

EDU-College of Education

EDU101 - ESL Intermediate Listening & Speaking

This course is designed to build the oral English skills of non-native speakers of English in order to prepare for academic work in English. This is an intermediate level listening and speaking course and includes practice in group interaction, public speaking and listening comprehension for academic purposes. This course will help students expand their vocabulary and knowledge of language usage in a variety of everyday and classroom situations. NOTE: This course is not a substitute for a Public Speaking course. This course can be repeated for credit.

EDU102 - ESL Intermediate English Reading & Writing

This course is designed to build the English reading and writing skills of non-native speakers of English to prepare for academic work in English. This course is an intermediate level reading and writing course. This course will help students develop into active, fluent readers in the English language for academic purposes. Students will learn and utilize reading comprehension strategies geared toward second language learners to enhance vocabulary knowledge as well as reading fluency and comprehension. Students will read academic texts to search for main ideas and details, read diagrams and charts, and other text structures that will enable them to learn academic content effectively while they are learning English. Students will also learn to write grammatically correct sentences, basic paragraphs, short essays, and respond to academic readings in writing. NOTE: This course is not a substitute for ENG 100, ENG 101, or ENG 102 nor does it supplant the English placement examination. This course can be repeated for credit.

EDU210 - Critical Thinking and Reading

This course exposes students to in-depth readings and well-chosen oppositional readings to help them develop intellectually and ethically by recognizing competing arguments and making a reasoned, context-appropriate

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commitment to one position. Some of the oppositional readings include artists' statements, criticisms, biographies, web-based essays, peer-reviewed journal articles, and book chapters. These authentic authorial voices engage students in thinking through competing perspectives on an issue. Students will practice critical thinking and reading in order to: reconsider and revise views where honest reflection suggests that change is warranted and face their own biases, prejudices, stereotypes, or egocentric tendencies. When students believe that their efforts are contributing significantly to their learning, learning becomes its own motivation.

EDU310 - Teaching in a Multicultural Society

Teaching in a Multicultural Society is a course designed to develop intergroup-interpersonal awareness to promote the better understanding of the different sexes, religious beliefs, national origins, and the socioeconomic backgrounds found in our multicultural society. The emphasis is on developing the awareness, knowledge skills, and competencies needed for positive human relationships. No Field Experience Required

EDU333 - Technology in Teaching and Learning

This course is designed to provide the learner with fundamental knowledge, skills and concepts for applying technology in the P-12 educational setting. The course focuses on current technologies (such as computers, mobile devices, and online tools) and how to effectively incorporate them into the instructional setting. The class emphasizes building knowledge, increasing technological skills, understanding best practices and application of learning in an educational setting.

EDU335 - Teaching in an Online Environment

This course is designed to provide teacher education majors and others who may teach or train with online instruction the necessary skills, knowledge, and literature background to be able to construct online instruction using a Course Management System (CMS). While this is a teacher education course, it is also a technology in teaching course which can be useful to any person attempting to instruct/train online. The course requires an

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understanding of basic learning approaches, basic computer technology skills, and experience as a learner using a CMS.

EDU350 - Supporting English Language Learners

This course examines research-based English Language Learner (ELL) teaching and learning methods in K-12 mainstream classrooms. The major theories of second language acquisition will be reviewed and their implications for the second language classroom will be discussed. The primary goals of this course are (a) to familiarize teacher candidates with major theoretical issues and research-based methods in second language learning in formal and informal situations; (b) to provide teacher candidates with opportunities to develop communication strategies that will support their students learning; (c) to assist teacher candidates in becoming skillful at making appropriate teaching decisions that will nurture language learning among culturally and linguistically diverse students, in order to promote and increase academic achievement in the classrooms.

EDU375 - Introduction to Integrative STEM Education

This course is designed to provide the candidate with an understanding of integrated STEM education as well as effective instructional strategies for teaching STEM in K-12 classrooms. The course provides an introduction to the fundamentals of STEM disciplines and the strategies used to implement integrative STEM education. Candidates will review basic fundamental concepts of STEM disciplines (science, mathematics, engineering, and technology), effective STEM pedagogy and teaching strategies, integrative STEM learning, and innovative problem-based instruction utilizing the engineering and design process. Candidates will participate in hands-on laboratory and research-based activities as they engage in engineering design challenges intended to provide candidates with an opportunity to work individually and in collaborative groups to utilize skills of scientific inquiry and problem-solving to design, test, analyze, and evaluate STEM-related processes and products. Candidates will utilize the design process, computational thinking, critical thinking, and problem solving to engage in design challenges and will then communicate the results of the engineering and design process through a variety of formats (i.e., lab reports, multimedia presentations, design briefs, etc.).