Department of Learning and Instruction

Summer 2010
Courses and Course Descriptions

* The LAI summer course listing is also available at [http://src.buffalo.edu/schedule/summer.shtml](http://src.buffalo.edu/schedule/summer.shtml)

**LAI 205 Introduction to Child Development**
This course is designed for students who are interested in exploring the dynamic stages and issues of child development. There will be opportunities to acquire skills in observing and recording children’s behavioral characteristics using standard methodologies and authentic portfolio documentation. From information drawn from observation, ideas gained from class, alternative perspectives derived from reading and comparative concepts acquired from discussion, participants will broaden their understanding and think analytically about the behavior of children. A variety of perspectives of childhood will be examined; the course is shaped to enable students to contribute their experiences as well as elaborate on the way they understand and explain behavior and life experience. Students are expected to contribute to class discussion, be active participants in small group work and be receptive to a range of opinions and beliefs about children’s development and learning.

**LAI 350 Intro to Education**
This course is intended for students contemplating a career in education. It is designed to provide information and a forum for discussion of American education. Among the topics covered are a brief history of American education, the learning environment, teachers, diverse learners (ethnically, economically, and different abilities), classroom management, and issues facing all schools. In addition, students will become generally familiar with the New York State Learning Standards. A group school visit is also a component of the course as are 20 supervised classroom contact hours.

**LAI 416 Early Childhood Theory and Practice**
Undergraduate students explore their role as a reflective teacher. Curriculum based on early childhood theories is explored. Methods of designing appropriate EC environments are taught.

**LAI 490 Seminar & Practicum in Early Childhood Programs**
This course actively involves graduate students, one morning or afternoon per week, in a preschool classroom experience at the Early Childhood Research Center. It offers teachers guided learning experience in a NAEYC accredited preschool multicultural setting. The weekly one hour seminar provides the support needed by teachers in understanding and applying a constructive, play curriculum which fosters children’s social, emotional, physical and cognitive development. Child observation and naturalistic assessment are major course components.
**LAI 502 Infant and Toddler Education Programs**
This course actively involves graduate students, two days per week during the second summer session. Current infant and toddler educational and scientific research is presented as well as the importance of developmentally, culturally relevant practices. The development of an infant and toddler curriculum is taught. Community infant and toddler preschools are visited.

**LAI 503 History of Interactions Between Science and Culture**
In this class we will investigate the interrelationships between science and culture exploring the impact of science on society and the influences of social and cultural factors on scientific practice and belief. Focusing on Europe, but mindful of the relevance of interactions with the rest of the world, we will begin with the conditions facilitating the seventeenth-century transformations known as the Scientific Revolution and continue through to the present day. We will look at the ways science became an important defining factor of the modern world and the implications science has for the ways we view nature, society and the human body. The course will use case studies to illuminate the reciprocal relationships between science and outside elements such as religion, politics, gender, art and literature.

We will place episodes in the history of science in broader social and cultural contexts and examine both science and culture. We will concentrate on the ways historians have struggled with questions about science and its relationship to people and society by looking at the historians’ sources and tools of analysis. To accomplish this, we will read secondary and primary sources. We will study historians’ interpretations to a gain a deeper understanding of the ways historians read and understand documents as well as how historians use historical evidence to narrate and make relevant the past. We will also incorporate primary materials so participants can examine the practical skills and problems of the historian. Science and history are tightly linked—science is a defining feature of our society and it has used history to define itself—which makes science an ideal topic to glimpse the practices of historians. Contentious debates about knowledge, truth, and the meanings of scientific practice reveal the important roles of history and science in shaping the ways we see the world today.

Appropriate for a variety of participants. A background in science or the history of science is not necessary. Participants with training or interest in science are also welcome.

**LAI 507 Supervised Teaching of Young Children**
This course actively involves graduate students, one morning or afternoon per week, in a preschool classroom experience at the Early Childhood Research Center. It offers teachers guided learning experience in a NAEYC accredited multicultural preschool setting. The weekly one-hour seminar provides the support needed by teachers in understanding and applying a constructive, play curriculum which fosters children’s social, emotional, physical and cognitive development. Child observation and naturalistic assessment are major course components.

**LAI 509 Introduction to Arts in Early Childhood**
A research based theoretical framework of teaching the arts in an early childhood setting in order to develop an understanding of how children sequentially learn in the arts in accordance with their individual arts intelligence. The nature of appropriate instructional programs in the arts for early childhood will be explored; numerous examples of practical applications will be presented so that teachers may assist students in achieving the objectives outlined in the New York State Learning Standards for the Arts.
**LAI 512 Readings in Literature (Multicultural)**
This is a literature reading course focusing on diverse voices often excluded in the literature curriculum in U.S. schools. The class will function as a reading group discussing short texts, some of which have become multicultural classics, including literature written by African American, Asian Americans, Latino/a, Native Americans (e.g., by Cisneros, Kinkaid, Walker, Wilson, Momaday, Tan, Petry, Alexie, and others). As we respond aesthetically to literary works and share those responses in writing and discussion, we will also examine the ways that individuals and groups make sense of these texts. The course is grounded in cultural, constructivist approaches to literature and will focus, too, on how authors construct texts out of their own sets of experiences in cultural contexts. Students will have some choice in selection of texts which suit their interests and needs.

**LAI 514 Language, Cognition and Writing**
This course begins with an overview of theory and research in cognitive strategies and socio-cognitive views of reading, writing, speaking and listening processes. It then describes an approach to the teaching of reading and writing called strategic literacy instruction. The focus throughout is on discovering ways to help struggling readers and writers: students usually referred to as “low performing”, “general”, or “developmental”, students perceived as learning disabled, resistant, at-risk or lower-track; students in special education classes or in classes where special students are mainstreamed; or kids who are just plain unmotivated. Evaluation includes a midterm report and a final project concerned with designing strategy-based literacy instruction.

**LAI 516 Audiation: A “Sound” Experience**
Audiation, the process of perceiving, comprehending and giving meaning to music, is an integral component of music education, and it seems likely to sustain that position for years to come. Dr. Edwin Gordon coined the term audiation in 1975, and is known throughout the world as a preeminent researcher, teacher, author, and lecturer in the field of music education. In this session, participants will study Music Learning Theory, a research-based explanation of how we learn to audiate and develop an understanding of music.

Appropriate for masters and doctoral students, as well as in-service teachers.

**LAI 517 Advanced Methods of Teaching English**
In this course we will focus on current reform efforts in the teaching of English and how teachers respond to those reforms. Often teachers' understanding of their work, how they conceive of their actions, beliefs and practices have been left out of the writing about school reform. During this semester we will examine media, cultural, and professional representations of English teachers and how they have influenced our own and others' constructions of English teaching. Looking at the sources of our ideas about knowledge, teaching and teachers' work will provide the basis for understanding the complexity of teaching reflectively. Our inquiry into how the history of school reform has influenced our own and others' reflective teaching will be grounded in a social constructivist view of learning, which also grounds the New York State English Language Arts (ELA) standards. A component of our class project will be examining the impact of New York's reform movement, especially the relationship between the ELA standards and the high-stakes tests aimed at assessing them. The debates over what should constitute curriculum, testing, and effective English teaching will be examined with an eye to how we can compose a teaching life as connected professionals and find the courage to teach mindfully in what has often become the panic of high-stakes testing.
**LAI 518 English Education: Advanced Composition**
This is a writing course for teachers and prospective teachers who want to extend their own writing experiences with the social support of others in a writing workshop format. Our major focus will be a cultural inquiry into our own lives through memoir writing, which could include family history, childhood stories, becoming and growing-up-as-a-teacher stories, coming-to-consciousness stories, situating-self-in-history stories, etc. We will draft more pieces than we revise and become aware of how significant and everyday experiences and people shape our sense of self, both personally and professionally. Looking across our stories, we will reflect on issues of growth and change, and on how experiences shape cultural perspectives. We will publish a class booklet and look for opportunities to submit these pieces for broader publication. There will be opportunities for other kinds of writing, as well, depending on student interests. A new option in the course will be composing digital video stories—visual texts created in response to sequenced assignments, for the same purposes as the written texts. Although the teaching of writing is not the main focus of the course, we will be generating ideas, drafting, revising and editing our own writing/visual compositions using strategies and processes which are very helpful for K-12 students, too. We will share writing ideas and problems in presentations and in conversations, collaborating to form working/writing groups. As we write, we will read published memoirs, titles to be selected by students, but the major text for the class will be the drafts and revisions produced by class members.

**LAI 528 Teaching Science in Context**
This is a graduate science methods course that will provide opportunities for pre-service and in-service teachers to learn how informal science learning and instruction occur within the contextual framework of local institutional and natural resources. Through hands-on experience, teachers will learn how to incorporate outdoor settings and resources to teach the K-12 New York State Science Learning Standards. Emphasis on the interconnectedness and interdisciplinary nature of science will be central to the presentation of science content that can be integrated into the traditional classroom setting.

**LAI 530 Improving Elementary Science Instruction**
This course is intended for preservice or inservice elementary teachers. It will cover (1) the goals of elementary science, (2) planning science experiments for children, (3) understanding children’s science conceptions, (4) conceptual change and inquiry-oriented science instruction, and (5) the nature of science. Students in this course will gain knowledge about inquiry and the nature of science while doing inquiry science. Class activities and a self-guided investigation—a “science fair” project—will provide opportunities to experience scientific inquiry. Class discussions and journal exercises support this goal.

**LAI 536 Digital Video as a Literacy Learning Tool**
This is a course on workshop methods for teaching reading and writing for elementary, middle, and high school teachers. The course takes place in the Macintosh lab, 214 Baldy. Part of the course is conducted as a reading and writing workshop, and considerable emphasis is on uses of technology in the workshop classroom. Learning experiences in the course include participating in the reading/writing workshop, using microcomputers for purposes of literacy instruction, presenting small-group projects, writing and sharing writing, and exploring multimedia projects to support literacy learning and teaching. Course requirements include group projects and portfolios reflecting participation in the work of the course.
**LAI 544 Word Study: A Developmental Approach to Spelling Instruction**
Memorizing and accurately remembering 20 spelling words each school week from 1st through 12th grade produces a spelling vocabulary of about 8,640 words. However, research has shown that high school seniors need an average vocabulary of 75,000 words. Thus, traditional spelling only teaches about 12% of the words needed by high school graduation! Word study differs from traditional spelling programs by teaching children how to identify, manipulate, and apply features in known words to spell entire groups of words.

This course explores theory and research underlying word study as a hands-on, developmentally driven approach to spelling instruction. We will examine how children acquire the various layers of alphabetic languages, as well as how word study acts as a window into a child’s orthography - that is, knowledge about written language. In addition, we will learn interactive, student-centered activities to teach phonics, spelling, and vocabulary development in a classroom, small-group, or one-on-one setting for learners of all ages.

The lecture component of the course will address word study assessment techniques, the five stages of word study development, and the word study instructional model. Students will have the opportunity to apply their knowledge in and out of class to create word study lesson plans, activities, and games. At the end of the course, students will be able to analyze a child’s spelling errors to determine his or her spelling stage and design appropriate spelling instruction and routines to meet his or her spelling needs.

Appropriate for masters level students and in-service teachers. Prior word study knowledge is not necessary.

**LAI 549 Childhood Development and Learning**
This course explores the role of individual, cultural, contextual, and social diversity in relation to a young child's (birth-grade 2) social/emotional, physical, communicative, and cognitive development. Specifically, students will be able to develop and evaluate early childhood education programs using knowledge of child development from an ecological perspective. Class discussions will revolve around contemporary issues in early childhood education and how research, personal beliefs, and professional organizations have influenced our conception of appropriate curricula and pedagogy.

**LAI 552 Middle Childhood/Adolescent Literacy Methods**
Instructional theory and practice focusing on literacy in Grades 5-12 emphasizing building literacy in the content areas. Topics dealing with techniques for creating interest and motivation for literacy, study strategies, strategies for building comprehension, constructing meaning, and assessing students’ literacy performance are explored.

**LAI 560 Language Arts Methods**
Curriculum, methods, programs and materials for listening, speaking, reading, and writing.

**LAI 563 Language, Literacy and Culture**
The role of society and culture in language and literacy learning; the impact of society and culture in the literacy classroom; the impact of society and culture on curriculum, methods, and definitions of achievement.
**LAI 565 Literature for Children and Young People**  
The study of children’s literature has grown increasingly important in the past decade due in part to an explosion in this area of publication, as well as to the emphasis in many schools on literature-based instruction. Furthermore, beyond the pedagogical value of learning to read, children’s literature is a significant cultural artifact, one that has “power to celebrate, perpetuate, interrogate, subvert, expose, and even openly defy cherished myths and deeply entrenched ideological assumptions” (Butler, Dillard, & Keyser, 1996). In this course we examine historical and contemporary literature for children in order to identify not only the traditional elements of literature and illustrations, but to identify as well the myths and ideological assumptions of authors and illustrators. Topics include: the definition and depiction of families, multicultural selections, gender roles, expository text, and visual literacy.

**LAI 574 Teaching the Exceptional Learner**  
The purpose of this course is to aid in understanding diversity by preparing teachers to offer direct and indirect services to students within the full range of disabilities and special health-care needs in inclusive environments. Students will be provided with techniques designed to enhance academic performance, classroom behavior, and social acceptance for students with disabilities and special needs. Students will learn skills enabling them to (1) differentiate and individualize instruction for students with disabilities and special needs, (2) become familiar with instructional and assistive technologies, (3) implement multiple research-validated instructional strategies, (4) formally and informally assess learning of diverse students, (5) manage classroom behavior of students with disabilities and special needs, and (6) collaborate with others and resolve conflicts to educate students with disabilities and special needs.

**LAI 580 Literature for Young Adults**  
The purpose of Literature for Young Adults is to read, study, and respond to a variety of literature for young adults in a variety of ways. Genres studied include historical fiction, contemporary realistic fiction, autobiography/memoir, short stories, science fiction, and fantasy. Multicultural literature is also studied to examine critical literacy, as well as sociocultural/sociohistorical, stereotypes, and gender. Censorship concerns, issues, and queries, and the influence challenged, banned, or censored books have on pedagogy and learning is examined.

**LAI 585 ESL Teaching/Focus on Writing**  
The focus of this course is theory, research, and practice in teaching writing to adolescent and adult non-native speakers of English. Topics of the course include: (1) theoretical issues in first and second language writing; (2) developing literacy by combining learning/teaching of all four skills—listening, speaking, reading and writing; (3) methodologies of teaching writing; (4) writing strategies; (5) computers and writing; and (6) developing writing to meet the standards.

**LAI 596 Musicianship, Skills and Content, Intermediate (1 credit)**  
Are you ready to challenge your musicianship to a deeper level? Participants in this intermediate level class will continue to broaden their musicianship through listening, performing, reading and writing music; specific skills to be developed include: song repertoire with additional chord progressions in major and minor; further exploration of modes and meters; expanded improvisation, notational audiation (repertoire analysis) and composition skills for practical use in the music classroom. Instruction will be individualized to meet the learning level of each participant. Appropriate for masters and doctoral students, as well as in-service teachers who have completed LAI 697 - Musicianship, Skills, and Content - Beginning. Required for UB students enrolled in LAI 645.
**LAI 597 Discourse Analysis for Second/Foreign Language Education**
The purpose of this course is to acquaint students with a range of techniques for analyzing discourse across foreign language education contexts. The course begins with a discussion of what discourse is and introduces students to tools for performing discourse analysis. Through the course, students will explore three types of discourse environments:

1. A policy environment, including both formal and informal documents regarding foreign language education policies and drawing on analytic techniques from the field of language planning and policy;
2. A popular culture environment, examining discourses about foreign language education apparent in media and drawing on methodologies employed to research language ideologies;
3. A classroom discourse environment, drawing on a variety of discourse analytic methods that have been used to analyze foreign language classroom data.

Research articles exemplifying techniques and short readings on various approaches to discourse analysis will make up the informational core of the course. Students will also collect their own data samples and will engage in regular practice with analyzing discourse that is related to foreign language education.

Appropriate for any masters or doctoral student interested in exploring attitudes and beliefs about language education, political/ideological dimensions of language education, and multiple perspectives on discourse analysis as a method. Students from outside language education and representing interests in a variety of languages are very welcome to join the class.

**LAI 635 Web Tools for Music Educators (PC)**
Your students are digital natives -- are you? Using nothing more than a personal computer, you can use Web 2.0 and online technology to connect with students, enhance classroom instruction, and extend learning beyond the school day. This hands-on course includes the how and why of wikis, podcasts, website creation, copyright law, and more for any K-12 music setting. Engage your students in music learning while teaching 21st century skills and meeting National Educational Technology Standards (NETS) at the same time!

**LAI 638 Web Tools for Music Educators (Mac)**
Your students are digital natives -- are you? Using nothing more than a personal computer, you can use Web 2.0 and online technology to connect with students, enhance classroom instruction, and extend learning beyond the school day. This hands-on course includes the how and why of wikis, podcasts, website creation, copyright law, and more for any K-12 music setting. Engage your students in music learning while teaching 21st century skills and meeting National Educational Technology Standards (NETS) at the same time!

**LAI 645 Rhythm and Improvisation**
Dr. Gordon has made major contributions to the study of music aptitudes, rhythm in movement and music, and Music Learning Theory. In this session, he will guide participants in developing their individual musicianship through participation in improvisation activities. This Music Learning Theory- based course will provide you with the tools to confidently and successfully teach improvisation to your own students at any level.

Appropriate for masters and doctoral students, as well as in-service teachers. Pre-requisite: LAI 596 or extensive repertoire of songs and chants in a variety of tonalities and meters.
LAI 647 “Strive for Five” in Your Instrumental Ensemble
Mr. Sutherland retired from the Clarence Central School District after twenty five years of teaching instrumental music and conducting the Clarence High School Wind Ensemble. In addition to many guest conducting, clinic, consulting, and adjudication appearances, he has led many student leadership workshops throughout the state.

In this course, Mr. Sutherland will focus on five aspects of leading successful instrumental ensembles: expectations, motivation, passion, performance practice, and conducting to improve the sound of all types of instrumental ensembles.

Appropriate for masters level students and in-service teachers. This course will count as three credits toward the conducting requirement for UB students in the initial certification program.

LAI 683 Katangaroo: Songs and Stylings for Children
Sing, chant, move, and play! This course, rooted in how young children learn music, will assist elementary general music teachers to (1) create sequential music learning experiences (2) effectively introduce creativity and improvisation to young musicians, and (3) utilize movement to enhance music learning. Another focus of this class will be learning new repertoire, in a variety of tonalities and meters, that appeals to music learners of all ages!

Appropriate for masters and doctoral students, as well as in-service teachers. Familiarity with songs and chants in a variety of tonalities and meters a bonus.

LAI 684 Working with Individuals on the Autism Spectrum
This course will briefly discuss the five types of autism spectrum disorders, including characteristics and diagnostic criterion of each. We will then discuss unique learning characteristics often demonstrated by children with autism. Specific strategies for teaching academics, social-emotional skills and self help skills (activities of daily living) will also be discussed, including a review of the evidence-based interventions currently used by educators for children with autism. We will discuss what constitutes evidence-based interventions for children with autism and how an educator can discriminate between best practice and “intervention of the week” type approaches. The course will examine the latest research in autism and how it impacts educational considerations for practicing teachers. A brief discussion of federal and NYS special education regulations will be included, providing teachers with information regarding educational mandates and protections for children with autism under the law. Appropriate for master and doctoral level students. Also administrators and professionals interested in special and general education.

LAI 686 Introduction to Educational Statistics
The purpose of this course is to learn about educational research studies involving empirical data and to learn a number of basic statistical techniques for analyzing data. Learning will be conducted in a step-by-step fashion, and in the process, students in this course will probably feel less anxiety about statistics.

Course goals are: 1) Statistical Literacy: Students will improve their ability to read, understand and critique statistically oriented literature; 2) Statistical Knowledge: Students will be able to understand basic concepts related to the design, measurement, analysis and interpretation of statistical data; 3) Statistical Skills: Students will be able to use a computer program to manage a dataset and to analyze data.

Students most appropriate for course: Doctoral students in education at any level from beginning to dissertation, but may be most helpful to those relatively early in their graduate careers.
**LAI 687 Applied Critical Thinking in Education**
This course will focus on critical thinking, particularly as it applies to various readings pre-service and current teachers often encounter in their routine professional development. Blending insights from cognitive psychology and philosophy, the course offers teachers concrete ways to understand and respond to research and new developments through reading and writing techniques involving a dialogical approach to materials. Students taking Applied Critical Thinking in Education will meet twice a week for class, which will be divided into two parts: lecture for the first 1 ½ hrs and workshops for the second. During lecture, students are exposed to theories, strategies, and techniques, which they then apply to materials during the guided workshop portion. Readings and assignments will also be discussed during the workshop.

Appropriate for masters level students. This course is intended to appeal to a broad audience of pre-service and current teachers from various programs. Readings will represent different areas (e.g., ESL, science, literacy) and different issues (e.g., Charter schools, ESL & bilingual education, standards).

**LAI 689 Math & Science Curriculum and Instruction: International Perspective**
In this course, we will investigate some of the different practices in math and science instruction in different societies. Some of these societies are China, India, Turkey and Nigeria. We will also cover some comparative perspectives from international math and science teachers who are currently practicing in American urban schools. Initially, we will have an overview of math and science teaching as a profession in different societies.

Secondly, we will discuss social and cultural differences that are affecting math and science instruction and curriculum. Lastly, we will concentrate on educational differences in math and science instruction in different societies. By doing this, we will compare our educational practices with some of the international practices.

**LAI 697 Musicianship, Skills and Content, Beginning**
Musicianship is the continuing goal of any musician! In this course, specific skills to be developed include: a basic repertoire of songs and pattern vocabularies in all tonalities and meters; a basic repertoire of movement skills and vocabulary using the Laban effort elements; beginning improvisation, notational audiation and composition skills for practical use in the music classroom.

A prerequisite for all other summer courses in music education at UB, students will be pre-tested and post-tested to assure they have attained competencies necessary for further coursework. Instruction will be individualized to meet the learning level of each participant. This musicianship course is intended for students new to UB’s music education programs. Appropriate for masters level students and in-service teachers. Required for UB students enrolled in LAI 644 or LAI 683.