

English Education
Austria Program
Course descriptions
(from initial NCATE submission, dated 13 Sept 2002)

CORE COURSES (all required, 3 credits each for a total of 18 credits)

EDUC 0300E Curriculum Development

This course surveys the critical trends in English curriculum and instruction and the role of planning in the practice of teaching secondary school English in order to continue to provide a supportive and exploratory environment to further our understanding the complex interactions between reading, writing, listening, speaking, and viewing taking place in high school English classrooms. The acquisition of knowledge in the field of English curriculum, the development of planning skills, and the development of self-awareness in these areas are our primary goals.

EDUC 1100E English Methods

This course explores the pedagogical theories, teaching practices, and curricular trends confronting English teachers in order to provide an understanding of the complex interactions between reading, writing, listening, and speaking that take place in every high school English classroom. The acquisition of methodological knowledge and the development of self-awareness are our primary goals. We will examine how our methods affect what really happens in the classroom as we teach and learn.

EDUC 1200E Reading and Writing Instruction Across the Curriculum

This course focuses on the roles played by reading and writing in the learning process and critical issues in content-area literacy. Students in this course will consider the types of reading and writing assignments they were given in high school, possible responses to these assignments and their affect upon the learners, and what kinds of assignments to develop in the future and why.

EDUC 1500E Teaching Writing in Secondary Schools

This workshop in the teaching of writing provides critical components to secondary English teacher graduate education in its focus on composition theory and writing pedagogy. Designed for pre-service or practicing English teachers, this course allows participants to develop a thorough understanding of the writing process and to learn how to conduct rigorous writing workshops in their classrooms by reading important texts in the field, participating in a writing workshop, and discussing the intersection of composition theory and the practice of teaching writing. With its emphasis on active participation, this workshop develops strategies that reveal and improve both the pedagogical knowledge of teaching writing and the participants' own writing process.

EDUC 7000I Language and Learning

(This course is not described in NCATE materials; it is no longer being offered and will be replaced by EDUC 2600C Linguistics in a Multicultural Society as of Fall 2005.)

EDSE ***** The Teacher as Reflective Practitioner

(This course is currently under revision; it is not described in NCATE materials.)

ELECTIVES (any three of these; 3 credits each for a total of 9 credits)

ENGL 1800C Reading and Teaching Poetry

This course links the content knowledge of the secondary English classroom with the pedagogy of the secondary English teacher. As such it has a dual aim: first, the acquisition of core literary content, specifically significant moments in the history of poetry, and second, the development of self-reflective practice in teaching poetry. Students in this course will develop specific strategies to reveal and improve the process of reading, writing, and writing about poetry while formalizing engagements within a collaborative team which will help the understanding of how better to teach this genre. Students will write an honest and inspired analytical-emulation, respond to texts critically and creatively, present arguments and interpretations derived specifically from their own thinking, and become clearer about their strengths and limitations with this significant genre.

ENGL 4600C The Adolescent in Literature

This course not only focuses on the adolescent in literature, but also on the way in which the individual reader responds to elements in a text. During the semester, participants will reflect upon themselves as readers/responders and on their own students as readers/responders. During this process, participants will also examine a variety of texts written for adolescents, within a theoretical and pedagogical frame informed by research in reader response theory and in adolescent development. The course focuses on a range of traditional and contemporary adolescent texts; on adolescent identity themes, relationships and rites of passage; and on adolescents as unique reader-responders. Emphasis is given to a critical selection and evaluation of literature appropriate for teaching specific adolescent populations.

EDUC 0601N Assessment and Testing in the Language Arts

Currently under development

EDUC 1309N Journalism for English Teachers

Currently under development

RESEARCH SERIES (all required, total of 5 credits)

EDUC 0000I Introduction to Educational Research

EDUC 0100I Independent Study and Research in Education

EDUC 9701N Independent Study in Social Foundations

(No descriptions of the above courses are in the NCATE materials for English Education; the description for the equivalent course, EDUC 0200I Master's Project in English Education, is below.)

EDUC 0200I Master's Project in English Education

This research seminar provides a critical component to secondary English teacher education in that it develops the professional disposition of the English Education Master's Degree candidate by formalizing the natural process of teacher inquiry into self-reflective teacher-research. Participants will engage in innovative social science research, write an honest and inspired paper, present arguments and interpretations derived specifically from their thinking about their classroom on a topic relevant to their experiences as English teacher, and respond with constructive critique to the work of their research team.