

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: ADSUP 704: Leadership to Enhance Human Resources –Spring 2011

Learning goals and objectives: This course requires the student to participate extensively in group process as well as to be individually accountable for all assignments. The class will employ a problem-based learning approach, as the major format. Team development is a critical component of this course. Students are expected to understand and participate in online conversations using discussion boards, blogs and wikis on Blackboard. Students are also responsible to attend group meetings outside of class, as needed to complete the problem based learning problem. All teams are expected to meet with the professor for one, one-hour coaching experience during the semester.

Course requirements:

- Personal Growth Plan-10%
- School Climate Analyses-10%
- Individual and Group PBL-45%
- Vision Statement video-5%
- Teamwork, Coaching and Online Participation-10%

Textbooks and other course materials (e.g. course pack):

-Patti, J. & Tobin, J. (2003) *Smart school leaders: Leading with emotional intelligence.* Kendall Hunt Publishers.

ISBN: 978-0-7575-3134-7 Estimated Price: \$47.10

-Caruso, D.R. & Salovey, P. (2004). *The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership.* San Francisco: Jossey Bass.

ISBN: 978-0-7879-7071-0 Estimated Price: \$29.95

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Course: ADSUP 715: Supervision & the Improvement of Instruction –Spring 2011

Learning goals and objectives: This is a Hybrid Course that will be conducted as fifteen face to face sessions plus 12.5 hours on line. Students are expected to attend all classes participate on line for a minimum of 12.5 hours and complete all assignments to achieve a satisfactory grade. The course explores the meaning, purposes and organization of supervisory programs and supervisory roles. Strategies and techniques will be presented and experienced for: assessing and improving teacher performance; organizing and implementing learning communities to extend professional development; designing professional development programs for professional growth; and planning a school-based Walk Through. The requirements of this course include 25 to 35 hours of field- based activities.

Course requirements: The requirements of this course include 25 to 35 hours of field- based activities. You are responsible for all of the assignments listed in the syllabus. These include: Readings from the text and assigned articles, On-line discussion about your experiences, On-line group discussion about assigned articles. You will be placed into teams for the on-line discussions using the discussion board, which begin on Thursday and end on Monday. (Each member of the group will read the assigned articles, and respond to the statements or questions listed. You are expected to participate in the discussion at least twice during the discussion period).The preparation of a video, which documents a conference you held with your teacher client. The completion of a work product and a case study.

Textbooks and other course materials (e.g. course pack):

Readings from the text and assigned articles are available on blackboard.

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Course: ADSUP 716: Leadership to Enhance Human Resources - Spring 2011

Learning goals and objectives: This course explores leadership theory from a systems perspective with a focus on both the theoretical and practical tools for promoting school change that leads to high levels of student achievement. Participants will gain a deeper understanding of their own leadership style as perceived by self and others. The course also prepares students for the New York State Certification Exam (SBL and SDL).

Course requirements:

- Leadership Style Assessment (ELCC 1 & 2)- 10 %
- Strategic Responses to the Malvern Middle School Case Study – 25%
- Speeches and PTA Newsletter Article – 20 %
- Blackboard Discussions- 15%
- Co-Facilitation of a Case Study (Seminar)- 10%
- Class participation and Attendance- 10%

Textbooks and other course materials (e.g. course pack):

Association of Supervision and Curriculum Development (ASCD), (April, 2004) *Leading in Tough Times* April 2004 | Volume 61 | Number 7

Hessel, K. and Holloway, J. (2002). *A framework for school readers: Linking the ISLLC standards to practice*. Educational Testing Services. Princeton, New Jersey.
ISBN-10: 0886852080 Estimated Price: \$38.00

Hessel, K. and Holloway, J. (2003). *Case studies in school leadership: Keys to effective school principalship*. Educational Testing Services. Princeton, New Jersey.
ISBN-10: 0131723995 Estimated Price: \$43.00

Lundin, C., Christensen, H et al. (2000). *Fish*. Hyperion, New York. NASSP (2004). *Breaking Ranks II: Strategies for leading in high school reform*. Reston, Virginia.
ISBN-13: 978-0882103532 Estimated Price: \$45.47

Robbins, P & Alvy H. (2004). *The new principal's field book: Strategies for success*. ASCD Alexandria, Virginia. ISBN-13: 978-0871208583 Estimated Price: \$21.47

Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*.
ISBN-13: 978-0385260954 Estimated Price: \$2.94

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Course: ADSUP 717: Research Seminar in Evaluating and Applying Educational Research- Spring 2011

Learning goals and objectives: This course is designed to help prospective school leaders become strong consumers and producers of research. In this course, students will model a collaborative Inquiry Leadership Seminar to clarify their emerging research and to present oral recommendations to colleague evaluators, followed by a written research report. This course is required for students enrolled in the principal or superintendent credential programs. This course is required for students enrolled in the principal or superintendent credential programs.

Course requirements:

Class Participation- 20 %

Review-research studies and best practice- 20 %

Respond to Work Product and Case Study: Data Driven School Goals and District Policies- 10 %

Survey- 10%

Research Report for the Inquiry Leadership Seminar- 40 %

Textbooks and other course materials (e.g. course pack):

Gay, L.R., Mills, G. & Airasian, P. (2009) Educational Research: Competencies for Analysis and Applications Pearson Education, Inc., Upper Saddle River, New Jersey (**referred to as “Primary Text.”**)

ISBN-13: 978-0135035016

Estimated Price: \$96.49

Schmoker, Mike. (2006). Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, ASCD: Arlington, Va.

ISBN-13: 978-1416603580

Estimated Price: \$11.00

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Course: ADSUP 721: Legal Issues, Finance, Facilities and Operations - Spring 2011

Learning goals and objectives: This is a four credit course that combines elements of Law, Finance and Facilities issues for potential supervisors in New York City public schools. The course is designed to address and inform students from both a national as well as a New York City perspective on these issues. There is a significant amount of reading involved in the course around these issues. Although the text for the course is a text of legal cases, this will be used as a starting point to discuss and research issues around finance, budget and facilitates, supplemented by additional materials.

Course requirements: There is a requirement for an additional 12.5 hours of contact time where we share opinions, ideas and findings on a variety of topics. We will be using the Blackboard on-line method to complete this requirement. You will be given additional assignments to write about on Blackboard and you will then be required to comment on and add to the written work of your fellow classmates. I will also participate in these Blackboard sessions to guide you and raise additional questions and make comments of my own to aid in your discussion. Some the topics for the Blackboard discussions are listed as part of the curriculum and will be supplemented during the course. The Blackboard (BB) assignments should be completed within the week they are assigned. In addition, participation in Blackboard discussions also counts toward your final grade. Class attendance counts towards your final grade. Your grade will be based upon two writing assignments, one to be done in class and one assignment done via blackboard and subject to comment and discussion; and a final paper between 5-10 pages in length on a topic we have covered in class or that is related to the class. In lieu of a final paper you may elect to do a group presentation on a topic covered in class or that you are interested.

Textbooks and other course materials (e.g. course pack):

Assigned articles can be found in Blackboard, Additional articles may be assigned

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Course: ADSUP 731: Data, Technology and Curriculum Design - Spring 2011

Learning goals and objectives: This course is designed to provide the knowledge and skills needed to exercise leadership in school restructuring as it pertains to the use of data and technology in the development and assessment of curriculum, instruction and processes and practices of learning.

This course will provide evidence of meeting the expectations of the Conceptual Framework in:

- Evidence-Based Practices through an examination of research based materials related to instructional effectiveness

- Integrated Clinical Experiences through applying the course content to current conditions in schools.

-- Educating a Diverse Student Population through assisting teachers at all levels of their development to organize classroom and instruction so that all students achieve at high levels and learning about, understanding and modifying curriculum and instruction to meet the needs of an urban population.

- Use of Technology to Enhance Learning by requiring course participants to demonstrate their proficiency in the use of technology to enhance instruction and presentation of information.

Course requirements:

Articles (20%)

Long Project (60%)

Oral presentation (20%)

Textbooks and other course materials (e.g. course pack):

Basic Course Text

- Silver, Harvey F., Richard Strong, Matthew Perrini (2007). *The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson Alexandria, VA: The Association for Supervision and Curriculum Development. ASCD.*

ISBN-13: 978-1416606093

Estimated Price: \$17.38

Additional Materials and Recommended Readings maybe available from the Instructor

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Course: ADSUP 741 School District Leadership - Spring 2011

Learning goals and objectives: To familiarize students with the professional and political environment of leadership in New York State.

- To familiarize students with procedures for the provision of pupil personnel services.
- To familiarize students with the principles and practices of effective communication and the processes of collaboration and cooperation.
- To familiarize students with strategies for establishing a culture of district-wide accountability.
- To provide examples of evidence-based practices that support district-wide learning.
- To familiarize students with effective strategies for the selection, evaluation, professional development of the professional and support staff.
- To provide students examples of how districts can effectively manage resources.
- To provide students opportunities to research and discuss the leading educational issues being debated by education consumers, policy makers, and practitioners and to develop an appreciation for differing points of view while developing their own opinions.

Course requirements:

Class Participation (15% of the Final Grade-individual

Completion of written assignments that integrate the SDL Examination for New York State Certification into weekly class sessions (50% of Final Grade).

Case Study (35% of the Final Grade): Final Assignment

Field Hours: (40 additional field hours are required for this course)

Textbooks and other course materials (e.g. course pack):

Childless, S., Elmore, R., Grossman, A.C., & Moore Johnson, S. (eds.) (2007). *Managing School Districts for High Performance: Cases in Public Education Leadership*. Cambridge, MA: Harvard Education Press.

ISBN-10: 1891792490

Estimated Price: \$58.00

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Course: ADSUP 751 Internship - Spring 2011

Learning goals and objectives: This course focuses on intensive applications of program knowledge, skills and dispositions in a fieldwork setting. This seminar will give you the opportunity to work toward the completion of your portfolio and to share with each other first hand experiences from your school settings. For the first meetings of the class we will examine, in-depth, the contract that you are required to complete and submit. For most of the seminar meetings we will discuss a case study concerning school leadership. At each meeting class members are expected to present an issue of leadership he/she has observed in his/her school and present how the issue was addressed and then resolved or not resolved. It is expected that candidates have self-discipline and take responsibility for their own learning especially as applied to their field experiences. It is expected that you will examine systemic efforts of reform. Candidates will identify ways to support caring learning environments that are safe and secure for all children. Candidates are expected to engage in discussion of issues and practices that relate to their school and the school system. Course participants will demonstrate knowledge, skills and dispositions through experiential real life situations as outlined in their contract. The course requires 200 hours of leadership experiences in fieldwork.

Course requirements:

Contract – By the second meeting of the class, your contract is to be submitted (it can be in draft form). A copy is to be submitted to me and to your internship supervisor. 10%

School/region profile – This is an in-depth description of your school/regional profile. 5%.

Weekly logs and reflections –. 15% logs; 15% reflections. Due each class meeting.

Case Study/Participation –10%

Site visits – Two visits are to be arranged with you and your field supervisor. 15% each.

Resume and Cover Letter – Work on and prepare a “ready-to-go” resume and cover letter 5%.

Portfolio –. 10%. Due at end

Textbooks and other course materials (e.g. course pack):

Kowalski, T. J., (2008). *Case studies on Educational administration*. 5th Ed. Pearson, NY.

Gardner J. W., (1986). *Leadership papers*. Independent Sector, NY. (To be given out.)

ISBN-10: 0205412084

Estimated Price: \$36.00

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Course: BILED 701.00 Foundations of Bilingual Education -Fall 2010

Learning goals and objectives:

To provide a foundation for understanding the history, development and practice of bilingual education;

To provide a forum for students to discuss issues, ideas and concepts central to the social, historical and philosophical foundations of bilingual education;

To encourage students to challenge assumptions and to apply critical thinking skills to critical issues of bilingual education.

Course requirements:

1) Regular and Prompt attendance, thoughtful participation in class and in Blackboard, Completion of all assignments. All assignments must be typed and proofread. NO LATE PAPERS!

2) A 2-3 page paper on a personal view of bilingual education or on becoming bilingual Due: (5 points)

3) Using Blackboard Links, students will obtain information on bilingual education and related issues. Students will write a reaction paper (2-3 pages) on their reflections on the reading. In addition, students will be required to respond to questions and comments posed by the professor and their classmates in Blackboard. Responses and discussions in Blackboard will be noted. Lack of responses will result in an "Incomplete" grade. Reaction Paper will be due on: (10 for Bb responses +10 for reaction paper) (20points)

4) Midterm Exam (25 points)

5) An analytical paper of two books: (1) Rodriguez, R. (1982). *Hunger of memory*. Boston: DR Goodine (2) Hoffman, E. (1989). *Lost in translation*. New York: Penguin Book, 25 points)

6) A paper based on: A minimum of two observations and analysis of a bilingual classroom **-OR -** Analysis of the language of a student who is in the process of becoming bilingual. Student language should be audio-taped in formal and informal situations. Guidelines for these papers will be found in the Course Documents of Blackboard. Each paper should be from 8-10 pages long. Readings and theory **MUST** be integrated into the paper. (25 points)

Textbooks and other course materials (e.g. course pack):

Assigned articles can be found in Blackboard, Additional articles may be assigned

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Course: BILED 717.00 Language Assessment –Spring 2011

Learning goals and objectives:

This course introduces students to relevant theory and current practice in the area of language assessment in the K12 classroom in order to provide students with both conceptual understanding and practical experience with language assessment. The course will examine key concepts and current debates, including validity, reliability and the ethics of high-stakes testing. The course will also cover some basic statistical procedures related to assessment, both in order to illustrate important concepts and to provide tools for classroom teachers. Students will learn about the various purposes for which tests are used, such as placement, diagnostic, and achievement tests, and the differences between so called norm-referenced and criterion-referenced testing. Additionally, unique aspects of testing each of the four skills will be covered. The course also offers opportunities to discuss critical current issues in assessment, such as teaching to the test, NCLB, and alternative forms of assessment

Course requirements:

- | | |
|---|-----|
| 1. On-time Attendance, Class Preparation, and Participation in Class/Group Discussions: | 15% |
| 2. Part 1 of Project | 10% |
| 3. Homework assignments and quizzes | 10% |
| 4. Part 2 of Project (Midterm Project) | 20% |
| 5. Part 3 of Project (Final Project) | 40% |
| 6. Oral Presentations of Final Project | 5% |

Textbooks and other course materials (e.g. course pack):

Brown, H. D. (2004). Language Assessment: Principles and classroom practice. White Plains, NY: Mahwah.

ISBN-10: 0130988340 Estimated Price: \$42.00

O'Malley, J. M., & Valdez Pierce, L. (1996). Authentic Assessment for English Language learners: Practical approaches for teachers. Pearson Longman.

ISBN-10: 0201591510 Estimated Price: \$30.00

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Course: BILED 771: Psychology of Language Learning and Teaching–Spring 2011

Learning goals and objectives:

- Demonstrate knowledge of the components of language as an integrative system to assist ESOL students in developing written and spoken English
- Understand the interdependence and dependence of language development across the multiple modalities of reading, writing, listening, and speaking.
- Review and apply theories and research that explain how L1 literacy development differs from L2 literacy development.
- Understand and apply knowledge of sociocultural and psychological variables to facilitate the process of learning English.
- Explain the role of individual learner variables in the process of learning English.
- Understand and apply concepts about the interrelationship between language and culture.
- Examine current research in effective literacy practices for Bilingual students.

Course requirements:

1. Assigned readings/homework, attendance and class participation (10%)
2. Two critiques of research articles (30%)
3. Three field-based assignments (45%)
4. Take home final Exam (15%)

Textbooks and other course materials (e.g. course pack):

Diaz-Rico, L.T. & Weed, K. Z. (2010). The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide. (4th Ed.). White Plains, NY: Pearson Education.

ISBN-10: 0137154097

Estimated Price: \$50.00

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Course: BILED 779.00 Multicultural Education – Spring 2011

Learning goals and objectives:

To provide students with a safe environment in which to think and discuss difficult issues of race, class, gender and other “isms” that deeply affect our society and the children we teach To analyze ways in which schools and the educational system perpetuate unequal and unfair practices To provide opportunities to envision and enact more just, fair and equitable learning opportunities for all students To become advocates for children and their families

Course requirements:

1) Regular and Prompt attendance, thoughtful participation in class and in Blackboard, Completion of all assignments. All assignments must be typed and proofread. NO LATE PAPERS!

2) Students will keep a reflective, analytical journal regarding the readings and class events. The journal will be collected three times in the semester. It is expected that there be **two (2) thoughtful** journal entries per week. **(25 points)**

3) Students will engage in Blackboard (Bb) discussions as assigned by the instructor. Questions and comments will be posted on Bb and students will respond to the instructor and to one another's comments/responses. Students will be marked, above all, on the *quality* of responses given. **(15 points)**

4) Field Assignments: Students will complete all field assignments as noted on the course syllabus. (e.g., community walk; classroom layout; children's books brought to class, etc. **(15 points)**

5) **Midterm (20 points)**

6) Students will prepare a **culturally related lesson** designed and conducted with their students during the semester. Students are expected to prepare an abstract of the lesson to hand out to their classmates. Students will sign up for presentations. **(25 points)**

7) Each student will evaluate his/her work for the semester. The professor will provide the outline for evaluation.

Textbooks and other course materials (e.g. course pack):

Assigned articles can be found in Blackboard, Additional articles may be assigned

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Course: BILED 780.80: Bilingual Research Seminar- Spring 2011

Learning goals and objectives:

This course integrates key components of education between birth and third grade. Students learn how to use research methods to ask and answer questions related to effective practice in early childhood education. The teacher's role as reflective practitioner in meeting the needs of children and families in diverse environments is examined. Teacher candidates select an area of study and use established research procedures to complete a research proposal.

Course requirements:

The grade you earn for this course will be based on the following assignments:

1. Integrative Research Proposal: 100%
2. Submission of Research Process/Drafts: Failure to submit these assignments will result in point deductions from #1.

Textbooks and other course materials (e.g. course pack):

1. Falk, B., & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research.* Portsmouth, NH: Heinemann.
ISBN: 978-0-325-00698-7 Estimated Price: \$25.00
2. American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.
ISBN: 978-1-4388-0561-5 Estimated Price: \$23.00

*On reserve at the library

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Course: BILED 788.00 Practicum 4-6, YL- Spring 2011

Learning goals and objectives:

The spring practicum will focus on strengthening the skills of novice teachers by studying evidence based practices that lead to building a well organized and supportive classroom learning environment. As a result of readings, reflections, guest presenters and writing, teacher fellows will gain a greater knowledge base about the wide strategies that are specifically geared for the diverse student population served in our New York City schools. The practicum will also serve as a forum in which teachers will learn from more veteran teachers about key areas of instructional planning and practices. Throughout the course, teacher fellows will be expected to share experiences, concerns and ideas and to be a support for one another. The goal of the practicum is to prepare the bilingual teaching fellows to become pedagogical professionals “who will make a significant impact on the academic achievement, as well as the intellectual, social, and emotional development of students.”

Course requirements:

- Attendance and Punctuality (20 points)
- Assigned readings from text and/or articles (20 points)
- Progress Report (10 points)
- Three Teacher-Made Assessment Artifacts (30 points)
- Two Article Reflections (20 points)

Textbooks and other course materials (e.g. course pack):

There will be no required text. You will be required to read selected chapters from the required text last semester and articles or journals

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Course: CEDC 703.0 & 703.5 –Teaching Science in Elementary Schools –Spring 2011

Learning goals and objectives:

- Students will experience hands-on and minds-on science learning
- Students will experience inquiry-based instruction in science
- Students will experience exercises in scientific reasoning
- Low tech and high tech learning materials are used
- Children's understanding of science is explore
- Students will reflect on hands-on and minds-on science learning as teachers during meta-lessons

Course requirements:

- Midterm Exam- 20%
- Final Exam- 20%
- Midterm Research Paper- 25%
- Thematic Unit- 35%

Textbooks and other course materials (e.g. course pack):

Required Text:

Primary Science, Taking the Plunge: How to teach Science more effectively for Ages 5 to 12
by Wynne Harlen, 2nd ed. 2001. ISBN-13: 978-0325003863 Estimated Price: \$24.19

Recommended texts:

Learning and Assessing Science Process Skills by Richard J. Rezba, Ronald L. Fiel, Fiel, Constance Sprague, Constance R. Sprague.

ISBN-13: 978-0757537844

Estimated Price: \$52.45

Teaching Science as Investigations: Modeling Inquiry Through Learning Cycle Lessons by Richard H. Moyer, Jay K. Hackett, Susan A. Everett, Jay Hackett, Susan Everett.

ISBN-13: 978-0132186278

Estimated Price: \$36.23

Teaching Science for All Children: Inquiry Methods for Constructing Understanding by Ralph Martin, Colleen Sexton, Teresa Franklin.

ISBN-13: 978-0205643127

Estimated Price: \$81.87

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Course: CEDC 704.00-004/704.50: Teaching Developmental Reading-Fall 2010

Learning goals and objectives:

Students in this course will learn:

- How to set up a classroom literacy program that will help all children learn to read and write.
- How classroom literacy programs differ in early childhood (initial learning to read and write) and upper elementary grades (greater independence in reading and writing).
- How to choose and use books and other materials for literacy acquisition.
- The role of active teaching in children's literacy learning, and how to plan for that teaching.
- What teachers need to know about letter/sound relationships and their role in helping children to read (i.e, phonics) and spell.
- How to respect and take into account differences between children: academic, developmental, cultural, and linguistic.
- How to assess children's literacy development and the effectiveness of your teaching.

Course requirements:

Attendance and participation – 10 points.

Required readings – 10

Individual learner assessment and planning (key assessment) – 30 points. Instructions to be posted on Blackboard. Learning and teaching about literature (key assignment) – 30 points.

Bibliography of *Language Arts* articles. Instructions to be posted on Blackboard.

Response to field experiences – 10 points.

Textbooks and other course materials (e.g. course pack):

Fletcher, R. J. and J. Portalupi (2001). *Writing workshop : the essential guide*. Portsmouth, NH, Heinemann. ISBN-13: 978-0325003627 Estimated Price: \$21.17

Parsons, S. (2005). *First grade writers: units of study to help children plan, organize, and structure their ideas*. Portsmouth, NH, Heinemann.

ISBN-13: 978-0325005249 Estimated Price: \$20.81

Serafini, Frank. (2001). *The reading workshop: Creating space for readers*. Portsmouth, NH: Heinemann.

ISBN-13: 978-0325003306 Estimated Price: \$19.67

Taberski, Sharon. (2000). *On solid ground*. Portsmouth, NH: Heinemann.

ISBN-13: 978-0325002279 Estimated Price: \$28.73

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Course: CEDC 705.00/.50: Mathematics Curriculum and Methods-Spring 2011

Learning goals and objectives: The objective of this course is to prepare participants for the teaching of elementary school mathematics in the urban schools of New York City. In accordance with the Conceptual Framework, the following objectives will be achieved:

- Participants know, understand and use major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster students' understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems and manage data.
- Participants understand and use a variety of teaching strategies in elementary school mathematics that encourages students' development of critical thinking, problem solving and performance skills.

Course requirements:

A Written Reading Assignment- 10%

A Written Observation Report of a Problem Solving Study- 10%

End-term Assignment- 50%

Prepare a resource binder- 30%

Class Preparation and Participation

Textbooks and other course materials (e.g. course pack):

Van De Walle, John A. (2010). *Elementary and Middle School Mathematics*, Seventh Edition. Pearson Education, Inc. Boston MA.

ISBN-13: 978-0205573523 Estimated Price: \$110.61

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Course: CEDC 707, The Arts –Spring 2011

Learning goals and objectives: This course is designed to introduce teacher candidates to the role of arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1-6. Through the courses modeling of Aesthetic Education the teacher candidate will come to understand how the experiential study of the arts will enhance cognitive, perceptual, expressive and imaginative abilities. Through the hands-on-study of works of arts the teacher candidate will identify and articulate multi-sensory modes of learning to organizational principles, materials and techniques used to create works of art. The teacher candidate will be sensitized to the needs of the diverse urban education. Additionally, the teacher candidate will gain skills and understanding of digital technologies for the classroom: blackboard, digital photography, desktop publishing, web research and digital portfolios.

Course requirements:

Grading

Class Participation- 9.0

Comments on Articles/ Post on the Discussion Board- 9.0

Art Projects - 57.0

Final Lesson Plan (paper / html) -10.0

Final Portfolio Project 15.0

Textbooks and other course materials (e.g. course pack):

No Textbook Required for this Course. Readings and other course materials will be available on blackboard.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: CEDC 713, Health Education/ Classroom Teacher –Spring 2011

Learning goals and objectives: The focus of this course is on content areas in health education consistent with legislation mandated by the New York State and City Departments of Education. The course work reflects a multi-cultural perspective of children's health with emphasis on the concerns of inner city populations, a perspective which supports the mission of the teacher preparation program at Hunter College. Emphasis is on health content areas in: nutrition; media literacy regarding h health; environmental health; social-emotional health including stress management; conflict resolution/violence prevention; child abuse and neglect; safety education including fire safety; drug education; and, family living including sexuality education.

Course requirements:

Paper I- 30%

Paper II -20%

Paper III -20%

Group Presentation: 10%

Attendance, punctuality, non-graded work: 10%

Textbooks and other course materials (e.g. course pack)

Page, Randy M. and Page, Tana S. Promoting Health and Emotional Well-Being in Your Classroom (4b Edition). Sudbury, Massachusetts: Jones and Bartlett Publishers.

ISBN-13: 978-0763741549 Estimated Price: \$54.95

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: CEDC 715-FW: Fieldwork Requirements –Spring 2011

Learning goals and objectives: Supervised experiences in pedagogical applications of literacy and social studies methods courses. Students will complete six hours of fieldwork per week (8:00-3:00) for a minimum of 75 contact hours per semester. Students will develop the ability to apply theoretical concepts and deliver instruction to individual and small groups of children. Students will be placed in Hunter College selected elementary schools and other educational programs.

Course requirements:

1. Formal Observation Lesson by Fieldwork Supervisors and related information

Each formal observation constitutes 50% of the grade for a total of 100%. The final fieldwork grade will be an average of the two observation scores. The comments of the Cooperating Teacher, as well as Attendance, Punctuality and Professionalism as well as responses to Blackboard questions will also be taken into account. Formal Observations will take place after the first four weeks of the term and will be scheduled in advance. Students must submit a lesson plan at least a week in advance to the professor who will be observing them. The lessons should focus on the subject taken in the Hunter courses (literacy and social studies).

Textbooks and other course materials (e.g. course pack)

No Textbook Required for this Course. Readings and other course materials will be available on blackboard.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: CEDC 722/722.50 Social Studies Curriculum and Instruction –Spring 2011

Learning goals and objectives: In this course candidates will explore the necessary balance between historical content knowledge, skills that promote historical thinking, and pedagogical practice. Attention is given to an appreciation of the diversity that characterizes us as a nation and the use of literature and the arts to enrich understanding. We will examine the Social Studies as the exploration of human endeavor, and strive to find curricular approaches that are relevant and engaging our students, therefore connecting them to others in order to better understand themselves and to the past so they may make better informed choices about the future.

Candidates will be able to complete the following at the end of this course:

- Conceptualize strategies for individualized instruction
- Present a complete lesson
- Develop a personal philosophy about teaching social studies in an urban, multicultural setting which reflects a respect for the contributions of all.
- Become familiar with current research, national and local viewpoints and issues related to the teaching of social studies.

Course requirements:

- Participation- 40%
- Presentation of Lessons/Thematic Unit- 40%
- Class Assignments- 20%

Textbooks and other course materials (e.g. course pack):

Levstik, L. & Barton, K. (2005) *Doing History: Investigating with Children in Elementary and Middle Schools, 3rd Ed.*

ISBN-13: 978-0805835625 Estimated Price: \$29.56

Rogovin, P. (2001) *The Research Workshop: Bringing the World into Your Classroom.*

ISBN-13: 978-0325003702 Estimated Price: \$26.56

The New York State Resource Guide and Core Curriculum for SS available for download at:

<http://www.emsc.nysed.gov/ciai/socst/ssrg.html>

NYC DOE Scope and Sequence for Social Studies: available for download at:

<http://schools.nycenet.edu/offices/teachlearn/ss/SocStudScopeSeq.pdf>

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: CEDC 724/ 725/726: Student Teaching in Grades 1-6-Spring 2011

Learning goals and objectives:

- To enhance the student's knowledge in the curriculum
- To develop instructional plans and practices for student learning
- To develop and utilize a variety of assessment strategies
- To foster positive social interactions
- To create a positive learning environment
- To foster respect for learners
- To understand and incorporate professional and ethical practices
- To encourage social awareness and change
- To develop a reflective approach to teaching
- To promote continued growth in the field of education

Course requirements:

Textbook, Professional journal articles and additional resources will also be used for required readings and assignments.

Class Participation/ Professionalism:

- Attendance, punctuality and preparedness
 - Discussion Facilitator
 - Commitment to teaching

-Assignments

- Visitations- 60%
- Portfolio- 15%
- Reflections- 10 reflections will be assigned

Textbooks and other course materials (e.g. course pack)

Guillaume, Andrea (2004) *K -12 Classroom Teaching: A Primer for New Professionals, third edition*
Upper Saddle River, New Jersey: Pearson Education.
ISBN-13: 978-0131580244 Estimated Price: \$44.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: CEDC 727/728: Practicum: 1 to 6 –Spring 2011

Learning goals and objectives:

- To enhance student's knowledge in the curriculum
- To foster positive social interactions
- To develop instructional plans and practices for student learning
- To use a variety of assessment strategies
- To create a positive learning environment
- To understand and incorporate professional and ethical practices
- To develop a reflective approach to teaching
- To encourage social awareness and change
- To encourage continued growth in the field of education
- To foster respect for learners
- To develop knowledge of use of technology in the classroom

Course requirements:

Two Observations: 1st= 20 %, 2nd 40%

Textbook: 15%

Portfolio: 15%

Reflections: No points

Professionalism I: Included in professionalism part of observation rubric, 10% of grade

Professionalism II: If you exhibit any one or more of the following unprofessional behaviors (tardiness, excessive absences, lack of participation, poor attitude) in the seminar or school, your final grade may be reduced by up to 10% of the total grade.

Textbooks and other course materials (e.g. course pack):

Text: CLASSROOM TEACHING: PRIMER FOR NEW PROFESSIONALS (2008) by GUILLAUME
ISBN-13: 978-0131580244 Estimated Price: \$44.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: CEDC 730/715- Perspectives on Literacy Across the Content Areas –Spring 2011

Learning goals and objectives:

CEDC 730: This course will emphasize literacy across the curriculum. Skills, strategies and techniques to teach reading and writing in the content areas will be developed. Expository, text will be analyzed for content, form and functions that differentiate it from narrative text. This course will be taken with EDC 715 FW and EDC 722.80 (Social Studies Curriculum and Instruction: Integrating Literature, the Arts and Technology.)

CEDC 715: This course will provide supervised experiences in pedagogical applications of literacy and social studies methods courses. Students will complete six hours of fieldwork per week or 75 contact hours per semester. The fieldwork component will provide opportunities for focused observations, self-reflection, and implementation of instructional strategies to individual and small groups of students. A separate grade will be earned for the FW component. (Handbook on Blackboard)

Course requirements:

Attendance, Punctuality and Participation-15 pts/%
Analysis and critique of three journal articles-20 pts/%
Final Project and Presentation-50 pts/%
Final Exam-15 pts %

Textbooks and other course materials (e.g. course pack):

Harvey, S. & Goudavis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. ME: Stenhouse.

ISBN-13: 978-1571104816 Estimated Price: \$25.50

Pike, K. & Mumper, J. (2004). *Making nonfiction and other informational texts come alive: A practical approach to reading, writing and using nonfiction and other informational texts across the curriculum*. Boston: Pearson.

ISBN-13: 978-0205366095 Estimated Price: \$30.35

Roser, N. & Martinez, M., Editors. (2005). *What a Character!* Newark, Delaware: International Reading Association. ISBN-13: 978-0872075634 Estimated Price: \$4.75

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course CEDC 740: CONTEMPORARY MATHEMATICS IN THE ELEMENTARY SCHOOL – Spring 2011

Learning goals and objectives:

The focus of the course will be on mathematics and reasoning giving the participants a deeper, enriched and expanded view of the content of an elementary school mathematics program and the role of problem solving. Each session will focus on the development of a better understanding of the mathematics taught in the elementary school as well as the broadening of your knowledge of mathematics and problem solving through the Heart of Mathematics text, notes and handouts (via e-mail or Blackboard on-line system.) In addition to the topics listed, each session will contain a focus on problem solving strategies as portrayed in the required text by Herr and Johnson. To accomplish this, the mathematical focus for each class will be developed through an activity orientation.

Course requirements:

Class Participation	10%
Class Reflections	10%
Mid-Term Examination	25%
Observations	10%
Problem Assignments	15%
Final Examination	30%

Textbooks and other course materials (e.g. course pack):

Burger, E. & Starbird, M. (2000). The Heart of Mathematics. College Press, Berkeley, CA: Key

ISBN-10: 1559534079 Estimated Price: \$26.00

Johnson, K. & Herr, T. (2001) Problem Solving Strategies: Crossing the River with Dogs.

Key Curriculum Press, Berkeley, CA.

ISBN-10: 0470412240 Estimated Price: \$71.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: CEDC 743- RESEARCH SEMINAR IN ELEMENTARY SCHOOL MATHEMATICS AND SCIENCE –Spring 2011

Learning goals and objectives:

Students will:

-Become familiar with research organizations and resources in mathematics or science education.

o Analyze and evaluate research studies in mathematics and science education those related directly to teaching, learning, instruction and assessment.

o Research a topic in mathematics or science education creating a research paper which gives a balanced view of the types of studies related to the topic.

Course requirements:

Seminar Participation	10
First Research Report	10
Second Research Report	10
Initial Presentation	15
Research Presentation	20
Research Paper	35

Textbooks and other course materials (e.g. course pack):

Picciano, Anthony. Primer on Educational Research Methods and Statistic found at

<Http://www.hunter.cuny.edu/edu/apiccian/esdtats.html>

TIMMS AND PISA Reports, National Assessment of Educational Progress

The following is sample course information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: CEDC 771.50: Mathematics Curriculum and Methods- Spring 2011

Learning goals and objectives: The objective of this course is to prepare participants for the teaching of elementary school mathematics in the urban schools of New York City. In accordance with the Conceptual Framework, the following objectives will be achieved:

- Participants know, understand and use major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster students' understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems and manage data.
- Participants understand and use a variety of teaching strategies in elementary school mathematics that encourages students' development of critical thinking, problem solving and performance skills.

Course requirements:

A Written Reading Assignment- 10%

A Written Observation Report of a Problem Solving Study- 10%

End-term Assignment- 50%

Prepare a resource binder- 30%

Class Preparation and Participation

Textbooks and other course materials (e.g. course pack):

Van De Walle, John A. (2010). *Elementary and Middle School Mathematics*, Seventh Edition. Pearson Education, Inc. Boston MA.

ISBN-13: 978-0205573523 Estimated Price: \$110.61

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: CEDC 776: Planet Earth- Spring 2011

Learning goals and objectives:

- *Gain understanding of the characteristics and methods of individual scientists
- * Investigate the natural world using science process skills
- * Experience science learning mediated by both inductive (inquiry-based) and direct teaching methods
- *Develop vocabulary and conceptual knowledge so as to communicate about earth/ life / environmental science
- * Develop conceptual and pedagogical responses to children's ideas and misconceptions about earth/ life environmental science
- *Plan a classroom project in which children investigate solutions to a community-based problem that relates to earth/ life / environmental science

Course requirements:

1 Investigation Challenge (Proposal 5% & Write-up 5%)	10%
2.Science & Society Problem Solving Project	30%
3. Science Notebook	10%
4. Children's ideas questions	20%
5. Quizzes	30%

Textbooks and other course materials (e.g. course pack):

Robertson, William C. *Air, Water, and Weather: Stop faking it So You can Teach It* NSTA 2005

ISBN-10: 0873552385 Estimated Price: \$22.00

Additional readings available in blackboard.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: CEDC 777: Physical Science for Elementary Teachers- Spring 2011

Learning goals and objectives:

- *Gain understanding of the characteristics and methods of individual scientists
- * Investigate the natural world using science process skills
- * Experience science learning mediated by both inductive (inquiry-based) and direct teaching methods
- *Develop vocabulary and conceptual knowledge so as to communicate about earth/ life / environmental science
- * Develop conceptual and pedagogical responses to children's ideas and misconceptions about earth/ life environmental science
- *Plan a classroom project in which children investigate solutions to a community-based problem that relates to earth/ life / environmental science

Course requirements:

1 Design Challenge (Proposal 5% & Write-up 5%)	10%
2 Problem Solving Project (Project 5% & Peer Review 5%)	30%
3. Science Notebook	10%
4. Children's ideas questions	20%
5. Quizzes	30%

Textbooks and other course materials (e.g. course pack):

A Physical Science Teacher Edition at the High School (9th grade) level. Example: Holt Science Spectrum Teacher's Edition Physical Science.

ISBN-10: 0873552385 Estimated Price: \$75.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: CEDCF 710- Social, Historical, Philosophical Foundations of Education & Bilingual Theory and Practice –Spring 2011

Learning goals and objectives:

- § To provide a foundation for understanding the history and development of bilingual education;
- § To provide a forum for students to discuss issues, ideas and concepts central to the social, historical and philosophical foundations of education and their application to bilingual education;
- § To encourage students to challenge assumptions, and to apply critical thinking skills to several important issues in the foundations of education and bilingual education.

Course requirements:

- 1) Participation & Attendance (10 points)
- 2) Paper 1: Critical Analysis of Readings on the History and Goals of Public Schooling (10 points)
- 3) BB Discussion Board (10 points)
- 4) Paper 2: Bilingual Education, 4-5 pages (10 points)
- 5) Paper 3: Social Foundations of Education- Synthesis and Critique of Theories, 4-5 pages (10 points)
- 6) Observation Assignment & Presentation (30 points)
- 6) Final Paper, 4-5 pages (20 points)

Textbooks and other course materials (e.g. course pack):

- § Assigned articles can be found on Blackboard.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: ECC 703.00: Early Childhood Curriculum – Birth through 2nd Grade- Spring 2011

Learning goals and objectives:

Models of developmentally appropriate curricula are examined in light of theories and research that guide the education of children birth through 2nd grade. The creation of appropriate curricula and physical environments for fostering social, emotional, cognitive and physical growth of diverse learners are explored, along with ways of guiding young children's behavior and assessing environments and curricula. The course also explores the role of the teacher, the ethical framework for professionals in early childhood education, and the early childhood professional as advocate for children, families and the profession. Twenty hours of field experience are required.

Course requirements:

Rubrics for Evaluation

Grades for the course will be determined as follows:

In-class assignments (2 points each) 8 points

On-line writing assignments (6 points each) 12 points

Observation I 15 points

Observation II 15 points

Final Project 50 points

Textbooks and other course materials (e.g. course pack):

Bredenkamp, S. & Copple, C. (Ed.) (1997). Developmentally Appropriate Practice in Early Childhood Programs. Revised Edition. Washington D.C. NAEYC.

ISBN-10: 093598979X Estimated Price: \$12.00

Cohen, D.H., Stern, V. & Balaban, N. (2008) Observing and Recording the Behavior of Young Children. New York. Teachers College Press.

ISBN-10: 0807735752 Estimated Price: \$20.00

Hirsch, L. (1984, 1996). The Block Book. Washington, D.C. NAEYC.Education Inc.

ISBN-10: 0935989765 Estimated Price: \$30.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: ECC 704 Language and Literacy: Birth through Grade 2 – Spring 2011

Learning goals and objectives:

- describing and assessing the various theories that have shaped practice in literacy learning;
- identifying elements of developmentally appropriate literacy programs for diverse learners in a multicultural, multilingual environment;
- assessing the value of various kinds of literacy assessment practices for children birth-2; understanding the components of environments that support the development of reading, writing, listening and speaking skills among diverse learners;
- planning the implementation of programs that incorporate current information in the field, including the use of technology to maximize opportunities for learning from birth through 2nd grade;
- developing positive attitudes about the abilities of diverse learners to gain appropriate literacy skills;

Course requirements:

1. Classroom Literacy Environment: 25%
2. Oral Language Development Analysis: 20%
3. Writing Development Analysis: 20%
4. Literacy Center: 25%
5. Online Discussion: 10%

Textbooks and other course materials (e.g. course pack):

-Morrow, L. M. (2005). *Literacy development in the early years: Helping young children read and write*. Boston: Pearson Allyn & Bacon. [Morrow}
ISBN-10: 0205442196 Estimated Price: \$96.00

-Neuman, S. B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children*. Washington: NAEYC. [DAP] *On reserve at the library

-Paley, V. G. (1981). *Wally's stories: Conversations in the kindergarten*. Cambridge: Harvard University Press. [Paley]*On reserve at the library

-Rasinski, T. V., & Padak, N. D. (2008). *From phonics to fluency: Effective teaching of decoding and reading fluency in the elementary school*. New York: Longman. [Rasinski] *2001 edition on reserve at the library

-Schickedanz, J. A. (1999). *Much more than the ABCs: The early stages of reading and writing*. Washington, DC: NAEYC. [Schickedanz]

-*Put reading first: The research building blocks for teaching children to read K-3* [NIFL]*Download at <http://www.nifl.gov> *Available on Blackboard in Course Documents

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course ECC 705.00: Language and Literacy: Birth through Kindergarten-Spring 2011

Learning goals and objectives:

This course provides an examination of the process of early literacy development from birth through Kindergarten and the roles of families, programs and schools in supporting young learners. Research and practice in language learning and the development of early literacy skills among diverse learners will be explored. Participants will supplement their reading and study with actual observation and reporting of children's language and literacy behaviors and will collaborate to assess and develop supportive classroom environments and theme-based literacy plans.

Course requirements:

Rubrics for Evaluation:

Grades for the course will be determined as follows:

Class Attendance and Participation:	10
Oral and written language case study	30
Literacy Plan/Presentation	20/20
Children's book read aloud	10/10

Textbooks and other course materials (e.g. course pack):

Neumann, S.B., Copple, C. and Bredekamp, S. (2000). *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*. Washington, D.C.: NAEYC
ISBN-10: 0935989870 Estimated Price: \$10.00

McGhee, L.M. and Richgels, D.J. (2004). *Literacy's Beginnings: Supporting Young Readers and Writers*. (4th Ed.) Boston, MA: Allyn and Bacon
ISBN-10: 0205386377 Estimated Price: \$45.00

Other readings to be distributed in class.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course ECC 706.00- Language and Literacy: K through Grade 2—Spring 2011

Learning goals and objectives:

- describing and assessing the various theories that have shaped practice in literacy learning;
- identifying elements of developmentally appropriate literacy programs for diverse learners in a multicultural, multilingual environment;
- assessing the value of various kinds of literacy assessment practices for children K-2; understanding the components of environments that support the development of reading, writing, listening and speaking skills among diverse learners;
- Promoting professional activities that assist parents and schools in enabling children to become competent readers and writers;
- Engaging in self-reflection and critical evaluation of teaching and learning strategies & environments.

Course requirements:

1. Classroom Literacy Environment: 30%
2. Oral & Written Language Development Case Study: 30%
3. Literacy Center: 30%
4. Online Discussion: 10%

Textbooks and other course materials (e.g. course pack):

- Neumann, S.B., Coppole, C. and Bredekamp, S. (2000). *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*. Washington, D.C.: NAEYC
ISBN-10: 0935989870 Estimated Price: \$10.00
2. Morrow, L. M. (2009). *Literacy development in the early years: Helping young children read and write*. Boston: Pearson Allyn & Bacon. [Morrow] ISBN: 9780205642632
 3. Rasinski, T. V., & Padak, N. D. (2008). *From phonics to fluency: Effective teaching of decoding and reading fluency in the elementary school*. New York: Longman. [Rasinski]
ISBN: 9780205503087 *On reserve at the library (2001 edition)
 4. Paley, V. G. (1981). *Wally's stories: Conversations in the kindergarten*. Cambridge: Harvard University Press. [Paley] ISBN: 9780674945937 *On reserve at the library
 5. NIFL. (2003). *Put reading first: The research building blocks of reading instruction K-3* [NIFL]
Download at <http://www.nifl.gov/publications/pdf/PRFbooklet.pdf>

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course ECC 708.00: Children with Special Needs: Birth through Grade 2—Spring 2011

Learning goals and objectives:

This course will introduce various types of developmental delays in young children and how these special needs (physical impairments, emotional disturbances, language disorders and cognitive disorders) impact educational settings. Intervention strategies will be offered as well as a historical background on how special needs programs, interventions, and strategies have evolved, including the Inclusion model. 15 hours of fieldwork required.

Course requirements:

Two short papers (4-6 pages) will be presented based on observations in the field. One will be on an early childhood inclusion or special education setting (compare and contrast to a general education classroom) and the other will describe, compare and contrast in detail, 2 children with the same 'label' or diagnosis. (20 points each)

Midterm exam and final exam will be take-home and consist of 3 essay questions (30 points each). There are no lectures on exam days.

Textbooks and other course materials (e.g. course pack):

Resources for Educating Children with Diverse Abilities, birth through eight, Inclusive Early Childhood Education Penny Low Deiner, Thomson Learning/Harcourt Brace Publishers, 5th edition

ISBN-10: 1401858163

Estimated Price: \$55.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course ECC 709- Mathematical & Scientific Thinking in Early Childhood --- Spring 2011

Learning goals and objectives:

Describe and evaluate the major theoretical orientations in the areas of mathematical and scientific thinking.

Identify elements of a program that seeks to foster development of mathematical and scientific thinking among young children.

Identify and assess developmentally appropriate measures for assessing the development of mathematical and scientific thinking among young children.

Use a variety of strategies and materials to develop concepts and skills in science and mathematics among young children of different abilities and backgrounds in early childhood and primary classrooms.

Analyze mathematics and science materials in the classroom with a view to fostering critical, inquiry-based learning for young children.

Analyze and assess technology-based materials for appropriateness in the early childhood classrooms.

Promote successful teaching of mathematics and science to young children so that they acquire the abilities of observation, exploration, problem-solving and evaluation to at every stage of their development.

Advocate for appropriate materials and spaces for the teaching of scientific and mathematical ideas among young children of varying abilities in a multicultural environment.

Course requirements:

Paper discussing Personal Attitudes about Math and Science - 3-5 pages relating your own personal reflections on math and science classes (both as a teacher and as a student.) 20%

Math and Science Journal- A total of 5 entries of observations or experiences that relate to everyday math and science observations.20%

Development, Implementation and Reflection of an Integrated Math and Science Experience - Activity plan, implementation record, evaluation, as well as a modified book list to be distributed to class. 40%

Class Contributions and participation in projects- 20%

Textbooks and other course materials (e.g. course pack):

1- Course pack documents and tables; handouts and articles

2- Articles and Documents from websites

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course ECC 710 Early Childhood Mathematics: Birth Through Grade 2---- Spring 2011

Learning goals and objectives:

List and evaluate various theories concerning the ways in which young children learn mathematics. Know and describe the ways that diverse learners in a multicultural environment bring to mathematical understanding.

Describe the content of a mathematics curriculum for children from birth through 2nd grade.

Describe methods of assessing learning of the concepts required at each developmental phase.

Use a variety of strategies to develop concepts and skills in mathematics, which will lead to successful learning by young children at all the developmental levels and of different abilities and backgrounds between birth and eight years of age.

Analyze technology-based instructional materials to assess the appropriate developmental level at which they should be used in early childhood mathematics learning.

Analyze materials in use in classrooms to determine their appropriateness for the children being served and select appropriate materials and techniques to ensure mathematical learning.

Course requirements:

Class Contribution	15pt.
Development of Math Activities	15pt
1) Plan	15pt.
2) Implementation and Assessment	15pt.
3) Evaluation	15pt.
4) Poster Presentation	15pt.
Online Reflection	10pt

Textbooks and other course materials (e.g. course pack):

Clements, D. H. & Sarama, J. (2009). *Learning and Teaching Early Math: The Learning Trajectories Approach*. New York, NY: Routledge.

ISBN-10: 0415995922 Estimated Price: \$45.00

Copley, J. V. (2000). *The young child and mathematics*. Washington, DC: NAEYC & Reston, VA: NCTM ISBN-10: 0935989978 Estimated Price: \$25.00

Carpenter, T., Fennema, E., Fronke, M., Levi, L. & Empson, S. (1999). *Children's Mathematics: Cognitively Guided Instruction*. Portsmouth, NH: Heinemann

ISBN-10: 0325001375 Estimated Price: \$28.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course ECC 711.00-001, Science Early Childhood--- Spring 2011

Learning goals and objectives: This three credit course explores the theories and research of scientific thinking in young children, especially focusing on the inquiry process in developing concepts and understandings of the natural and people-made world in young children. Included in the discussions will be ways of assessing science learning in infant, toddler, preschool, grade K-2 settings and how to incorporate the use of community resources in scientific learning. This course will provide evidence of meeting expectations in:

- Preparation for Educating a Diverse Student Population
- Research-Based Instruction
- Integrated Clinical Experiences
- Effective Use of Technology

Course requirements:

- Learning Center Unit Presentation
- Outside Resource Field Trip
- Integrating Science and Literacy
- Article Review
- Participation and Disposition

Textbooks and other course materials (e.g. course pack):

No Textbook required for this course. Other course materials will be available from your instructor.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: ECC 712-001: Early Childhood Pre-Student Teaching --- Spring 2011

Learning goals and objectives: The course is designed to provide practical ideas for devising developmentally appropriate curriculum and creating a nurturing and stimulating environment for young children to learn. The ideas and strategies are all research-based and are reflective of the latest understandings relative to early childhood development. The course will hopefully provide opportunities for you to engage in interesting and challenging activities that will allow you to:

Share theories related to practice in small groups and class discussions based on your observations and experiences in the classroom to promote reflection and problem solving.

Practice some of the ideas and strategies gained from the required readings and class discussions in your own classroom.

Share the results of your experiences, acquired knowledge and insights with other students and colleagues in a professional setting.

Course requirements:

Seminar Contribution: Attendance & Participation	15
Field Site Evaluation: Course instructor, with input from cooperating teacher	50
Fieldwork activity plan: To be emailed prior to observation visit	10
Journals: Minimum 7 entries	25

Textbooks and other course materials (e.g. course pack):

Bredenkamp, S. & Copple, C. (1997). *Developmentally Appropriate Practice in Early Childhood Programs*. Washington, D.C.: NAEYC (referred as DAP guidelines hereafter)

ISBN-10: 093598979X Estimated Price: \$20.00

Epstein, A. S. (2007). *The intentional teacher: Choosing the best strategies for young children's learning*. Washington, DC: NAEYC

ISBN-10: 1928896413 Estimated Price: \$30.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course ECC 713.00, The Expressive Arts in Early Childhood--- Spring 2011

Learning goals and objectives: Through the course modeling of Aesthetic Education the teacher candidate will come to understand how the experiential study of the visual arts will enhance cognitive, perceptual, expressive and imaginative abilities. Through the hands-on-study of works of arts the teacher candidate will identify and articulate multi-sensory modes of learning to organizational principles, materials and techniques used to create works of art. The teacher candidate will bring her/his knowledge and experience of diversity, child development and basic principles of early childhood curriculum to utilize the arts throughout the elementary curriculum. The teacher candidate will understand how to collaborate with students, parents, and community and school administrators in ongoing planning and advocacy for the arts within elementary school curricula. The teacher candidate will also gain skills and understanding of technologies for the classroom: blackboard, digital photography, desk top publishing, web research and power point presentation. Please look for more thorough instructions for homework and assignments in COURSE DOCUMENTS on the Hunter College Black Board for this course.

Course requirements:

Class Participation- 9.0

Comments on Articles- 9.0

Art Projects- 57.0

Final Lesson Plan-10.0

Final Portfolio Project-15.0

Textbooks and other course materials (e.g. course pack):

No Textbook required for this course. Other course materials will be available from your instructor.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course ECC 714.00-, Health, Safety and Nutrition in Early Childhood--- Spring 2011

Learning goals and objectives: This course will focus on three components of the framework: evidence based practices; educating a diverse student population; and, the use of technology to enhance learning. The focus of the courses on preparing teacher candidates with developmentally appropriate knowledge, skills and dispositions in health promotion and wellness for children between Birth and Grade 2 in childcare programs. The health of children in early childhood centers/schools is viewed from a multi-cultural perspective and within the context of the family, school and community. In meeting the NYSDOE mandate, child abuse and neglect, violence prevention, and fire safety are health content areas that are covered in the semester's work as is the NYCDOE mandate concerning HIV/AIDS.

Course requirements:

Child Abuse and Neglect Paper- 30 %

Handbook Assignment- 25%

Application- 25%

Group Presentation- 10%

Attendance, punctuality, non-graded work- 10%

Textbooks and other course materials (e.g. course pack):

Marotz, Lynn R., Cross, Marie Z. and Rush, Jeanettia M. Health, Safety, and Nutrition, Sixth Edition. Albany, New York: Delmar, 2005. ISBN-13: 978-0766809468 Estimated Price: \$25.81

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course ECC 716, Student Teaching, --- Spring 2011

Learning goals and objectives:

Teacher-candidates will become reflective practitioners and professional collaborators as they develop a greater understanding of and sensitivity to children, families and the demands of the classroom.

Teacher-candidates will develop personal insight into and awareness of their own role and responsibility in creating developmentally appropriate early childhood learning environments

Teacher-candidates will gain awareness, understanding and respect for the diverse needs of students / families

Teacher-candidates will develop understanding of challenging behaviors and strategies for managing those behaviors that are inclusive, child-centered, and developmentally appropriate and focus on student learning rather than punishment

Course requirements:

Fieldwork Observation/Evaluation- 60%

Seminar Participation (including P/T Role Play) - 20%

Reflective Journal- 20%

Textbooks and other course materials (e.g. course pack):

No Textbook required for this course. Individuals Assignments and Collaborative Projects will be assigned by the Instructor.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course ECC 717, Supervised Practicum in Early Childhood--- Spring 2011

Learning goals and objectives: This course has two key components: (1) 20 days of practicum in Pre-K, K, or grades 1-2 and (2) bi-weekly seminar (15 hours). It builds on prior coursework and field experiences by providing guidance and reflective discussion that allow teacher candidates to enhance their teaching skills in early childhood education settings. Specific information regarding professional issues, ethical behaviors, and child advocacy will be provided and reviewed. Seminar topics will include discussions concerning issues in early childhood education such as social policy, testing, theoretical basis of curriculum/educational philosophy, and assessing quality of education and care.

Course requirements:

Class Attendance and Topic Opener 20%

Fieldwork Evaluation + Lesson Plan 60%

Reflective Paper 20%

Textbooks and other course materials (e.g. course pack):

No Textbook Required. Handouts will be distributed by the instructor.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: ECC 720: Integrative Seminar--- Spring 2011

Learning goals and objectives:

This course integrates key components of education between birth and third grade. Students learn how to use research methods to ask and answer questions related to effective practice in early childhood education. The teacher's role as reflective practitioner in meeting the needs of children and families in diverse environments is examined. Teacher candidates select an area of study and use established research procedures to complete a research proposal

Course requirements:

Grades

The grade you earn for this course will be based on the following assignments:

1. Integrative Research Proposal: 100%
2. Submission of Research Process/Drafts: Failure to submit these assignments will result in point deductions from #1.

Textbooks and other course materials (e.g. course pack):

Mc Millan, J.H. (2008). 5th. Ed. *Educational Research: Fundamentals for the Consumer*. NY. Pearson Education Inc.

ISBN-10: 0205372473 Estimated Price: \$75.00

Berg, B.L. (2004). *Qualitative Research Methods for the Social Sciences*. MA. Allyn & Bacon
(Selected Chapters will be distributed or posted on Bb.)

ISBN-10: 0205379052 Estimated Price: \$19.95

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDESL 789 Special Topics in TESOL: Advanced Grammar-Spring 2011

Learning goals and objectives:

Explain the patterns of a number of advanced structures of the English language, including their form, pragmatic usage/function, and meaning.

Use critical thinking, analysis skills, and effective tools for analyzing new grammatical structures encountered in real-life language use.

Distinguish between the operation of grammatical patterns at the sentence level and those operating at the discourse level.

Apply their knowledge of the structure of English to the development of ESL/EFL curriculum, syllabus design, materials, lessons, technology, and assessment.

Make use of the Internet and other technology in a variety of ways as a tool for learning and teaching, both for themselves and for their own future students.

Course requirements:

Assigned readings, attendance, & in-class participation (10%)

In-Class Grammar Summary & Exercise Presentation (20%)

Final (Grammar Investigation) Project (35%)

Technology/Website Activities & other Homework (30%)

Grammar Website/Software Presentation (5%):

Textbooks and other course materials (e.g. course pack):

Celce-Murcia, M. & Larsen-Freeman, D. 1999. *The Grammar Book*, 2nd Edition. Heinle & Heinle
ISBN-10: 0838447252 Estimated Price: \$66.00

Master, P. (1990). Teaching the English articles as a binary system. *TESOL Quarterly* 24 (3), 461-478

<http://www.jstor.org/stable/3587230?seq=3>

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDESL 760: Seminar in Educational Research/M.A. Essay-Spring 2011

Learning goals and objectives:

At the end of this course, students will produce a written report of their research findings that:

- has a clear title capturing and stating the thesis of the essay;
- has good overall organization emanating from logical, cohesive, sequential segments;
- adequately covers the background literature or a delineation of the area treated;
- has relevance to and says something insightful, substantive, significant, unique, and applicable to language learning/teaching;
- makes a worthy contribution to the literature that others within and outside the discipline would want to read;
- synthesizes and integrates ideas from various integral sources;
- is well written, including having accurate word choice, natural expression, considerate punctuation, clear references, appropriate parallelisms, reasonable sentence variety & length, tense sequences, correct spelling, etc.;
- follows the APA style sheet (as exemplified in the TESOL Quarterly);
- succeeds as an academic piece of writing;
- is balanced in that it represents fairly and accurately conflicting points of view;
- uses specific technical language in self-defining contexts in such a way that the lay reader could understand;
- demonstrates that the writer has consulted and cited all of the relevant background sources;
- attributes ideas in the essay appropriately, either by direct quotations or paraphrases, and includes them in the bibliography;
- appropriately applies information learned in previous coursework in this program; and demonstrates the writer's enhanced knowledge of the area treated.

Course requirements:

Textbooks and other course materials (e.g. course pack):

Nunan, D. (1992). Research methods in language learning. New York: Cambridge

ISBN-10: 0521429684

Estimated Price: \$25.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDESL 761: Language Assessment –Spring 2011

Learning goals and objectives:

This course introduces students to relevant theory and current practice in the area of language assessment in the K12 classroom in order to provide students with both conceptual understanding and practical experience with language assessment. The course will examine key concepts and current debates, including validity, reliability and the ethics of high-stakes testing. The course will also cover some basic statistical procedures related to assessment, both in order to illustrate important concepts and to provide tools for classroom teachers. Students will learn about the various purposes for which tests are used, such as placement, diagnostic, and achievement tests, and the differences between so-called ‘norm-referenced’ and ‘criterion-referenced’ testing. Additionally, unique aspects of testing each of the ‘four skills’ will be covered. The course also offers opportunities to discuss critical current issues in assessment, such as teaching to the test, NCLB, and alternative forms of assessment.

Course requirements:

Drawing on readings and lectures, students will write a critique of an existing language test, based on sound principles of testing and grounded in the course readings. Additionally, students will complete a rough draft of a language assessment to be used in a classroom or school-wide, along with a rationale describing the reasoning behind the particular choices made, and a plan for investigating the quality of the test (validation). Finally, students will present during a poster-session activity on the last day of class, explaining the details of either their draft assessment or their critique of an existing test. Additional graded assignments will include some mediated discussion board postings, a statistics exercise using Microsoft Excel, and a take-home midterm examination. There are no in-class examinations during the course. Class participation is important and expected in this hands-on course.

Textbooks and other course materials (e.g. course pack):

Brown, H. D. (2004). Language Assessment: Principles and classroom practice. White Plains, NY: Mahwah.

ISBN-10: 0130988340

Estimated Price: \$43.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDESL 770 Adult ESL Curriculum and Materials –Spring 2011

Learning goals and objectives:

This course introduces students to relevant theory and current practice in the area of language assessment in the K12 classroom in order to provide students with both conceptual understanding and practical experience with language assessment. The course will examine key concepts and current debates, including validity, reliability and the ethics of high-stakes testing. The course will also cover some basic statistical procedures related to assessment, both in order to illustrate important concepts and to provide tools for classroom teachers. Students will learn about the various purposes for which tests are used, such as placement, diagnostic, and achievement tests, and the differences between so-called ‘norm-referenced’ and ‘criterion-referenced’ testing. Additionally, unique aspects of testing each of the ‘four skills’ will be covered. The course also offers opportunities to discuss critical current issues in assessment, such as teaching to the test, NCLB, and alternative forms of assessment.

Course requirements:

Assigned readings/homework, attendance and class participation (10%)

Observation (20%) 10 hours of observation is required for this course. You will need to submit 2 observation reports (2-3 typed pages), which focus on an assigned topic.

Curriculum evaluation 5-6 typed pages (15%)

Material evaluation 3-4 typed pages (10%) Select a sample of commercially-produced English language teaching/learning material and review it.

Curriculum Project (35%) Write a curriculum for an adult course you have taught, are teaching or expect to teach. As part of this, you will need to:

Materials development course materials plus rationale (additional 10%) You will, no doubt, create many of your own materials for your lesson plans.

Textbooks and other course materials (e.g. course pack):

Graves, Kathleen (2000). Designing language courses: A guide for teachers. Boston: Thomson Heinle.
ISBN-10: 083847909X Estimated Price: \$25.00

Course packet

Other readings to be made available during the semester on Blackboard

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDESL 771- K-12 ESL Curriculum and Materials through the Content Areas –Spring 2011

Learning goals and objectives:

After completion of this course, participants will be able to:

Articulate a theoretical basis for curricular decision-making, drawing upon a variety of educational philosophies;

Integrate second language acquisition theory, research findings, methodology, ESL and content area standards into the development of curriculum, syllabus design, materials and lessons for the K-12 ELL population;

Demonstrate the ability to design and sequence differentiated lessons for ELLs in a content area;

Utilize observation data collected at a school site in order to work collaboratively to design content-based curricular units of study which develop ELLs' critical thinking, language skills, and concept understanding;

Demonstrate PowerPoint and Excel competency for communicating curriculum plans to an audience.

Course requirements:

Class Participation (60%) a) completion of course readings, (b) thorough responsiveness to the task, question, or ideas presented by me, the authors, and the other participants in this class, (c) constructive theory-practice connections (theory or research applied to teaching and learning in school/class/student fieldwork observations, personal teaching experience, or experiences depicted in this course or another), (d) deliberate respect for the common and diverse needs of the students in relation to the topic at hand, (e) demonstrated commitment to upholding the values of all aspects of education (your own and that of others) as outlined in the Hunter College mission and conceptual framework for teacher education, and (f) with regard to all written assignments, attention to the standards of academic writing.

Team-Constructed Unit of Study (40%) Over the course of the semester, you will be working in team, acting as a consultant to a New York City teacher teaching ESL in a K-12 public school setting, to develop a content-based ESL unit of study for actual use in this particular ESL classroom.

Textbooks and other course materials (e.g. course pack):

Assigned articles can be found in Blackboard, Additional articles may be assigned

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDESL 772- First and Second Language and Technological Literacy –Spring 2011

Learning goals and objectives:

This 4-credit course is designed to provide a basic foundation in the teaching of literacy skills in a second language, as needed in bilingual and ES/FL contexts. This course treats theory and practice in the teaching of second language literacy skills, focusing specifically on the learning needs of English language learners (ELLs), kindergarten through adolescence. It views literacy in its broader definition as covering the teaching of both reading and writing, as well as oral language skills and technological literacy. It addresses the relationship between theories of first language-literacy and those of second-language literacy. The use of technology for teaching second language literacy is integrated throughout the course. Includes 10 hours of field experience for the purpose of conducting a literacy case study of a K-12 ESL student.

Course requirements:

Attendance, Preparation, and Class Participation	10%
Development of literacy materials for ELLs	15%
Incorporation of Technology	25%
Field Experience/L2 Literacy Case Study	30%
Final Project-Standards-based Literacy Mini-Unit	20%

Textbooks and other course materials (e.g. course pack):

Birch, B. (2007). *English L2 Reading: Getting to the Bottom*. Mahwah, NJ: Lawrence Erlbaum.
ISBN 0-8058-5929-2 Estimated Price: \$32.00

Peregoy, S. & Boyle, O. (2008). *Reading, Writing and Learning in ESL*, 5th Ed. New York: Pearson.
ISBN 0-205-62684-X Estimated Price: \$74.00

Reiss, J. (2008). *102 Content Strategies for English Language Learners: Teaching for Academic Success in Grades 3-12*. New York: Pearson.
ISBN-10: 0132218194 Estimated Price: \$20.00

New York State ELA and ESL Standards (Available at: <http://www.emsc.nysed.gov/ciai/nysben.html> and provided in partial form on website)

TESOL Pre-K-12 ESL Standards (available at www.tesol.org)

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDESL 777- SOCIOCULTURAL ASPECTS IN LANGUAGE PEDAGOGY –Spring 2011

Learning goals and objectives:

This course provides an overview of the roles that language, dialect, bi- and multi-lingualism play in social life, including language in politics, language in education, and language variation as related to context, gender, status, topic, etc. This course aims to give students an understanding of how these aspects of language and culture in context play key roles in the contexts within which language occurs and is learned. Teachers will apply this understanding to develop instructional plans for assisting ESL students to become better languages users and learners, and to strengthen their communicative competence.

Course requirements:

Each of the following requirements will be evaluated on the ability of teachers to apply knowledge about the nature of cultural groups and student cultural identities that affect language learning and school achievement as they plan, develop, and present, and evaluate instructional practices/activities as part of the requirements for the course

Sociolinguistic Autobiography	5%
Culture Walk Assignment or Multimedia Project	10%
Online discussions & assignments	10%
Mini Research Project	15%
Lesson Plan	15%
Case Study	25%
Article Presentation	10%
Participation	10%

Textbooks and other course materials (e.g. course pack):

Meyerhoff, Miriam. (2006). Introducing sociolinguistics. New York: Routledge.
ISBN: 0-415-39948-3 Estimated Price: \$30.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDESL 785 Supervised Student Teaching / Practicum--- Spring 2011

Learning goals and objectives:

To provide and adapt TESOL instruction conforming to currently-accepted practice and applying current Pre K-12 learning standards in the TESOL field to develop the individual and group language development needs of a class of ESL learner in the public school setting.

To apply knowledge of language teaching, Second Language Acquisition theory, methods, curriculum design and assessment when determining appropriate instruction for a specific class of ESL learners.

To explore beliefs and assumptions about teaching and learning in general and particularly about English Learners, and their communities through systematic classroom observations of self, students and others. Written reports, group discussions will be used as a means of building a repertoire of classroom practices and developing skills in classroom observation, while also developing a conscientious teaching philosophy.

Course requirements:

Assignments for the course consist of four observation packets (for student teachers, ST), and two observation packets (for practicum teachers, PT) to be completed after each observed lesson.

There are three components of your coursework this semester that will form the cycle of reflective practice that will sustain you in your career as a teacher. These are: Instructional Planning, Instructional Practice and Professional Growth. These three equally important strands will be measured through a portfolio of your teaching which will include evidence from each area.

(60% of grades will be derived from observations and 40% of grades will be derived from the seminars)

Textbooks and other course materials (e.g. course pack):

Faltis Christian J., and Coulter Cathy A., Teaching English Learners and Immigrant Students in Secondary Schools, 2008, Pearson, Merrill Prentice Hall
ISBN-10: 0131192418 Estimated Price: \$13.00

-Gibbons, Pauline; Learning to Learn in a Second Language 1993. Heinemann.
ISBN-10: 0435087851 Estimated Price: \$13.00

-Handouts

-Keep a reflective journal throughout the semester.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDESL 788 Supervised Student Teaching / Practicum--- Spring 2011

Learning goals and objectives:

To provide and adapt TESOL instruction conforming to currently-accepted practice and applying current Pre K-12 learning standards in the TESOL field to develop the individual and group language development needs of a class of ESL learner in the public school setting.

To apply knowledge of language teaching, Second Language Acquisition theory, methods, curriculum design and assessment when determining appropriate instruction for a specific class of ESL learners.

To explore beliefs and assumptions about teaching and learning in general and particularly about English Learners, and their communities through systematic classroom observations of self, students and others. Written reports, group discussions will be used as a means of building a repertoire of classroom practices and developing skills in classroom observation, while also developing a conscientious teaching philosophy.

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There are three components of your coursework this semester that will form the cycle of reflective practice that will sustain you in your career as a teacher. These are: Instructional Planning, Instructional Practice and Professional Growth. These three equally important strands will be measured through a portfolio of your teaching which will include evidence from each area.

(60% of grades will be derived from observations and 40% of grades will be derived from the seminars)

Textbooks and other course materials (e.g. course pack):

Faltis Christian J., and Coulter Cathy A., Teaching English Learners and Immigrant Students in Secondary Schools, 2008, Pearson, Merrill Prentice Hall

ISBN-10: 0131192418 Estimated Price: \$13.00

-Gibbons, Pauline; Learning to Learn in a Second Language 1993. Heinemann.

ISBN-10: 0435087851 Estimated Price: \$13.00

-Handouts

-Keep a reflective journal throughout the semester.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDESL 794:Teaching ESL Students with Disabilities: Pre-K-12---Spring 2011

Learning goals and objectives:

1. Understand that the distinction between language difference and language deficit is a complex and often inconclusive distinction requiring multiple tools of investigation and ongoing evaluation.
2. Understand the basic process of pre-referral strategies used prior to identification of an ESL student for evaluation for special educational services, initial referral of an ESL student for evaluation, classification of an ESL student, and implementation of appropriate instructional goals for an ESL student with a disability.
3. Understand what an Individualized Educational Plan (IEP) is, and how academic, social, and emotional goals and objectives are written.
4. Understand what the Least Restrictive Environment (LRE) would be for optimum learning outcomes for an ESL student with a disability.

Course requirements:

- 1.Prepare for class, attend all class sessions (there are only 2!), and participate in class discussions and activities. This is only possible if you have done the necessary readings and are fully prepared for all class discussions. (15% of grade is based on your overall participation)
- 2.Final Project/Paper (85% of grade is based on this project).

Textbooks and other course materials (e.g. course pack):

No Textbook Required. Handouts will be distributed by the instructor.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDESL: 796.1 METHODOLOGY OF TESOL-Spring 2011

Learning goals and objectives:

- To provide an overview of the various methods and techniques available to teachers which support the development of sequence and variety of activities to maximize teaching and learning ESOL.
- To develop an understanding of the teaching and learning issues teachers need to consider in the choice and development of a well-thought out instructional plan.
- To provide students with the experience of critiquing and developing their own instructional plans as applied to specific language learning/teaching contexts.
- To develop critical thinking and analytical skills with regard to designing appropriate instructional sequences and to selecting appropriate instructional materials for facilitating second language learning.
- To critically analyze and evaluate a lesson observation in terms of the lesson presentation, interaction and content appropriateness, and make recommendations for improvement.
- To begin to lay the foundation for developing their values, beliefs and dispositions about TESOL. This will help in the development of their own philosophy of education.
- To the extent possible, apply their knowledge of second language acquisition theory, research findings, methodology, ESL standards and content into the development instructional plans.

Course requirements:

Lesson Plan Presentation*	10%
Class assignments, participation	15%
Field Experience	20%
Blackboard assignment	10%
Midterm project	20%
Final Project	<u>25%</u>

Textbooks and other course materials (e.g. course pack):

Brown, H. D. (2007). Teaching by Principles: An Interactive Approach to Language Pedagogy. (3rd Ed.). Pearson Longman, Inc.

ISBN-10: 0133282201 Estimated Price: \$43.00

Richard-Amato, Patricia A. (2003), Making It Happen: From Interactive to Participatory Language Teaching. (3rd Ed.) Pearson Longman, Inc.

ISBN-10: 0130601934 Estimated Price: \$66.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDESL 798, ADULT ACADEMIC PRACTICUM IN TESOL -Spring 2011

Learning goals and objectives:

- Provide and adapt TESOL instruction conforming to accepted practice in the TESOL field to support individual and group language development needs of adult ESL learners preparing to participate in higher education.
- Use critical thinking, analysis skills, and a variety of teaching strategies for analyzing new situations and issues that arise in the context of teaching academic English skills to ESOL students.
- Reflect critically upon their own teaching and how they develop as teachers, either novice or experienced.
- Apply their knowledge of language, SLA theory, socio-cultural aspects of teaching/learning, methods, curriculum, syllabus design, materials, lessons, and assessment to determine appropriate English for academic purposes instruction for a class of adult ESOL learners.
- Make use of a variety of technological resources for teaching and learning, and professional development for both themselves and their students. This may include a course website, e-portfolio, and the Internet.

Course requirements:

I. Teaching Observations	60%
II. Classroom Performance	10%
III. Reflections on Teaching	15%
IV. Development of e-Portfolio	15%

Textbooks and other course materials (e.g. course pack):

Jordan, R. R. (1997). English for academic purposes: A guide and resource book for teachers.
Cambridge Language Teaching Library Series, Cambridge University Press, New York.

ISBN-10: 052155618X Estimated Price: \$28.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDESL 799 Adult Fieldwork -Spring 2011

Learning goals and objectives:

This course serves as the student teaching experience for the adult program, and thus, assumes that students have completed a majority of the required coursework for the program prior to enrolling in it. The assumed knowledge base of students taking this course includes a familiarity with lesson planning and goal setting, addressing both teaching and learning skills, effectively managing the classroom, and fostering interaction, and community building in the TESOL classroom, as well as a firm understanding of issues in Second Language Acquisition research to help you further develop your personal, informed beliefs about language acquisition.

The course is generally taught with a problem-solving approach, with a view to providing opportunities for exploration and experimentation, as well as practical solutions to real-life issues and problems actually experienced in teaching ESOL. It deals with such issues as techniques for teaching, planning lessons, materials and technology, as well as time and classroom management.

Course requirements:

(A) 3 Staff Observations of you teaching your COPE class (15%).

(B) Lesson Plans (15%).

(C) A COPE Course Description/Syllabus for Students (10%).

(D) Your full participation in administrative and cooperative COPE duties (10%)

Practicum Seminar and Peer Responsibilities (50%) These include the following: (E) On-line Discussion Journal (10%). (F) Final Presentation (5%). (G) Class Participation in Seminar (10%) (H) Peer Video Observation (10%). (I) Self Video Observation Presentation (10%). T

Textbooks and other course materials (e.g. course pack):

Articles will be assigned throughout the semester to support the journal entries and class discussions. All articles will be posted on blackboard at least two weeks before their due date.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course EDLIT 730: Language, Literacy, and Culture, Grades 1-12- Spring 2011

Learning goals and objectives:

This course is designed to accomplish two major goals: learning about English language learners, and learning about aspects of linguistics that are relevant to the teaching of oral and written language in Grades 1-12. We will also be keeping in mind children with special needs and diverse cultural groups, especially in the urban environment. The list of weekly topics provides further information about the content of the course. See also the Hunter College School of Education Mission Statement below.

Course requirements:

1. Attendance and participation – 10 points.
2. Required readings – 10 points.
3. ELL Learner case study project – 40 points;
4. Phonics quiz – 10 points;
5. Research and discussion paper on one feature of other people’s language that bothers you. (To be discussed in class.) – 10 points;
- 6 One-page response paper to book about linguistics – 10 points
7. Group oral report on a book about linguistics) – 10 points

Textbooks and other course materials (e.g. course pack)

Freeman, David, & Freeman, Yvonne. (2001). *Between worlds: Access to second language acquisition.* Portsmouth, NH: Heinemann.

ISBN-10: 0325003505 Estimated Price: \$35.00

MacNeil, Robert. (2005). *Do you speak American? Harvest.*

ISBN-10: 0156032880 Estimated Price \$10.00

Wilde, Sandra. (1997). *What’s a schwa sound anyway? A holistic guide to phonetics, phonics, and spelling.* Portsmouth, NH: Heinemann.

ISBN-10: 0435088653 Estimated Price \$28.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDLIT 731/EDLIT 756 Literacy Assessment- Spring 2011

Learning goals and objectives:

Course participants will be able to:

- understand that goals, instruction, and assessment should be aligned
- use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.
- place students along a developmental continuum and identify students' proficiencies and difficulties.
- use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students.
- communicate results of assessments to specific individuals.

Course requirements:

- A. Class Attendance and Meaningful Participation (15%). (Participation means that you find your own ways to engage in the material and support other's engagements)
- B. Discussion Board Participation on the Class Website (15%)
- C. Portfolio of Aesthetic Experiences (10%)
- D. Clinical Activities (60%) (Detailed guidelines are posted on the course site, in *Assignments*)

Textbooks and other course materials (e.g. course pack)

Peter Johnston. 1997. *Knowing Literacy: Constructive Literacy Assessment*. Portland, ME: Stenhouse Publishers.

ISBN-10: 1571100083 Estimated Price \$32.00

Rhodes, L.K. 1993. *Literacy Assessment: A Handbook of Instruments*. Portsmouth, NH: Heinemann.

ISBN-10: 0435087592 Estimated Price: \$36.00

Bear, D. R., M. Invernizzi, S. Templeton & F. Johnston. (2004). *Words Their Way*. Upper Saddle River, NJ: Merrill Prentice Hall. (This book is also used in EDLIT 733)

ISBN-10: 013021339X Estimated Price \$30.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDLIT 732 - Children's Literature-Spring 2011

Learning goals and objectives:

The purpose of this course is to provide teacher candidates with an in-depth exploration of children's literature. To show how literature influences social, emotional, cognitive, moral and linguistic development of children; promotes an understanding and appreciation of other cultures; helps develop oral and written language in a variety of developmental contexts and for a range of developmental levels including special needs; provides enrichment for children from birth through grade 6 and reflects society past and present.

Teacher candidates will evaluate and select quality literature; study a range of genres, both narrative and expository; familiarize themselves with outstanding authors and illustrators and explore the uses of children's literature in the classroom, home and community.

Course requirements:

Book Products	20%
Literature Responses	15%
Author/Illustrator Wiki	30%
Science or /social Studies Project	25%
LCI Reflection	10%

Textbooks and other course materials (e.g. course pack)

Fairy Tale Detectives: The Grimm sisters Book 1, by Michael Buckley, Amulet, 2008
ISBN: 0439928761 Price: \$6.95

Rules, by Cynthia Lord, Scholastic, 2008 ISBN: 0439443830 Estimated Price \$6.99

Esperanza Rising by Pam Munoz Ryan, 2000, Scholastic ISBN: 043912042 x Price \$6.99

Lynch-Brown, C. & Tomlinson, C. M. (2008). *Essentials of Children's Literature, 6th Edition*. Boston, MA: Allyn and Bacon. SBN: 0205520324 Estimated Price \$52.69

Fox, M. & Horacek, J. (2008). *Reading magic: Why reading aloud to our children will change their lives forever*. New York: Harcourt, Inc.

ISBN: 0156035103 Estimated Price: \$8.64

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course EDLIT 733/753 Theories & Process of Teaching Writing –Spring 2011

Learning goals and objectives:

- Understand the writing process, the qualities of good writing and the development of children’s writing proficiency, including their spelling development.
- Develop skills in evaluating, discussing and communicating about children’s writing development and in creating and conducting conferences and mini-lessons to respond to children as writers.
- Employ effective techniques and strategies to manage the writing workshop, to teach and guide students to draft and revise, to plan their writing according to different audiences and purposes, and to improve the quality of their writing.
- Teach students to edit their writing, and through editing and ongoing reading/writing, lead students to refine their spelling knowledge, to develop independent vocabulary acquisition, and to gain understanding of the meaning and importance of standard written English.
- Recognize the importance of students choosing their own topics for writing and having one-on-one conferences with students.

Course requirements:

- A. Class Attendance and Meaningful Participation (15%)
- B. Discussion Board Participation on the Class Website (15%)
- C. Personal Writing Portfolio (25%)
- D. Fieldwork Portfolio (45%)

Textbooks and other course materials (e.g. course pack)

Calkins, L. (1994). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.
ISBN-10: 0435088092 Estimated Price: \$28.00

Kirby, D., Liner, T. & Kirby, D. (2003). *Inside Out: Strategies for Teaching Writing*. Portsmouth, NH: Heinemann. ISBN-10: 0325005885 Estimated Price: \$30.00

Bear, D. R., M. Invernizzi, S. Templeton & F. Johnston. (2004). *Words Their Way*. Upper Saddle River, NJ: Merrill Prentice Hall. (This book will be used again in EDLIT 731)
ISBN-10: 013021339X Estimated Price: \$20.00

Fletcher, R. (1993). *What A Writer Needs*. Portsmouth, NH: Heinemann.
ISBN-10: 0435087347 Estimated Price: \$26.00

Heard, G. (1989). *For the Good of the Earth and Sun*. Portsmouth, NH: Heinemann.
ISBN-10: 043508495X Estimated Price: \$26.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course EDLIT 734.00-Literacy within the Disciplines: K-Gr 6 (3626), Spring 2011

EDLIT 754.00- Literacy within the Disciplines: 5-12 (5271), Spring 2011

Learning goals and objectives: Our goal is to prepare candidates who will demonstrate, through their professional commitments and practices, those multiple competencies that promote effective learning. There include: Evidence-Based Practices, Integrated Clinical Experiences, Education a Diverse Student Population, Use of Technology to Enhance

Course requirements:

Attendance, Punctuality, Participation and Class Assignments- 10 pts

Metacognitive Reflection Comparing Reading Strategies in Easy and Difficult Texts- 15 pts

Sample of Student Work – Presentation and Write-up- 15 pts

Blackboard Forum- 10pts

LCI Response Paper-10 pts

Coaching Expository Text Lesson Plan and Analysis of Implementation- 30 pts

Synthesis of Observations and Good Practices Based on Reading, Fieldwork and Classroom Discussions-10 pts

Textbooks and other course materials (e.g. course pack):

Harvey, K. and Goudvis, A. (2007) Strategies that work: teaching comprehension to enhance understanding and engagement. 2nd ed., ME:Stenhouse.

ISBN-13: 978-1571103109

Estimated Price: \$9.91

Yopp, Ruth H. and Yopp, Hallie K. (2010) Literature-based reading activities. 5th ed., Boston, MA: Pearson, Allyn and Bacon.

ISBN-13: 978-0137144259

Estimated Price: \$49.68

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDLIT 735, Survey of Instructional Approaches for Lang Dev: Grades K-12, Spring 2011

Learning goals and objectives: This course critically examines instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants will examine, select, design and organize linguistically and culturally relevant instructional practices, strategies and materials for the literacy development of elementary, middle and high school students with varying developmental abilities. The role of balanced literacy in teaching reading will be thoroughly explored.

Course requirements:

Attendance, punctuality, class participation and interactive journal- 30 pts

Reading Responses (8)-40 pts

Observational Analysis Research Paper- 30 pts

Textbooks and other course materials (e.g. course pack):

Fountas, I. C. & Pinnell, G. (2006). *Teaching for Comprehending and Fluency*. Portsmouth, NH: Heinemann. ISBN-13: 978-0325003085 Estimated Price: \$53.95

Garan, E. (2007). *Smart Answers to Tough Questions*. New York, NY: Scholastic Inc.
ISBN-13: 978-0439024433 Estimated Price: \$15.16

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDLIT 736/737- Diagnosis of Reading Difficulties, Spring 2011

Learning goals and objectives: This course is designed to help literacy educator candidates identify and provide diagnosis for students who are experiencing difficulty with reading, as well as to prepare appropriate diagnostic reports for other school professionals and parents. Through diagnostic assessments, cultural diversity will be considered as well as giftedness and special needs. Methods of applying diagnostic assessment procedures with both individuals and groups are included.

Course requirements:

Student Profile- 20%

Diagnostic Report- 30%

Instructional Plan- 15%

Letters- 15%

Outside Tutoring- 20%

Textbooks and other course materials (e.g. course pack):

No Textbook required for this course. Course materials will be distributed by the instructor.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDLIT 738/Literacy Programs: Organization and Resources--- Spring 2011

Learning goals and objectives: Skills for organizing and enhancing literacy programs—both developmental and remedial—are addressed through visits and in-depth analysis of on-going reading programs with sensitivity to procedures for diverse students with special needs. The course is designed for advanced Master's candidates in literacy to analyze and evaluate literacy programs including their theoretical foundations, scope and sequence, instructional materials, assessments, technology, attention to diversity and special needs, professional development, and parental and community involvement. After deep analysis and evaluation of these components, candidates will propose an implementation plan for the reading program within the context of their own schools.

Course requirements:

Student Profile- 20%
Diagnostic Report- 30%
Instructional Plan- 15%
Letters- 15%
Outside Tutoring- 20%

Textbooks and other course materials (e.g. course pack):

Wepner, S. B., & Strickland, D. S. (Eds.) (2008). The administration and supervision of reading programs (4th Ed.). New York: Teachers College Press.

ISBN-10: 0807741817

Estimated Price: \$26.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDLIT 739.00: Adaptations and Modifications in Approaches to Literacy for Students with Special Needs- Spring 2011

Learning goals and objectives: This course offers teacher candidate the knowledge and skills needed to create an environment that enhances the language and literacy of children with disabilities in inclusive settings. In addition to legal and policy considerations, the student will expand their teaching repertoire to include appropriate strategies to adapt and modify curriculum and instruction. The student will also learn to use specialized strategies for particular children and accommodate effectively for all children in a classroom, guiding their students toward the acquisition and expansion of literacy skills mastery.

Course requirements:

1. Attendance: (10 points)
2. Participation: (10 points)
3. IEP Assignment (40 points)
4. Strategy Tool Kit (40 points)

Textbooks and other course materials (e.g. course pack):

No Textbook required for this course. Course materials will be distributed by the instructor.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDLIT 740- Leadership in Literacy, Spring 2011

Learning goals and objectives: Masters Candidates will explore the components of quality programs for literacy learning and staff development. Principles of leadership will address communication, consensus-building, and collaboration for professional growth. The culminating experience project will focus on program design, including conducting needs assessments, selecting appropriate research methodologies to evaluate program implementation, and considering the full range of factors that impact program planning. This project may be adapted for professional presentation, publication, or grant submission.

Course requirements:

Culminating experience project (including all drafts) - 90%

Field Logs- 5%

Final In-class Essay Reflection on Coaching- 5%

Textbooks and other course materials (e.g. course pack):

Hubbard, R.S. & Power, B.M. (2003) *The art of classroom inquiry: A handbook for teacher-researchers*.
Portsmouth, NH: Heinemann.

ISBN-13: 978-0325005430 Estimated Price: \$25.25

Toll, C. (2004). *Literacy coach's survival guide*. Newark, DE: International Reading Association.

ISBN-13: 978-0872075658 Estimated Price: \$22.45

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDLIT 742- Practicum in Literacy, Spring 2011

EDLIT 753, Methods of Teaching Writing: Grades 5- 12, Spring 2011

Learning goals and objectives: This course is a *bridge* between graduate courses of study at Hunter College and your classrooms. You will use the context of schools and classrooms as a problem-rich environment for you to “try on” and “try out” a variety of instructional and management strategies in an attempt to determine the appropriate fit for your own personal styles. It is also a good place to step back from your day to day planning and execution of lessons, from the anxiety of putting your best foot forward when you are being observed by school supervisors, in order to reflect, assess, and problematize what you are learning as a teacher.

Course requirements:

Class Attendance & Meaningful Participation- 10%

Site Visit- 30%

Coaching Portfolio- 50%

Study Group Leadership- 25%

Final Reflections: Online- 10%

Textbooks and other course materials (e.g. course pack):

Johnson, P.H. (2004). *Choice words: How language affects children's learning*. Portland, ME: Stenhouse.

ISBN-13: 978-1571103895

Estimated Price: \$10.20

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course EDLIT 734.00-Literacy within the Disciplines: K-Gr 6 (3626), Spring 2011

EDLIT 754.00- Literacy within the Disciplines: 5-12 (5271), Spring 2011

Learning goals and objectives: Our goal is to prepare candidates who will demonstrate, through their professional commitments and practices, those multiple competencies that promote effective learning. There include: Evidence-Based Practices, Integrated Clinical Experiences, Education a Diverse Student Population, Use of Technology to Enhance

Course requirements:

Attendance, Punctuality, Participation and Class Assignments- 10 pts

Metacognitive Reflection Comparing Reading Strategies in Easy and Difficult Texts- 15 pts

Sample of Student Work – Presentation and Write-up- 15 pts

Blackboard Forum- 10pts

LCI Response Paper-10 pts

Coaching Expository Text Lesson Plan and Analysis of Implementation- 30 pts

Synthesis of Observations and Good Practices Based on Reading, Fieldwork and Classroom Discussions-10 pts

Textbooks and other course materials (e.g. course pack):

Harvey, K. and Goudvis, A. (2007) Strategies that work: teaching comprehension to enhance understanding and engagement. 2nd ed., ME:Stenhouse.

ISBN-13: 978-1571103109 Estimated Price: \$9.91

Yopp, Ruth H. and Yopp, Hallie K. (2010) Literature-based reading activities. 5th ed., Boston, MA: Pearson, Allyn and Bacon.

ISBN-13: 978-0137144259 Estimated Price: \$49.68

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course EDLIT 755: Literacy Instruction for Struggling Readers and Writers, Grades 5-12---Spring 2011

Learning goals and objectives: This course offers an exploration of diverse cognitive, social, emotional, and cultural characteristics and how these manifest in learners' literacy development. Course participants will discuss the educational needs of students who experience difficulties in acquiring literacy skills, as well as the literacy demands of the subject area classes in middle and high school for the purposes of assessing, intervening, and supporting struggling readers and writers in ways that are developmentally, culturally and linguistically responsive to their needs. The course offers techniques and strategies for helping struggling readers and writers expand their vocabulary, improve reading comprehension, enhance their writing abilities, and use critical thinking skills across the curriculum. Strategies for helping special needs students and English Language Learners will be emphasized, as will the use of technology within the classroom.

Course requirements:

5%	Self-reflection	5%	Context and Literacy Demands Reflection
10%	Reading and Writing Lessons	10%	Informal Responses/Reflections
10%	PLC Presentations/Cliff Notes (two)	10%	Participation
25%	Revised Unit Plan	25%	Case Study

Textbooks and other course materials (e.g. course pack):

Tomlinson, C.A. & McTighe, J. (2006). Differentiated Instruction and Understanding by Design: Connecting Content and Kids. Alexandria, VA: ASCD.
ISBN-10: 1416602844 Estimated Price: \$17.006

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDLIT 756/ EDLIT 731 Literacy Assessment- Spring 2011

Learning goals and objectives:

Course participants will be able to:

- understand that goals, instruction, and assessment should be aligned
- use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.
- place students along a developmental continuum and identify students' proficiencies and difficulties.
- use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students.
- communicate results of assessments to specific individuals.

Course requirements:

- A. Class Attendance and Meaningful Participation (15%). (Participation means that you find your own ways to engage in the material and support other's engagements)
- B. Discussion Board Participation on the Class Website (15%)
- C. Portfolio of Aesthetic Experiences (10%)
- D. Clinical Activities (60%) (Detailed guidelines are posted on the course site, in *Assignments*)

Textbooks and other course materials (e.g. course pack)

Peter Johnston. 1997. *Knowing Literacy: Constructive Literacy Assessment*. Portland, ME: Stenhouse Publishers.

ISBN-10: 1571100083

Estimated Price \$32.00

Rhodes, L.K. 1993. *Literacy Assessment: A Handbook of Instruments*. Portsmouth, NH: Heinemann.

ISBN-10: 0435087592

Estimated Price: \$36.00

Bear, D. R., M. Invernizzi, S. Templeton & F. Johnston. (2004). *Words Their Way*. Upper Saddle River, NJ: Merrill Prentice Hall. (This book is also used in EDLIT 733)

ISBN-10: 013021339X

Estimated Price \$30.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: EDLIT 757- Diagnosis of Reading Difficulties--- Spring 2011

Learning goals and objectives: This course is designed to help literacy educator candidates identify and provide diagnosis for students who are experiencing difficulty with reading, as well as to prepare appropriate diagnostic reports for other school professionals and parents. Through diagnostic assessments, cultural diversity will be considered as well as giftedness and special needs. Methods of applying diagnostic assessment procedures with both individuals and groups are included.

Course requirements:

Student Profile- 20%

Diagnostic Report- 30%

Instructional Plan- 15%

Letters- 15%

Outside Tutoring- 20%

Textbooks and other course materials (e.g. course pack):

No Textbook required for this course. Course materials will be distributed by the instructor.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: LING 702 Analysis and Structure of English from a Pedagogical Perspective –Spring 2011

Learning goals and objectives:

Identify and explain (in the sense of *giving reasons for*) the basic patterns of key sounds, patterns, and structures in the English language, including their form, meaning, and pragmatic usage/function
Use critical thinking, analysis skills, and a variety of effective tools and strategies for analyzing new phonological and grammatical structures that they may encounter in real life, as well as for diagnosing the use of forms in their own language, and that of others (including their own students).
Distinguish between the operation of grammatical patterns at the lexical level, the sentence level and the discourse level, and identify a range of larger inter-relationships among various structures.
Distinguish between various types of phonological, morphological, lexical, syntactic, and pragmatic errors, and be able to explain them and address each of them appropriately through instruction.
Apply their knowledge of English structures to identifying grammatical patterns in oral and written class texts, and for developing ESL/EFL curricula, syllabi, materials, lessons, and assessment tools that are appropriate for ESL students of all ages
Model appropriate language in their own reading and writing in English.

Course requirements:

Assigned readings, attendance, & quizzes, in-class and website contributions (20%)
Midterm Exam (25%)--In-Class Short-Answer and Essay Test
Language Investigation Project (25%)
Grammar Analysis Project: Error Analysis (35%)

Textbooks and other course materials (e.g. course pack)

Celce-Murcia, M. & D. Larsen-Freeman. 1999. *The Grammar Book*, 2nd Ed. Boston, MA: Heinle & Heinle. ISBN-10: 0838447252 Estimated Price: \$65.00
Fromkin, V., R. Rodman and N. Hyams. 2003. *An Introduction to Language*. 8th edition. Boston, Mass.: Thomson Heinle. ISBN-10: 1413017738 Estimated Price: \$77.00
Thewlis, S. 1997. *Grammar Dimensions 3*. Boston, MA: Heinle. ISBN-10: 1413027423 Estimated Price: \$53.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: LING 774 Theory and Research in Second Language Acquisition and Learning,-- Spring 2011

Learning goals and objectives:

Understand and apply current theories and research in language and literacy development;
Recognize and build on the processes and stages of English language and literacy development;
Recognize the importance of ESOL students' home languages and language varieties and build on these skills as a foundation for learning English;
Understand and apply knowledge of socio-cultural and political variables to facilitate the process of learning English;
Understand and apply knowledge of the role of individual learner variables in the process of learning English;
Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL; Understand and apply concepts about the interrelationship between language and culture;
Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students;
Understand and apply knowledge about the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender on learning and teaching ESL;
Demonstrate knowledge of language teaching methods in their historical contexts.

Course requirements:

Class participation 10%
Reaction Papers (x 2)20% (10% each)
Three quizzes..15% (5% each)
Student team presentations/wikis..... 10%
Mid-term exam (in-class, closed-book).....20%
Field-based research project (Optionally conducted in pairs).....25%

Textbooks and other course materials (e.g. course pack)

Gass, S. and Selinker, L (2007) *Second Language Acquisition* 3rd Edition. Mahwah, NJ: Lawrence
Earlbaum ISBN10: 0805835288 Estimated Price: \$32.00

Lightbown, P. and Spada, N. (2006) *How Languages are Learned*, 3rd Edition. Oxford: OUP
ISBN-10: 0194422240 Estimated Price: \$17.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: QSTA 400.80, The Art of Teaching, --- Spring 2011

Learning goals and objectives:

This course will explore skills, strategies and techniques for enhancing classroom teaching through various methodologies and effective teaching practices that include; models and approaches for teaching diverse populations, classroom management, communication skills, learning styles, motivation, planning, questioning techniques, and evaluating impact on student learning. Teacher candidates explore, discuss and implement these newly acquired skills and practices both in the classroom course work as well as in their field placements in other courses. This course is designed as an introductory course to the field of teaching.

Course requirements:

Prompt and regular attendance, reading assignments & HW for each class session, reviewing newspapers for educationally related topics, active participation in class discussions and activities, completion of all assignments on their due date-late assignments will be penalized ½ letter grade per day, logging on to BB weekly, course Binder.

Grading:

Active Participation	10%
Learning Style Inventory Analysis	15%
Lesson Plan 1/Lesson Plan 2 (10 points each)	20%
Mid-Term	20%
Homework Assignments	15%
Final Exam	<u>20%</u>
	100%

Textbooks and other course materials (e.g. course pack)

Borich, Gary D. (2003). Effective Teaching Methods. Merrill-Prentice Hall

ISBN10: 0130489751

Estimated Price: \$25.00

Selected Documents: On BB and class handouts

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: QSTA 401.80: Developmental Reading--- Spring 2011

Learning goals and objectives:

Acquire knowledge with respect to the language acquisition skills and the emerging intellectual, emotional, and social needs of elementary school children

Recognize and design effective literacy experiences and culturally relevant, learner-centered environments for diverse learners, including students who are English language learners and those with special needs.

Design, implement, and assess lessons that are developmentally appropriate and instructionally specific to individual needs in fluency, comprehension, word knowledge, and writing.

Incorporate technology, materials, and resources in the instructional design and application of literacy lessons. Structure and facilitate a balanced literacy program.

Course requirements:

Attendance and Punctuality	10pt
Literacy Autobiography	5pt
Child Study	20pt
Thematic Unit	35pt
Fieldwork	20pt
Fieldwork Reflections	10 pt

Textbooks and other course materials (e.g. course pack)

Angelillo, Janet. *Writing about reading: From book talk to literary essays, grades 3 – 8*. Portsmouth, NH: Heinemann.

ISBN10: 0325005788

Estimated Price: \$20.00

Boushey, Gail & Moser, Joan. *The daily 5: Fostering independence in the elementary grades*. Portland, ME: Stenhouse

.ISBN10: 1571104291

Estimated Price: \$16.00

Miller, Debbie. *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse.

ISBN10: 1571103074

Estimated Price: \$20.00

Additional readings may be assigned

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: QSTA 406.80: Math Teaching Learning--- Spring 2011

Learning goals and objectives:

Demonstrate professionalism when interacting with administrators, teachers, peers and children

Set the stage for a creative learning environment

Demonstrate knowledge in the content area of Mathematics.

Demonstrate a variety of approaches to teaching and learning mathematics to meet the needs of all children.

Demonstrate familiarity with a broad range of resources within the education field.

Demonstrate their ability to plan and teach a well developed math lesson to children

Analyze the point when learning breaks down and determine which interventions would be most effective

Course requirements:

- 50 %** A thematic unit will be developed that will represent one week of study during a school year. The contents of the unit plan and the rubric used to analyze and to provide feedback will be introduced in class.
- 20%** Each student will present a Poster to the class .This poster will be an outgrowth of a grade appropriate unit or math concept that students would be studying in their classrooms. It must be informative. It can be interactive or stand on its own
- 30%** Your portfolio
- 100%** TOTAL

Textbooks and other course materials (e.g. course pack)

No textbook is required for this course. The instructor will distribute documents and activities in class.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: QSTA.407.80 The Arts: An Interdisciplinary Learning Experience--- Spring 2011

Learning goals and objectives:

This course is designed to introduce teacher candidates to the role of arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1-6. Through the course's modeling of Aesthetic Education the teacher candidate will come to understand how the experiential study of the arts will enhance cognitive, perceptual, expressive and imaginative abilities. Through the hands-on-study of works of arts the teacher candidate will identify and articulate multi-sensory modes of learning to organizational principles, materials and techniques used to create works of art. The teacher candidate will be sensitized to the needs of the diverse urban education. Additionally, the teacher candidate will gain skills and understanding of digital technologies for the classroom: blackboard, digital photography, desktop publishing, web research and digital portfolios.

Course requirements:

CLASS PARTICIPATION	9.0
COMMENTS ON ARTICLES / POST on the Discussion Board	9.0
Art Projects	57.0
FINAL LESSON PLAN (paper / html)	10.0
FINAL PORTFOLIO PROJECT	15.0
Total percentage	100.0

Textbooks and other course materials (e.g. course pack)

Selected Documents: On BB and class handouts

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: QSTA 410.80 Literacy across the Content Areas --- Spring 2011

Learning goals and objectives:

1. Locate, review and use a variety of print, non-print, and electronic sources to implement learning activities.
2. Plan instruction based on knowledge of content and pedagogical content knowledge; students and how they learn; and grade appropriate expectations for ELA performance standards across the content areas.
3. Model and explain direct and indirect instructional techniques and strategies for the ongoing development of vocabulary acquisition.
4. Model and explain when and how to use collaborative comprehension strategies such as questioning the author, and collaborative reasoning
5. Provide guided and repeated practice in strategies to understand, remember and organize information for future use.
6. Teach test-taking strategies.
7. Integrate language arts in all content areas.
8. Understand that goals,

Course requirements:

Class Participation (15% of grade)

The Lincoln Center Approach (LCI) to Aesthetic Education (10% of grade)

Literature Study (15% of grade)

Lit-Kit (A KEY ASSESSMENT and 50% of grade)

In-Class Essay Exam (10% min)

Textbooks and other course materials (e.g. course pack)

Machado, Ana Maria. Nina Bonita.

ISBN-10: 9802571652

Estimated Price: \$25.00

Machado, Ana Maria. Me in the Middle

ISBN-10: 0888994672

Estimated Price: \$5.00

Machado, Ana Maria. From Another World

ISBN-10: 0888995970

Estimated Price: \$16.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: QSTA 412 Teaching Social Studies- -- Spring 2011

Learning goals and objectives:

1. Conceptualize strategies for individualized instruction
2. Present a unit design and lesson plan
3. Develop a personal philosophy about teaching social studies in an urban, multicultural setting which reflects a respect for the contributions of all.
4. Become familiar with current research, national and local viewpoints and issues related to the teaching of social studies.

Course requirements:

Independent Unit Design 35%

Independent Lesson Plan 15%

Group Unit Design 20%

Group Lesson Plan 10%

Parallel Task Assignment, Field Trip Assignment, Class Presentation of Group Work, Attendance, Participation 20%

Textbooks and other course materials (e.g. course pack)

Wilhelm, Jeffrey D. (2007) Engaging Readers and Writers with Inquiry.

ISBN-10: 0439574137

Estimated Price: \$15.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: QSTA 414 Teaching Science in Elementary School - -- Spring 2011

Learning goals and objectives:

- * Hands-on and minds-on approach is taken in the course
- * Students will experience inquiry-based instruction in science
- * Topics include many from elementary level (Properties of Matter, Electricity, Motion, Temperature, etc.)
- * Low tech and high tech learning materials are used
- * Children's understanding of science is explored

Course requirements:

- | | |
|---------------------------------------|-----|
| * Notebook (twice collected) | 20% |
| * Midterm Research Paper | 25% |
| * Thematic Unit (two science lessons) | 35% |
| * Final science investigation report | 10% |

Textbooks and other course materials (e.g. course pack)

Wynne Harlen, *Primary Science, Taking the Plunge: How to teach Science more Effectively for Ages 5 to 12*

2nd ed. 2001

ISBN-10: 0325003866

Estimated Price: \$23.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course QSTA 415 Student Teaching Seminar,-Spring 2011

Learning goals and objectives:

Student teaching is designed a) to provide you with an intense opportunity to integrate and practice using the knowledge and skills you have honed at Hunter College and in life and b) to cultivate your ability to continually develop more knowledge and skills as you examine your teaching practices and their effectiveness in helping your students to reach their learning potential.

Along with the field placements, there is a weekly seminar, which is designed to provide an opportunity to share information with other student teachers and to reflect on pertinent issues.

Course requirements:

Grading

Three Field Observations:

Lesson I	10%
Lesson II	20%
Lesson III	30%
Journal/Plan Book	5%
Analysis papers/reflective essays	5%
Evidence of Impact on Student learning project	15%
Case Studies	5%

Professional Development: Attendance, punctuality, and active participation in the field experience, seminar sessions, and professional workshops. 10%

Textbooks and other course materials (e.g. course pack)

How To Be An Effective Teacher, The First Days of School, by Harry K. Wong & Rosemary T. Wong

ISBN-10: 0962936022

Estimated Price: \$10.00

Hunter College Student Teaching Handbook

Newspaper articles

Selected professional articles

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: SEDC 210/710 Building the Foundations of Literacy in Adolescent Education ---Spring 2011

Learning goals and objectives:

In this course, we draw on socio-cultural and developmental frameworks to explore how teachers can promote the enhancement of literacy skills in instructional practices across all content areas. We discuss the nature of literacy practices in and across classrooms, disciplines, and communities. Several elements are included in our examination of literacy: a critical reflection on our own and others' literacy development; examination of a variety of strategies for literacy instruction and assessment; examination of the use of technology as a tool for literacy promotion; and attention to the development of our writing skills. We will also explore children's foundations with literacy and learning, examining the process by which young children learn to read in an effort to understand strategies for adolescents' literacy development more holistically. We also attend to important pedagogical concepts for teaching successfully in multilingual classrooms. Finally, we engage in an exploration of the role of literacy in equitable education for all students.

Course requirements:

Grading

Reader response journal (10%)	90-100 A (100=A+/90=A-)
Strategy groups (10%)	80-89 B (89=B+/80=B-)
Literacy Autobiography (20%)	70-79 C (79=C+/70=C-)
Literacy Teaching Philosophy (20%)	60-69 D
Unit Plan and Lesson Set Narrative (40%)	59 or below F

Textbooks and other course materials (e.g. course pack)

- Buehl, D. (2008). Classroom strategies for interactive learning (3rd Ed.). Newark, DE: International R
ISBN-10: 0872072843 Estimated Price: \$15.00
- Daniels, H., & Zemelman. (2004). Subjects matter. Portsmouth, NH: Heinemann.
ISBN-10: 0325005958 Estimated Price: \$29.00
- Delpit, L & Kilgour-Dowdy, J. (2002). The skin that we speak: Thoughts on language and culture in the classroom. New York, NY: The New Press.
ISBN-10: 1565845447 Estimated Price: \$20.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at

<http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: SEDC 211/711: Advanced Study of Young Adult Literature in our Diverse Society--- Spring 2011

Learning goals and objectives:

Challenge our understanding of the term -- young adult literature
Expand the boundaries of young adult literature
Problematize the notion of a diverse society
Examine prevailing theories relevant to teaching young adults
Explore the theories that guide our practices
Design mini units, and term-long courses appropriate for both junior high and high school students
Consider the role that our own growth as readers plays in our planning

Course requirements:

Grading

Participation--30%

Share an Academic Essay – 10%

Reflection Notes (2 pp.) -- 10%

Midterm (in pairs): A Junior High School Mini Unit – 20%

Term-long projects: A High School Macro Unit -- 30%

Proposal -- 5%

Presentation – 5%

Handout – 5%

Project – 15%

Textbooks and other course materials (e.g. course pack)

Selected Documents: On BB and class handouts

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: SEDC 212/712: Methods 1 in Teaching Foreign Languages in Grades 7-12---Spring 2011

Learning goals and objectives:

Challenge our understanding of the term -- young adult literature
Expand the boundaries of young adult literature
Problematize the notion of a diverse society
Examine prevailing theories relevant to teaching young adults
Explore the theories that guide our practices
Design mini units, and term-long courses appropriate for both junior high and high school students
Consider the role that our own growth as readers plays in our planning

Course requirements:

Grading

Participation--30%

Share an Academic Essay – 10%

Reflection Notes (2 pp.) -- 10%

Midterm (in pairs): A Junior High School Mini Unit – 20%

Term-long projects: A High School Macro Unit -- 30%

Proposal -- 5%

Presentation – 5%

Handout – 5%

Project – 15%

Textbooks and other course materials (e.g. course pack)

Selected Documents: On BB and class handouts

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course SEDC 213/ SEDC 713: Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science Grades 7-12--- Spring 2011

Learning goals and objectives:

Knowledge: Teacher-candidates will be able to: Understand the parts that make up a lesson plan., Find and appropriately use national, state and city science and math standards.

Skills: Teacher-candidates will be able to:

Find an activity that clearly demonstrates a meaningful concept through books and the Internet.

Collect materials appropriate to the lesson and to the abilities of the students.

Develop and write an aim and performance objective.

Create a lesson plan following a prescribed format.

Create logical connections between the parts of a lesson.

Critique performance by reviewing video tape of their lesson.

Dispositions: Teacher-candidates will be able to:

Develop a disposition that learners' prior knowledge is very important to lesson making and performance.

Use management techniques that provide a caring and respectful learning environment when conducting a lesson.

Course requirements:

Grading

Videotaped Lesson	35%
Critique of Lesson	15% (pass/fail)
Lesson Plan	10%
Regents Exam	25%
Participation	10%
Where is my shell answers	5%

Textbooks and other course materials (e.g. course pack)

Selected Documents: On BB and class handouts

Present a Lesson which will be videotaped (bring blank VHS tape to class as well as a lesson plan).

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at

<http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course SEDC 215/715: Secondary Social Studies Methods I--- Spring 2011

Learning goals and objectives:

Candidates will be able to complete the following at the end of this course:

- Conceptualize strategies for individualized instruction
- Present a complete lesson
- Develop a personal philosophy about teaching social studies in an urban, multicultural setting which reflects a respect for the contributions of all students
- Become familiar with current research, national and local viewpoints and issues related to the teaching of social studies.

Course requirements:

Grading

- Unit outline 30% (see Guidelines and Rubric)
- 3 Lesson Plans and Unit outline: 10% each = 30% total
- Course assignments 20%
- Participation: 20%

Textbooks and other course materials (e.g. course pack)

The New York State Resource Guide and Core Curriculum for SS

<http://www.emsc.nysed.gov/ciai/socst/ssrg.html> New York State SS Standards:

<http://www.emsc.nysed.gov/ciai/social.html>

Alan Singer (2003). *Social studies for secondary schools: Teaching to learn, learning to teach.*

Mahwah, NJ: Erlbaum Press.

ISBN-10: 080584208X

Estimated Price: \$45.00

Bert Bower, Jim Lobdell & Sherry Owens (2005). *Bring learning alive! The TCI approach for middle and high school social studies.* CA: Teachers' Curriculum Institute.

ISBN-10: 1583710132

Estimated Price: \$30.00

Other readings are posted on Blackboard

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at

<http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course SEDC 321/721, Teaching English Methods --- Spring 2011

Learning goals and objectives:

- 1) Practice-oriented coursework: English education coursework is specifically designed to align with school-based experiences and gives significant attention to teaching within a diverse urban context.
- 2) Expand your working knowledge of contemporary young adult literature, allowing you a wider variety of resources and perspectives within the classroom.
- 3) Examine assessment and teaching methods with regard to the individual learner and whole class instruction.
- 4) Build a repertoire of strategies (not a one size fits all formula) for working with culturally and linguistically diverse students.
- 5) Conceptualize and practice differentiating instruction for a diverse group of learners.

Course requirements:

1. Response Journal (50 points)
2. Discussion Leader (20 points)
3. Teaching Philosophy (20 points)
4. Conceptual Unit Plan (40 points)
5. Lesson Set Narrative (40 points)
6. Final Portfolio (30 points)

Textbooks and other course materials (e.g. course pack)

Christensen, L. (2008). *Teaching for joy and justice: Re-imagining the language arts classroom*. Milwaukee, WI: Rethinking Schools. ISBN-10: 0942961439 Estimated Price: \$16.00

Fisher, D., Frey, N., & Rothenberg, C. (2007). *Language learners in the English classroom*. Portsmouth, NH: Heinemann. ISBN-10: 0814127045 Estimated Price: \$36.00

Morrison, T. (1994). *The bluest eye*. New York: Penguin Group. ISBN-10: 0307278441 Estimated Price: \$10.00

Rozema, R. & Webb, A. (2008). *Literature on the Web: Reading and Responding with New Technologies*. Portsmouth, NH: Heinemann. ISBN-10: 0325021473 Estimated Price: \$25.00

Smagorinsky, P. (2008). *Teaching Units By Design*. Portsmouth, NH: Heinemann. ISBN-10: 0325009805 Estimated Price: \$30.00

**Additional articles to read are posted on Blackboard.

The following is sample course information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course SEDC 325/725: Secondary Social Studies Methods II--- Spring 2011

Learning goals and objectives:

At the end of the semester, students will be able to:

1. Create pedagogical plans that address Regents exam knowledge and skills
2. Explain concepts of teaching history/social studies for social justice and democratic citizenship in a diverse society
3. Critique and create pedagogical plans based on contemporary research in social studies
4. Use technology to enhance teaching and learning.

Course requirements:

Weekly assignments: 10%

Papers : 30%

Unit Plan: 40%

Class Presentations 20%

Textbooks and other course materials (e.g. course pack)

Epstein, T. (2009). Interpreting national history: Race, identity and pedagogy in classrooms and communities. New York: Routledge Press.

ISBN-10: 0415960843

Estimated Price: \$35.00

Hess, D. E. (2009). Controversy in the classroom: The democratic power of discussion. New York: Routledge Press.

ISBN-10: 0415962285

Estimated Price: \$130.00

Rubin, B. C. & Giarelli, J. M. (2008). Civic education for diverse citizens in global times: Rethinking theory and practice. New York: Routledge Press.

ISBN-10: 0325009805

Estimated Price: \$30.00

The readings are available in Hunter College bookstore and on reserve in the library.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course SEDC 451,751,771,771: Teaching Secondary English / Student Teaching and Practicum---
Spring 2011

Learning goals and objectives:

Organizing instruction including unit planning

Creating and implementing lesson plans- - with an emphasis on the craft of questioning

Making decisions about which pedagogical strategies to use and when

Building an ethical and humane learning community in the classroom -- and beyond

Creating an orderly classroom environment

Individualizing and differentiating instruction, as appropriate

Developing and implementing appropriate assessment strategies

Working collegially with other professionals

Reflecting on your own teaching practice and using reflection to grow as a teacher

Course requirements:

Class Participation Based on At-Home Preparation (worth 10 out of 100 course points)

The Professional Journal (worth 10 out of 100c course points)

The Art of Questioning in an Extended Literature Study Unit (worth 10 points out of 100)

Field Supervisor's Observations (worth 60 points out of 100 course points)

Impact on Student Learning Paper (worth 10 points out of 100 course points)

Textbooks and other course materials (e.g. course pack)

Achebe, C. (1958) Things Fall Apart. Anchor Books edition

ISBN-10: 0385474547

Estimated Price: \$11.00

Monismith, N. (2009) So You Think You Can Teach: Short Stories of a 40 year teacher. Ouskirts Press.

ISBN-10: 1432734695

Estimated Price: \$12.00

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at

<http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: SEDC 452/ 752: Teaching in Foreign Languages (Chinese, Italian, French, Spanish) --- Spring 2011

Learning goals and objectives:

- To prepare highly effective, reflective, knowledgeable and excellent skilled second language educators
- To establish criteria for effective and accurate means of assessing language diverse language students;
- To establish criteria for effective and accurate Internet-based research;
- To explore topics pertaining to technology in the foreign language arena in the digital age
- To examine the interface between technology and second language teaching and learning through discussion of articles and Web sites
- To develop technology-based tools and resources for the presentation of language teaching

Course requirements:

Official Observations- 60%

Videotaped lesson with 1 written self critique/oral presentation- 10%

Case study- 10%

Class and Online Discussions/Participation, Project Assignments and Homework Assignment -10%

Electronic Journal- 10%

Textbooks and other course materials (e.g. course pack)

Patrick, P. (2008). *The Keys to the Classroom*. Yonkers, New York: ACTFL.

ISBN- 097-057-9829

Estimated Price: \$48.00

Beattie, Mary (2001). *The Art of Learning to Teach: Pre-service Teacher Narratives*. New Jersey:

Merrill Prentice Hall. Hughes, A. (2003). *Testing for Language Teachers*. Cambridge, UK:

Cambridge University Press. ISBN-13: 978-0131747692 Estimated Price: \$29.40

Lomicka, Lara, Cooke-Plagwitz, J., & Terry, R. (2004). *The Heinle Professional Series in Language*

Instruction: Teaching with Technology. Boston: Thomson Heinle.

ISBN-13: 978-1413000467

Estimated Price: \$60.95

Roe, Betty D., & Ross, E.P. (2002). *Student Teaching and Field Experiences Handbook*. (Fifth

Edition). New Jersey: Merrill Prentice Hall.

ISBN-13: 978-0137152759 Estimated Price: \$48.00

Wentz, Patricia J. (2001). *The Student Teaching Experience: Cases from the Classroom*.(2nd edition).

New Jersey: Merrill Prentice Hall.

ISBN-13: 978-0130261007

Estimated Price: \$45.33

The following is sample course information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at

<http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course SEDC 453/753/773: STUDENT TEACHING/PRACTICUM TEACHING SEMINAR IN TEACHING MATHEMATICS IN THE SECONDARY SCHOOLS, 7-12--- Spring 2011

Learning goals and objectives:

The seminar focuses on supporting each participant as a teacher or student teacher of mathematics of grades 7 – 12 in the New York City Public Schools by providing:

- a teaching experience in mathematics in grades 7 – 1
- time to confer on instructional planning with the college supervisor
- feedback from the college supervisor on the delivery of instruction and on the assessment of student progress
- a forum for the discussion of the positive and problematic aspects of the teaching profession
- a forum for sharing and analyzing issues relevant to effective mathematics instruction

Course requirements:

Weekly Reflections	15%
Other Assignments and Seminar Participation/ Attendance/Punctuality	25%
Evaluation by Supervisor of Performance at the Assigned School	60%

Textbooks and other course materials (e.g. course pack)

Burden, P. (2010) Classroom Management: Creating a Successful K-12 Learning Community, Fourth Edition, John Wiley & Sons

ISBN-10: 0470522798

Estimated Price: \$60.00

Corwin, E. (2010) Different Brains, Different Learners, Second Edition. Corwin Press

ISBN-10: 1412965020

Estimated Price: \$30.00

The following is sample course Information: The College reserves the right to change this at anytime.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: SEDC 454/774- Student Teaching in Biology, Chemistry, Physics--- Spring 2011

Learning goals and objectives:

Teacher-candidates will be able to manage the activities and materials of science safely in storage areas, labs and field.

Teacher-candidates will be able to engage in reflective practices and make continuous efforts to improve in practice.

Student will use technology such as a video camcorder to record a teaching lesson.

Course requirements:

Grading

Teaching Observations	60%	90-100%	A/A-
Video-Tape	5%	80-89%	B+/B/B-
Safety Contract	10%	70-79%	C+/C/C-
E-dims	30%	0-59%	F

Textbooks and other course materials (e.g. course pack)

No Textbook Required for this Course. The instructor will distribute documents and activities in class.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: SEDC 455/755/775: Student Teaching in Social Studies--- Spring 2011

Learning goals and objectives:

The course will enable you to:

Identify and review through reflection and videotape successful and less successful teaching practices

Reflect on your own and others' experiences, development and goals as teacher

Emphasize and assess student leaning and particularly writing

Course requirements:

Grading

Student Teaching- 60%

Case Study: Impact on Student Learning- 25%

Online Postings and Other Assignments- 15%

Textbooks and other course materials (e.g. course pack)

No Textbook Required for this Course. The instructor will distribute documents and activities in class.

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: SEDC 456/756/776: Student Teaching in Dance--- Spring 2011

Learning goals and objectives:

This course is required of all students taking student teaching or practicum in dance. Students will participate in individual and group assignments designed to help them analyze and evaluate their teaching experiences. Special attention will be paid to designing lesson plans and to developing a repertoire of classroom management techniques and analysis of lessons presented. Each student in the seminar will receive guidance in creating his/her own professional resume. Grades for this seminar will be incorporated into and made part of the final semester grade for student teaching/practicum

Course requirements:

Textbooks and other course materials (e.g. course pack)

:NYC Department of Education Dance Blueprints, Handouts.

<http://schools.nyc.gov/offices/teachlearn/arts/Blueprints/dancebp2007.pdf>

The following is sample course Information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: SEDC 723: Intensive Study of Teaching Diverse Learners in Mathematics--- Spring 2011

Learning goals and objectives:

The program focuses on preparing you as a teacher in grades 7-12 to:
Know the mathematics curriculum of these grades
Identify, teach and model problem solving
Use a variety of physical and visual models as well as print and electronic resources for the exploration of mathematical concepts and procedures
Know how and when to use student groupings such as collaborative groups, cooperative learning and peer teaching
Based on current research, analyze instructional strategies for addressing mathematics with diverse groups of students
Synthesize other content areas in the development of mathematics learning
Be involved in the professional community of mathematics educators at the national, state and local level

Course requirements:

Class Participation and Assignments	14
Class Reflections, incl. summary	56
Article Reflections	25
Text Reviews	15
Lesson 1	10
Lesson Plans 2 and 3	20
Curriculum Binder	20
Lesson Project	40

Textbooks and other course materials (e.g. course pack)

Sousa, David (2005) How the Brain Learns. Thousand Oaks (CA): Corwin Press, Third Edition

ISBN: 9781412936613

Estimated Price: \$22.00

The following is sample course information: The College reserves the right to change this at any time.

Instructor name and contact information: See Searchable schedule for specific instructors at

<http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

Course: SEDC 781- Teaching Secondary English Practicum--- Spring 2011

Learning goals and objectives:

Build an ethical, humane, and caring learning community in their classrooms where all students are engaged in learning and feel successful.

Identify and use theories, research and best practices in the field of English education in order to deliver effective instruction for all students.

Differentiate their instruction based on the diversity of their students.

Create engaging and robust lesson and unit plans that cover all English language arts skills including reading, writing, speaking, listening, and viewing.

Use, teach, and make accessible a wide range of texts in their classrooms in order to meet the diverse interests and abilities of their students.

Use technology both inside and outside the classroom to maximize their pedagogical techniques and strategies.

Develop and implement appropriate assessments, both formal and informal, that will ultimately drive classroom instruction.

Continue to generate personal philosophies about teaching English within urban settings.

Collaborate successfully with peers and mentors to provide effective instruction to their students.

Reflect on their own teaching practice and use this reflection to improve their pedagogy.

Course requirements:

Teaching Journals

Lesson Plan Development

Focused Observational Analysis

Formal Observations

Textbooks and other course materials (e.g. course pack)

The instructor will distribute documents and activities in class