

Descriptions of New, Experimental, Revised and Slot Courses Offered – Summer 2011

COMN 288: Writing for Business and the Professions

This course focuses on traditional and contemporary methods of written business communications. It will include collaborative and online writing which are important in the workplace. Credits 3(3-0)

SPAN 388: Reinforcement Composition

A composition course required of those whose performance in 300-level classes indicates the need to strengthen their writing skills in the target language. A workshop approach and a small-group setting provide student-centered instruction and focused practice in the fundamentals of composition, including vocabulary, grammar, mechanics, sentence structure, and paragraphing. Permission from the Department required to register. Space in the course may be available to other students with writing difficulties; if interested, contact forlang@geneseo.edu. Credits 3(3-0)

SPAN 388 Early Intervention Assessment and Instruction

This course is a hybrid course; Content is delivered on line and will additionally meet on the following dates: June 13th 3-4pm; June 14th 3-5pm; June 21st 3-5pm; June 28th 3-5pm; July 5th 3-5pm. This course requires PC computer access or a MAC with bootcamp. You will need quicktime player and adobe flash which are available as free downloads from the internet. The course is delivered via interactive DVD modules and requires access to the web-based course management system, MyCourses. You will need internet access to participate in this course. A variety of computer labs are available on campus for your use. Credits: 3(3-0)

SPAN 488: Early Intervention Assessment and Instruction

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CURR 488: Rereading Reader Response: Improving Literacy through Engaging with and Responding to Text

This online course is focused on explorations of Reader Response. Although this instructional practice is not new, within the current climate of standards and testing, use of authentic literature to support reading, writing, thinking and speaking has become scarce in the classroom. This course focuses on meaningful ways to support literacy learning through engaging with and responding to authentic texts for authentic purposes. Content will include text selection, modes of engagement, modes of reader response, purposes and products, as well as the recent research that supports the practice of reader response for grades 1-8. Credits: 3(3-0)

CURR 488: Popular Culture in Classroom

This course is designed to help classroom teachers look at popular culture as something other than the enemy. Pop culture is ubiquitous; our students consume it in huge amounts, as do we. What we as teachers need to recognize is that there is an inherent appeal to pop culture which can work to our benefit. We can use this tool as a means of engaging our students and making them want to think deeply about their own lives and interests in the context of our classrooms and content areas. Additionally, popular culture can be a locus of critique. We can use it to look at society, politics, gender issues, sex, violence, class and race inequality, among other things. Teaching students to critically assess their media and culture consumption is a way of bringing into focus what it means to be American, to be a member of the Global Economy, and to be a participant in local and world societies. Credits: 3(3-0)

EDUC 588: Critical Issues in Education

This course is designed to give students an in-depth understanding of contemporary issues and future trends in education. Among the specific issues discussed are: educational inequalities standardized testing, religion in public schools, school safety, classroom management, character education, the role of the arts in schools, citizenship education, and the engagement of technology in schools. The course also explores the larger socio-cultural and political-economic contexts of education and schooling. Credits: 3(3-0)

EDUC 488: Workshop: Computers in Education**CURR 488: Multiliteracies**

This course will explore multiliteracies theory as a basis for transforming literacy practices in adolescence education. Special attention will be paid to the application of these theories in the inclusive classroom and the implication this has for the improvement of learning and instruction. This course is designed to assist teachers in understanding and applying current multiliteracies theory in educational curriculum and integrating that theory into instruction and curriculum design in grades 7-12. The course serves as an introduction to multiliteracies and their role in grades 7-12. The major purpose is to better inform teachers about ways to acknowledge student multiliteracies, support student multiliteracies, and use that support as a pathway for students to improved academic literacy and other literacies of power. Special focus is placed on differentiating instruction for diverse learners and on the role of the teacher in successfully integrating multiliteracies into adolescence education. Credits 3(3-0)