Literacy Education (LTED) Courses

LTED 5723. Integrating Reading and the Language Arts. (3-0) 3 Credit Hours.
Study of reading processes and instructional practices and examination of ways reading can be related to writing, speaking, and listening. Emphasizes development of integrated language arts curriculum and instruction from primary through secondary school. (Formerly C&I 5723. Credit cannot be earned for both C&I 5723 and LTED 5723).

LTED 5743. Secondary Literacy Development. (3-0) 3 Credit Hours.
Principles and techniques for teaching higher-level reading and comprehension skills to adolescents. Attention to developing reading programs and to literacy learning in various academic subjects in middle and high schools. Emphasizes strategies for meeting the needs of the wide range of ability levels found in secondary schools. Course contains a field experience. (Formerly C&I 5743. Credit cannot be earned for both C&I 5743 and LTED 5743).

LTED 5753. Literature for Children. (3-0) 3 Credit Hours.
This course focuses on diverse genres and formats of children's literature and examines current issues, practices, and perspectives in the field. (Formerly C&I 5753. Credit cannot be earned for both C&I 5753 and LTED 5753).

LTED 5793. Literacy Coaching. (3-0) 3 Credit Hours.
Study of coaching as a means of professional development for teachers of literacy. Critically reviews traditional models of professional development and more recent, innovative ways of interacting with teachers from a cultural, historical, and political perspective. Course contains a field experience in working with beginning teachers. (Formerly C&I 5793 Credit cannot be earned for both C&I 5793 and LTED 5793).

LTED 5813. Adult Literacy. (3-0) 3 Credit Hours.
Examination of the acquisition and development of reading and writing in adult populations. Reviews research and issues relevant to the teaching of reading and writing to adults in culturally appropriate ways. (Formerly ALT 5813 and C&I 5813. Credit cannot be earned for more than one of the following: ALT 5813, C&I 5813, and LTED 5813).

LTED 5823. Early Language and Literacy Development. (3-0) 3 Credit Hours.
Study of the language and literacy development of young children from birth to the acquisition of conventional reading and writing. Examines young children's emergent literacy concepts and interactions with text and considers ways that early childhood educators can develop appropriate approaches to teaching reading and writing in classroom settings. Course contains a field experience. (Formerly C&I 5823. Credit cannot be earned for both C&I 5823 and LTED 5823).

LTED 5843. Young Adult Literature. (3-0) 3 Credit Hours.
This course is designed to provide opportunities for students to become familiar with young adult literature and to examine current issues, practices, and perspectives about this field of study. (Formerly C&I 5843. Credit cannot be earned for both C&I 5843 and LTED 5843).

LTED 6023. Picture Books and the Practice of Literacy. (3-0) 3 Credit Hours.
This course focuses on the picture book. The course will investigate the formal properties of picture books, the potential of picture books for enabling literacy development, and how children and young adults interact with them. The course will include aesthetic theory, theories of text-picture relationships, theories of literacy and literary understanding, and will attempt to forge connections among these theories. Research on children's engagement with (and responses to) picture books will also be included. (Formerly C&I 5833. Credit cannot be earned for both C&I 5833 and LTED 6023).

LTED 6033. Survey of Literacy Research. (3-0) 3 Credit Hours.
Prerequisites: LTED 5723, LTED 6833, and EDU 5003. Registration with approval of instructor only; students must be in the final 12 hours of program to enroll. A review of past and current research concerning literacy, curricula, instructional practices, and the politics and paradigms that have driven them. Provides an opportunity for students to acquire critical analytic skills in evaluating research. (Formerly C&I 6033. Credit cannot be earned for both C&I 6033 and LTED 6033).

LTED 6043. Survey of Writing Research. (3-0) 3 Credit Hours.
This course is designed to review theory, research, and school practices on the writing process and assessment of writing. Theory and research across the fields of the history of, and human development in, writing, rhetoric and written communication, genre studies, author-audience relations, and creative expression will be considered. The course examines relationships between inside of school and outside of school writing, and the transition from oral to written communication. Approaches for analyzing and helping students overcome writing difficulties across the disciplines will be examined. (Formerly C&I 6043. Credit cannot be earned for both C&I 6043 and LTED 6043).

LTED 6073. Multiple Literacies Using Critical Perspectives. (3-0) 3 Credit Hours.
In our globalized and high-tech world, multiliteracy has taken on many meanings going beyond monocultural/monolingual contexts and literal representations of language. In this course, we will explore research-based and pedagogical definitions and applications of multiliteracy through a critical lens, including new information and communications media, domain-specific literacies, and literacies that fall outside of the ever-shrinking “mainstream” (e.g., English learners, students from working-class backgrounds, etc.). (Formerly C&I 6073. Credit cannot be earned for both C&I 6073 and LTED 6073).

LTED 6763. Re-mediating Literacy. (3-0) 3 Credit Hours.
A sociohistorical-political critique of traditional notions of the remediation of reading difficulties. Special attention to ways of re-mediating reading instruction through the use of alternative views of reading development and culturally responsive models of reading instruction with individual children through a guided field-based practicum. (Formerly C&I 5763. Credit cannot be earned for both C&I 5763 and LTED 6763).

LTED 6803. San Antonio Writing Project Summer Institute. (3-0) 3 Credit Hours.
Prerequisite: Must apply and be accepted into the San Antonio Writing Project Summer Institute. Concurrent enrollment in LTED 6813 is required. This course is designed to provide opportunities for teachers to engage in a writing workshop, research applications of writing in classrooms, explore their own writing, and examine how to use writing in their classrooms effectively across all content areas from pre-K through university level academics. (Formerly C&I 6803. Credit cannot be earned for both C&I 6803 and LTED 6803).
LTED 6813. Advanced San Antonio Writing Project Summer Institute. (3-0) 3 Credit Hours.
Prerequisite: Must apply and be accepted into the San Antonio Writing Project Summer Institute. Concurrent enrollment in LTED 6803 is required. This course provides opportunities for professional growth and development, study of writing theory, and professional growth through writing. Students will research, develop and present demonstrations of best practices in writing. (Formerly C&I 6813. Credit cannot be earned for both C&I 6813 and LTED 6813).

LTED 6833. Theoretical Foundations of Literacy Education. (3-0) 3 Credit Hours.
A socio-historical examination of theories of literacies and literacy education. Students examine various conceptualizations of literacy and how these conceptualizations have changed over time. Focus is given to critical theories and perspectives that emphasize humanizing and transformative literacy practices.

LTED 6941. Internship in Literacy. (0-0) 1 Credit Hour.
Prerequisite: Consent of student’s graduate advisor. Individually supervised field experience in assigned classrooms for one semester (12 weeks) with related applied research activity and seminars. Maybe repeated for credit, but not more than 3 hours may be applied toward the M.A. in Education degree.

LTED 6943. Internship in Literacy. (0-0) 3 Credit Hours.
Prerequisite: Consent of student’s graduate advisor. Individually supervised field experience in assigned classrooms for one semester (12 weeks) with related applied research activity and seminars. Maybe repeated for credit, but not more than 3 hours may be applied toward the M.A. in Education degree.

LTED 6951. Independent Study. (O-O) 1 Credit Hour.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

LTED 6953. Independent Study. (O-O) 3 Credit Hours.
Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

LTED 6973. Special Topics in Literacy. (3-0) 3 Credit Hours.
Prerequisite: Consent of instructor. An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when topics vary, but not more than 6 hours, regardless of discipline, will apply to the M.A. in Education degree.

LTED 6983. Master’s Thesis. (0-O) 3 Credit Hours.
Prerequisites: Permission of the Graduate Advisor of Record and thesis director. Thesis research and preparation. May be repeated for credit, but not more than 6 hours will apply to the Master’s degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.

LTED 7403. Survey of Research in Literature for Children and Young Adults. (3-0) 3 Credit Hours.
This course surveys theory and research on literature for children and young adults and examines research on reader response and related classroom practices. (Formerly C&I 7403. Credit cannot be earned for both C&I 7403 and LTED 7403).

LTED 7853. Knowledge Construction from Texts. (3-0) 3 Credit Hours.
Reviews research that examines sociocognitive and social constructivist processes in meaning making and knowledge building during textual interactions. Focuses on comprehension strategies and disciplinary reading practices. (Formerly C&I 5853 and C&I 7853. Credit cannot be earned for more than one of the following: C&I 5853, C&I 7853, and LTED 7853).

LTED 7863. Russian Contributions to Literacy, Psychology and Learning. (3-0) 3 Credit Hours.
Examines the contributions of Russian psychologists to reading and writing, social and cultural development, and special needs of learners. Focuses on contributions of Lev Vygotsky and application of his thinking to contemporary educational, psychological, and social-bicultural issues. (Formerly C&I 5863 and C&I 7863. Credit cannot be earned for more than one of the following: C&I 5863, C&I 7863, and LTED 7863).

LTED 7873. Sociopolitical Contexts of Literacy Assessment. (3-0) 3 Credit Hours.
Examination and critique of reading and writing assessment policies and practices and the sociopolitical and historical contexts of data-driven instruction. Considers strengths and weaknesses of assessment tools such as standardized tests, observations, and portfolios, and ways educators may use and critique the results from these approaches to effectively inform instruction. (Formerly C&I 5873. Credit cannot be earned for both C&I 5873 and LTED 7873).

LTED 7893. Directed Doctoral Research. (0-0) 3 Credit Hours.
Supervised research on a topic in Interdisciplinary Learning and Teaching. May be repeated for credit, but no more than 6 hours may be applied to the Doctoral degree.