

Dept of Teaching, Learning, and Teacher Education
Fall 2016 Graduate Classes

***For permission codes to enroll in TEAC 889, 895, 899, 995, 996, 997, or 999*

- *email Shari Daehling, Grad Coordinator sdaehling1@unl.edu*
- *provide advisor's name and section preference (if any)*
- *[directions for registering with permission codes](#)*

TEAC 800:

TBD

Online

Overview: This course will function as an online seminar with the principle aim of having you becoming more familiar with thought, scholarship and reform in teaching. This course is designed for graduate students near the beginning of their programs of study. It is one of two required courses for M.A. and M.Ed. students in Teaching, Learning, and Teacher Education. The learning of this course should prove to be useful for students' masters projects or theses. You will also learn how to leverage online tools for collaborative and cooperative learning and relationship building. The intent of the course is for you to map out a terrain in teaching, learning, and teacher education that you can come back to and draw from as your graduate program and career advance.

TEAC 801:

Dr. Dave Wilson

Online

Overview: Alice Walker has said, "I imagine good teaching as a circle of earnest people sitting down to ask each other questions. I don't see it as a handing down of answers." This online course invites you to join a virtual circle as we ask each other questions about curriculum; what it is; how it's shaped and how it shapes us; how race, ethnicity, class, gender, sexuality, and culture relate to it; how thinking about curriculum has shifted over time; and how we as teachers relate to curriculum. Throughout this exploration, we will become acquainted with many perspectives in the curriculum field and the scholars who represent them. In the process, I'm hoping we all become better scholars and practitioners.

TEAC 413/813A Second Language Acquisition

Dr. Jenelle Reeves

Online

Overview: TEAC 413/813A takes a comprehensive look at theories of second language acquisition (SLA) encompassing the areas of in cognition, psychology, sociology and linguistics. Topics include the history and progression of SLA theory (and its parallels to general learning theories), school-based second language learning (with a particular emphasis on English acquisition in the U.S. K-12 arena), learner personal variables in

SLA, power and identity in SLA, and theory-based pedagogical approaches to second language instruction. This course, one of six in the K-12 ELL certification pathway, serves as a foundation for second and foreign language teachers. It is designed and delivered based on the premise that language teachers need a deep understanding of how second languages are learned if they are to plan and carry out effective language instruction. Knowledge of second language acquisition theory is a building block of language teachers' knowledge base and development of teaching expertise. TEAC 413A / 813A provides novice second language teachers with that foundation while advancing veteran teachers' expertise.

TEAC 813B: ESL: Tch & Curriculum

Dr. Kara Viesca

Mondays 5-7:50pm

Overview: TEAC 813B is a teaching methods course that examines pedagogy, policy, and assessment for teaching K-12 English learners. Key issues under study in the course include content-based language instruction; the teaching of reading, writing, listening, speaking vocabulary and grammar; English language assessment, and educational policy for the teaching and assessment of ELLs.

TEAC 813K: Linguistics for the ELL teacher

Dr. Lydiah Kiramba

Wednesdays 4:30-7:20pm

Overview: Overview coming soon

TEAC 840D: Culture & Schooling: Immigrant & Minority Students in American Schools

Dr. Elaine Chan

Wednesdays 6-850pm

Overview: Overview coming soon...

TEAC 859: Learning Design (Instructional Message Design)

Dr. Justin Olmanson

Thursdays 5-7:50pm

Overview: In this course we will consider several approaches to the design of learning, the way those approaches influence what is designed, and the role/s technology can play in the design and development of learning. The course is meant to support researchers, designers, and educators in evaluating, designing, and leading a range of learning experiences.

TEAC 860: Prod Instruct Mtrls

Dr. Al Steckelberg

Tuesdays 7-9:50pm

Overview: Among the most profound educational benefits of recent technology advances are (1) the access to low cost instructional materials and resources and (2) the increased ease of use and lower cost of software and hardware used in the production of instructional materials. The course examines the use of technology to support the development of efficient and effective learning materials. Emphasis is placed on applying systematic instructional analysis and design principles to meet identified learning outcomes. Secondly, the course provides an introduction and basic functional skills in using software and hardware typically used in the production of instructional materials. These tools are the medium of the teacher and provide the vehicle for implementing the instructional design. Students are assessed on their ability to apply the design process and use the technology to produce quality instructional materials.

TEAC 861: Ed Pluralistic Society

Dr. Elaine Chan

Wednesdays 6-8:50pm

Overview: Educational practices and policies for people from historically oppressed groups in the United States Foundation of multicultural education. Discussion of contemporary educational issues within the context of multicultural and cultural diversity. Critique of curricular materials and resources promoting a multicultural perspective.

TEAC 880A: Survey Instructional Tech

Online

Overview: coming soon

TEAC 921D: Language, Culture, and Education

Dr. Loukia Sarroub

Wednesday 5-7:50p

Overview: This seminar emphasizes language and culture as a means for knowledge building. Rooted in linguistic and cultural anthropology, the course offers the opportunity to examine how social categories relevant to education and language use in relation to gender, race, social class, identity, among others— are historically, socially, culturally, linguistically, and institutionally constructed. Particular consideration will be given to the communicative functions within and across social, cultural, and institutional contexts. The course will address other topics such as standardization, dialects, registers, cross-cultural communication, and the relationships among language, identity, status, and solidarity. In part, our discussions will focus on the nature of academic language and the development of literacy. Most importantly and as Alessandro Duranti (2001) suggests, “While paying attention to the local and global context of communication, it is the moment-by-moment construction of “texts”— broadly defined—that is emphasized in the effort to uncover the mechanisms and resources that make the meaning of human action, words included, possible, interpretable, and consequential.” We will also explore various constructs of the idea of "culture" (and related notions, such as "discourses, "discourse communities, "imagined

communities," activity systems, "thought collectives, and "communities of practice"). Our study of "culture" will include readings focused on the interactions of cultures in schools, communities, and society. As such, we will read about diverse communities and their social and political relationships to schools and related institutions, changes in demographics, and economic and political structures in the United States and the world. Because this course relies on interdisciplinary approach to language and culture, readings will be drawn from a variety of fields, including education, anthropology, literacy studies, sociolinguistics, sociology, education policy studies, amongst others.

TEAC 930B:

Dr. Guy Trainin

Wednesdays 6-850pm

Overview: coming soon

TEAC 936: College Teaching

Dr. Dave Wilson

Tuesdays 5:00-7:50pm

Overview: Alice Walker has said, "I imagine good teaching as a circle of earnest people sitting down to ask each other questions. I don't see it as a handing down of answers." This seminar invites you to join such a circle and explore some of the issues, theory, and practice in teaching in post-secondary settings. Who are our students? How can we best help them learn? How can we foster healthy discussions on challenging topics? Drawing on our own experiences as students and teachers—and on the perspectives of various scholars—we'll work to inform and shape our own perspectives on college teaching.

TEAC 944B: Seminar in Curriculum Studies: Paulo Freire and Education for Social Justice

Dr. John Raible

Mondays 5:00-7:50pm

Overview: This seminar provides an opportunity to investigate issues in curriculum development with a focus on education for social justice. Rooted in a critical examination of the life work of Paulo Freire, arguably one of the most influential educators of the 20th century, the course will address three main learning objectives: (1) Understand the legacy of Paulo Freire and the enduring influence of his work; (2) Develop working definitions and concepts related to *social justice*, *schooling*, *curriculum*, and *systems of oppression*; and (3) Practice effective strategies to educate learners and to advance social justice within our professional sites of practice (e.g., in schools and in non-school contexts).