

ENGLISH EDUCATION (ENGED-GE)

ENGED-GE 2041 Teaching/Learning English Language Arts Middle & HS (3 Credits)

Typically offered Fall and Spring

Explores multiple materials & methods - including technology - for involving students in purposeful reading, writing, speaking & listening. Considers innovative approaches for organizing the classroom to address a range of abilities & disabilities & diverse cultural perspectives. Emphasizes the process whereby individual talent contributes to the building of democratic communities. Develops the capacity for formal & informal assessment of literacy development over time.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

ENGED-GE 2042 Teach/Learn Eng Lang Arts in The High Schl (3 Credits)

Typically offered Spring

Explores multiple materials - including technology - for involving students in purposeful reading, writing, speaking and listening. Considers innovative approaches for organizing the classroom to address a range of abilities and disabilities and diverse cultural perspectives. Emphasizes the process whereby individual talent contributes to the building of democratic communities. Develops flexible ways, both formal and informal, for assessing literacy development over time.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

ENGED-GE 2049 Teaching in the City (3 Credits)

Typically offered occasionally

Focuses on the social, political, cultural, and sociolinguistic issues related to teaching adolescents in urban schools. Explores how issues of race, class, ethnicity, and privilege affect learning and instruction. Topics include: multicultural literature, linguistic diversity, and issues surrounding high-stakes testing.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

ENGED-GE 2191 New Perspectives in Engl Language Arts (3 Credits)

Typically offered not typically offered

This course explores the practical implications of teaching English in a pluralistic society. Ways of negotiating and elaborating the multiple responses of students are considered, along with opportunities for including multicultural voices in the ongoing curriculum.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

ENGED-GE 2300 Ind Study (6 Credits)

Typically offered Fall, Spring, and Summer terms

It should be noted that independent study requires a minimum of 45 hours of work per point. Independent study cannot be applied to the established professional education sequence in teaching curricula. Each departmental program has established its own maximum credit allowance for independent study. This information may be obtained from a student's department. Prior to registering for independent study, each student should obtain an Independent Study Approval Form from the adviser.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: Yes

ENGED-GE 2501 Masters Sem:Eng Ed (3 Credits)

Typically offered Fall

Introduces students to seminal ideas and perspectives that inform our discipline. Begins inquiry into several complex questions: How might English be conceived as a school subject? How might language be learned and used? How and why might literature be read and experienced? What are the possible relationships among reading, talking, listening and thinking? What issues are influencing the teaching of English today? What are the possible roles for the English teacher?

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

ENGED-GE 2509 Tchng Reading in The Eng Classroom (3 Credits)

Typically offered Spring and Summer

Develops insights into the nature of narratives. Explores stories, autobiographical and fictional, as ways of organizing, understanding, and coming to terms with our own experiences and as a means of imagining alternative realities.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

ENGED-GE 2511 Pract Tchg Expository Writing (3 Credits)

Typically offered Fall

Helps teachers increase their awareness of the nature of writing and of the contexts and approaches that promote writing abilities. Explores the assessment of student writing processes and performances, the creation and sequencing of writing prompts, and the role of response in the revision process. Encourages a workshop approach to the reaching of writing.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

ENGED-GE 2515 Critical Linguistics: Language, Power, and Society (3 Credits)

Typically offered Fall

Exploration of the relationships between the study of language and such phenomena as culture, social class, and community. Examination of such problems as the effects of mass communication and urban society on the individual and his use of language. Consideration of the social and pedagogical implications of the use of different dialects of teachers.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

ENGED-GE 2521 Lit & The Adolescent Experience (3 Credits)

Typically offered Fall and Spring

Explores the ways in which literary works, in whatever media, contribute to the adolescent's sense of himself and his society. Examines a wide range of literary and sub literary representations of the adolescent experience and the equally wide range of the adolescent's expectations, responses, and attitudes toward the literary experience and its relationship to his life.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

ENGED-GE 2911 Student Teaching in the English Language Arts: Placement I (3-4 Credits)

Typically offered Fall and Spring

This combined seminar & practicum includes mentored student teaching, supplementary instruction in English & general methods, & guided visits to classrooms beyond the student teaching placement. Except by advisement, ENGED-GE 2911 should be taken in the same semester as ENGED-GE 2041 (Methods in Teaching English Language Arts).

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

**ENGED-GE 2922 Student Teaching in the English Language Arts:
Placement II (3-4 Credits)**

Typically offered Fall and Spring

A critical analysis of one's student teaching in a middle or high school English class during the semester is designed to promote teacher self-assessment as a way of enhancing student learning & strengthening professional development. Course work involves hypothesizing appropriate learning goals, negotiating & enacting appropriate learning experiences, assessing pupil learning & revising one's teaching on the basis of pupil performance in the English classroom. This critical analyses applies directly to the submission of work for edTPA assessment & completion of a professional portfolio.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

ENGED-GE 3014 Doctoral Seminar in Reading Comprehension (3 Credits)

Typically offered Fall and Spring

This course provides an introduction to the content & methods of current research on reading comprehension. The course draws on a developmental & componential view of literacy that emphasizes the multidimensional, interactive nature of reading comprehension. Key topics include theoretical models of reading comprehension development, individual differences in reading skills, bilingual & second-language reading development, discipline-specific reading processes, & evidence-based instructional approaches to improve students' reading comprehension.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

ENGED-GE 3919 Doctoral Seminar in Written Discourse (3 Credits)

Typically offered Spring

Examines theory and research in the teaching of composition. Also considers the role of the practitioner in creating knowledge in the areas of composition teaching.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No