

TEACHING & LEARNING (TCHL-GE)

TCHL-GE 2000 Field Consultation (1-3 Credits)

Typically offered Spring and Summer

On-site consultation for in-service personnel by faculty on such problems as goal selection, curriculum development, or evaluation. In-service personnel and faculty sponsor mutually identify a problem and develop and implement a plan. May be taken on group or individual basis.

Registration requires submission of field consultation form and approval of faculty sponsor and program director.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: Yes

TCHL-GE 2005 Field Work in Schools & Other Education Settings (0 Credits)

Typically offered Fall, Spring, and Summer terms

Taken in conjunction with the series of required foundational and program-specific courses that precede the student teaching experience, it is designed to introduce prospective teachers to the broad and diverse array of settings that educate children and youth. Successful completion of this course will create a record of the student's satisfaction of the New York State requirement of pre-student teaching field work.

Grading: Grad Steinhardt Pass/Fail

Repeatable for additional credit: No

TCHL-GE 2010 Inquiries Into Teaching & Learning III (3 Credits)

Typically offered Fall, Spring, and Summer terms

Introduces graduate level preservice teachers to the complexities of teaching by exploring four major themes – learning, knowledge and knowing, teachers and teaching, schools and schooling. Each theme is investigated by analyzing issues of the learner's autobiography, the challenges of diversity, the power of collaboration, and uses of reflection. Students read and respond to a range of relevant texts, engage in observation of an elementary or secondary school classroom, create a classroom portrait with a focus on a particular learner, and produce a learning portfolio.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

TCHL-GE 2120 Curriculum and Research in Literacy and the Language Arts (3 Credits)

Explores how curriculum and instructional practice are shaped by research in Literacy and English Language Arts. Topics to be discussed include teacher-initiated research on curriculum and instruction, the relationship between research and curriculum development, and the role of the teacher in interpreting research. This course fulfills the culminating experience requirement for the English Education MA degrees.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

TCHL-GE 2275 Lang/Lit Acquisition Dev (3 Credits)

Typically offered Fall, Spring, and Summer terms

Explores the interconnections among the acquisition of first (and second) language and the development of print and media literacy from birth through adolescence. Emphases are placed on the interactions of reading and writing with a focus on those children who make transitions and acquire the appropriate skills easily, as well as those who find it more difficult, particularly in middle childhood and adolescence. The implications for literacy education for students speaking a second language or a variety of English are also explored in the context of urban education.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

TCHL-GE 2300 Ind Study (0-6 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

TCHL-GE 2405 Data Assessment for Educators (3 Credits)

This course explores the purposes of assessment in discipline areas, such as science, and developments in policy that have impacted assessment in schools. The course will cover how to identify and address specific student learning problems, as well as the closing of achievement gaps and planning for continuous school improvement.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

TCHL-GE 2515 Adolescent Learners in Urban Contexts (2 Credits)

Typically offered Fall, Spring, and Summer terms

Emphasis on applying theoretical knowledge of adolescent development to classroom teaching. Strategies for general and special education teachers to meet the cognitive, emotional, and social needs of adolescents in urban contexts. Focus on differentiating instruction to maximize learning opportunities and outcomes for all learners across ethnicity, race, national origin, linguistic competencies, ability status, learning styles, sexual orientation, gender, and social class. Issues of curriculum development, instructional planning, classroom management, and use of technology. Methods for collaboration with parents, teachers, and other professionals.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

TCHL-GE 2520 Research in Teaching & Learning (1-3 Credits)

Research in teaching and learning spans a broad range of theoretical and methodological orientations, as well as empirical questions. Courses offered under this umbrella examine scholarship in particular fields of study relevant to teaching and learning, covering important research areas with respect to theory, methodology, and/or empirical studies. Subtopics for this course support doctoral students' scholarship, are driven by faculty expertise and student interest, and are designed to reflect critical and timely issues across dimensions of disciplinary teaching and learning, learner age ranges, and teaching and learning contexts.

Grading: Grad Steinhardt Graded

Repeatable for additional credit: No

TCHL-GE 2999 Drug, Alcohol Ed/Child Abuse ID/School Violence/ DASA (0 Credits)*Typically offered Fall, Spring, and Summer terms*

An introduction to the role and responsibilities of teachers, school administrators, and pupil personnel staff in the coordinated school health programs. Course content covers mandated health subjects, e.g., recognition and prevention of substance abuse, HIV/AIDS, child abduction; child abuse recognition (2 hours), safety education, including fire and arson prevention, and violence prevention (2 hours). Meets NYS Education Department certification requirements for instruction in school violence prevention, identification and reporting of child abuse. Fulfills training required for certification/licensure under the Dignity for All Students Act (DASA).

Grading: Grad Steinhardt Pass/Fail**Repeatable for additional credit:** No**TCHL-GE 3001 Dissertation Prop Sem I (3 Credits)***Typically offered not typically offered*

Emphasis on techniques for searching, analyzing, and evaluating theoretical, empirical, and methodological literature in the student's area of interest. Consideration of various forms of inquiry, their functions, and the nature of problems addressed by each. Student's prepare a written critique that synthesizes the state of knowledge and defines problem (s) for study.

Grading: Grad Steinhardt Pass/Fail**Repeatable for additional credit:** Yes**TCHL-GE 3014 Learning Theories in Education Research (3 Credits)**

The teaching of reading is a topic of national debate. This course explores contemporary research on reading and how disciplines, such as psychology, sociology, neuroscience, linguistics, and anthropology, inform our understanding of how reading is learned and taught. Students examine cognitive, developmental, sociocultural, and critical approaches to studying reading through close analysis and discussion of seminal and contemporary articles. Applying concepts and methods from this course, students pursue independent projects in areas of professional interest.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**TCHL-GE 3017 Doc Sem Ed Linguistics (3 Credits)***Typically offered not typically offered*

Investigates issues and research in the linguistic theory to educational problems. Distinguishes between traditional (common sense) and progressive (uncommon sense) approaches to such issues as language and gender, language and learning, literacy as a sociocultural phenomenon.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**TCHL-GE 3037 Prosem I Teach/Learn (3 Credits)***Typically offered not typically offered*

This department-wide doctoral seminar in the advanced study of teaching and learning serves as an induction into the practices of critical thinking, reading, and writing about the evolving landscape of educational research. It also serves as a foundation for further coursework, candidacy requirements, and the dissertation study, and for developing the disposition, knowledge, and practices associated with being a scholar, tailoring these to individual learners' interests and goals, while cultivating a professional community of colleagues.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**TCHL-GE 3080 Learning In and Out of School (3 Credits)***Typically offered not typically offered*

This graduate seminar focuses on learning disciplinary concepts & practices, both in & out of formal instructional settings. Most theories of learning presume classrooms as settings for learning, though it is clear that people learn across a variety of places & over their entire lifespan. In this class, we consider how learning is organized within & across varied settings beyond the classroom. These include workplaces, sports or ensemble performance, commercial & non-profit community centers designed to support youth development, families & home environments, & online spaces. We will think broadly about learning on & off the "grid" of formal schooling, & begin to develop new research on how people learn in & out of school.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**TCHL-GE 3414 Discourse Analysis (3 Credits)**

This course offers a survey of discourse analytic approaches to research in education and related areas of inquiry. Considers discourse analysis through interdisciplinary lenses and various disciplinary traditions.

Designed as a research methods course for doctoral students in social sciences such as education, human development, art performances, media, and culture, it engages students in learning about and practicing discourse analytic approaches to explore important questions in their respective discipline at the intersections of language, discourse, and power.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No**TCHL-GE 3521 Research in Teaching & Learning: Intersectionality as Critical Praxis (3 Credits)**

In this course, we deepen our understanding of theories of intersectionality, the origins of these theories, and the sociopolitical contexts in which theorists of intersectionality have found themselves. In addition, we take up theories of intersectionality to examine contemporary approaches to educational equity in U.S. contexts and design a pilot study which takes into account the dis)connections between identities, power, oppression, and justice in education.

Grading: Grad Steinhardt Graded**Repeatable for additional credit:** No