

University of Maryland

Dept. of Teaching and Learning, Policy and Leadership (TLPL)

M.A., M.Ed., Ph.D. Concentrations in English Education/English Literacy Education

Introduction

The M.A., M.Ed., and Ph.D. concentrations in English Education/English Literacy Education at Maryland provide qualified students with inter-disciplinary program options grounded in research, theory, and best practice available in the Department of Teaching and Learning, Policy and Leadership (TLPL) and other departments in the College of Education.

Relevant graduate course work may also be taken in American Studies, Anthropology, Classics, Communication, English Language and Literature, History, Journalism, Library and Information Science, Linguistics, Minority and Urban Studies, Political Science, Psychology, Public Policy, Sociology, Theater, Women's Studies, and other departments and units at Maryland.

The M.A., M.Ed., and Ph.D. concentrations in English Education/English Literacy Education include three strands: a.) Young Adult (Adolescent), Post-Secondary, and Diverse Community Literacies; b.) Language, Literature, Diversity, and Society; and c.) Literature for Children and Young Adults.

M.A., M.Ed., and Ph.D. Concentrations in the English Education/English Literacy Education Strand in Young Adult (Adolescent), Post-Secondary, and Diverse Community Literacies

Overview

Graduate students join a cohort of thinkers prepared to conduct research and to teach in diverse educational settings. These include schools, universities, communities, families, and other community institutions in our country and the world. Students and faculty in the program are engaged in teacher education, improving classroom instruction, English language arts education, service learning, uses of technology to promote literacy learning, after school programs, and other community education programs, and literature and written communication education.

Graduate programs are flexible and designed collaboratively with an adviser to address the individual interests and needs of each student. A key feature is the research internship. This internship provides graduate students with the opportunity to work with faculty on their current research and scholarship while engaging in their own research with the support of program faculty. In addition, students are encouraged to present scholarly work at state, regional, national, and international conferences and to join faculty in professional writing and publication.

The program provides forward-looking preparation for educators with a thorough theoretical and practical understanding of teaching, learning, and diverse educational settings. Students acquire a range of research-based perspectives in literacy education while also learning how literacy can change people's lives, support inclusion and address some of the most relentless and challenging problems faced by students, teachers, families, communities, and educational institutions. Faculty and graduate students do research informed by the range of experiences, knowledge, and literacies that people bring from their schools, homes and communities.

We believe it is important to understand and study young adults as they construct new literacy practices across modes (print, digital, graphic) as part of their participation in educational, legal, economic, work, and recreational settings. Students in this strand are encouraged to combine their interest in Young Adult (Adolescent), Post-Secondary and Diverse Community Literacies with other relevant interests. These might include early and middle childhood education, language education and society, disability studies, and multiculturalism, and diversity.

M.A., M.Ed., and Ph.D. Concentrations in the English Education/English Literacy Education Strand in Language, Literature, Diversity, and Society

Overview

Students who pursue the strand in Language, Literature, Education, and Society strand learn in a research-intensive environment studying how language and society are related to educational issues. Students and faculty are engaged with issues of language, literature, culture, and learning in school and non-school settings and address some of the most difficult problems in education and society through research and scholarship.

Among the topics investigated are:

- Uses of spoken and written language
- Language and literacy development
- Language variation and diversity
- Discourse patterns in classrooms and other educational settings
- Ethnography of language and literacy
- Literary studies, written communication, and reading education
- Language, power, and social justice issues and
- Theories and methods for researching language in social contexts.

This strand emphasizes working closely with faculty and active involvement in research. Students work with faculty on research projects, and they pursue their own research interests with faculty support. The program prepares students to be scholars, researchers, and teacher educators who understand the complexities of language, literature, culture, learning, and education. The program is flexible to meet students' interests and needs.

M.A., M.Ed., and Ph.D. Concentrations in the English Education/English Literacy Education Strand in Literature for Children and Young Adults (Adolescents)

Overview

The Literature for Children and Young Adults (Adolescents) strand offers graduate students opportunities to pursue research in the history, theory, and development of children's and young adult literature. This research includes:

- literary theory with its links to multicultural and international children's and young adult (adolescent) literature;
- the role children's literature plays in understanding the multiple contexts of literacy as a learning process, a text, and the integration of interpreting, exploring and investigating to support learning; and
- the research on how children and young adults (adolescents) read and respond to this literature.

Students examine literature as an art form that emanates from and reflects historic and contemporary trends. They also consider social context, social relationships, and genres.

Additional work is focused on the analyses of written and visual forms of literacy, genres, and content in children's and young adult (adolescent) literature. Students also examine the meaning of this literature for youth and adults in and out of school settings. Students also consider theoretical lenses that inform the relationships between texts and readers within school and other settings.

This strand also provides opportunities for exploring topics that include genres and topics such as:

- historical perspectives and genres;
- picture books;
- fantasy and poetry for children and young adults;
- relationships between popular culture and children's and young adult literature;
- censorship;
- selection and evaluation of literature for children and young adults;
- opportunities for students to respond to literature through creative writing, drama, and art; and
- exploring the integration of literature across school content areas.

Courses focusing on literacy education emphasize the significance of triggering motivation for reading through the use of highly regarded literature and creating meaningful reading experiences across the life span.

Students and faculty in the Literature for Children and Young Adults strand are engaged in the examination of picture books, multicultural literature (African American, Latino, and Native American), international literature, poetry, and literature for young and middle school-aged children and young adults (adolescents). Students in the program combine their work with research in history and literary critical theory and researching topics such as child-authored novels, visual literacy, genres, reader response, and young adult (adolescent) dystopian novels.

The program is designed to provide access to additional areas of study in the Department of Teaching and Learning, Policy and Leadership such as Literacy in Early and Middle Childhood; and Adolescent, Post-Secondary, and Diverse Community Literacies.

GRADUATE COURSES IN ENGLISH EDUCATION/ENGLISH LITERACY EDUCATION IN THE DEPARTMENT OF TEACHING AND LEARNING, POLICY AND LEADERSHIP (TLPL)

Working collaboratively with an adviser, students will construct a program of courses to meet their individual program needs by selecting appropriate graduate courses from the Department of Teaching and Learning, Policy and Leadership (TLPL) and other departments in the College of Education. In addition, relevant graduate course work to individual programs may also be taken in American Studies, Anthropology, Classics, Communication, English Language and Literature, History, Journalism, Linguistics, Minority and Urban Studies, Political Science, Psychology, Public Policy, Sociology, Theater, Women's Studies, and other departments and units at Maryland.

M.A., M.Ed., Ph.D. courses specific to English Education/English Literacy Education in the Department of Teaching and Learning, Policy and Leadership (TLPL) are listed below.

TLPL451 Teaching and Learning in Secondary Education

TLPL452 Bases for English Language Instruction

TLPL456 Teaching Writing

TLPL457 Literature for Adolescents

TLPL478 Professional Seminar in Education

TLPL488 Special Topics in Education

TLPL498 Special Problems in Education

TLPL499 Workshops, Clinics, and Institutes

TLPL634 Teaching Language Arts in Elementary Schools

TLPL636 Trends in Secondary School Curriculum: English

TLPL640 Assessing, Diagnosing, and Teaching Writing

TLPL699 Master's Seminar

TLPL730 Theory and Research in English Education

TLPL731 Theory and Research in Written Communication

TLPL732 Writing Across the Curriculum

TLPL788 Special Topics in Education

TLPL789 Internship in Education

TLPL794 Foundations of Educational Research I

TLPL795 Foundations of Educational Research II

TLPL798 Special Problems in Education

TLPL830 Seminar in English Education

TLPL888 Apprenticeship in Education

TLPL889 Internship in Education

TLPL898 Pre-Candidacy Research

TLPL899 Doctoral Dissertation Research

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