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 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

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, vocabulary development, flexible reading rate, and critical reading will be taught in this course.
Typically offered in Summer.

EDR 100. College Reading and Study Skills. 3 Credits.
An individualized course to develop reading and study skills such as comprehension, vocabulary, speed, remembering, concentration, 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 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 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.
Pre / Co requisites: EDR 302 requires prerequisite of EDE 251.
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.
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 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. Pre/Co requisites: EDR 307 requires prerequisite EGP 210. 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 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.