DEPARTMENT OF LITERACY

College of Education and Social Work
108B Recitation Hall
610-436-2877
Department of Literacy (http://www.wcupa.edu/literacy)
Carol Smith (csmith3@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 literacy 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

Minors in Literacy
- Literacy (http://catalog.wcupa.edu/undergraduate/education-social-work/literacy/literacy-minor)

Graduate Opportunities
See the graduate catalog for information on the Literacy programs. (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 Flanigan (kflanigan@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
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)
B.S., Temple University; M.S., St. Joseph’s University; Ed.D., University of Pennsylvania

B.S., Temple University; M.S., St. Joseph’s University; Ed.D., Diane Santori
Xavier University; Ed.D., University of Cincinnati

B.A., University of Calcutta; B.Ed., University of Rohtak; M.Ed., Sunita Mayor

Associate Professors
M.Ed., University of Virginia
B.A., Mary Washington College; M.Ed., James Madison University; Ed.D., University of Georgia

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

Assistant Professors
Melissa E. Adams-Budden (madams@wcupa.edu) (2014)
B.A., University of Maryland, College Park; M.S., Johns Hopkins University; Ph.D., University of North Carolina
Sarah Lightner (slightner@wcupa.edu) (2017)
B.S., Pennsylvania State University; M.A., University of Pittsburgh; Ph.D., Ohio State University
Jennifer Raskauskas (jraskauska@wcupa.edu) (2017)
B.S., B.A., Bucknell University; M.A., Columbia University Teachers College; Ph.D., University of Illinois, Urbana-Champaign
Kathleen Riley (krliley@wcupa.edu) (2013)
B.A., Colby College; M.A., American University; Ph.D., University of Pennsylvania
Kathryn Solic (kksolic@wcupa.edu) (2013)
B.A., University of Notre Dame; M.Ed., University of Florida; Ph.D., University of Tennessee

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Jennifer Raskauskas (jraskauska@wcupa.edu)
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B.A., Colby College; M.A., American University; Ph.D., University of Pennsylvania

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

Courses

EDR

EDR 101. College Reading Workshop: Connecting Readers with Texts. 3 Credits.
This course will emphasize the development and improvement of college-level reading and study skills (with an emphasis on reading skills) in an academically engaging environment. The course is designed to help students develop self-awareness and goal setting; engage in academic dialogues; and improve reading and study skills. Through reading and discussing historical and contemporary texts, students will work on vocabulary development, reading strategies, and critical literacy and critical thinking skills. Typically offered in Summer.

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, 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 120. College Reading and Study Skills. 3 Credits.
This course is designed for students who wish to improve their college level reading and study skills. Students will learn a wide range of reading and writing strategies (note taking, textbook reading and marking, time management, test taking) that can be applied across disciplines and in other college courses. This course is organized around thematic inquiries so that students can practice and apply critical literacy and critical thinking skills through engaging in dialogue around cross-disciplinary issues. Typically offered in Fall, Spring & Summer.

EDR 302. Teaching the Language Arts. 3 Credits.
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. Students will develop their writing abilities over the course of the semester.
Pre / Co requisites: EDR 304 requires a prerequisite of EGP 210.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall & Spring.

EDR 306. Teaching Language Arts 4-8. 3 Credits.
This course is designed to study current trends for integrating language arts across 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 a prerequisite of EDP 201 or EDP 250.
Gen Ed Attribute: Writing Emphasis.
Typically offered in Fall, Spring & Summer.

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.

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 a prerequisite of EDP 201 or EDP 250.
Typically offered in Fall & Spring.

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 EDF 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 (CSE 204 or MUE 201).
Typically offered in Fall, Spring & Summer.

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. The course focuses on the challenges that reading and writing pose for students with disabilities and how appropriate assessment and instructional techniques can be used to support these learners in the regular education classroom.
Pre / Co requisites: EDR 347 requires prerequisites of EDA 103 or MUE 201.
Typically offered in Fall & Spring.

EDR 400. Literacy, Diversity, & Equity in K-12 Classrooms. 3 Credits.
In this course, students will explore literacy as a critical social practice. We will focus on the ways that literacy education has the potential to exclude, oppress, liberate, and empower students who have been historically marginalized in school settings because of their race, class, gender, and sexuality. Students will develop specific tools, stances, and approaches to teach towards a more just and equitable society.
Gen Ed Attribute: Diversity Requirement.
Typically offered in Fall & Spring.

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.