Education Curriculum and Instruction (EDCI)

edci.education.uconn.edu

5004. History of Educational Thought

Three credits.

Leading educational ideas and how these ideas influence theory and professional practice. The contributions of key individuals in the ancient, medieval and modern worlds are the basis for course organization.

5006. Comparative and International Education

Three credits.

Education and educational systems in comparative and international perspective, with emphasis on the interaction of educational institutions with other social, cultural and political institutions in society.

5008. Philosophical Analysis in Education

Three credits.

Introduction to philosophical analysis of significant educational concepts.

5040. Popular Music and Informal Education

Three credits. Prerequisite: Open only to Music Education M.A. students, others with consent.

Exploration of how popular music intersects with education, including the production and consumption of popular music and use of related informal pedagogies. Critical theory, cultural theory, feminism, and race studies will be used to explore these issues. Methods in "popular music" instruments and technology will also be covered.

5041. Theoretical Foundations of Music Education

Three credits. Prerequisite: Open only to Music Education M.A. students, others with consent.

Considers issues including music education programs, practices, curricula, and policies. Objectives for the course are to: (a) develop professional rationales for broadly used music education practices that involve information derived from relevant research in history, sociology, and philosophy, and critical theory; (b) analyze and critique selected music education programs, practices, curricula, and policies; (c) write a paper that reviews and critiques a broad area of practice in music education and recommends policy alternatives.

5047. Music Across the Curriculum

Three credits. Prerequisite: Open only to Music Education M.A. students, others with consent.

Strategies and theories for the integration of music experiences across the curriculum.

5050. TCPCG Seminar I: Student Teaching Seminar

Three credits. Prerequisite: Open only to students enrolled in the Teacher Certification Program for College Graduates; department consent required.

Analysis of instructional practice in the clinical setting. Relationship of instruction to theory, and implications for instructional evaluation, are emphasized.

5055. TCPCG Seminar II: Teacher as Professional

Three credits. Prerequisite: Open only to students enrolled in the Teacher Certification Program for College Graduates; department consent required.

Culminating seminar experience in the TCPCG program.

5060. Social and Multicultural Foundations of Education

Three credits. Prerequisite: Open only to students enrolled in the Teacher Certification Program for College Graduates; department consent required.

An introduction to the social and multicultural foundations of contemporary public education in U.S. society. Includes discussion of the nature, organization and purposes of public education in a democratic society, cultural diversity in U.S. schools and society, the role of the classroom teacher, professional ethics, and contemporary issues in U.S. education.

5065. Learning Theories

Three credits. Prerequisite: Open only to students enrolled in the Teacher Certification Program for College Graduates; department consent required.

Introduction to learning theories as they are applied to educational contexts. Topics include instructional objectives, behavioral analysis, social cognitive theory, cognitive psychology, social emotional development, and cognitive development.

5070. Methods of Instruction and Evaluation

Three credits. Prerequisite: Open only to students enrolled in the Teacher Certification Program for College Graduates; department consent required.

Selection and organization of learning experiences, instructional activities and materials, and methods of instruction. Course activities include a combination of lecture and seminar experiences.

5080. Reading and Literacy in the Content Areas

Three credits. Prerequisite: Open only to students enrolled in the Teacher Certification Program for College Graduates; department consent required.

Effective use of reading and writing to help students learning content material. Includes selection of reading materials that are appropriate for individual students with diverse reading abilities, understanding reading diagnosis provided by other professionals, using reading material in ways that facilitate comprehension and learning, and using written assignments to increase understanding and recall.

5085. Subject Area Methods

Three credits. Prerequisite: Open only to students enrolled in the Teacher Certification Program for College Graduates; department consent required. May be repeated for credit.

Selection and organization of learning experiences, instructional activities and materials, and methods of instruction related to the subject area. Course activities include a combination of lecture and seminar experiences, as well as extensive practice teaching.

5090. TCPCG Directed Student Teaching

Nine credits. Prerequisite: Open only to students enrolled in the Teacher Certification Program for College Graduates; department consent required.

Supervised student teaching in a subject-specific content area.

5092. Practicum

Variable (1-6) credits. Prerequisite: open to M.S. students in Curriculum and Instruction, Special Education, or the Educational Psychology concentration in Special Education. May be repeated for credit.

The implementation and application of theory in the student's area of specialization. Open primarily to master’s and Sixth-Year students.

5093. Advanced Practicum

Variable (1-6) credits.

The implementation and application of theory in the student's area of specialization. Open primarily to master's and Sixth-Year students.

5094. Seminar

Variable (1-3) credits. May be repeated for a maximum of six credits.

Analysis of the issues and research in the field of education. Open primarily to master's and Sixth-Year students.

5095. Advanced Seminar

Variable (1-6) credits.

Analysis of the issues and research in the field of education. Open primarily to master's and Sixth-Year students.

5099. Independent Study in Education

Variable (1-3) credits. Prerequisite: Instructor consent. May be repeated for credit.

Students requesting this course should have a significant background in education and should present to the instructor problems, well-defined and well laid out for investigation, which hold special interest for them and which will be pursued on the plan of advanced study.

5100. Teaching Reading and Writing in the Primary Grades

Three credits.

Processing unique to beginning reading and writing with emphasis on emerging literacy and promoting literacy development.

5105. Teaching the Language Arts

Three credits.

Teaching integrated language arts including oral and written communication, creative language, and spelling development with an emphasis on current research.

5110. Teaching Writing

Three credits.

A course for K-12 teachers with emphasis on teaching the writing process in persuasive, narrative and expository writing; evaluation of errors; developing appropriate curricular sequences; and research in the writing process.

5115. The Teaching of Reading

Three credits.

An overview of process and program; theoretical models of the reading, guidelines for a total school reading program, definition of terminology and principles of instruction. Analysis of available material made when appropriate. Intended as a background course for teachers with no previous course work or experience in teaching reading.

5120. Introductory Reading Clinic

Three credits.

Clinical practice in instruction of persons with corrective reading disabilities.

5125. Teaching Reading and Writing in Middle and Junior High School

Three credits.

Process and problems unique to reading and writing needs in the middle and junior high school. Emphasis on the development of reading and writing strategies as well as diagnostic teaching methods appropriate to this level.

5130. Teaching Children's Literature in the Elementary School

Three credits.

Literature for elementary school children, techniques for developing interest in independent and recreational reading.

5135. Literacy in the Secondary School

Three credits.

Process and problems unique to literacy needs in the secondary school. Emphasis on differentiated instruction for students with diverse backgrounds and abilities.

5140. Content Area Reading and Disciplinary Literacy

Three credits.

The purpose of this course is to explore and develop teaching strategies, practices and classroom routines that are supportive of both literacy development and disciplinary learning. Current research in disciplinary literacy (DL) will provide a frame for discussing these topics. DL as an approach to content-area teaching is still emerging and we will use this course as an opportunity to learn about best practices associated with content-area learning while also exploring ways to make that learning more authentic to the disciplines they represent and more meaningful to adolescents.

5145. Classroom Assessment and Correction of Reading Difficulties

Three credits.

Types of reading difficulties and the remediation methods appropriate for use by the classroom teacher.

5150. Clinical Diagnosis and Correction of Reading Difficulties

Three credits.

Severe reading disabilities and clinical methods of remediation utilizing the case study approach.

5155. Advanced Reading/Language Arts Clinic

Six credits. Prerequisite: EDCI 5150; instructor consent required.

For prospective reading/language arts specialists. A laboratory course in planning and implementing remedial reading/language arts instruction for persons with severe or complex reading and writing disabilities.

5160. Design, Management, and Supervision of Reading Programs

Three credits. Prerequisite: EDCI 5150 and 5155; instructor consent required.

Designing, supervising and evaluating reading programs on a school and system-wide basis.

5165. Introduction to Deaf Education

Three credits.

In this course we will explore current issues and approaches to teaching deaf and hard of hearing students by examining historical trends and current research in deaf education, language policy, deaf culture, speech and hearing development, and deaf studies.

5170. Literacy and Deafness

Three credits.

In this course, we will explore current issues and approaches to teaching reading and writing to deaf and hard of hearing students, and examine current research on literacy and deafness drawn from a range of relevant perspectives.

5250. Teaching Literature to Adolescents

Three credits.

A study of competing theories of literary response with an emphasis on implications for the teaching of literature and research on the teaching of literature. Includes some reading of literature for young adults.

5255. Teaching Composition (7-12)

Three credits.

A study of composition theory, with an emphasis on implications for the teaching of writing and research on the teaching of writing.

5350. Teaching Elementary and Middle School Social Studies

Three credits.

A study of curriculum alternatives, techniques of individual and small-group instruction, evaluation and the development of teaching materials.

5355. Trends in Social Studies Curricula

Three credits.

New curricula and developments. For teachers and supervisors of social studies.

5360. Education and Popular Culture

Three credits. Prerequisite: Instructor consent.

This course examines important and timely issues around popular culture and education with a focus on film, television, music, and students and teachers. The class will explore popular culture images of students and teachers and how these influence societal views of teaching and learning, analyze classroom practices with popular culture and develop skills and understanding applicable to teaching, study the history of film and television, and investigate issues of media literacy both in and out of the classroom.

5369. The Teaching and Learning of Mathematical Problem Solving

Three credits.

Focuses on the processes involved in mathematical thinking and mathematical problem solving. Classroom discussions will address those aspects associated with expert problem solving-domain knowledge, problem solving skills, metacognition (belief and issues of control), and aesthetic judgements. Students will have an opportunity to discuss and solve various types of mathematics problems and develop instructional strategies to teach and assess mathematical problem solving at the middle and secondary school levels.

5450. The Teaching and Learning of Mathematics in the Secondary School

Three credits.

Examination of current approaches to the teaching and learning of mathematics in the secondary school. Emphasis will be placed on issues surrounding content knowledge, curriculum, pedagogy, epistemology, assessment, and technology with respect to recent national initiatives and instructional techniques impacting on the secondary school mathematics curriculum.

5455. Curricula in Mathematics Education

Three credits.

Exploration of significant curricula in mathematics education for teachers and supervisors of mathematics. Emphasis is placed on research and development related to content and techniques.

5460. The Teaching and Learning of Mathematics in the Elementary School

Three credits.

Investigates the teaching and learning of mathematics in the elementary school. Emphasis will be placed on issues surrounding content knowledge, curriculum, pedagogy, epistemology, assessment, and technology with respect to national initiatives and instructional techniques impacting elementary school mathematics.

5465. The Teaching and Learning of Mathematics in the Middle School

Three credits.

Investigates the teaching and learning of mathematics in the middle school. Emphasis will be placed on issues surrounding content knowledge, curriculum, pedagogy, epistemology, assessment, and technology with respect to national initiatives and instructional techniques impacting middle school mathematics.

5500. Teaching Science in the Middle and Secondary School

Three credits.

Materials and advanced methods in the teaching of science in grades 7-12.

5505. Materials and Methods in the Teaching of Elementary School Science

Three credits.

A systematic examination of major science and curriculum program for the elementary school, the selection and design of materials, the development of teaching techniques.

5550. Problems in the Teaching of Science

Three credits.

Theories of teaching science with emphasis on studies of research related to current problems.

5555. Environmental Education

Three credits.

Exploration of state, national, and international environmental issues and instructional approaches for developing student awareness, knowledge, and concern for the environment, K-12. Includes classroom and field study.

5700. Foundations of Bilingual Education

Three credits.

Study of the political, social and legal aspects of bilingual education, including principles of second language acquisition.

5705. Curricular Issues in Bilingual Education

Three credits.

Current approaches, methods and techniques with respect to curricular issues in contemporary bilingual education programs.

5715. Bilingualism and Second Language Acquisition

Three credits.

Developmental sequences and theories of first and second language acquisition.

5720. Bilingual Education and Biliteracy

Three credits.

Current methods, strategies and techniques of reading in the mother tongue (L1); transfer of reading skills into English (L2); and, evaluation and adaptation of L1 and L2 reading materials. Principles of second language acquisition.

5740. Latinos and U.S. Education

Three credits.

Conditions of schooling Latinos in the U.S. educational system via an historical and economic context, including principles of second language acquisition. Policy issues and theoretical discussions of underachievement. Relationship between dominant and subordinate cultures and their effect on classroom discourses.

5742. Sheltered English Instruction for English Language Learners

Three credits.

Current approaches and techniques with respect to academic language development in sheltered environments. This course attempts to disclose the most important issues surrounding content area teaching for English Language Learners (ELLs). Special attention is placed on the teaching of mathematics, science, and literacy in English for second language learners, including second language acquisition and development within the content areas.

5750. Language Diversity and Literacy

Three credits.

Overview of issues and debates concerning the theory and practice of literacy development for non-native English speaking students in the United States. Includes principles of second language acquisition.

5755. Teaching English as a Second Language

Three credits.

Examination of current research on the acquisition and learning of English as a second language (ESL) in school settings. Critical issues in the application of research on ESL to the bilingual classroom are discussed.

5765. Assessment of Bilingualism

Three credits.

Principles of assessment for bilingual learners, including language proficiency and dominance, (bi) literacy development, and academic content knowledge. Current assessment approaches for bilingual learners in different context (e.g., bilingual, ESL classes) and for various purposes (e.g., screening, placement, evaluation). Principles of second language acquisition.

5802. Lectures in Education

One credit.

A course in which staff members and authorities in education and related fields discuss selected problems.

5804. Curriculum Planning

Three credits.

Examines teachers' issues and problems from real-life cases with theoretical perspectives and pedagogical methods.

5810. Workshop in Education

Variable (1-3) credits. May be repeated for a maximum of nine credits. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Professional personnel to work cooperatively on problems arising out of actual school situations.

5820. Media Literacy in an Information Age

Three credits.

Study of the growing field of media literacy and the media's influence upon our culture and education. Includes major principles, development of media analysis skills, and integration with the school curriculum.

5825. Enhancing Classroom Curriculum with Computers and Electronic Media

Three credits.

Effective use of microcomputers and other electronic media to strengthen and enhance classroom instruction in the basic content and skill areas. Emphasis upon specific curriculum applications of technology rather than on its basic operation, mechanics, and programming.

5830. Curriculum Laboratory

Variable (1-6) credits. May be repeated for a maximum of nine credits.

Open to teachers and administrators seeking practical solutions to curriculum problems in elementary and secondary schools. Reorganization of courses, reorientation of the program of studies, articulation of administrative units, and development of new materials are considered in relation to the local situation. Students make individual studies of their specific problems, and group studies of related problems.

5845. Seminar in International Education

Three credits.

Concentrated study of culture and education in a major geographical region such as Africa, Asia, or Latin America; or cross-cultural studies of educational issues.

5847. Human Rights and Social Justice in Education

Three credits.

Introduction to human rights and social justice, two overlapping, but non-identical frameworks for understanding and acting through educational institutions, practices, and objectives.

5850. Introduction to Curriculum

Three credits.

Philosophy, theory, and practice employed in curriculum development and change.

5875. Multicultural Education

Three credits.

Interrelationships between education and various sociocultural aspects of cultural diversity and cultural pluralism, including language acquisition and diversity.

5885. Introduction to Critical Pedagogy

Three credits.

Theory and practice in teaching for social justice with an emphasis on issues of class, race, gender and ethnicity.

5890. Educational Linguistics

Three credits.

Overview of the study of language and linguistics, and especially applied linguistics, with emphasis on their implications for classroom teacher. Includes principles of second language acquisition.

5895. Language Ideology and Education

Three credits.

Interrelationship among language, ideology, education and society, including examination of issues of social classes, ethnicity, gender, social context, power, and politics. Also covered are literacy, language prescriptivism and standardization, language policy and discourse in critical perspective. Principles of second language acquisition.

6000. Qualitative Methods of Educational Research

Three credits.

Purposes and nature of qualitative research, including selected techniques for conducting various types of qualitative and naturalistic research in educational settings.

6005. Advanced Methods of Qualitative Research

Three credits.

Field-based methods of collecting data in qualitative research studies in educational settings, coding and analysis of qualitative data, use of computer programs to analyze data, and methods and procedures for ensuring trustworthiness in qualitative research.

6010. Writing for Educational Publications

Three credits.

Designing, writing, editing, and marketing material for professional publication.

6092. Practicum

Variable (1-6) credits.

The implementation and application of theory in the student's area of specialization.

6094. Seminar

Variable (1-6) credits. May be repeated for a maximum of nine credits.

Cooperative study of developments and problems in the student's area of specialization.

6200. Theoretical Foundations of Teaching English

Three credits.

A sociocognitive perspective on teaching the English language arts, including the historical, sociological, linguistic, and psychological foundations of teaching English.

6410. Learning Theories for Mathematics Instruction

Three credits. Prerequisite: EPSY 5510.

Examines various learning theories and their influence on mathematics instruction. In particular, understanding the processes involved in mathematical thinking, the impact of learning theory on mathematics instruction, expert-novice models of mathematical behavior, and ways to enhance mathematics learning in the classroom.

6415. Research in Mathematics Education

Three credits.

Analysis of research in mathematics education, methods of research, and design and research studies.

6500. Research in Science Education

Three credits.

An analysis of current research in science education. Emphasis on evaluation of research as well as the design and implementation of research.

6860. Research in Multicultural Education

Three credits.

Advanced study in the processes and findings of research in multicultural education.