

# Curriculum and Instruction Courses

## **CIGENRL 510 (ESL 510)**

### **Survey of Educational Linguistics 3 u**

In Survey of Educational Linguistics, students will examine certain core areas of linguistics (phonology, morphology and syntax), with special attention to language acquisition. Course assignments will relate to the teaching of linguistically diverse communities.

Prereq: ENGLISH 101 and ENGLISH 102 or consent of the instructor.

## **CIGENRL 520 (ESL 520)**

### **The Spoken Language and Discourse Analysis 3 u**

In The Spoken Language & Discourse Analysis, students will develop working knowledge of contemporary issues in the teaching of oral communication (speaking and listening skills) to learners of ESL. Linguistic principles studied are also pertinent for those teaching foreign languages.

## **CIGENRL 530 (ESL 530)**

### **Teaching Grammar in the ESL/BE Classroom 3 u**

Teaching Grammar in the ESL/BE Classroom is a component of the licensure minor in Teaching ESL/Bilingual-Bicultural Education. This course prepares teachers to instruct non-native learners in English grammar. Students examine selected grammatical topics to better comprehend the structure of English and to develop a repertoire of techniques for teaching them.

Prereq: ENGLISH 101, ENGLISH 102, Admission to the College of Education, or consent of instructor

## **CIGENRL 550 (ESL 550) (SECNDED 550)**

### **Introduction To ESL and Bilingual- 3 u**

#### **Bicultural Education**

History, philosophy and rationale for bilingual/ bicultural education. A study of different models of bilingual education programs as well as different types of bilinguals. Cultural, socioeconomic and psychological factors influencing learning in the bilingual child.

Unreq: SECNDED 550.

## **CIGENRL 554 (ESL 554)**

### **Seminar in ESL/Bilingual Education 1 u**

In the Seminar in ESL and Bilingual Education, students meet to reflect upon the relationship between program content and contemporary issues in the educational and socio-political experiences of linguistically diverse communities in the region and state. Rotating themes include family, community and cultural change.

Prereq: ENGLISH 101, ENGLISH 102 or consent of instructor

**CIGENRL 603 (ESL 603)**

ESL Methods and Curriculum 3 u ESL Curricula and Materials will provide students with the background to develop or select appropriate curricula and to design materials which enhance language learning. The approach to curricular design and materials development is one that is learner centered.

**CIGENRL 605 (ESL 605)****Assessment in the ESL/Bilingual Classroom 3 u**

This course explores policies, procedures, and instruments used to assess English language proficiency and academic achievement of limited English proficient students in American public schools. Included in this are the areas of English and native language competence; program placement, progress, and exit; alternative assessments in ESL, bilingual and mainstream classrooms.

Prereq: Admission to the College of Education or consent of instructor.

**CIGENRL 606****Art for the Exceptional Child 3 u**

An undergraduate/Graduate Level course in Art Education for teachers of exceptional children and adolescents. The course will provide a background for curriculum development in art for children and adolescents with specific physical, mental, learning and emotional needs.

**CIGENRL 635 (SECNDED 635)****Language Acquisition For The 3 u  
Bilingual Child**

An examination of the process involved in the acquisition of a first and second language and the implications this has for the curriculum and language instruction in the bilingual school. Special emphasis on stages of language development; the role of adult models, teachers, and environment in language learning; social classes and differences in language development; dialect differences and language development; etc.

Unreq: SECNDED 435/635.

**CIGENRL 655 (ESL 655) (SECNDED 655)****Teaching Content in the Bilingual Classroom 3 u**

This course is an examination of various techniques and materials being used to teach content area subject matter in ESL/bilingual education programs. Other topics of discussion include language assessment and adaptation of materials to the learner's language proficiency and cultural experience. The course is taught in English, but discussion will take place in other languages so that students have the opportunity to expand and improve their command of the language used as a medium of instruction.

Unreq: SECNDED 455/655.

**CIGENRL 676****Current Topics In Instructional Computing 3 u**

A topic or topics not otherwise accounted for in other computer education courses will be chosen as the focus of each course. For instance, the use of multimedia in the schools could be one suggested topic. Each topic would be explored in a variety of ways: 1) what does the current research say about the

topic?, 2) what potential impact can this technology have in the schools?, 3) are there special hardware, software, personnel, or other requirements necessary for successful implementation of this topic in the schools?, 4) what potential does this topic have for integration into the curriculum?, 5) whenever possible, a hands-on experience with the topic will be part of the overall experience. This would be possible if the topic involved a particular computer application.

### **CIGENRL 677**

#### **Telecommunications For Educators 3 u**

In this course, participants will have the opportunity to explore ways in which telecommunications can be used to enhance classroom instruction. A number of online information sources for education will be explored including the Internet, Consortium for School Networking (CoSn), Learning Link, School Net (SCHLnet), FrEdMail, Prodigy, Scholastic Online, Delphi, America Online, and other specialized services. An overview of ways that telecommunications can be used in various curricular areas such as Language Arts, Math, Science, Social Studies, Music, Art, Foreign Language, etc. will be presented. A large portion of the course will be done online with participants completing assignments and exchanging information using email. Class members will do a telecommunications project of their choice as a culminating activity. It should be noted that this course will look at only one aspect of telecommunications—those activities which use computers and modems.

Prereq: Class members should have previous experience with computers and CIGENRL 752 or consent of instructor.

### **CIGENRL 689 (SPECED 689)**

#### **Employment Strategies 1 u**

Includes consideration of professional ethics, preparation of placement credentials, teacher certification practices, interviewing techniques and teaching contracts. Reviews opportunities for professional advancement through graduate study. (Open to teacher education students. Should be taken the semester prior to graduation or the semester of graduation.)

Unreq: SPECED-489/689.

### **CIGENRL 702 (SPECED 702)**

#### **Reflective Practice And 3 u**

##### **Action Research**

The course assists teachers in planning, organizing, implementing, and assessing inquiry-related strategies appropriate for their classrooms. Participants will investigate current issues by way of action research, ethnographic, symbolic interactionist, and qualitative inquiry techniques. Projects will be conducted that relate to individual classroom needs and situations.

Prereq: Graduate standing.

### **CIGENRL 710**

#### **Seminar: Current Topics In Curriculum 3 u**

##### **And Instruction**

An in-depth examination of a single current topic of interest to teachers in grades 6-12. Topics will vary from semester to semester, and may include, for example, national curriculum standards for school

subjects, writing across the curriculum, cooperative learning in a specific subject, the school-to-work transition, or instruction on specific themes such as the environment or communication. Repeatable for credit.

**CIGENRL 716**

**Integrating Software And Technology Into 3 u The Reading And Early Childhood Curriculum**

This course introduces teachers to the evaluation of software, and to the integration of software into the reading and early childhood curriculum.

**CIGENRL 720**

**Trends in K-12 English Language Arts 3 u**

**Language Arts And English**

Survey and critical appraisal of research programs, problems, practices and trends in the study and teaching of the language arts, media, composition and the application of linguistic knowledge.

**CIGENRL 721 (ARTSTDIO 721)**

**Trends In Art Education 3 u**

A course designed to acquaint the teacher with recent trends, issues, and practices in the teaching of art. The sources of contemporary knowledge about the function and structure of art education will be considered as well as recent theoretical and research studies in art and art education. Opportunity for a specific level or teaching situation.

**CIGENRL 723 (EDFOUND 723)**

**Issues, Perspectives, And Directions: A Professional Seminar In Education 3u**

As the introductory course for graduate studies and education, this seminar will provide an introduction to the use of research to support practice through an investigation of essential philosophical questions and current educational issues. Students will connect these studies to reflections on their own practice as they develop skills of analysis and argumentation.

Unreq: EDFOUND 723.

**CIGENRL 725 (EDADMIN 725)**

**Curriculum Development And Integration 3 u**

This course focuses primarily on the processes of curriculum development. The students will be involved in curriculum design activities which will require consideration of the socio-political and philosophical forces as well as consideration of learning and developmental theory.

**CIGENRL 728 (EDADMIN 728)**

**Introduction to Elem and Secondary Educational Administration 3 u**

Introduction to K-12 Elementary and Secondary Administration (728) is a three-credit graduate course designed to introduce students to the main themes of research and practice in American primary and secondary school leadership through a sustained investigation of the conditions for successful instructional leadership.

Our working definition is that an introduction to educational administration needs to focus on the core practices of instructional leadership. In this view of educational administration, management and leadership form a complementary relation in schools – management is necessary to create and promote stable conditions for teaching and learning, and leadership is necessary to envision and guide a school toward new frontiers of teaching and learning.

The course centers on an argument on the possibility for instructional leadership to improve student learning. Given the loosely-coupled arrangement of leadership and instructional practice, the course outlines an argument for why professional community plays a central role in sharing pedagogical content knowledge between teachers.

The anchors for this argument are drawn from *Leading for Learning*, a recent report from the Center for the Study of Teaching and Policy. The report argues that instructional leadership in schools begins with what goes on in the classroom, but extends to the school organization and the school's relation to external communities.

#### **CIGENRL 734 (EDADMIN 734)**

##### **School and Community Relations 3 u**

School and Community Relations is a 3 credit graduate class designed to help guide educators in engaging the public in our schools with the idea that schools benefit from parent and citizen involvement, input and understanding of what happens in public schools. The following are areas covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of schoolcommunity relations programs. Special emphasis will be to ensure engagement of all members of the community, including diverse populations, both racially and income level.

#### **CIGENRL 735**

##### **Managing And Implementing Instructional Computing Programs 3 u**

This course is designed for individuals in leadership roles in computing programs in their school districts. The course will provide information for school district computer coordinators, resource teachers, administrators, and others about technology-related instructional needs. Since information gathering and evaluation is the main focus of the course rather than skill building, a lecture/demonstration format will be used.

#### **CIGENRL 745**

##### **The Middle School 3 u**

Through the use of lecture, large and small group discussions, and research, students will achieve greater mastery in the following general areas:

1. The rationale of the middle school
2. The middle school child
3. The curriculum of the middle school

4. The instructional strategies of the middle school  
Unreq: EDFOUND 745.

**CIGENRL 752**

**Microcomputer Applications In The Classroom 3 u**

This course is designed for teachers who have little or no knowledge about microcomputers and are interested in learning about microcomputers and their use in schools. This introduction to microcomputer applications in education will include teaching about computers, teaching with microcomputers, managing instruction with microcomputers, developing instructional materials using computers, and evaluating software designed to be used in schools. This course does not satisfy any of the requirements for K-12 certification on computer science.

**CIGENRL 754**

**Educational Software Implementation K-12 3 u**

This course will focus on the use of the computer as an instructional tool. The course will examine the nature and evolution of computer assisted/enhanced instruction, the major type of instructional packages, their primary characteristics, their potential strengths and weaknesses, and research related to the effectiveness of computers in the instructional program. Students will complete a unit plan using computer enhanced instructional techniques. Students should have previous hands on experience with microcomputers.

**CIGENRL 755**

**Curriculum Concerns In Art Education 3 u**

A course designed to develop the student's ability to make art curricular judgments through the planning, designing, and ordering of art learning experiences.

**CIGENRL 761**

**Advanced Techniques In The Teaching Of 2-3 u**

**Mathematics**

Consideration of the current trends in methods and curriculum in (elementary) school mathematics; the scope, sequence and content of the modern mathematics program with special emphasis on modern innovations in mathematical content and methods; and the relationship of methods, curriculum and evaluation to child development.

**CIGENRL 763**

**Advanced Techniques In The Teaching Of 2-3 u**

**Social Studies**

A comprehensive consideration of the K-12 social studies curriculum, its traditions, underlying assumptions, and approaches to curriculum improvement; special emphasis placed on effective teaching techniques designed to facilitate the learning of social studies content and skills.

**CIGENRL 769 (EDADMIN 769)**

**Supervision Of Instruction 3 u**

Analysis of basic concepts of supervision and competencies essential to effective supervisory performance. Extended examination of current and emerging supervisory practices found in local school districts. Supervision as a process is considered in a variety of roles and positions of leadership.

**CIGENRL 770****Supervision Of Student Teachers 2-3 u**

Basic course in supervision of student teachers, open to UW-W cooperating teachers, explores the respective roles and responsibilities of all student teaching personnel, nature of student teaching programs, procedures followed in the selection of cooperating teachers and assignment of student teachers. Attention is also given to the recognition of skills and activities fundamental to the development of effective teachers.

Prereq: Previous arrangements with instructor and admission to the Graduate School.

**CIGENRL 771****Principles Of Mentoring 3 u**

Mentoring, a recently developed concept related to Teacher Induction and staff development, emphasizes the historical development, roles of mentors, mentoring skills and processes, as well as evaluation of the mentor/protege relationship. This course is designed to provide training to present and potential staff who are interested in becoming mentors.

**CIGENRL 772 (SCHBUSMG 772)****Legal Aspects Of Education 3 u**

Seeks to present in nontechnical language to educational practitioners legal information on all facets of school operation, including the liability of school districts and school employees, school fund and indebtedness administration; the admission, attendance and instruction of pupils; retirement benefits; and the employment contract and professional negotiations.

**CIGENRL 776 (EDADMIN 776)****The School Principalship 3 u**

Study of the application of theories to the administrative behavior problems of leadership in an elementary school. The course content will present research concerning the operation and management of a school. It is designed for students who will have a leadership function or role in their school duties, such as team leader, supervisor, coordinator, or principal.

**CIGENRL 780 (EDADMIN 780)****Organizational Theory and Administrative 3 u  
Behavior in Education**

Theoretical constructs and empirical research relating to administering organizations in education will be presented. The course will emphasize administrative behavior with special attention to planning and organizational improvement.

## **CIGENRL 799**

### **Thesis Research 1-6 u**

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

## **EARLY CHILDHOOD (EARLYCHD)**

### **EARLYCHD 540**

#### **Nutrition And Health: Early Childhood 3 u**

This course pertains to the needs of the young child of preschool age through the third grade, with emphasis on knowledge of nutrition, safety, and health in homes and community and school settings.

Prereq: Professional Ed Admission; Restricted to students with curriculum elementary education.

### **EARLYCHD 561**

#### **Children's Literature 3 u**

A study of literature and media for Early Childhood, PreK-6; emphasis on evaluating, selecting, and presenting materials related to the interests and needs of children and the curriculum.

Prereq: Restricted to students with Professional Ed admission.

### **EARLYCHD 662**

#### **Programs And Curriculum For Infants 3 u**

#### **And Toddlers**

This course will enable students to plan a sequential curriculum for children from birth to age three.

Issues, concepts and research findings pertaining to group care of infants and toddlers in a variety of settings will be considered, as well as teaching strategies employed with very young children.

Prereq: Professional Ed admission; restricted to students with curriculum elementary education, emphasis: Pre K-6 (EC/MC)

### **EARLYCHD 675**

#### **Administration Of Preschool Programs 3 u**

The concentration of this course is on managerial skills. Areas of emphasis are licensing, writing policies, programming, staffing, finances, professional ethics, and public relations.

Prereq: Restricted to students with Professional Ed admission.

### **EARLYCHD 711**

#### **Early Childhood Education: From Theory 3 u**

#### **To Practice**

A study of the historical and theoretical foundations, current models and practices, and significant research regarding early childhood education.

### **EARLYCHD 713**

#### **Trends In Curriculum For The 3 u**

#### **Preschool/Primary Child**



This course is designed to give students sufficient skills to develop, implement and evaluate curriculum for children from ages 3-8.

#### **EARLYCHD 714**

##### **Current Issues In Early Childhood Education 3 u**

Identification of significant issues and consideration of research having an impact on emerging trends as well as current practices in early childhood education.

#### **EARLYCHD 715**

##### **Children In Crisis 3 u**

Feelings experienced by parents and children who are going through crises, the behavioral effects of these crises, and effective ways for the school to relate to them at these times. Students will also become familiar with adult reading and children's books in these areas.

#### **EARLYCHD 716**

##### **Integrating Software & Technology: 3 u Reading/Earlyhood Curriculum**

This course introduces teachers to the evaluation of software, and to the integration of software into the reading and early childhood curriculum.

#### **EARLYCHD 717**

##### **Children At Risk: Community/School 3 u Programs**

This course acquaints teachers and school personnel with the Wisconsin Children-At-Risk Initiative and prepares them to participate in collaborative home/ school/ community efforts to serve children who are at risk for educational failure.

#### **ELEMENTARY EDUCATION (ELEMID)**

#### **ELEMID 562**

##### **Children's Literature 3 u**

A study of literature for older children including fiction and nonfiction. Multimedia as related to literature, selection, and usage are also explored.

#### **SPECIAL STUDIES (CIGENRL)**

##### **CIGENRL 690**

Workshop 1-6 u

##### **CIGENRL 694**

Seminar 1-3 u

##### **CIGENRL 696**

Special Studies 1-3 u

**CIGENRL 790**  
**Workshop 1-6 u**

**CIGENRL 793 (EDADMIN 793)**  
**Practicum 1-6 u**

**CIGENRL 794**  
**Seminar 1-3 u**

**CIGENRL 798**  
**Individual Studies 1-3 u**

**CIGENRL 799**  
**Thesis Research 1-6 u**

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

#### **SECONDARY EDUCATION (SECNDED)**

##### **SECNDED 550 (CIGENRL 550) (ESL 550)**

###### **Introduction To ESL and Bilingual- 3 u**

Bicultural Education

History, philosophy and rationale for bilingual/ bicultural education. A study of different models of bilingual education programs as well as different types of bilinguals. Cultural, socioeconomic and psychological factors influencing learning in the bilingual child.

Unreq: SECNDED 550.

##### **SECNDED 620**

###### **Methods Of Teaching Physical Education K-12 3 u**

Techniques of teaching physical education including selection of content, methods of presentation, class management, supervision, community influences, curriculum planning and professional responsibilities.

Prereq: Restricted to students with Professional Ed admission.

##### **SECNDED 626**

###### **Methods Of Teaching English And 3 u**

###### **Language Arts**

Engages the students in shaping viable perspective for teaching English in today's middle/secondary school; in

planning, developing, and evaluating a course, a unit, and a lesson series; in considering and practicing several modes of instructing-learning; in individualizing learning for particular adolescents; and in

preparing, generally, for the Teaching Practicum.

Prereq: EDFOUND 212 or EDFOUND 222 and restricted to students with Professional Ed admission.

**SECNDED 627**

**Methods of Teaching Foreign Languages 3 u  
and ESL**

An introduction to the principles and techniques of teaching modern foreign languages including English as a second language designed to prepare students for the Teaching Practicum. Emphasis is placed on the communicative approach to lesson planning, classroom instruction and proficiency assessment in accordance with the WI Academic Standards.

**SECNDED 628**

**Methods Of Teaching Mathematics 3 u**

A study of the materials, methods, curriculum and structure of secondary school mathematics. Review of current objectives in secondary school mathematics.

Prereq: Restricted to students with Professional Ed admission.

**SECNDED 629**

**Methods Of Teaching Science 3 u**

Designed to acquaint students with basic educational techniques; to develop in students the ability to utilize effectively techniques characteristic of science programs, namely, laboratory learning to acquaint students with new approaches to science; to familiarize students with new developments in the science curriculum; to help students gain a broad vision of their teaching profession, their science area and their responsibilities to all students.

Prereq: Restricted to students with Professional Ed admission.

**SECNDED 630**

**Methods Of Teaching Social Studies 3 u**

The study of the teaching-learning process, objectives in social studies, planning for teaching, selection of content and resources, teaching-learning strategies and evaluative methods.

Prereq: Restricted to students with Professional Ed admission.

**SECNDED 635 (CIGENRL 635)**

**Language Acquisition For The 3 u  
Bilingual Child**

An examination of the process involved in the acquisition of a first and second language and the implications this has for the curriculum and language instruction in the bilingual school. Special emphasis on stages of language development, the role of adult models, teachers, and environment in language learning, social classes and differences in language development, dialect differences and language development; etc.

Unreq: CIGENRL 435/635.

**SECNDED 701**

**Modern School Mathematics Curriculum 3 u**

A survey of selected school mathematics curriculum development projects, topics in comparative mathematics education and selected topics in ongoing research in mathematics education.

Prereq: Consent of instructor.

### **SECNDED 703**

#### **The Modern High School 3 u**

The Modern High School is a class that examines the role of the high school in today's society. It looks at changes in structures, curriculum, support programs and instructional techniques, as well as their philosophical and theoretical foundations.

### **SECNDED 705**

#### **Representations of Learning 2 u \***

An investigation of the methods of representing through formalizing of meaning through imaging. Special consideration will be given to applicants for alternative education programs.

### **SECNDED 706**

#### **Learning and Diversity 2 u \***

A critical view of social and intellectual development. Special consideration will be given to culturally and economically diverse populations within common educational settings.

### **SECNDED 707**

#### **Formal and Informal Learning Environments \* 1-3 u**

An examination of a variety of structures within which learning occurs. The classroom will be considered both context and content for learning and the construction of meaning. Through an analysis of classroom environments participants will synthesize potentials for change in their concept of teaching and learning.

### **SECNDED 708**

#### **The Marginalized Learner 2 u \***

This course will act to sensitize students to the characteristics of the marginal student and the forces that cause that marginalization. Students will evaluate the effects of their choices and actions on others (students, parents, other professionals, and the community).

### **SECNDED 709 Learning and Teaching for Empowerment: \* 3 u**

An investigation of educational practice and its application to critical theory. Democracy, community, collaboration, and empowerment relative to the alternative education programs will be considered.

\*These courses may be taken to satisfy the requirements for the 952 (Alternative Education) license. Applicants for this license must hold a valid teaching license and be currently employed in a school setting. Additionally, the following are required for admission to the Alternative Education Programs licensure cohort:

1. Admission to the Graduate school
2. Written statement (250-500 words) describing one's philosophy of education and interest in the

teaching in alternative education programs

3. Letters of recommendation from two of the following: chief administrator; immediate supervisor; school partner, e.g. school-to-work site administrator; students.

### **SECNDED 725**

#### **Art Education For The Secondary School 3 u**

A graduate course for art or secondary teachers or those preparing to teach in these areas. The study of contemporary approaches to teaching art education as aesthetic education in the middle-and senior-high curriculum; class discussions, studio and laboratory experiences and original research for the implementation of individualized art teaching.

### **FIELD PRACTICUM (CIFLD)**

#### **CIFLD 712**

##### **Residency In Teaching 3-12 u**

A comprehensive residency in teaching in an accredited local educational agency participating in the Teacher Residency Program. The resident teacher is under contract for a full school year for less than a full teaching load, is salaried, and works under the guidance of an assigned team of professional educators and seminars.

Prereq: Successful completion of certification. Admittance to the Residency Program and Graduate School. Limited to first year teachers. Repeatable.

#### **CIFLD 774**

##### **Field Experience In Reading Programs 1 u**

Observation and directed practice in the area of reading. Students are placed in an approved station or stations for a semester.

Prereq: CIFLD 793.

#### **CIFLD 793**

##### **Practicum (Elementary) (Secondary) 1-6 u**

Prereq: Graduate status, application and interview, completion of 9 credits at UW-Whitewater, and designated curriculum check sheet requirements (Not to be used for first-time certification.)