## Course Description

### LIN 406
3 Units | 5:30-9:30
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2C01 | Topalovic
Comparative Linguistics | T/Th | Room 209
November 8 - December 15, 2005

Compare and contrast language systems – phonology, morphology, structure and syntax with English system.

### EDU 508
Section 2A01 | 3 units | 5:30-9:30
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Educational Foundations | Vecellio
August 15 - September 21, 2005 | M/W | Room 207

The course does a systematic analysis of the effect of culture, values, language, economic status, gender and ethnicity on children in the classroom. Issues related to political control of education, English Language Learners, culture, assessment, philosophy and history will be addressed.

### EDU 514
Section 2A01 | 3 units | 5:30-9:30
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Effective Teaching | Bronson
August 16 - September 22, 2005 | T/TH | Room 209

The purpose is to provide the teacher with the tools and strategies to be effective in the classroom. The content of this course includes effective teaching practices, learning processes, principles of instruction, teaching strategies, principles and techniques of classroom organization and behavior management and parent involvement.

### EDU 515
Section 2B01 | 3 units | 5:30-9:30
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Cultural Diversity | Vecellio
September 27 - November 3, 2005 | T/TH | Room 207

Focuses on the general nature of cultural diversity. Explores schools and the community implications such as ethnic, linguistic, socioeconomic, gender and handicapping differences. Analysis of group culture patterns and value orientation; research findings in group education; new teaching approaches, materials, learning experiences, curriculum development, and school planning for classroom.
EDU 516
Section 2A01 1 unit 5:30-7:30
Field Experience White/Suares
August 17-August 31 Wednesdays Room 205
This course is the companion course to EDU 514, Effective Teaching. It provides an introduction to the K-12 classroom. Students will be required to engage in observations, interviews, and interaction with students, teachers, and administrators in a selected school setting as they investigate effective teaching strategies. Findings and observations will be shared in a seminar setting.
Prerequisite: Effective Teaching (may be taken concurrently)

EDU 520
Section 2A01 3 units 5:30-9:30
2nd Language Learners Staff
August 16-September 22, 2005 T/TH Room 205
Focuses on the system of language, including phonology, morphology, syntax and semantics, as well as theories and factors in first and second language acquisition and development. It also covers psychological, socio-cultural and pedagogical factors that impact on first and second language acquisition. Strategies (SDAIE/ELD) for working with second language students are included.

EDU 522
Section 2C01 2 units 5:30-8:30
Methods: Science Curriculum and Instruction Hess
November 7-December 14, 2005 M/W Room 205
Multiple Subject Candidates. Course covers theory, content and methods of teaching mathematics and science in the elementary classroom for mainstream and SDAIE students. The emphasis is on planning, instruction, assessment, computer-assisted instruction, resource materials, SDAIE and complex instruction. Integration of math and science across the curriculum is covered in order to provide access to all students to the core curriculum.

EDU 527
Section 2B01 2 units 5:30-8:30
Methods: Math Curriculum and Instruction Yellenberg
September 26-November 2, 2005 M/W Room 205
Multiple Subject Candidates. Course covers theory, content and methods of teaching mathematics and science in the elementary classroom for mainstream and SDAIE students. The emphasis is on planning, instruction, assessment, computer-assisted instruction, resource materials, SDAIE and complex instruction. Integration of math and science across the curriculum is covered in order to provide access to all students to the core curriculum.
EDU 529
Section 2A01 3 units 5:30-9:30
Methods: History Social Science Curriculum and Instruction Hess
August 16-September 22, 2005 T/TH Room 207
Multiple Subject Candidates. Course covers theory, content and methods of teaching History-
Social Science and Visual Performing Arts in the elementary classroom. The emphasis is on
planning, instructional strategies, assessment, resources, and providing equal access for all
students. State standards and state frameworks are discussed throughout the course.

EDU 530
Section 2T01 6 units 5:30-9:30
Methods: Language Arts & Reading Curriculum and Instruction Hofemann
September 27-December 15 T/TH Room 205
Multiple/Single Subject Candidates. Theory, content and methods of teaching language arts in
the elementary classroom are covered in this course. Emphasis is on basic approaches to
reading, vocabulary, comprehension, emergent literacy and phonics. Assessment of reading
problems, remedial techniques and materials will be included. RICA Prep will be included for
multiple subject candidates.
Prerequisites: Subject matter competency.

EDU 531
Section 2B01 2 units 5:30-8:30
Computer Technology for Teaching/Learning- Level I Suarès
September 26-November 2, 2005 M/W Room 203
This course is designed to provide the skills and knowledge needed by teachers to integrate the
use of computers with the classroom curriculum. Software selection and usage related to
classroom organization and realia design for instruction will be examined.
Prerequisite: Introductory Computer Class: CS100

EDU 550
Section 2C01 2 units 5:30-8:30
Teaching Health Education White
November 7-December 14, 2005 M/W Room 207
California State Framework on Heath Education includes concepts of health and wellness,
measures of health status, comprehensive health education, positive lifestyles, prevention and
risk factors, nutrition, sexually transmitted diseases, addictions, narcotics, alcohol, drugs,
tobacco, and other substances. Candidates must enroll in Community CPR/First Aid to
fulfill requirements for the course.

EDU 551
Section 2C01 3 units 5:30-9:30
Inclusive Education Practices Bronson
November 8-December 15, 2005 T/TH Room 207
This course will provide knowledge on how to provide a less restrictive environment consistent
with effective classroom strategies. It includes integration of learning for handicapped,
physically handicapped, severely handicapped, gifted and talented, and culturally diverse
students.
**EDU 555 (A-B)**

Student Teaching for Non-Interns/Intern Teaching  
TBA  
Arranged with Instructor

This is a supervised practicum in an elementary or single subject classroom. Students demonstrate both ELD and SDAIE techniques during their student teaching as well as complete all Teacher Performance Assessments with satisfactory ratings. Students are required to attend three seminars on campus during teaching module.

**Prerequisites:** Completion of all theory, subject matter competency, and methods courses.

- EDU 555 A  
  2 units
- EDU 555 B  
  2 units

**2042 Clear Courses:** These courses will be provided in a combination of online and in-class instruction for cohorts of 12 or more. Students that are eligible (charter school teachers, private school teachers or non-induction district teachers) may request courses. When 12 teachers have been identified, a cohort will be started that will proceed through the required courses together.

**552-Technology II**

Technology II covers more advanced use of personal computers with applications to the classroom. It includes the use of collaborative computer tools for communication purposes, use of software for data manipulation and analysis, development and understanding of assessment practices, use of software and programs for teaching purposes, and development of lesson plans using computer-based activities and web design strategies.

**560-Creating a Healthy Classroom**

The health education course for teachers explores modern concepts of health and health education in schools. Emphasis is placed on current health issues (including HIV/AIDS), common health problems of children and adolescents, good nutritional health habits and the effects of substance abuse. The course meets the California State requirements for the 2042 Clear Credential.

**561- Inclusive Classroom**

This course requires the candidate to build on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. The goals of this course are to give participants an understanding of the inclusion process, to increase their awareness of modification strategies and activities, to offer them a diversity of successful inclusion practices, to guide them in developing their own strategies, and to prepare them to work collaboratively with other staff members in the inclusion process.

**567-Advanced Teaching for English Language Learners**

Section 2B01  
Hess  
September 27-November 3, 2005  
T/TH  
Room 209

Builds on knowledge and skills acquired during preliminary preparation programs for delivery of comprehensive, specialized instruction for ELLs. Candidates critically examine schools’ organizational structures and resources designed to meet ELL students’ needs and further develop skills in planning and delivering instruction and assessment in English language development, academic language comprehension and production, and Specially Designed Academic Instruction in English (SDAIE).

**NOTE:** This course can be also taken by teachers wishing to earn units beyond their preliminary or clear credential.

6/27/2005