

EDUC 601

Human Learning and Cognition [3]

This course emphasizes major principles of human learning and cognition viewed from empiricist, nativist and constructivist perspectives. Topics such as conditioning, memory, information processing, motivation, problem solving and metacognition will be investigated systematically. Principles of learning as applied to special populations (the gifted and talented, the handicapped, the adult learner) and models of teaching (e.g. discovery, inquiry, cooperative) also are emphasized.

EDUC 602

Instructional Systems Development I [3]

The course focuses upon theoretical processes and models of instructional systems and their applications in a variety of settings. Students will acquire the competencies to analyze educational and training needs in terms of general systems theory to develop and sequence learning objectives to design instructional strategies and to develop evaluation procedures.

EDUC 625

Teaching Reading & Writing I to the ESOL/Bilingual Student [3]

An investigation of literature containing approaches and techniques to teaching reading to the bilingual student will be provided through lectures, class discussions, film, video presentations, research and field observations. Psycholinguistic models of the bilingual reader will be reviewed. Information concerning techniques and activities for teaching reading and writing in the content areas will be examined. Methods of evaluation and assessment will be demonstrated.

EDUC 636

English as a Second Language / Foreign – Language Testing and Evaluation [3]

This course is concerned with the theory and methodology appropriate for English as a second language (ESL) and foreign-language testing. Course content includes an investigation of literature containing theoretical foundations of and research for second language testing. Students will be expected to use research findings in the practical application of test construction, administration and evaluation.

EDUC 645

Quantitative Research Methods I [3]

This is a course in the application of basic statistics in a variety of educational research settings. Emphasis is placed upon the use of descriptive statistics, the interpretation and construction of data collection instruments, and the application of basic research paradigms.

EDUC 646

Quantitative Research Methods II [3]

Special problems arising in the implementation of educational research designs are examined. Instrumentation to measure attitudes and the collection of questionnaire data are part of the course content. Statistical procedures in addition to those taught in EDUC 645 and appropriate to the analysis of educational research designs are introduced. Problem experiences in instrumentation construction and analysis, as well as research design are emphasized.

EDUC 655

Teaching Writing to ESL/Bilingual Students [3]

This course analyzes theories, research and approaches to teaching writing to second-language learners. Included are discussions of academic, professional and expressive writing; cultural contrasts in rhetorical styles and traditions; and the use of modern technology (computer, email and Internet) in the teaching of writing.

EDUC 684

Introduction to Field Research Methods in School and Community [3]

This course focuses on the application of selected field research methods to problems of educational practice. Students will study issues pertaining to the role and responsibility of the field investigator working in schools and in other community groups. Students will plan and conduct a field study using qualitative field techniques.

EDUC 688

Methodology of Teaching English as a Second or Foreign Language [3]

The course investigates traditional and modern approaches and techniques for teaching English as a second or foreign language; theories of second-language acquisition / learning; curriculum and materials design of ESL/EFL for academic, social/survival and professional purposes.

EDUC 689L

Linguistics and Bilingualism [3]

Bilingualism is a part of everyday life for many people around the world, yet in some ways it is still a poorly understood phenomenon. This course examines bilingualism first as a characterization of individual human beings and then as a factor in social patterning. In particular, the course considers the structures that constitute human linguistic knowledge and the broader abilities of communicative competence and the ways bilinguals may differ from monolinguals in these areas.

EDUC 690

Individual Projects in Education [1-3]

This course is open to students with special projects upon application to the instructor who will supervise the experience. *Note:* A written request to register in the course must be submitted to the ISD graduate program director for approval. The request will include a brief description of the project, number of credits sought and the instructor's signature.

EDUC 771

Research Designs in Education [3]

This course provides an overview of designs used in educational research. Topics include, but are not limited to, experimental, quasi-experimental, historical, ethnographic and phenomenological modes of inquiry. Emphases are on the assumptions, applications, tools and procedures associated with each of the varied designs. For example, study of experimental and quasiexperimental design will attend to issues such as validity, randomization and multi-variate statistics.

EDUC 791S

Practicum in School Instructional Systems Development [3]

This course is designed to provide the student practical experience in observing and analyzing teaching practices and learner development. Students will be expected to demonstrate their understanding of how research and theory affect practices in the classroom by applying basic instructional principles in a carefully supervised setting.

EDUC 792

ISD Internship [6]

A field-oriented experience in which the student designs and implements a system of instruction, an analysis technique or evaluation design in a setting consistent with the student's professional preparation.

EDUC 794

ISD Project Seminar [3]

This course will provide the advanced graduate student in ISD the opportunity to analyze an educational or training problem and apply the complete instructional systems development process to the design and development of a comprehensive instructional program to meet the needs determined by the analysis. The student will be expected to design a critical path management action plan and follow the plan as he or she designs and develops all the instructional material necessary to support delivery of the comprehensive instructional system. It is expected that the instructional system will include an evaluation component and will reflect the proper application of ISD principles in the overall design.

MLL 625

Intercultural and Cross - C u l t u r a l Communication [3]

The purpose of this course is to study communication within the context of the cultural setting. The three main goals are 1) to provide the students with materials, both cognitive and experiential, with which they can develop an awareness of their own cultural identity; 2) to increase their knowledge of the special communication problems to be expected in a cross-cultural situation; and 3) to offer students the opportunity to apply new insights to cross-cultural encounters.

MLL 670

Second-Language Acquisition and Learning: From Theory to Practice [3]

This course examines issues in second language acquisition and learning from the perspective of teaching and learning in ESOL and foreign – language classrooms. Topics covered include a review of past and current learning theories; an exploration of the range of factors (physiological, cognitive, affective, environmental) affecting first- and second-language acquisition, the role of input and output in second language development, the role of learning styles and strategies in language learning, and language processing in reading and listening. These topics will be explored through readings, class discussions and a variety of individual and collaborative projects and assignments.

LING 494

American English Grammar for ESL Teachers [3]

This course is designed to present theoretical linguistic analyses of English with practical implications for ESL instructional practice. In order to increase knowledge, understanding and appreciation of English grammar in language teaching. In addition the this class helps teacher candidates develop sensitivity to the linguistic problems encountered by LEP learners of any and all native languages in learning English Grammar and collect ideas and insights for teaching English grammar to ESL students.