

For more information:

Lesley University
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M.Ed. in Curriculum and Instruction with Specialization in Literacy: Language, Reading, and Writing

The Curriculum and Instruction program is designed to address the needs of experienced educators who wish to enhance and expand their current knowledge and skills. The program's core courses address: current issues in educational practice and policy; curriculum theory and development; practical and applied action research; the integration of technology into the curriculum; and the synthesis of coursework and research into an original collaborative project.

The Literacy: Language, Reading, and Writing specialization provides educators with a foundation in literacy learning and its application across different populations and content areas. Lesley has long enjoyed a highly acclaimed reputation in the area of literacy; the program of study reflects Lesley's strength in the integration of reading and writing in literacy courses and the variety of approaches the faculty bring to their teaching.

Program of Study — North Carolina		Credits
Curriculum and Instruction Courses		15
EEDUC 6125	Dimensions of Learning and Teaching	3
EEDUC 7111	Curriculum, Assessment & Instruction: Assumptions, Relationships & Design	3
EEDUC 6128	Dimensions of Equity	3
EEDUC 6126	Classroom and School Inquiry	3
EEDUC 6127	Action Research and Seminar	3
Successful completion of EEDUC 6126, or an equivalent research course, is a prerequisite for EEDUC 6127		
Specialization Courses		18
EEDUC 6120	First and Second Language Acquisition and Literacy Development	3
EEDUC 6039	Systematic Teaching of Phonics and Spelling in the Reading and Writing Classroom	3
ECOMP 5004	Integrating Technology into the Language Arts Curriculum	3
EEDUC 6001	The Teaching of Writing (K–12)	3
EEDUC 6032	Exploring Nonfiction for the Elementary and Middle School Classroom	3
EEDUC 6101	Content Area Reading/Writing/Study Skills (4–12)	3
Total Credits Required		33

This program has been approved by the Massachusetts Department of Education for Professional Teaching Licensure in the Commonwealth of Massachusetts.

Disclaimer: Each state's educator licensure regulations are subject to change. Educators seeking an endorsement or addition to their current certification/license should verify with the appropriate state educator licensure authority that a program meets state requirements.

You can access course descriptions on the web at: <http://www.lesley.edu/courses>

Please Note: Lesley University reserves the right to unilaterally add, withdraw, or revise any course offering in the above mentioned program of study including policies, provisions, requirements, and fees.

Lesley University is an Affirmative Action/Equal Opportunity institution and does not discriminate on the basis of age, race, religion, color, creed, national or ethnic origin, sex, sexual orientation, handicap or disability in its education programs, employment, or in admissions to, access to or treatment in its programs or activities.

Accreditation:

Lesley University is accredited by the New England Association of Schools and Colleges, and authorized to offer degree programs in many states.

For more information, please visit our website at: www.lesley.edu/accreditation.html.

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Course Descriptions

EEDUC 6125 Dimensions of Learning and Teaching

Students identify and use resources available to support them in their learning, teaching, and reflection. They begin to examine their identity as learners and professionals and use what they learn to explore ways that educational practices and enduring educational controversies can be understood using multiple perspectives and the knowledge that people learn differently. They also begin to build a portfolio in which they reflect upon and demonstrate their expanding understanding and competencies.

EEDUC 7111 Curriculum, Assessment & Instruction: Assumptions, Relationships & Design

Students work with several models and frameworks of curriculum development and their application to systems and classroom curriculum and instruction, and assessment. Models include standards-driven, integrated curriculum; portfolio; and performance assessment. Brain-based research and its impact on curriculum development and instruction are analyzed.

EEDUC 6128 Dimensions of Equity

This course will examine the goals, assumptions, and strategies of multicultural and special education, and prepare teachers to effectively apply theories of equity to classroom practice. Through a variety of cognitive and affective approaches, students will identify and analyze the cultural and structural factors that have led to unique academic outcomes for diverse learners within the socio-political and historical context of the U.S.

EEDUC 6126 Classroom and School Inquiry

Classroom and School Inquiry focuses on the understanding and critical analysis of educational research and methods for accurately communicating this information to the public. As teachers participate in redefining their educational roles, decision-making and action-oriented classroom practice will be critical in promoting student learning. Both require problem-solving, which is enhanced by the forming and testing of hypotheses, gathering data that is then analyzed, synthesized, and evaluated, and generating solutions. This course will engage students in this process by acquainting them with the knowledge and techniques necessary for them to become lifelong teacher researchers, and to present the results of their research effectively and professionally to a variety of audiences. *Note: This course is a prerequisite to EEDUC 6127.*

EEDUC 6127 Action Research and Seminar

For this capstone course, students complete the portfolio that they began in their first course to demonstrate their expanding understandings and competencies. They also collaborate with three or four classmates to plan, design, and present a research project that can have a direct impact on their school community. Through this project, students have an opportunity to extend the research plan developed in an earlier course, Classroom and School Inquiry.

EEDUC 6120 First and Second Language Acquisition and Literacy Development

This course concerns the relations between language acquisition and literacy development with special attention to the nature of second language acquisition and literacy learning in a multilingual, multicultural context. It addresses socio-psycholinguistic processes, language variations, and linguistic diversity in relation to oral and written languages and the reading and writing processes. The educational implications for all students in U.S. society, including those who are English language learners, are considered

throughout. Current theories, research, and pedagogy related to language and literacy are examined, including the connections between culture and language, the relationship between home and school language, and the nature of bilingualism, biliteracy, and bicultural experience.

EEDUC 6039 Systematic Teaching of Phonics and Spelling in the Reading and Writing Classroom

This course addresses the theories and current research in first and second language acquisition. Participants will understand the theories and practices for developing literacy skills in English for English Language Learners (ELL) with different educational backgrounds and different English proficiency levels. A variety of programs—two-way bilingual, sheltered English immersion, English as a second language, and others—are examined.

ECOMP 5004 Technology in the Language Arts Curriculum

Course participants will experience a variety of hands-on activities designed to integrate technological applications to students' research, reading, writing, and publishing across content areas. This course surveys current research and best practice in teaching of language arts in combination with effective use of computers and other technology especially the resources available on the World Wide Web. Participants will preview, evaluate, and discuss applications of a variety of reading software and storybooks, presentation software, writing programs, editing and grammar tools, and desktop publishing packages.

EEDUC 6001 The Teaching of Writing (K–12)

This course promotes the thoughtful examination of writers and writing instruction. Throughout the course, students are introduced to strategies and skills they can use to enhance their own writing and the writing of K–12 students. Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current understandings in the field, this course explores such topics as writer's workshop, conferencing, struggling writers, assessment, reading/writing connections, writing in the disciplines, revision and editing, the use of technology to support writers, and the management of writing instruction.

EEDUC 6032 Exploring Nonfiction for the Elementary and Middle School Classroom

Utilizing children's literature as its required reading, this specialized course closely examines the often overlooked genre of nonfiction, and its rich potential for integration across K–8 curricula. This in-depth study emphasizes developing critical skills for evaluation, analyzing various types of nonfiction books, highlighting notable creators in the field, and sharing strategies that increase nonfiction reading and comprehension, as well as techniques for the researching and writing of nonfiction within the classroom setting.

EEDUC 6101 Content Area Reading/Writing/ Study Skills (4–12)

Reading curriculum is studied with emphasis on comprehension, content area reading, study skills, and readers with diverse needs in the upper elementary, middle school, and high school. Particular attention is given to the use of strategies and the reading and writing skills needed in the content areas.