

DIVISION OF LITERACY AND LANGUAGE

Web Site: <https://twu.edu/literacy-and-learning/>

Division Co-Lead (Graduate): Dr. Amy Burke, Professor

Phone: 940-898-2234

E-mail: aburke6@twu.edu

Graduate programs in the Division of Literacy and Language offer students the opportunity to develop advanced expertise in literacy and language theory and research while applying their knowledge in practical settings. At the doctoral level, students engage in specialized study spanning early childhood through adulthood, focusing on generating new knowledge through research in their chosen areas. Across all graduate programs, we emphasize leadership development and effective teaching practices for PK-12 schools and higher education. Our curriculum bridges theory and practice, encouraging students to integrate research with real-world application. Additionally, the division supports teachers, schools, parents, and communities through coursework, professional development, and expert consultation on teaching and learning.

Master-level courses taken at the post-baccalaureate level to satisfy the requirements leading to initial teacher certification (excluding student teaching) may be applied to a master's degree in the division, subject to approval. Professional-level certification and endorsements may be coordinated with most master's and doctoral degree plans in the School of Education, depending on advisory committee approval.

Graduate Degrees Offered

Master's Degree Programs

- M.Ed. in Literacy Education (<https://catalog.twu.edu/graduate/professional-education/literacy-learning/reading-education-med/>) - The Master of Education degree in Literacy Education prepares teachers to be literacy leaders in their schools. The degree may lead to certification as an All-Level Reading Specialist. Students seeking the M.Ed. degree complete a digital professional portfolio. The M.Ed. is a hybrid program.
- M.A. in Multilingual and Multicultural Studies (<https://catalog.twu.edu/graduate/professional-education/literacy-learning/multilingual-multicultural-studies-ma/>) - The Master of Arts degree in Multilingual and Multicultural Studies prepares educators and other professionals to work with multilingual populations across a variety of settings.

Doctoral Degree Programs

- Ph.D. in Literacy, Language, and Culture (<https://catalog.twu.edu/graduate/professional-education/literacy-learning/literacy-language-culture-phd/>) - The doctoral program in Literacy, Language, and Culture prepares educators and researchers for specialized work in literacy in diverse social contexts at all levels of education and outside of schools.

All-Level (K-12) Reading Specialist Certification

Master's degree coursework in Literacy Education can lead to certification in the state of Texas as an All-Level (K-12) Reading Specialist. This certification requires initial teaching certification and, at the time of completion, a master's degree and two years of classroom teaching experience. In addition, students must successfully complete

the appropriate certification exam and related TEA requirements. This certification is awarded by the State Board for Educator Certification.

Certificates

- P.B. Certificate in Biliteracy (<https://catalog.twu.edu/graduate/professional-education/literacy-learning/post-baccalaureate-certificate-biliteracy/>)

Minors

Minors are available in many areas for doctoral students. Contact the division for details.

Faculty

*ANDERSON, NANCY, Professor of Literacy and Language, B.A., Texas Lutheran University; M.Ed., University of Houston; Ph.D., Ohio State University

*BABINO, ALEXANDRA, Associate Professor of Literacy and Language, B.A., University of North Texas; M.Ed., University of North Texas; Ph.D., University of North Texas

*BURKE, AMY, Professor of Literacy and Language, B.A., Austin College; M.A.T., Austin College; M.Ed., Texas Woman's University; Ph.D., University of Texas at Austin

*ELZY, JANIECE, Assistant Professor of Literacy and Language, B.S., University of Illinois at Urbana; M.A.T., Aurora University; Ed.D., National Louis University

*FEYTEN, CARINE M., Chancellor and President; Professor of Literacy and Language, B.A., Universite' Catholique de Louvain, Belgium; M.A., Universite' Catholique de Louvain, Belgium; Ph.D., University of South Florida

*FIGUEROA, JORGE, Vice Provost for Curriculum and Strategic Initiatives, Professor of Literacy and Language, B.A., University of Puerto Rico-Cayey; M.A., The University of Findlay; Ph.D., Capella University

*HANSEN-THOMAS, HOLLY, Vice Provost for Research, Innovation, and Corporate Engagement; Professor of Literacy and Language, B.A., University of Texas at Austin; M.A., University of Texas at San Antonio; Ph.D., University of Texas at San Antonio

*HENDRIX, AIMEE, Professor of Literacy and Language, B.A., University of North Texas; M.A., University of North Texas; Ph.D., University of Texas-Austin

*KAYE, ELIZABETH L., ., Billie J. Askew Endowed Chair of Reading Recovery; Professor of Literacy and Language, B.A., Trinity University; M.A., Texas Woman's University; Ph.D., Texas Woman's University

*MYERS, AIMEE, Associate Professor of Literacy and Language, B.A., University of Central Oklahoma; M.A., University of Central Oklahoma; Ph.D., University of Oklahoma

*SANCHEZ, CLAUDIA D., Professor of Teacher Education, B.A., Escuela Normal Superior de Coahuila-Salttillo, Mexico; B.A., Universidad Autonoma de Coahuila-Salttillo, Mexico; M.S., Texas A&M University; Ph.D., Texas A&M University

*STEWART, MARY A., Professor of Literacy and Language, B.A., Texas Christian University; M.Ed., Texas Christian University; Ph.D., University of North Texas

Courses

Contact hours identified in the course descriptions are based on a 15-week term. Students who enroll in Summer or mini-terms are expected to meet the same total number of contact hours as a 15-week term.

EDBE 5173. Language, Culture, and Power in Education. Historical and contemporary multicultural-multilingual educational theories and research, and narratives. The interplay of race, power, and politics throughout the history of the U.S. educational system and the resilience of underserved populations. Analysis of student work in diverse schools to cultivate justice-oriented, emancipatory literacy practices. Three lecture hours a week. Credit: Three hours.

EDBE 5333. Curriculum for Bilingual Education: Methods and Materials. Curriculum organization of the elementary school with emphasis on background and objectives of educational programs in reading, writing, math, science, and social studies appropriate to the needs of children for whom English is a second language. Three lecture hours a week. Credit: Three hours.

EDBE 5413. Teaching Reading and Other Language Arts to Linguistically Different Learners. Principles and best practices in teaching English literacy skills to linguistically different learners in the elementary schools. Three lecture hours a week. Credit: Three hours.

EDBE 5453. English as a Second Language: Methods. A comprehensive examination of current principles, practices, and methods of teaching English as a second language (ESL) through lectures and demonstrations. Teaching content areas via ESL methods. Three lecture hours a week. Credit: Three hours.

EDBE 5633. Education in Culturally Diverse Environments. Analysis of the theoretical foundations of contemporary multicultural education, review of its policies and practices, and exploration of multicultural concepts for achieving cultural pluralism. Three lecture hours a week. Credit: Three hours.

EDBE 5643. Sociolinguistics. Sociolinguistics and its relationship with language and society. Theoretical approaches and frameworks including variational sociolinguistics, the ethnography of communication, and interactional sociolinguistics. Development of pidgins and creoles, multilingualism, globalization and language status, language choice, language and culture, raciolinguistics, and other topics. Three lecture hours a week. Credit: Three hours.

EDBE 5653. Second Language Acquisition: Theories and Practices. Mental processes involved in second-language acquisition and their pedagogical implications. Fundamentals of psycholinguistics and cross-cultural communication. Three lecture hours a week. Credit: Three hours.

EDBE 5903. Special Topics. Organized study of a topic in Bilingual or ESL education. May be repeated for credit when topic varies. Three lecture hours a week. Credit: Three hours.

EDBE 5911. Independent Study. Independent study of specific problems in Bilingual and ESL education. Prerequisite: Permission of instructor. May be repeated for credit. Credit: One hour.

EDBE 5913. Independent Study. Individual study of specific problems in Bilingual and ESL education. Prerequisite: Permission of instructor. May be repeated for credit. Credit: Three hours.

EDBE 5923. Practicum. Field experience in Bilingual or ESL education. Prerequisite: Permission of instructor. May be repeated for credit. Credit: Three hours.

EDBE 6913. Independent Study. Individual study of specific problems in Bilingual and ESL education. Prerequisite: Permission of instructor. May be repeated for credit. Credit: Three hours.

READ 5213. Foundational Skills for the Teaching of Reading in the Early Grades. Introduction to the theory and practice of teaching early reading. Survey of key components of reading instruction in the areas of oral language; phonemic awareness; word study; and decoding, fluency, and comprehension. Prerequisite: Admission to the Master of Arts in Teaching program. Three lecture hours a week. Credit: Three hours.

READ 5343. Bridging Multimodal Composing and Children's/Young Adult Literature. Writing theory, research, and pedagogy; children's/young adult literature for the classroom; connecting literature to multi-modal composing. Three seminar hours a week. Credit: Three hours.

READ 5423. Literacy: Practice to Theory. Theories, issues, and practices related to teaching literacy from early childhood through high school. Understanding and construction of literacy theories and processes in relation to practice; addressing the needs of all learners. Field experience required. This course is a prerequisite for all Literacy Education courses. Three lecture hours a week. Credit: Three hours.

READ 5443. Literacy: Assessment and Instruction. Instruction, analysis, and application of research based formal and informal literacy assessments; use of assessments to guide responsive instruction; ability to communicate outcomes and standards to various audiences. Field experience required. Three lecture hours a week. Credit: Three hours.

READ 5453. Processes and Strategies for Comprehending Texts. Theories and practices related to literacy practices, processes, and strategies within and across a variety of print and non-print text modes and genres. Focus on providing optimal environments for comprehending and interpreting texts and on developing students' independent uses of strategies for engaging with texts. 8-10 hours of field experience required. Three lecture hours a week. Credit: Three hours.

READ 5463. Practicum in Literacy: Analysis of Teaching and Mentoring. Clinical experiences in classrooms, small group, and individual instruction; diagnosis, analysis, and teaching utilizing assessment data and research based practices; application of mentoring and coaching strategies for collaborating with professional colleagues and parents. Field experience required. Prerequisites: READ 5423 and READ 5443. One lecture and five practicum hours a week. Credit: Three hours.

READ 5473. Early Detection in Reading. Focus on the administration and interpretation of Marie Clay's Diagnostic Survey and intervention procedures that will support the at-risk beginning reader. In addition to observing children and teachers interacting behind a one-way glass, all enrolled in the course will work with four children while learning procedures. Prerequisite: Permission of instructor. Seven practicum hours a week. Credit: Three hours.

READ 5483. Early Intervention in Reading. Focus on the refinement of procedures used with at-risk beginning readers. Attention will be directed to teacher decision-making while working with four children. All enrolled in the course will be involved in teaching and observing children behind a one-way glass. Prerequisite: Permission of instructor. Seven practicum hours a week. Credit: Three hours.

READ 5493. Research in Literacy: Responsive Action in Schools. Critical reading, evaluation, and design of research in literacy; understanding of research trends in literacy; effective communication of research for decision-making in literacy at the program-level. Prerequisites: READ 5423, admission to graduate program, and completion of at least 15 graduate hours in reading. Three lecture hours a week. Credit: Three hours.

READ 5503. Phonological and Orthographic Language Systems in Literacy Learning. Focuses on language processes, including phonological and orthographic language systems related to literacy development. Research and theory related to letters, sounds and their relationship, word analysis, and spelling will be used to critique and evaluate reading programs and design customized assessment and instruction. Field experience required. Three lecture hours a week. Credit: Three hours.

READ 5513. Literacy and the Diverse Learner. Theories, issues, and practices of literacy instruction in various academic settings for EC-12 learners of diverse linguistic, cultural, economic, and academic backgrounds. Field experience required. Three lecture hours a week. Credit: Three hours.

READ 5523. Literacy Leadership and Program Development. Improvement of literacy instruction; organization and implementation of literacy programs; literacy theories and research-based practices in the development and implementation of effective literacy programs; effective leadership practices for establishing collaboration, communication, and professional learning in the design, implementation, and evaluation of literacy programs. Three lecture hours a week. Credit: Three hours.

READ 5533. Foundations of Early Literacy. A course focusing on literacy teaching and learning in the early grades. Emphasis on reading, writing, and oral language. Attention to observation and assessment, appropriate selection, and use of books and materials. Organization and management, ways of teaching that support children in building strong processing systems in reading and writing, etc. Three lecture hours a week. Credit: Three hours.

READ 5543. Introduction to Literacy and Learning in the Disciplines. Rationale and principles for teaching reading and related communication skills in specific content-area subjects; emphasis on strategies for instruction in text comprehension, text production, and vocabulary development as it relates to disciplinary coursework. Three lecture hours a week. Credit: Three hours.

READ 5603. Intensive Teaching in Early Literacy Intervention. Intense and precise observation, analysis, and teaching of individual/diverse learners; change over time in individuals having extreme difficulty in literacy learning. Requires individual teaching of students identified for special education services and teaching children behind a one-way glass. Prerequisites: READ 5473 and READ 5483. Three lecture hours a week. Credit: Three hours.

READ 5901. Special Topics. Variable content. Prerequisite: Permission of instructor. One lecture hour a week. Credit: One hour.

READ 5903. Special Topics. Variable content. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

READ 5911. Independent Study. Individual study of specific problems. Prerequisite: Permission of instructor. Credit: One hour.

READ 5913. Independent Study. Individual study of specific problems. Prerequisite: Permission of instructor. Credit: Three hours.

READ 5923. Biliteracy and Multilingualism. Preparation of literacy educators in bilingual and English-medium classrooms to assess and instruct multilingual students in reading, writing, listening, and speaking skills. Three lecture hours a week. Credit: Three hours.

READ 5963. Seminar in Literacy Research. Completion and presentation of research based professional portfolio; development of professional goals; development and implementation of professional research-based presentations. Prerequisite: Completion of all other master's coursework. Three seminar hours a week. Credit: Three hours.

READ 5973. Professional Paper. Students maintain continuous registration while actively working on master's paper. Credit limited to six hours total. Credit: Three hours.

READ 5981. The Professional Portfolio. Development of a professional portfolio by students in the Master of Arts in Teaching program demonstrating the student's growth in the Learner-Centered Competencies. Pass-fail grade only. May be repeated. Credit: One hour.

READ 5983. Thesis. Credit: Three hours.

READ 5993. Thesis. Prerequisite: READ 5983. Credit: Three hours.

READ 6473. Perspectives and Paradigms in Human Inquiry. Exploration of diverse perspectives and purposes of social science research. Study of competing definitions of research and their contributions to professional practice. Consideration of the underlying theoretical issues that inform the practice of research. Prerequisite: Doctoral standing or permission of instructor. Three seminar hours a week. Credit: Three hours.

READ 6483. Qualitative Research. Theories and methods of qualitative research conducted in social settings. Prerequisite: Doctoral status. Three lecture hours a week. Credit: Three hours.

READ 6493. Advanced Qualitative Research: Design and Analysis. Advanced methods of qualitative research design, collection, and analysis of data gathered in social settings. Prerequisite: Graduate introductory-level qualitative research course. Three lecture hours a week. Credit: Three hours.

READ 6511. Observing and Responding to Young Readers Practicum. Implementation of specific teaching procedures and assessment of the effectiveness of instructional decisions on accelerated literacy acquisition for young children. Prerequisite: permission of instructor. Co-requisite: READ 6512. Ten practicum hours a week. Credit: One hour.

READ 6512. Observing and Responding to Young Readers. Focus on the administration and interpretation of An Observation Survey of Early Literacy Achievement, systematic observation, and intervention procedures that will support the literacy progress of beginning readers. Prerequisite: Permission of instructor. Co-requisite: READ 6511. Two lecture hours a week. Credit: Two hours.

READ 6521. Early Literacy Intervention Practicum. Evaluation of students' literacy and language strengths through systematic observation. Application of Reading Recovery teaching procedures for students receiving individualized literacy lessons. Prerequisite: Permission of instructor. Co-requisite: READ 6522. Ten practicum hours a week. Credit: One hour.

READ 6522. Early Literacy Intervention. Procedures for working with emerging readers and writers experiencing difficulty learning to read and write. Strategies children need to be independent readers and writers. Theoretical teacher decision-making models based on observations of teacher-child interactions. Prerequisite: Permission of instructor. Co-requisite: READ 6521. Two lecture hours a week. Credit: Two hours.

READ 6533. Foundations of Literacy. Critical examination of theory and research related to the sociocultural, historic, cognitive, and physiological aspects of literacy practices; analysis of facilitating and inhibiting factors in literacy learning and development; and appraisals of approaches to teaching literacy in relation to this analysis. Prerequisite: Admission to doctoral program in Reading Education or permission of instructor. Three lecture hours a week. Credit: Three hours.

READ 6543. Theoretical Foundations: Early Literacy and Early Intervention. Critical examination of the underlying theories of early literacy acquisition, including processes related to reading, writing, and oral language, and the underlying theories of prevention of reading difficulties through early intervention. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

READ 6563. Nature of Literacy in the Adolescent Years. Examination of the expanding body of research, policy, history, and underlying theories of "adolescent literacy;" implementation of research findings in instruction; consideration of adolescent engagement in situated literacies involving new multi-literacies; influences of social, cultural, linguistic, and historical factors. Three lecture hours a week. Credit: Three hours.

READ 6573. Language and Literacy. Seminal and current research and theory pertaining to language and literacy practices, including language acquisition. Focus on how languages and literacies develop inside and outside of school and across sign systems, as well as the social, cultural, linguistic, and historical influences that situate different practices. Prerequisite: READ 6533 or permission of instructor. Three lecture hours a week. Credit: Three hours.

READ 6583. Research in Literacy. Description of methods and techniques employed in literacy research. Methods for critiquing, analyzing, and synthesizing significant literacy research. Prerequisites: Twelve hours of graduate READ coursework or permission of the instructor. Three lecture hours a week. Credit: Three hours.

READ 6593. Advanced Literacy Research Design: Analysis and Evaluation. Methods of inquiry about language and literacy processes and practices: teaching, learning, and proposal development. Prerequisites: Fifteen hours of graduate study in reading including READ 6583 and three hours of statistics, or permission of instructor. Three lecture hours a week. Credit: Three hours.

READ 6663. Practicum. Registration in the areas of reading, kindergarten, and/or early childhood teaching or by field placement in an administrative or supervisory setting. Type of placement will vary with student's area of major concentration and past experience. Prerequisite: Nine hours of doctoral credit or permission of instructor. Nine practicum hours a week. Credit: Three hours.

READ 6673. Theoretical Foundations in Language and Literacy. Introduction to underlying theories that contribute to early reading and writing. Role of systematic observation of oral and written language and the relationship of oral language acquisition to early school literacy. History of research in literacy processes that contribute to the foundations of Reading Recovery. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

READ 6683. Doctoral Seminar in Literacy. Variable content. In-depth examination of research relevant to topics. May be repeated for up to twelve hours of credit with permission of advisor. Prerequisites: Three graduate hours in READ or permission of instructor. Three seminar hours a week. Credit: Three hours.

READ 6693. Literacy Leadership and Policy. Trends that influence the implementation of effective literacy programs in schools. Theoretical constructs of leadership, organizational, and complex systems and critical discourse analysis as lenses for analysis. Three seminar hours a week. Credit: Three hours.

READ 6703. Integration of Literacy Theory and Research. Integration of theoretical foundations, research, practical applications, and individualized areas of expertise in literacy. Prerequisite: Permission of Instructor. Credit: Three hours.

READ 6743. Clinical Practicum in Early Literacy Leadership. Theories and practices related to early literacy and early intervention. Principles of early literacy, implementation of early literacy intervention in schools and systems, teaching adult learners, and using data to monitor early literacy and early intervention. Field work in schools required. Prerequisite: Permission of instructor. Two lecture and four practicum hours a week. Credit: Three hours.

READ 6753. Advanced Clinical Practicum in Early Literacy Leadership. Application of expertise in early literacy and early intervention leadership. Participation in the implementation of early literacy teacher courses and early intervention in schools and systems, teaching adult learners, and use of data to refine and evaluate implementation. Field work in schools required. Prerequisite: Permission of instructor. Two lecture and four practicum hours a week. Credit: Three hours.

READ 6903. Special Topics. Variable content. Prerequisite: Permission of instructor. Three lecture hours a week. Credit: Three hours.

READ 6911. Independent Study. Variable content. Individual research relating to a problem of professional interest and significance. May be repeated for up to 12 hours of credit with permission of student's advisor. Prerequisites: Permission of instructor and post-master's standing. Credit: One hour.

READ 6913. Independent Study. Variable content. Individual research relating to a problem of professional interest and significance. May be repeated for up to twelve hours of credit with permission of student's advisor. Prerequisites: Permission of instructor and post-master's standing. Credit: Three hours.

READ 6983. Dissertation. May be repeated for up to six hours of credit. Credit: Three hours.

READ 6993. Dissertation. May be repeated for up to six hours of credit. Prerequisite: READ 6983. Credit: Three hours.