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 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.

Accelerated Program

Students looking for an accelerated pathway to a master's degree in literacy should consider the Accelerated B.S.Ed. in Early Grades Preparation (PreK-4) (http://catalog.wcupa.edu/undergraduate/education-social-work/early-middle-grades-preparation/education-bs-early-grades-preparation-prek-4/), EGP majors with junior standing and a 3.0 cumulative GPA or higher may substitute up to 9 graduate credits to satisfy program electives. After completing the undergraduate degree, candidates will be able to matriculate into the M.Ed. in Literacy and Reading Specialist Certification and complete the graduate degree.

Programs

Minor in Literacy

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

Graduate Opportunities

See the graduate catalog for more 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

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

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)
Co-Director, Education Policy, Planning, and Administration Program
B.S., M.Ed., Ph.D., University of Maryland

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

Kathleen Riley (krriley@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

Assistant Professors

Sarah Lightner (slightner@wcupa.edu) (2017)
B.S., Pennsylvania State University; M.A., University of Pittsburgh; Ph.D., Ohio State University

Jennifer Raskauskas (raskauska@wcupa.edu) (2017)
B.S., B.A., Bucknell University; M.A., Columbia University Teachers College; Ph.D., University of Illinois, Urbana-Champaign

Heather E Waymouth (hwaymouth@wcupa.edu) (2020)
B.S., SUNY Geneseo; M.S., Ph.D., Syracuse University

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 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 200. 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.

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. Content area literacy as global and social practice. They will explore theories, research and methodologies 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 304 requires prerequisites of EDA 103 or MUE 201.
EDR 308. Foundations in Reading PreK-4. 3 Credits.
This course is designed to prepare students for teaching 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 across various developmental stages and how to plan and manage these learners in the regular education classroom. 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 a prerequisite of EGP 210 or EDP 250.
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 developmental stages and how to plan and manage these learners in the regular education classroom. Some sections include a service learning component that requires field clearances.
Pre / Co requisites: EDR 307 requires a prerequisite of EGP 210 or EDP 250.
Distance education offering may be available.
Typically offered in Fall & Spring.
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. Some sections include a service learning component that requires field clearances.
Pre / Co requisites: EDR 317 requires prerequisites 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. Some sections include a service learning component that requires field clearances.
Pre / Co requisites: EDR 318 requires prerequisite EDP 201, MGP 220, EDR 306 and EDR 308 and FATE.