DEPARTMENT OF LITERACY

College of Education and Social Work
108B Recitation Hall
610-436-2877
Department of Literacy (http://www.wcupa.edu/literacy)
Diane Santori (dsantori@wcupa.edu), Chairperson

The Department of Literacy offers literacy courses required in the Early and Middle Grades Preparation, Secondary Education, and Special Education programs. Students desiring a more thorough background in reading instruction may choose a reading minor. The department also offers courses in college reading and study skills for any University student.

All field placements for courses are arranged in conjunction with the Department of Early and Middle Grades Education and the Department of Special Education. Students are not to solicit placements. While student needs are considered in assigning placements, no particular placement can be guaranteed. West Chester University does not place students at religiously affiliated schools when public school placements are available. Transportation to and from field placements is the responsibility of the individual student.

Programs

Minor in Literacy

• Reading (http://catalog.wcupa.edu/undergraduate/education-social-work/literacy/reading-minor)

Graduate Opportunities

See the graduate catalog for information on the Literacy program. (http://catalog.wcupa.edu/graduate/education-social-work/literacy)

Policies

• See undergraduate admissions information. (http://catalog.wcupa.edu/general-information/admissions-enrollment/undergraduate-admissions)
• See academic policies. (http://catalog.wcupa.edu/undergraduate/academic-policies-procedures)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department programs may be listed below.

Faculty

Professors

Dena G. Beeghly (dbeeghly@wcupa.edu) (1992)
B.S., Southern Connecticut State University; M.Ed., Ed.D., University of Georgia

Kevin Flanagan (kflanagan@wcupa.edu) (2003)
Graduate Coordinator, Literacy
B.A., Mary Washington College; M.Ed., James Madison University; M.Ed., Ph.D., University of Virginia

Associate Professors

Susan F. Caroff (scaroff@wcupa.edu) (1995)
B.A., University of Pittsburgh; M.Ed., The Citadel; Ph.D., Purdue University

Sunita Mayor (smayor@wcupa.edu) (2000)
B.A., University of Calcutta; B.Ed., University of Rohtak; M.Ed., Xavier University; Ed.D., University of Cincinnati

Diane Santori (dsantori@wcupa.edu) (2008)
Chairperson, Literacy
B.S., Temple University; M.S., St. Joseph’s University; Ed.D., University of Pennsylvania

Heather Schugar (hschugar@wcupa.edu) (2008)
B.S., M.Ed., Ph.D., University of Maryland

Carol A. Smith (csmith3@wcupa.edu) (2008)
B.A., Rowan University of New Jersey; M.Ed., Ed.D., Widener University

Assistant Professors

Melissa E. Adams-Budde (madams@wcupa.edu) (2014)
B.A., University of Maryland, College Park; M.S., Johns Hopkins University; Ph.D., University of North Carolina

Kathleen Riley (kriley@wcupa.edu) (2013)
B.A., Colby College; M.A., American University; Ph.D., University of Pennsylvania

Tina Selvaggi (tselvaggi@wcupa.edu) (2012)
B.A., M.S., St. Joseph’s University; Ed.D., Widener University

Kathryn Solic (ksolic@wcupa.edu) (2013)
B.A., University of Notre Dame; M.Ed., University of Florida; Ph.D., University of Tennessee

Courses

EDR

EDR Q20. Reader’s Workshop: Connecting Readers and Text. 3 Credits.
The intermediate level workshop will emphasize the development and improvement of college-level reading competencies. The course is designed to help the students improve their reading comprehension as well as effective study techniques and strategies. Additionally, word recognition, flexible reading rate, and critical reading will be taught in this course.
Typically offered in Fall & Spring.

EDR 100. College Reading and Study Skills. 3 Credits.
An individualized course to develop reading and study skills such as comprehension, vocabulary development, flexible reading rate, and critical reading will be taught in this course.
Typically offered in Fall & Spring.

EDR 110. Developing Learning Skills. 1 Credit.
A course that reviews and develops specialized learning skills such as concentrating when studying, reading a textbook assignment, taking notes, mastering a text assignment, and preparing for and taking examinations. Students who wish to review their study habits or who have special needs in the area of study skills should enroll in this course.
Typically offered in Fall & Spring.

EDR 302. Teaching the Language Arts. 3 Credits.
Study of teaching language skills in the elementary schools: listening, speaking, and writing. Prerequisite: EDR 252.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

EDR 304. Teaching Language Arts Pre-K-4. 3 Credits.
This course examines theories, issues, methods, materials and assessments for a developmental PK-4 language arts program. Integrating reading, writing, speaking, listening, viewing and visually representing as tools for communication, discovery, and learning across the curriculum will be emphasized. As a writing emphasis course, students will develop their writing abilities over the course of the semester.
Prerequisite: EDR 302.
Gen Ed Attribute: Writing Emphasis.
EDR 306. Teaching Language Arts 4-8. 3 Credits.
This course is designed to study current trends for integrating language arts across the curriculum in the middle school setting. Emphasis is placed on the connections between listening, speaking, writing, and reading. Instructional strategies that link reading, writing, literature, and language across the curriculum will be explored. Appropriate language arts curriculum, including pedagogy for early adolescents will be addressed.
Pre / Co requisites: EDR 306 requires prerequisite EDP 201.
Gen Ed Attribute: Writing Emphasis.

EDR 307. Foundation in Reading PreK-4. 3 Credits.
This course is designed to prepare students for teaching reading using a balanced approach of various theoretical teaching models based on current research and knowledge. Through readings, lectures, and class activities, students will develop a solid understanding of the reading process and how to construct and manage a classroom environment that promotes optimal literacy learning. Students will acquire knowledge about how to meet the diverse needs of learners at all stages of literacy development. In addition, students will learn how to formally and informally assess students to monitor reading progress and plan appropriate reading instruction. Some sections include a service learning component that requires field clearances.
Distance education offering may be available.
Typically offered in Fall & Spring.

EDR 308. Foundations in Reading 4-8. 3 Credits.
This course prepares candidates to teach reading in grades 4-8 using a balanced approach of theoretical teaching models based on current research and knowledge. Through readings, lectures, and class activities, students will develop a solid understanding of the reading process; how to construct and manage a classroom environment that promotes optimal literacy learning; how to meet diverse needs of learners at all developmental stages; and how to assess students, monitor their progress, and plan appropriate instruction.
Pre / Co requisites: EDR 308 requires prerequisite EDP 201.

EDR 309. Introduction to the Language Arts. 3 Credits.
The areas of listening, speaking, and writing are studied in depth. Knowledge, teaching, and evaluative techniques are addressed. Introduction to the reading process and the relationship of language to reading also will be studied.
Typically offered in Fall & Spring.

EDR 311. Introduction to Reading Instruction. 3 Credits.
An exploratory course investigating the reading process, language and learning theories, and their relation to reading. Historical scope and various programs of reading are studied and evaluated.
Pre / Co requisites: EDR 311 requires prerequisite of EDE 251 or HEA 206.

EDR 312. Reading Instruction and Practicum. 6 Credits.
Focus is on mastery of the teaching of developmental reading, early reading, and prereading experiences. The students learn how to plan, teach, and evaluate reading/thinking skills related to the instruction of reading in the elementary classroom. Students work in the public schools with small and large reading groups teaching various aspects of the reading lesson. Students also learn how to evaluate pupil performance and remediate minor reading problems.
Pre / Co requisites: EDR 312 requires a prerequisite of EDE 200.

EDR 317. Reading Instruction and Practicum PreK-4. 6 Credits.
The teaching of reading and its mastery is the focus of this course. Students apply knowledge of theories and practices in supervised field placements in schools with children 5-9 years of age. Tutoring of individual children and small groups is integrated with planning and evaluation of lessons and activities as well as remediation. Field clearances are required.
Pre / Co requisites: EDR 317 requires prerequisite EGP 210, EGP 220, EDR 304, EDR 307 and FATE.

EDR 318. Reading Instruction and Practicum 4-8. 6 Credits.
A field-based course designed for planning, teaching, and evaluating literacy practices in grades 4-8. Through observations, study, implementation, and reflections, candidates will explore strategies for improving children’s literacy skills while examining how language, learning, and culture impact instruction. Guided by PA Standards-based curriculum, students will construct and teach a variety of literacy lessons. Candidates will analyze the effects of various contexts and instructional practices on children’s learning. Field clearances are required.
Pre / Co requisites: EDR 318 requires prerequisite EDP 201, MGP 220, EDR 306 and EDR 308 and FATE.

EDR 321. Assessment and Instructional Interventions in Reading and Language Arts. 3 Credits.
This course examines current theories and practices for assessing literacy performance. Students learn to apply knowledge by designing and implementing literacy interventions tailored to specific needs and diverse educational environments.
Pre / Co requisites: EDR 321 requires prerequisites of EDR 307 or EDR 308.

EDR 325. Teaching Reading and Field Experience. 6 Credits.
The teaching of reading and its mastery is the focus of this course. Students apply knowledge of theories and practices in supervised field placements in schools with children 5-8 years of age. Tutoring of individual children and small groups is integrated with planning and evaluation of lessons and activities as well as remediation.
Pre / Co requisites: EDR 325 requires prerequisites of ECE 309 or EDR 309 and formal admission into teacher education.

EDR 341. Inclusion and Reading in Content Area. 3 Credits.
This course is co-taught by special education and literacy faculty. It will help prepare secondary education and special education to teach all students effectively, including those with disabilities, in general-education, content-specific settings. Practical guidelines, content literacy strategies and adaptations will be emphasized to prepare pre-educators to meet the academic, social, and affective needs of all students in the inclusive secondary classroom.
Pre / Co requisites: EDR 341 requires prerequisites of EDP 250 and EDF 100 or EDF 300. Honors students take HON 312 in lieu of EDF 300.
Gen Ed Attribute: Diversity Requirement.
Cross listed courses EDA 341, EDR 341.

EDR 345. Literacy Development and Students in Inclusive Classrooms. 3 Credits.
This course is designed to help students understand literacy acquisition and development for students with disabilities as defined in I.D.E.A. The course will focus on the challenges that reading and writing pose for students with disabilities and resulting appropriate assessment and instructional techniques. Content area literacy for students with disabilities will be addressed.
Pre / Co requisites: EDR 345 requires prerequisites of (EDR 304 and EDR 307) or (EDR 306 and EDR 308) or (CSD 204 and MUE 201).

EDR 347. Literacy Development and Secondary Students with Disabilities in Inclusive Classrooms. 3 Credits.
This course is designed to help students understand literacy acquisition and development for students with disabilities as defined in I.D.E.A. (mental retardation, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, and specific learning disabilities).
Pre / Co requisites: EDR 347 requires a prerequisite of EDA 103 or MUE 201.

EDR 420. Reading in the Content Areas. 3 Credits.
This course examines content area literacy as an integrated knowledge base used for learning with text across the curriculum. Strategies and practices, including the use of technology, for enhancing reading and learning in the content areas will be explored. Considerations for environmental, linguistic, cultural, and cognitive diversity will be included.
Pre / Co requisites: EDR 420 requires prerequisite of EDR 307 or EDR 308.

EDR 422. Seminar in Reading. 3 Credits.
Intensive study of current and major trends in practices in literacy related to K-12 education.
Pre / Co requisites: EDR 422 requires prerequisite of EDR 307 or EDR 308.

EDR 425. Teaching Multimodal Literacies. 3 Credits.
Participants will learn about expanding forms of print and electronic literacy that encompass three categories of new literacies, specifically, information literacy, critical literacy and literacy as global and social practice. They will explore theories, research and methodologies associated with these literacies and develop curricula that incorporate them.