

# Course Catalog - Spring 2008

## Curriculum and Instruction

199 ***Undergraduate Open Seminar*** credit: 1 to 5 hours.  
Approved for both letter and S/U grading. May be repeated.

260 ***Serving Child in Schools/Comm*** credit: 2 hours.

This service learning course is designed for students interested in working with children (defined as birth through high school), careers serving children, and/or parenthood. Three main topics implied by the title will be explored through reading, writing, and discussion: (1) The concept of "Serving" - an examination of what service means, as well as the kinds of service and satisfaction of service involving children. In this course, service includes not only volunteer service opportunities, but also careers related to serving children; (2) "Children" - a brief look at child development and a deeper analysis of social issues facing American children today; (3) "Schools and Communities" - an overview of institutions serving children, including families, schools, and community agencies. A minimum of two hours per week of approved community service related to children is a requirement of the course. Opportunities for service projects will be available in cooperation with the Office of Volunteer Programs. Students will be given an orientation to working with children in their service assignments.

335 ***Content Area App of Educ Tech*** credit: 1 hours.

Course will explore a wide range of educational technologies, investigating in detail those that can be effectively integrated into the full range of content areas in education. Course will cover the use of distributed information servers, multi-media collaborative network applications and other advanced instructional technologies to support learning and teaching. Approved for letter grade. Prerequisite: EPS 201, EPSY 236 or equivalent; admission to Elementary or Secondary Teacher Education Program.

381 ***Arts, Exper, & Knowledge-Impli*** credit: 3 hours.

Course will provide introduction to aesthetic theories, in particular romantic, modern and post-modern theories of art. We will examine concepts like cognition and affect and their role in the arts, in experience, and in education. In discussions of the implications of aesthetic theories to education, we will draw on case-studies using qualitative research methodology to portray curriculum. Requirement will include weekly readings, the writing of papers and reflective journals, and visits to the Krannert Art Museum and Krannert Performance Center, where we will apply theory to our personal and shared experiences of art.

391 ***Thesis*** credit: 2 hours.  
Prerequisite: Senior standing.

395 ***Independent Study*** credit: 2 or 3 hours.

Permits study of problems not considered in other courses; for students who excel in self-direction and intellectual curiosity. Approved for both letter and S/U grading. Prerequisite: Junior or senior standing; minimum GPA of 3.5; completion of Advanced Composition requirement, and consent of adviser and staff member supervising the work.

401 ***Intro Tchg in a Diverse Societ*** credit: 3 hours.

Orients the student to ways in which English, Mathematics, Science, or Social Studies is learned in middle school and senior high school settings. Integrates an introduction to the use of technology as both a tool and a context for teaching and learning. As participants in a series of learning activities, students will reflect on the teaching and learning of English, Mathematics, Science, or Social Studies from an inquiry oriented perspective. Coursework is integrated with a middle or high school field experience to connect theory with practice in an examination of research and current trends in English, Mathematics, Science, or Social Studies education. Prerequisite: EPS 301, EPSY 201 or equivalent, concurrent enrollment in EOL 440, and admission to the Secondary Teacher Education Program.

402 ***Tchg Diverse Middle Grade Stu*** credit: 3 hours.

Examines the curriculum and philosophy of teaching students in the middle grades. Students will focus on a number of related topics including teaching a diverse middle school student population, including all students in instruction, using technology for teaching middle school English, Mathematics, Science, and Social Studies and alternative

means of assessing students' learning. Seminar content will be integrated with coursework in adolescent development, and special education in middle school settings. Coursework is integrated with a middle grade field experience. Requires concurrent enrollment in EPSY 430 and SPED 205. Prerequisite: CI 401.

403 ***Tchg Diverse High School Stu*** credit: 3 hours.

Examines the curriculum and philosophy of teaching students in high school grades. Students will focus on a number of related topics including teaching a diverse student population, including all students in instruction, using technology for teaching high school English, Mathematics, Science, and Social Studies and alternative means of assessing students' learning. Seminar content will be integrated with coursework in instructional technology, assessment, and special education with high school students. Coursework is integrated with a high school field experience. Requires concurrent enrollment in EPSY 485 and SPED 405. Prerequisite: CI 402.

404 ***Tchg and Assessing Sec Sch Stu*** credit: 4 hours.

Emphasizes the practical application of theory and recommended practices for developing curriculum, teaching, and assessing learning in the middle and senior high school years. Requires concurrent enrollment in EDPR 442. Prerequisite: CI 403.

405 ***Intro Tchg Elem Age Children*** credit: 1 hours.

Course examines the contexts of elementary education in the public schools. Includes content on teaching as a profession and community/family contexts of education. Coursework is integrated with field experiences with elementary children. (EDPR 250) Requires concurrent enrollment in EDPR 250, section ELE. Prerequisite: EPS 201; EPSY 236; admission to the Elementary Teacher Education Program.

406 ***Thry Prac in Elem Schl Tch I*** credit: 4 hours.

Course examines teaching in the elementary grades. Students will focus on a number of related topics, including classroom management, instructional design, personal and professional attributes of effective teachers, and multicultural perspectives. Coursework is integrated with field assignments in public elementary schools. Prerequisite: CI 405; admission to the Elementary Teacher Education Program.

407 ***Thry Prac in Elem Schl Tchg II*** credit: 2 hours.

Course continues the examination of teaching in the elementary grades, begun in CI 405 and CI 406. In addition to continuing the study of some topics introduced in the previous courses, students will focus on the following topics as they complete student teaching: designing instruction for classes including special needs students, managing technology in the classroom, and working with parents. Requires concurrent enrollment in EDPR 432. Prerequisite: CI 406; admission to the Elementary Teacher Education Program.

408 ***Sem in Secondary Teaching I*** credit: 2 hours.

CI 408 is the first in a two-course sequence that supports participants in the Secondary Alternative Certification Program during their first-year full-time teaching internship. The course fosters critical reflection and professional growth by providing a forum for problem-posing and problem-solving on issues typically faced by novice teachers. Prerequisite: Enrollment in the Alternative Certification Program in Secondary Science and Mathematics Teaching.

409 ***Sem in Secondary Teaching II*** credit: 2 hours.

CI 409 is the second in a two-course sequence that supports participants in the Secondary Alternative Certification Program during their first-year full-time teaching internship. The course fosters critical reflection and professional growth by providing a forum for problem-posing and problem-solving on issues typically faced by novice teachers. Prerequisite: CI 408.

410 ***Middle School Instruction*** credit: 2 hours.

Students will develop an understanding of general middle school instructional theory and practices, with a focus on teaching in their content area(s) of concentration. Emphasis is on middle school instruction based on the current standards of the National Middle School Association.

420 ***Found of Early Childhood Educ*** credit: 5 hours.

Study of the role of the early childhood teacher in designing, organizing, and implementing educational programs for children in preschools, kindergartens, and the first three grades of the elementary school; includes the history, philosophy, and theory of early childhood education; includes morning school practicum providing at least 90 hours

of early field experience. Prerequisite: Admission to the Early Childhood Teacher Education Program; EPSY 236; EPS 301; CI 468.

421 ***Prin & Prac in Early Childhood*** credit: 3 hours.

Studies the principles and practices of using play as an educational tool in early childhood education; reviews historical, philosophical, and psychological foundations of nursery-kindergarten methods; assesses techniques relating play to various aspects of instruction; surveys materials and equipment; and presents methods of classroom evaluation. Concurrent enrollment in EDPR 420 and EDPR 438; credit or concurrent registration in EDPR 250, section EC. Prerequisite: CI 420; admission to the Early Childhood Teacher Education Program. 3 undergraduate hours.

422 ***Families, Communities, Schools*** credit: 3 hours.

Principles and practices of building partnerships and collaboration among families, community agencies, and schools in a diverse society for early childhood professionals; covers strategies for building understanding, trust, and effective communication with all children and their families including those who have special needs, have cultural and linguistic differences, come from non-traditional family configurations, and who face poverty, health problems, and/or family dysfunction. Prerequisite: Admission to the Early Childhood Teacher Education Program.

431 ***Tchg Elementary Mathematics*** credit: 4 hours.

Examines the organization, scope, and sequence of the mathematics program and the functional nature of mathematics; methods, techniques, experiences, and materials of value in teaching mathematics, and the role of the classroom teacher. Includes laboratory experience, with supervised problem solving. Prerequisite: MATH 103; admission to the Elementary Teacher Education Program.

432 ***Invest Approach Elem Math Inst*** credit: 2 hours.

Course will model and examine an investigative approach to elementary mathematics instruction, which is purposeful, inquiry-based, and meaningful mathematics instruction, and which is integrated across math topics and with other content areas. Prerequisite: CI 431; admission to the Elementary Teacher Education Program.

433 ***Found of Bilingual Educ*** credit: 2 to 4 hours.

Analyzes historical, political, and educational influences on bilingual/ESL education, the potential of various program models to promote academic achievement, and the theoretical and practical reasons for bilingual instruction. Attention is given to the research base underlying bilingual education programs. Same as LLS 433. 3 undergraduate hours. 2 or 4 graduate hours.

435 ***Computer-Assisted Instruction*** credit: 4 hours.

Computer-assisted instruction (CAI) and its relation to classroom teaching; the teacher's role in development, management, and criticism of CAI lessons; treatment of topics including instructional capabilities of CAI systems, instructional programming, and the design of CAI lessons. Same as CS 417. Prerequisite: A 100 level Computer Science course or consent of instructor.

436 ***Computer and Mathematics Educ*** credit: 4 hours.

Examines the role of the computer as an instructional tool in the secondary school mathematics classroom; reviews curricular materials and develops sample classroom projects in computer mathematics; analyzes computational problems and develops algorithms for their solution; and includes iteration, Monte Carlo methods, and simulation. Prerequisite: CS 101 or consent of instructor.

442 ***Math, Sci, Tech in Early Child*** credit: 5 hours.

The principles, place and practice of science and mathematics education in early childhood education and in the lives of young children; stresses the functional nature of science and mathematics and their inter-relatedness; presents methods, techniques, experiences, and materials of value in teaching mathematics and science in early childhood education; and the role of the classroom teacher. Opportunity for experience in field and laboratory work. Requires concurrent enrollment in EDPR 432. Prerequisite: CI 420, general education requirements in mathematics (MATH 103 or equivalent), 2 years of college science, admission to the Early Childhood Teacher Education Program.

444 ***Social Stud Early Childhood Ed*** credit: 2 hours.

Course emphasizes the place of social studies in early childhood education program (preschool - grade 3). Focuses on several areas of knowledge related to the social life of the community as it is concerned with young children; (1) knowledge from the social sciences, (2) social cognition and social skills learning, and (3) ways of dealing with cultural and social diversity. Prerequisite: CI 420; admission to the Early Childhood Teacher Education Program.

446 ***Culture in the Classroom*** credit: 2 to 4 hours.

Overview of the social and cultural factors that affect learning and teaching, and application of cultural information to curriculum development, classroom practices, and evaluation. 3 undergraduate hours. 2 or 4 graduate hours.

447 ***Iss Prac in Address Diversity*** credit: 1 hours.

Course examines multiple perspectives on and pedagogical responses to the historical diversity that has characterized United States education since its beginning. Course places particular emphasis on cultural issues, including the social construction and implication of race in contemporary society. Identity issues play a significant role as students examine the intersections of their biographies with those children in classrooms, especially in relation to classroom practices and the belief systems embodied in them. Developing concepts of racism (personal, cultural, and institutional) as well as of class and gender, are pivotal in response to agendas of privilege, equity, and justice. Culturally relevant practices are examined, as well as those developed in regard to differences in "ability" or in response to language and dialect differences. Prerequisite: CI 448; admission to the Elementary Teacher Education Program.

448 ***Tchg Elem Social Studies*** credit: 3 hours.

Course examines the nature and role of social studies in elementary schools, both in terms of the formal curriculum and of the impact of the school as a social system on children's social learning. Examines multiple approaches to what should be experienced and learned in social studies as well as the nature of social inquiry. Various instructional methods emphasizing direct experiences as well as reading are emphasized. Local, state, and national trends in curriculum and evaluation are addressed. Students engage in social inquiry, as well as develop, implement, and evaluate an action research project focusing in depth on a particular practice of social education. Prerequisite: Admission to the Elementary Teacher Education Program.

449 ***Issues in Latina/o Educ*** credit: 2 to 4 hours.

Critiques and explores various theoretical frameworks used to explain Latina/Latino academic achievement. Examines curricular and instructional issues by investigating how different school systems have implemented schooling for Latina/Latino students. Develops critical understanding of the role of education within the Latina/Latino community. Same as LLS 449. 3 undergraduate hours. 2 or 4 graduate hours.

450 ***Tchg Elem Science I*** credit: 2 hours.

Course is the first in a two-course sequence that examines science content, learning theory, and the teaching of science in the elementary school. Introductory course includes an introduction to children's learning in science and science content for elementary age children. Prerequisite: Admission to the Elementary Teacher Education Program.

451 ***Tchg Elem Science II*** credit: 2 hours.

Course is the second in a two-course sequence that examines elementary science content, learning theory, and the teaching of science in the elementary school. Course includes an examination of the nature of science, as well as methods and materials for teaching science and assessing science learning. Prerequisite: CI 450; admission to the Elementary Teacher Education Program.

465 ***Lang Literacy in EC Educ I*** credit: 3 hours.

Basic principles, techniques, and materials for the emergent literacy classroom. Emphasizes linguistic and cultural factors in culturally diverse settings. Concurrent enrollment in CI 420. Prerequisite: EPSY 236; admission to the Early Childhood Teacher Education Program.

466 ***Lang Literacy in EC Educ II*** credit: 2 hours.

Emphasizes developmentally appropriate practices for the teaching of reading and writing in grades K-2. Requires concurrent enrollment in EDPR 432. Prerequisite: CI 465.

467 ***Princ Tchg Lit to Child Youth*** credit: 3 hours.

Examines literature written for children and youth and the uses of literature in the school curriculum. Students may not receive credit for both CI 467 and LIS 403. Prerequisite: One college course in literature; admission to the Elementary Teacher Education Program.

468 ***Children's Lit for EC Edu*** credit: 2 hours.

Examines literature written for children ages birth-eight years, extensive reading and analysis of literature in all genres and formats; evaluations of literature in relation to cognitive and linguistic development, emergent literacy, linguistic and cultural diversity, and family and school literacy; reviews and applies theories about the functions of literature. Prerequisite: One college course in literature; admission to the Early Childhood Teacher Education Program.

471 ***Princ Prac Foster Indep Rdg*** credit: 2 to 4 hours.

Comprehension, study, and reference skills as they pertain to reading in the content fields; appropriate for elementary and middle school teachers, K-8. 3 undergraduate hours. 2 or 4 graduate hours. Prerequisite: CI 475, course in beginning reading, or consent of instructor.

472 ***Tchg Reading in Grades 4-12*** credit: 2 or 4 hours.

Developmental reading programs beyond the primary grades; factors related to reading speed and comprehension; vocabulary development, specific comprehension skills, study skills, and reading interests and tastes. 3 undergraduate hours. 2 or 4 graduate hours. Prerequisite: EPSY 201; junior standing or consent of instructor.

473 ***Literacy in Content Areas*** credit: 1 hours.

Provides secondary and K-12 level education majors with principles and practices of effective language and literacy instruction in their content areas, consistent with the Core Language Arts and Content Standards of the Illinois State Board of Education. Prerequisite: Admission to a teacher education program.

475 ***Teach Elem Rdg & Lang Arts I*** credit: 4 hours.

Course examines the basic theories, issues, methods, and materials for a developmental K-8 language arts program. Emphasizes language arts (including reading, as well as writing, speaking, and listening) as tools for learning across the curriculum. Addresses cultural diversity in language arts instruction, with emphasis on linguistic diversity. Prerequisite: CI 467; admission to the Elementary Teacher Education Program.

476 ***Teach Elem Rdg & Lang Arts II*** credit: 2 hours.

Course examines the basic theories, issues, methods, and materials for a developmental K-8 language arts program. Emphasizes language arts (including reading, as well as writing, speaking, and listening) as tools for learning across the curriculum. Addresses cultural diversity in language arts instruction, with emphasis on linguistic diversity. Prerequisite: CI 467 and CI 475; admission to the Elementary Teacher Education Program.

484 ***Learning Technologies*** credit: 4 hours.

Same as HRE 472. See HRE 472.

499 ***Issues and Development in Educ*** credit: 2 to 4 hours.

Seminar course on topics not treated by regularly scheduled courses; requests for initiation may be made by students or faculty member. Approved for both letter and S/U grading. May be repeated to a maximum of 8 hours. Prerequisite: Junior standing.

500 ***Elem School Classroom Programs*** credit: 4 hours.

Explores organizational centers for determining selection and sequence of educative experiences in the elementary school classroom; emphasizes the role of the teacher in curriculum construction.

501 ***Fundamentals of Curr Develop*** credit: 4 hours.

Examines a variety of definitions of curriculum developments; readings reflect current theories and research related to substantive issues in the field: how learning is influenced by stated goals of education, cultural background of the learners, structure of the school setting, competencies of teachers, psychological characteristics of the learners, and means of measuring student achievement.

507 **Prob Trends in Spec Fields** credit: 4 hours.

Intensive examination of problems and trends in the subject fields. May be repeated to a maximum of 8 hours.

509 **Curriculum Research** credit: 4 hours.

Reviews the principle methodologies used in research on curriculum problems; emphasizes subject-analytical, large-scale survey, experimental, case methods, and clinical studies; emphasizes the conceptual and practical problems in such research.

511 **Tchnlg & Learning Tech Soc** credit: 4 hours.

Students will address the challenges and opportunities which electronic technologies bring to the practice of teaching and learning in K-12 environments. Course will address both theoretical issues from a critical studies perspective and practical issues germane to technology adoption and integration.

518 **Evaluation of Edu Programs** credit: 4 hours.

Origins, assumptions, applications, and development of approaches to educational program evaluation in practice over the past twenty years; unobtrusive measures and noneducation evaluation systems; and practice in collecting evaluative data. Same as EPSY 572. Prerequisite: EPSY 480, one year of work with children or youth in an institutional setting, or consent of instructor.

519 **Methods of Child Study** credit: 4 hours.

Studies ways in which teachers can evaluate child behavior and development with an emphasis on classroom application; instruction and practice in the use and interpretation of observations, anecdotal records, rating scales, interviews, achievement tests, intelligence tests, questionnaires, and sociometric and projective techniques. Prerequisite: EPSY 404 or consent of instructor.

520 **Programs in Early Child Edu** credit: 4 hours.

Advanced course intended primarily for teachers and supervisors of younger children, ages three to eight; reviews and analyzes research findings, experimentation, and current trends in curriculum organization, procedures, and materials essential to developing classroom programs for children.

521 **Curr Prob Trends in EC Edu** credit: 4 hours.

Includes principles underlying education practices in day care centers, preschool/nursery and kindergarten settings derived from theory and research in developmental psychology, social psychology, anthropology, and other related disciplines.

522 **Arts in EC: Curr in Context** credit: 4 hours.

Role of dance, drama, music, literature, and the visual arts in early childhood education, focusing on production/performance, appreciation, history, and aesthetics. Interrelationships among curriculum, notions of child development, cultural contexts, and unique traditions of different arts disciplines. Current art education practices in the United States and other countries. Requires attendance at performances and visits to an art museum. Prerequisite: Graduate status.

530 **Trends and Issues in Math Edu** credit: 4 hours.

Deals with theories of learning, research studies, curriculum development projects, and other events which have influenced elementary mathematics programs; also considers problems and issues in contemporary programs. Prerequisite: CI 500 or CI 520 or consent of instructor.

531 **Development of Math Programs** credit: 4 hours.

Deals with procedures for developing curricula in the major content areas of mathematics and alternative instructional procedures. Prerequisite: CI 430 or consent of instructor.

532 **Prof Development in Math Ed** credit: 4 hours.

Considers research perspectives, policies and practices associated with the professional development of mathematics teachers. Specifically, students will examine what policymakers recommend for effective professional development, which research findings seem to suggest, how schools do professional development for successful mathematics teaching, and the implications of policy and real world practices for equality of opportunity for

mathematics learning.

540 ***Current Issues in Sci Edu*** credit: 4 hours.

Advanced seminar in science education for teachers, consultants, and administrators. Identifies major problems and issues; analyzes current trends and research; and develops a philosophical framework related to science education. Prerequisite: Teacher education course in science and two years of college science; or consent of instructor.

542 ***Science Ed & Phil of Science*** credit: 4 hours.

Surveys issues in philosophy of science that are central to science education through an exploration of the works of twentieth century philosophers of science who were most influential in shaping thinking about science in the science education community. Relevant readings from science and history of science are also explored. Prerequisite: College level coursework in a science discipline or consent of instructor.

550 ***Methods of Educational Inquiry*** credit: 4 hours.

Critical consideration of research concepts and methods used in alternative means of contemporary educational inquiry. Same as EPSY 573 and SPED 550.

551 ***Res on Tchg: Issues & Methods*** credit: 4 hours.

This course is designed for doctoral and advanced master's students interested in research on classroom teaching. Research methods that have been used to study classroom teaching are reviewed so that students will become familiar with the research paradigms and the conceptual, technical, and political issues related to those paradigms. Students will conduct a critical analysis of research on teaching in an area of interest. Prerequisite: Admission to a doctoral program or consent of instructor.

560 ***Trends & Issues Language Arts*** credit: 4 hours.

Advanced seminar in literacy for teachers, researchers, and specialists. Focuses on trends and issues in elementary and middle school language arts. Current theories, relevant research and practical applications are considered in relation to reading, writing, listening, and speaking.

561 ***Theory Prac in Child Comp*** credit: 4 hours.

Studies composition or writing, its beginning and progress, gives particular attention to the relationship between creativity and imagination and the basic skills of punctuation, spelling, and other conventions of writing; and examines research studies on functions of writing, motivation, and purposes for writing during the school years. Prerequisite: CI 475 & CI 476, or course in writing, or consent of instructor.

562 ***Ling and the School Curr*** credit: 4 hours.

Analyzes linguistics for the school curriculum including dialect diversities, new theories of grammar, lexicography, and variations in oral and written forms of language; gives attention to discourse analysis and ethnography of communication. Prerequisite: Admission to a doctoral program or consent of instructor.

563 ***Writing Studies I*** credit: 4 hours.

Same as ENGL 505. See ENGL 505.

564 ***Writing Studies II*** credit: 4 hours.

Same as ENGL 506. See ENGL 506.

565 ***Topics Research and Writing*** credit: 4 hours.

Same as ENGL 582. See ENGL 582.

566 ***Topics Writ Pedagogy & Design*** credit: 4 hours.

Same as ENGL 583. See ENGL 583.

567 ***Child Lit in the School Curr*** credit: 4 hours.

Investigates trends and issues related to teaching literature in the school; focuses attention upon the organization

and planning of a balanced literature curriculum (fictional and informational). Prerequisite: CI 467 or LIS 404; and a college course in English literature or consent of instructor.

568 **Cont Classics in Child Lit** credit: 4 hours.

Critically examines children's books that have received major national and international awards and prizes and the requirements for that distinction; gives particular attention to the most recent publications so honored and their implications for use in the classroom. Prerequisite: CI 467 or CI 567, or LIS 404; and ENGL 106, or equivalent; or consent of instructor.

569 **Topics Discourse and Writing** credit: 4 hours.

Same as ENGL 584. See ENGL 584.

570 **Issues & Trends in Reading** credit: 4 hours.

The timing of beginning reading, the influence of certain linguistic findings on methodology and terminology in instructional materials, and the influence of research on methodology are dealt with in a way that provides a historical perspective for evaluating the merit of emerging issues and trends. Prerequisite: CI 475 and CI 476 or equivalent, or consent of instructor.

571 **Field Instruction in Rdg Prog** credit: 4 hours.

Directed practice in the area of reading; students are placed in an approved and supervised field position for part of the term.

572 **Organ & Super School Rdg Prog** credit: 4 hours.

Studies procedures for planning, improving, and evaluating reading programs on a system-wide basis. Open only to those persons who are preparing to supervise reading programs or with approval of graduate adviser. Prerequisite: CI 575.

573 **Early/Elem Rdg Inst** credit: 4 hours.

Planning and evaluating reading instruction and materials in nursery school through Grade Three. Prerequisite: CI 475 or CI 471, or equivalent; or consent of instructor.

575 **Assess/Diag Reading Problems** credit: 4 hours.

Nature, causes, and diagnosis of reading difficulties; translation of diagnostic information into instructional practice. Prerequisite: CI 475 or CI 471, or equivalent.

576 **Support Students Reading Prob** credit: 4 hours.

Supervised experiences; special attention to evaluative and interpretative techniques in cases of severe reading disabilities based on the analysis of specific reading needs. May be repeated to a maximum of 8 hours. Prerequisite: CI 575.

577 **Clinical Practicum in Reading** credit: 4 hours.

Diagnostic procedures and individual instruction with small groups of children who have reading difficulties. Prerequisite: CI 575 and CI 576.

578 **Bilit Dev of Young Children** credit: 4 hours.

A graduate-level course in the Ph.D. degree program in Language and Literacy. Helps students understand the language and literacy development of young bilinguals. Students will: (a) develop an understanding of the issues in biliteracy research; (b) explore the diversity of research topics, and perspectives in biliteracy research; and (c) learn to think and write critically and analytically about research on early biliteracy development.

580 **Qual Rsch in Lang & Lit Educ** credit: 4 hours.

Focuses on the goals and nature of qualitative, observational study of life in educational settings, with an emphasis on attention to oral and written languages. Adopts interpretive and critical perspectives on research and includes key readings on the ethnography of oral and written communication in schools, given a socioculturally and linguistically diverse society. All students will conduct a small scale study in an education site. Prerequisite: At least one semester of graduate course work.

581 ***Aesthetics and Curriculum*** credit: 4 hours.

Provides a synthesis of theoretical and autobiographical perspectives on aesthetic issues and their ramifications for the development and the critique of arts curricula. Drawing on art as an important source of knowledge and communication, the course reviews ideas from aesthetics and arts education (e.g., music, poetry, literature, visual arts, theater and dance education). Identifies principles common to all art forms but manifested differently in each of them to develop tools and skills for the design of, evaluation of, and research on arts curricula. Same as DANC 581. Prerequisite: Graduate standing, and background with one of the arts, or consent of instructor.

582 ***Rdg and Wrtg Across the Curr*** credit: 4 hours.

Designed for elementary and middle school educators, this course focuses on theory and practice related to both intradisciplinary integration (across the language arts) and interdisciplinary integration (across the content areas). Specific methods and strategies for fostering effective integrated literacy instruction are explored. Prerequisite: CI 475 and CI 476, or equivalent methods course in reading and language arts.

584 ***Theories in SLA*** credit: 4 hours.

Same as EALC 584, EIL 584, EPSY 563, FR 584, GER 584, ITAL 584, LING 584, PORT 584, SLS 584, and SPAN 584. See SPAN 584.

585 ***Informational Children's Lit*** credit: 4 hours.

Intended for elementary and middle school teachers, this course is an introduction to informational, or nonfiction children's literature. Students will explore the importance of including informational literature in the curriculum, how to select informational children's literature, and methods for teaching with informational text and for helping children learn from informational text. Prerequisite: CI 467, or equivalent children's literature course; CI 475 and CI 476, or equivalent methods course in reading and language arts.

590 ***Sem for Adv Stu of Education*** credit: 0 to 8 hours.

Approved for both letter and S/U grading. Prerequisite: Admission to doctoral study.

591 ***Field Study & Thesis Seminar*** credit: 4 to 8 hours.

Assists doctoral candidates in planning field studies and thesis problems. Students are expected to present their studies at each of four stages: (1) the inception, delimitation, tentative design stage; (2) the proposed design stage; (3) the revised design stage; and (4) the final design stage. Students are expected to analyze critically all presentations. Prerequisite: Admission to doctoral study.

595 ***Independent Study*** credit: 2 or 4 hours.

Offers opportunity and challenge of self-directive, independent study; develops the individual's ability as an independent student, and enables the student to pursue needed study in a field in which appropriate courses are not being offered during a given term. May be repeated to a maximum of 8 hours with approval. Prerequisite: Approval of study outline by adviser and the department chairperson prior to enrollment.

599 ***Thesis Research*** credit: 0 to 16 hours.

Individual direction of research and thesis writing. Approved for S/U grading only. May be repeated.