



COLLEGE OF GRADUATE STUDIES

Winter 2009-2010 Graduate Course Schedule

Please note that courses are subject to change. REGISTER EARLY to reserve your space!
Please visit plymouth.edu/graduate/directions for directions to courses held off campus.

Reading and Writing

RL - Reading and Writing

RL5014.01 **CRN: 20404** **READING, WRITING, & LITERATURE**
Plymouth – Boyd Hall 005 Edith Patridge epatridge@plymouth.edu
3 Credits [Syllabus](#)
This course has an online component using Blackboard.
Saturday 9AM – 3PM 1/9, 1/23, 1/30, 2/6, 2/13, 2/20

This course is designed as an active and reflective experience of reading and process writing. Students will be immersed in literature and process writing as they develop a portfolio of their own work as lifelong readers and writers. They will review theory and practice regarding process writing, writing to learn, and writing across the curriculum. They will work in the format of the reading/writing connection to explore a range of non-print and print genres, including but not limited to fiction, nonfiction, poetry, fantasy, timed writing to a prompt and multicultural literature. Further topics to be examined in this course are the development of practical classroom applications of creating a literate environment, supporting the reading/writing connection in the classroom, exploration of the question 'what makes good writing', assessment in the reading/writing workshop, the mechanical aspects of writing, and the needs of diverse learners. This course is recommended for students in the Reading and Writing M.Ed. Program and the Reading and Writing Certification Program, as well as for any other students who teach reading and writing in the elementary, middle, and secondary schools.

RL5110.COP **CRN: 20348** **RESEARCH IN READING & WRITING**
Concord (2 Pillsbury Street) Eleanor Papazoglou empapazoglou@plymouth.edu
3 Credits [Syllabus](#)
This course has an online component using Blackboard.
Tuesday 5PM – 8:30PM 12/8, 12/15, 1/12, 1/26, 2/2, 2/9, 2/16

Research in Reading and Writing is an investigation into the significant research theory and principles on the development of reading and writing, the teaching of reading and writing, the assessment of reading and writing, and the implications of this knowledge that enrich our understandings and refine our practices. From historical perspectives to current trends and issues, we will explore the transformation of the reading and writing landscape. In doing so, we will discover what research in reading and writing is; how it is used; the value of reading and writing research; how it is applied to improve practice, understanding, and reflective thought; and its role in determining best institutional practices.

RL5710.01 **CRN: 20349** **ADVANCED DIAGNOSTIC TESTING & THE IMPROVEMENT IN READING & WRITING**
UPDATED Plymouth – Rounds Hall 124 Pearl Sandy psandy@plymouth.edu
3 Credits [Syllabus](#) Madonna Ciocca m_ciocca@plymouth.edu
Thursday 5PM – 8PM 1/7, 1/28, 2/4, 2/18, 2/25
Saturday 9AM – 3PM 1/16, 2/13

Diagnostic and instructional issues presented include: reading and writing development; factors related to reading and writing disabilities; varied approaches to individual diagnosis and proven emergent reading, corrective, standardized tests and authentic assessments currently used in reading and special education programs. Seminars in conjunction with the practicum emphasize peer coaching and the application of current literacy research. May be repeated with the permission of the instructor.

RL5830.01 **CRN: 20350** **PRACTICUM IN DIAGNOSTIC TESTING & REMEDIAL READING**
Plymouth – Rounds Hall 118 Pearl Sandy psandy@plymouth.edu
3 Credits [Syllabus](#)
Please contact instructor (psandy@plymouth.edu) prior to first class to schedule dates and times.
Thursday 4:30PM – 5:30PM 1/7

Analysis of the factors contributing to reading disability. Diagnosis, teaching, curriculum planning and use of informal and formal assessments with small groups of readers in K-12 settings and supervised tutorial situations. Discussions with literacy professionals and paraprofessionals, and participation in professional development workshops. Seminars promote reflection on instructional practices and the range of services available for readers across the developmental continuum.