

LITERACY (EDL)

EDL 550 Developmental Literacy: Emergence To Fluency (3 Credits)

This course examines literacy instruction for the elementary classroom from emergence through fluency. Using the conceptual framework of a balanced literacy program and reflective practice, the elements of reading and writing are discussed, modeled, and practiced. Plans for meeting the needs of a diverse population of students are developed using the New York State Learning Standards.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Restrictions: Enrollment is limited to Graduate level students.

Fees: None

EDL 580 Methodologies In The Reading Processes (3 Credits)

This course focuses on the complex processing systems used by proficient readers from early childhood through adolescence. Theories and research on the foundations of literacy will be explored and related to the reading process. Research-based instructional approaches that support learners in various stages of literacy development and from a variety of cultural, linguistic, and economic backgrounds will be studied. This course explores high-quality, diverse children's text, reflective practice, the mindful application of technology, and learning standards.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDL 581 Early Language Development and Literacy (3 Credits)

This course explores research and current understandings of the development of language and literacy in young children from birth through preschool. The foundational relationship between oral language and literacy development will be explored. Emphasis will be placed on the development of appropriate practices and balanced literacy as well as effective ways to support and scaffold language and literacy skills. If a student is enrolled in the M.S.Ed. Program in Students with Disabilities, a minimum of 25 participation hours is required.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Restrictions: Enrollment is limited to Graduate level students.

Fees: None

EDL 582 Word Study: Early Childhood Through Adolescence (3 Credits)

This course explores research and best practices in word study that includes phonemic awareness, phonics, and spelling instruction from early childhood through adolescence. The role of word recognition in the progression of reading and writing skills from pre-emergence through fluency and the stages of word knowledge will be addressed. The course will focus on planning instruction to match the needs of diverse learners within a balanced literacy framework and with knowledge of learning standards.

Department: Education

Pre-Requisites: EDL 580.

Co-Requisites: None

Fees: None

EDL 583 Creating Strategic Readers and Writers (3 Credits)

This course explores research and best practices in vocabulary instruction, comprehension strategy instruction, and responding to text across the disciplines. It examines the thinking processes integral to navigating and understanding increasingly complex text for readers at all stages of development. Emphasis will be placed upon the design of materials and instruction to enhance vocabulary, comprehension, writing, and study skills across the disciplines and to support learners in various stages of literacy development and from a variety of cultural, linguistic, and economic backgrounds. The use of reflective practice, new literacies, and alignment with learning standards will be integrated into strategic reading and writing.

Department: Education

Pre-Requisites: EDL 580.

Co-Requisites: None

Fees: None

EDL 584 Teaching Writing Through The Developmental Process (3 Credits)

This course will explore the research related to the writing process, stages of writing development, and best practices in writing instruction. Emphasis will be placed on the integration of high-quality, diverse children's and young adult literature and non-fiction text to support learners from all backgrounds and stages of development from early childhood to adolescence. The use of reflective practice, new literacies, and learning standards will be integrated into writing instruction.

Department: Education

Pre-Requisites: EDL 580.

Co-Requisites: None

Fees: None

EDL 585 Adolescent Literacy: Transacting With Literature (3 Credits)

This course explores theories, research-based practices, curricula, and materials related to literacy instruction for adolescent learners. The course emphasizes the selection and integration of high-quality, diverse texts for the adolescent. Strategies for the integration of language, writing, literature, content, and higher-level thinking skills will be included. The use of reflective practice, new literacies, and alignment with learning standards for diverse adolescent learners will be addressed.

Department: Education

Pre-Requisites: EDL 580.

Co-Requisites: None

Fees: None

EDL 650 Assessment and Evaluation of Literacy (3 Credits)

This course provides an overview of current practices in the assessment and evaluation of students' literacy skills for the purpose of planning targeted instruction or providing remediation. A specific emphasis is on administering a repertoire of informal assessment tools and analyzing results in order to identify students' needs and appropriate methods of instruction.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Restrictions: Enrollment is limited to Graduate level students.

Fees: None

EDL 651 Assessment I: Diagnosis and Remediation of Emergent to Early Readers (3 Credits)

This course investigates current practices and methods in literacy diagnosis and intervention with emergent and early readers. Theory and research relating to assessment and the implementation of assessment tools to identify emergent and early readers' strengths, weaknesses, and developmental levels will be explored. Through a field experience in a P-12 educational setting, emphasis will be placed upon designing assessment and instruction aligned with learning standards and providing targeted instruction to meet the needs of diverse emergent and early readers, including those in special education and from linguistically, culturally, and economically diverse backgrounds.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDL 652 Assessment II: Diagnosis and Remediation of Early to Fluent Readers (3 Credits)

This course investigates current practices and methods in literacy diagnosis and intervention with early to fluent readers. Theory and research relating to assessment and the implementation of assessment tools to analyze early and fluent readers' strengths, weaknesses, and developmental levels will be explored. Through a field experience in a P-12 educational setting, emphasis will be placed upon designing assessment and instruction aligned with learning standards and providing targeted instruction to meet the needs of diverse early to fluent readers, including those in special education and from linguistically, culturally, and economically diverse backgrounds.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDL 653 Assessment III: Diagnosis and Remediation of the Adolescent Reader (3 Credits)

This course investigates current practices and methods in literacy diagnosis and intervention with adolescent readers. Theory and research relating to assessment to identify adolescent learners' strengths, weaknesses, and developmental levels will be explored. Through a field experience in a P-12 educational setting, emphasis will be placed on how to effectively teach middle and high school students who have not acquired sufficient literacy skills to be successful and engaged readers and writers. The course will explore assessments and instruction aligned with learning standards and methods for targeted instruction to meet the needs of a diverse body of adolescent learners, including those in special education and those from linguistically, culturally, and economically diverse backgrounds.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDL 671 Practicum I: Early Intervention (3 Credits)

This course provides the opportunity to apply the philosophy and pedagogy of an early intervention literacy program in a practicum situation. The course will focus on increasing expertise in administering and analyzing assessment tools to diagnose literacy difficulties and planning and implementing literacy intervention based on the individual needs of learners throughout 25 hours of college-supervised assessment and instruction. Emphasis will be placed on collaborating with peers to evaluate and reflect on practice, acting as a professional resource, and communicating with parents/caregivers and other professionals.

Department: Education

Pre-Requisites: EDL 580.

Co-Requisites: None

Fees: None

EDL 676 Practicum II: Elementary (3 Credits)

This course provides the opportunity to apply the philosophy and pedagogy of literacy instruction to elementary students in grades three through six. The course will focus on developing expertise in administering and analyzing assessments to diagnose literacy difficulties and planning literacy intervention based on the individual needs of learners throughout 25 hours of college-supervised assessment and instruction. Emphasis will be placed on collaborating with peers to evaluate and reflect on practice, acting as a professional resource, and communicating with parents/caregivers and other school professionals.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDL 681 Practicum III: Adolescent (3 Credits)

This course will focus on developing expertise in administering and analyzing multiple assessment instruments to diagnose literacy difficulties and planning literacy intervention based on the individual needs of adolescent learners throughout 25 hours of college-supervised instruction. Emphasis will be placed on collaborating with peers to evaluate and reflect on practice, acting as a professional resource, and communicating with the students, parents/caregivers, and school personnel.

Department: Education

Pre-Requisites: None

Co-Requisites: None

Fees: None

EDL 690 Leadership in Literacy (3 Credits)

This course explores literacy leadership through reflective study and investigates the role of professional development in building effective classroom instruction. The role of the literacy leader at the building and district levels, literacy coaching, characteristics of the adult learner, and effective communication with colleagues, other school personnel, and parents/caregivers will be studied.

Department: Education

Pre-Requisites: EDL 580.

Co-Requisites: None

Fees: None

<https://apply.medaille.edu/apply/>

EDL 692 Literacy Portfolio and Professional Development (3 Credits)

The purpose of this course is to document growth of knowledge, reflection, and best practices throughout the Master's Program in Literacy. The course includes the creation of a professional portfolio with artifacts selected and revised in alignment with the International Literacy Association's Standards for the Preparation of Literacy Professionals.

Department: Education

Pre-Requisites: EDL 690.

Co-Requisites: None

Fees: None