

**THE MASTER'S PROGRAM
IN
LANGUAGE & LITERACY**

**DEPARTMENT OF INSTRUCTION AND TEACHER EDUCATION
COLLEGE OF EDUCATION
UNIVERSITY OF SOUTH CAROLINA**

*Revised
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Language and Literacy Program Faculty

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ADMISSION TO THE M.Ed. IN LANGUAGE AND LITERACY

Entrance Criteria for Full Admission to the M.Ed. in Language and Literacy

Applications will be accepted and reviewed semi-annually. Deadlines for applications are: **October 1st** for spring semesters and **April 15th** for summer and fall semesters.

Criteria for full admission to the Program in Language & Literacy are stated below; additional requirements set forth by the College of Education must also be fulfilled. Full admission requirements to the Program in Language & Literacy are as follows:

1. Teacher Certification or Initial Teaching Degree
2. Application to Graduate School.
3. Official transcripts showing Bachelor's degree from a regionally accredited college or university.
4. Two positive letters of recommendation, preferably from former instructors, or past or present employers.
5. Letter of Intent which serves as a statement of the student's long-term professional goals related to the master's program course of study.
6. Satisfactory *Graduate Record Examination* or *Miller Analogies Test* scores:

Miller Analogies

Preferred score of 380+

GRE

Verbal: preferred score of 450+
Quantitative: preferred score of 400+
Total: preferred score of 850+

Only *GRE* and *Miller Analogies Test* scores will be considered in applying to the Language & Literacy Program; no other standardized test scores will be considered as a substitute.

Special Consideration by Letter of Petition Procedure

Students who wish to seek full admission to the Language & Literacy Program, but who have not fulfilled entrance criteria for full admission may submit a Letter of Petition to the Language & Literacy Program Coordinator. The Letter of Petition should specify in detail those special circumstances the student feels should be considered in his/her particular instance. Upon receipt of the Letter of Petition, the Language & Literacy Program faculty will consider said petition. Results of this consideration will be reported to the student by letter.

REQUIREMENTS FOR THE MASTER'S OF EDUCATION IN

LANGUAGE AND LITERACY

General Degree Requirements for the Master's of Education in Language & Literacy

A total of 33 graduate hours is the minimum required for the M.Ed. in Language and Literacy. At least 18 of the required 33 graduate hours must be taken in courses numbered "700" or above. Additionally, students pursuing the M.Ed. in Language and Literacy shall be required to successfully complete the Comprehensive Examination for the Master's degree in Language and Literacy (see attached description of the examination), and maintain at least a "B" average in all coursework taken. Twelve hours of grades below B will disqualify a student for the M.Ed. in Language & Literacy.

Specific Degree Requirements for the Master's of Education in Language & Literacy

Students pursuing the M.Ed. in Language & Literacy are required to successfully complete graduate coursework in three basic areas:

A. Core Requirements

Reading

EDRD 600	Foundations of Literacy Instruction
EDRD 715	Instructional Strategies for Reading
EDRD 716	Foundations of Reading Assessment
EDRD 718	Seminar in Classroom Reading Assessment
EDRD 719	Developing and Guiding the Reading Program
EDRD 720	Capstone Seminar in Language & Literacy
EDRD 730	Teaching Reading and Writing in the Content Areas

Writing

EDEL 771	Methods of Teaching Writing
<i>or</i>	
EDSE 787	Teaching of Composition in the Secondary School
<i>or</i>	
EDTE 760	Summer Writing Institute (6 hours, by application)

Research

EDRM 700	Introduction to Research in Education
<i>or</i>	
EDRM 723	Classroom Assessments Methods

EDRD 600, EDRD 715, EDRD 716, EDRD 718, EDRD719* and EDRD 720 *must be taken in sequence during the student's program. (*EDRD 719 may be taken concurrently with EDRD 716 and before EDRD 718. EDRD 718 may be taken concurrently with EDRD 720. EDRD730 does not have to be taken in sequence.)*

A maximum of 12 hours in graduate credit can be transferred and counted toward the M.Ed. in Language and Literacy as approved by the assigned academic advisor. However, no more than six hours of graduate credit from other institutions shall be transferred and counted toward the core courses in the M.Ed. degree in Language & Literacy. A maximum of six semester hours of professional development courses may be a part of the graduate degree program of study provided that the assigned academic advisor approves the inclusion of such courses. Students who wish to include such courses on their academic program are advised to furnish to their advisor course syllabi and other relevant documentation of the academic integrity of the aforementioned courses.

Description of Field Experiences.

Each candidate must enroll in two three-hour practicum experiences. In the first course, EDRD 716, candidates work one-on-one with an individual who is struggling as a reader. In the second course, EDRD 718, candidates work with small reading groups. In both courses, candidates have the opportunity to observe peers and debrief their observations. Supervision from language and literacy faculty provides an ongoing professional dialogue about the relationship between assessment and instructional decision-making.

B. Cognate

Six hours of graduate credit must be earned in *language and literacy*. Possible courses include the following:

<i>EDEC 744</i>	<i>Language Acquisition in the Learning Environment</i>
<i>EDEC 745</i>	<i>Emergent Literacy</i>
<i>EDRD 650</i>	<i>Teaching Reading Through a Literature Emphasis</i>
<i>EDRD 796</i>	<i>Teaching Reading and Writing to ESOL Learners</i>
<i>EDRD 797</i>	<i>Assessment for English Language Learners</i>
<i>EDSE 786</i>	<i>Teaching of Literature in the Secondary School</i>
<i>EDSE 787</i>	<i>Teaching of Composition in the Secondary School</i>
<i>EDSE 788</i>	<i>Teaching of the English Language in the Secondary School</i>
<i>EDSE 789</i>	<i>The English Teacher and Special Problems in Reading</i>
<i>EDTE 776</i>	<i>Educating African American Students</i>

Description of Practica Experiences:

Because field experiences are essential to deepen and extend class engagements, all M.Ed. in Language and Literacy students are required to spend three hours per week per semester in schools during the time period designed for language and literacy learning. For practicing teachers, this practicum can take place in their own classroom. For full time M.Ed. students, faculty will help arrange such an experience. One three-hour experience satisfies the requirement across all the M.Ed. Language and Literacy courses taken in a given semester.

Master's Comprehensive Examination in Language & Literacy

Fulfillment of the requirements for the master's degree in Language & Literacy includes the successful completion of a comprehensive examination covering the area of study. The Academic paper in EDRD 720 serves as the comprehensive exam. This requires the student to organize and synthesize the skills, competencies, and knowledge gained in his/her coursework in the Language & Literacy Program. Before a student is permitted to take the Master's Comprehensive Examination in Language and Literacy, he/she will complete the following steps in his/her program:

1. Full admission to the Language & Literacy Program.
2. Completion of a minimum of 21 hours of graduate credit.
3. Completion of a minimum of 9 hours of graduate credit in language and literacy courses, including EDRD 600: Foundations of Literacy Instruction, EDRD 715: Instructional Strategies for Reading and EDRD 716: Assessment Strategies for Reading and EDRD 719: Developing and Guiding the Reading Program.
4. Completion of EDRM 700: Introduction to Research in Education or EDRM 723, Classroom Assessment.
5. Approval of the program of study. Please note: The Program of Study must be filled out by the student, signed by the student's advisor, and subsequently approved by the College of Education Graduate Director and the Dean of the Graduate School during the first year of full admission to the program. Forms are available in the Office of Student Affairs (Wardlaw 113) or online at www.ed.sc.edu/forms.asp.

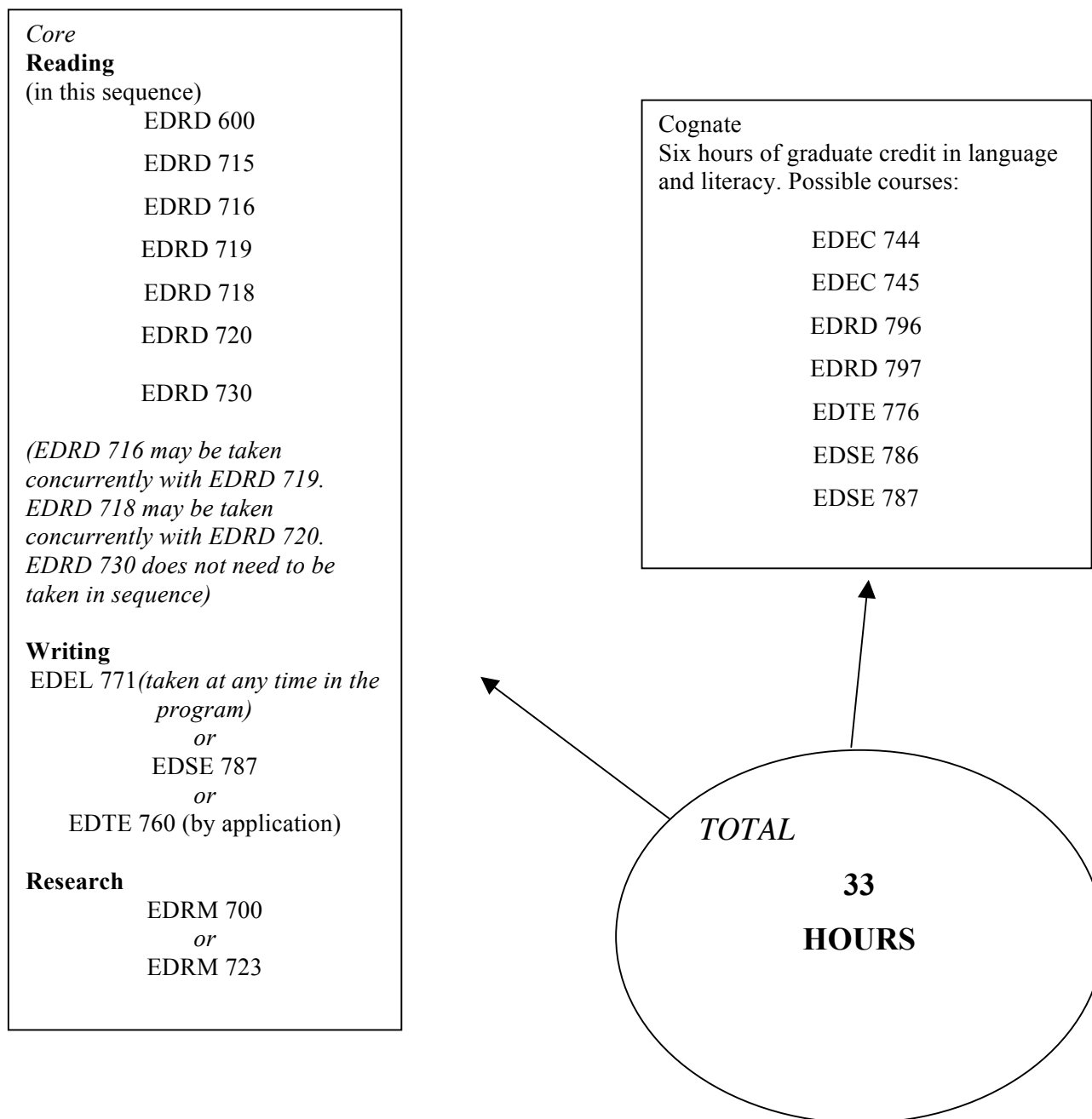
Any student who fails the Master's Comprehensive Examination in Language & Literacy shall be allowed to retake the examination at a later date. Any student who fails the examination a second time shall not be allowed to further pursue the Master's degree in Language & Literacy. The student is strongly advised to meet with his/her assigned advisor regarding any questions he/she may have about the Master's Comprehensive Examination in Language & Literacy.

Six Year Limitation: All courses applicable to this degree must be completed within a period of six Years.

POLICIES ARE SUBJECT TO CHANGE AT ANY TIME. PLEASE CHECK WITH YOUR ADVISOR.

Program Overview

The M.Ed. in Language & Literacy is a 33-hour graduate degree program.



FACULTY in LANGUAGE AND LITERACY

Specializations and Research Interests

Listed below are the faculty that teach in Language and Literacy, their specialty areas, and their research, scholarship and teaching interests.

Diane DeFord, Ed.D., Indiana University

Language and Literacy

Reading education; Reading Recovery. Specialization in early literacy and professional development. Expertise in reading and writing strategy development in young learners, teachers' theoretical orientation to literacy instruction, and working with low-achieving students. Interests in school change, comprehensive approaches to early literacy education, and the training of paraprofessionals.

Amy Donnelly, Ph.D., University of South Carolina

Language and Literacy and Elementary Education

Expertise in emergent literacy, classroom literacy practices, and inquiry. Interests include professional development, school change, literacy education and the PDS Initiative.

Pamela Jewett, Ph.D., Arizona State University

Language and Literacy

Research interests in literacy education, teacher professional development, children's and young adult literature, and action research.

Amy S. Johnson-Lachuk, Ph.D., University of Wisconsin - Madison

Language and Literacy

Expertise in sociocultural perspectives on literacy learning and practice. Research interests include literacy as social, cultural, and historical practice, and life history and ethnographic understandings of how individuals practice literacy across their life spans.

Tasha Laman, Ph.D., Indiana University

Language and Literacy and Elementary Education

Expertise in professional development in writing workshop and school / university partnerships. Research interests include the role of children's relationships to one another and their literacy practices, issues of identity and literacy, literacy as social practice, multiage and multilingual classrooms, and critical literacy.

Susi Long, Ph.D., Ohio State University

Language and Literacy and Early and Middle Childhood Education

Areas of Concentration: Early literacy, language acquisition, classroom practice. Research Interests: Ethnographic studies of language and literacy learning in marginalized communities; second language and cross-cultural learning; teacher-research and self-study as it impacts teacher education.

Julia López-Robertson, Ph.D., University of Arizona

Language and Literacy

Areas of expertise are biliteracy, bilingualism, second language acquisition, Literature discussions about critical social issues, working with Latino Children Acquiring English. Areas of interest are Latino Children's Literature, reader response with young children, critical literacy, teacher research, working with the families of Children Acquiring English.

Heidi Mills, Ed.D. Indiana University

Language and Literacy and Elementary Education

Expertise in emergent literacy, inquiry-based instruction and teacher research. Research interests include the role of inquiry in literacy learning, professional development through university-school partnerships and collaborative inquiry with classroom teachers.

Victoria Oglan, Ph.D., University of South Carolina

Language and Literacy and Secondary Education

Expertise in adolescent literacy, classroom literacy practices, and professional development in writing workshop in the middle and secondary school. Interests include figurative language growth in adolescent writing, mentoring new teachers, and writing workshop in the middle and secondary classroom.

Lucy Spence, Ph.D., Arizona State University

Language and Literacy

Research and teaching interests include literacy instruction, English learners, writing assessment, multimodal literacies, and sociohistorical theories of language.

Diane Stephens, Ph.D., Indiana University

Language and Literacy

Research interests include teachers as learners, reading and reading assessment, including RTI.

Mary E. Styslinger, Ph.D., Kent State University

Language and Literacy and Secondary English

Curriculum & Instruction, concentrations in English and literacy education and curriculum theory. Research interests include the play of reader response, feminist, and post-structural theories and their relation to curriculum and teaching in English and literacy education.