, measurement and interpretation of statistics, types of research and planning a research project. Emphasis will be on enabling the practicing professional to evaluate and implement research effectively and ethically. (3 s.h.)

EDU 538 Qualitative Research in Literacy (K-12) (Spring 1)

This course includes the application of literacy curricula from developmental reading and writing programs. Students examine qualitative research methodology in K-12 contexts on oral language, phonemic awareness, word identification, vocabulary and background knowledge, fluency, and comprehension strategies. A group qualitative research project will be planned, conducted, and analyzed. Prerequisites: EDU 537 (3 s.h.)

EDU 501 Professional and Ethical Leadership (Summer 2)

This course is a study of leadership theories and principles as applied in educational settings. Various leadership definitions, leadership styles, characteristics and skills are explored and tested in class and in students' workplace environments. Attention is given to ethical reasoning and moral development within the framework of an open Christian worldview. (3 s.h.)

EDU 551 Professional, Student and Staff Development (Summer 2)

Graduate students will add to their vision of effective schools by gaining knowledge, skills and dispositions associated with supervision of classroom and school instruction that builds positive school cultures. Students learn to plan and implement direct assistance to teachers and non-instructional staff, to plan and evaluate staff development programs and to research exemplary school-wide discipline models. Participants will understand the importance of leadership influence toward managing human and professional development resources to promote student success and build collaboration with stakeholders. (3 s.h.)

EDU 519 Writing Instruction (Summer 2)

This course is for K 12 teachers with an emphasis on teaching the writing process and purpose of informational, persuasive, and narrative writing. This course focuses on research supporting writing development, assessment, and strategies for teaching and learning writing. Class participants will grow as individual writers and teachers of writing. They will solidify their writing philosophy and create a writing curriculum that matches current research. (3.s.h)

EDU 588 Practicum: Qualitative Inquiry in Literacy Learning (Fall 2/Spring 2)

The practicum Qualitative Inquiry in Literacy Learning (QuILL) provides opportunities for students to engage in action research, a reflective process of problem solving during which reading specialists demonstrate their leadership in making curriculum decisions. Students will develop a qualitative action research study. The ensuing research will serve as a synthesis and capstone aligned to the International Literacy Association Standards.