

Literacy Concentration Description

Become a literacy expert, trained to face learners who are diverse in age, background, abilities, experiences, locations and needs. You will be trained to impart a gift to all learners: to read for life. In our highly literate society, successful literacy teaching matters. A fluent reader in school can engage all subjects independently, with more opportunities for social participation. Literacy opens doors for careers and socio-economic mobility. By teaching literacy well, you are also giving students an enhanced ability to be citizens, to access to government services, to express themselves, to seek justice in law, to take better care of their health, to explore and deepen faith and to nourish personal interests. And this, of course, barely scratches the surface.

At Calvin College we prepare professional leaders for literacy education. We support the development of your professional understandings and pedagogical skills. Together we explore relevant research, theory and practices as they vary from the learning needs of an early emergent reader to more developed struggling and non-struggling readers. We extend your assessment abilities from diagnosis to instructional responses. We identify and grapple with issues and situations that affect learners who negotiate poverty, oppression and other barriers to success. By the end of our program you are prepared to teach and support other teachers with confidence.

Courses:

EDUC 500: Introduction to Graduate Studies in Education (1)

EDUC 510: Framing Questions, Global Forces, Constraining Structures (3)

EDUC 514: Introduction to Educational Research (3)

EDUC 516: Leading Educational Communities (3)

EDUC 522: Reshaping Curriculum, Teaching, and Learning (3)

EDUC 554: Pathways to Inclusion (3)

EDUC 596: Specialized Literature: Ethics, Law, and Policy (3)

CIW: Current Issues Workshop (2)

EDUC 542: Diagnosis and Remediation of Literacy Difficulties (3)

EDUC 544: The Early Literacy Learner, At Home and in School (3)

EDUC 545: Literacy Learning after the Early Years: Middle School Children, Adolescents and Adults (3)

Total Credits: 30

Courses:

EDUC 544: The Early Literacy Learner, At Home and in School (3)

This course examines the social practices and cognitive development by which children progress towards independent abilities to participate in reading activity. Course participants identify young learner's diverse social-cultural memberships, language abilities and the environmentally influenced experiences that children bring to school. Participants explore the concepts and abilities necessary to the development of new literacy learners. Using research, theory and experience, participants explore, analyze, and practice classroom pedagogies that best nourish each literacy learner's foundation towards independent abilities for reading and writing.

EDUC 545: Literacy Learning after the Early Years: Middle School Children, Adolescents and Adults (3)

This course supports educator's literacy development of middle school students, adolescents and adult literacy learners. Instructional emphases shift from the earlier years. Older literacy learners engage wide-ranging text forms and specialized vocabulary needs. Their school learning and work lives depend on abilities to interact purposefully and knowledgeably with print, digital or electronic texts. Increasingly self-directed, older learners need reading abilities to select apt comprehension strategies; respond critically to a reading; determine the applications of a text to other experience or situations; as well as determine objectives in their production of texts. Course participants: classroom teachers, coaches, resource room educators, community programmers, and adult literacy instructors, develop their professional knowledge and pedagogies to assist viewers and readers become more critical and discriminating readers and producers of texts.