Prospective Non-Matriculating Student Information Sheet

This sheet has been prepared for students interested in taking courses in the Learning and Instruction (LAI) Department who **have not been formally accepted** to a program.

Students interested in taking classes in LAI on a non-degree (non-matriculating) basis must complete an online application for non-degree students that can be found at http://ed.buffalo.edu/academics/courses.html. In addition to the online application and **$35.00 non-refundable fee**, proof of a bachelor's degree is required. Students may take up to 12 credits as a non-degree student. Non-degree students are allowed to enroll in the courses below.

**PLEASE NOTE: Application fees are NON-REFUNDABLE. Course offerings are subject to change without notice. Please contact the department before registering for a course to be sure the course is available and will run and avoid losing application fees. LAI reserves the right to drop a non-matriculated student registered for a course if the spot is needed for a student in a LAI program. Students may choose to seek non-degree enrollment in a different course if availability exists.

Tentative – Fall 2021 Non-Matric Course Schedule

Reg. No	LAI	Course Title	Room	Instructor	Day/Time
17595	508	Educational Uses of Internet	Online	Troy, Mary	Asynchronous
24695	514	Adolescent Writing Across the Curriculum	Online	Barrett, Nichole	Asynchronous
17172	519	Research in Writing	Online	Bruce, David	Asynchronous
21815	537	Language Diversity & Literacy	Online	Barrett, Nichole	Asynchronous
10262	552	Mid Chld/ Adolescent Literacy Methods	Online	Strong, John	Asynchronous
20860	552	Mid Chld/ Adolescent Literacy Methods	Online	Towle, Brenna	Asynchronous
10310	554	Measurement and Eval in Music	Online	Staples, Joe'l	Asynchronous
16657	560	Language Arts Methods	Online	Campbell, Ashlee Ann	Asynchronous
10395; 24729	574	Teaching the Exceptional Learner	Online	Finocchio, Bobbie	Asynchronous
17247	648	Research Ethics	Online	Shook, John	Asynchronous

COURSES FOR NON-DEGREE STUDENTS
Fall 2021

LAI 508 - Educational Uses of Internet - Reg# 17595
This class is an exploration of ways the Internet can be utilized in instructional settings. Beyond acquiring hands-on experience with Web searching, using Web-based tools, and developing Web-based modules, we will investigate related technical, pedagogical, cultural, and social issues, to clarify what the Internet means in the context of educational experiences: How might teaching and learning practices change with Internet uses? What is needed for successful experiences using the Internet in education? What new concerns does the Internet bring? How does the Internet relate to the cultural context of the classroom and the cultural background of teacher and learner?

LAI 514 – Adolescent Writing Across the Curriculum – Reg# 24695
This course begins with an overview of theory and research in cognitive strategies and sociocognitive 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 519 – Research in Writing – Reg# 17172
This course explores research in writing and the teaching of writing. The course examines research methods and findings from selected studies. Our objectives are to build an understanding of scholarly inquiry in written composition, especially in the area of cognition and writing, to develop an understanding of some of the theoretical foundations scholars bring to writing research, and to explore how pedagogical knowledge may be generated from such scholarship.

LAI 537 – Language Diversity & Literacy – Reg# 21815
Most educators agree that basic grammar and usage should be taught in some shape or form, what specifically do students need to know? Why and for what purposes? How does the notion of linguistic correctness fit into the intelligent teaching of reading and writing? How does grammar teaching fit into standards and standards-based assessment, and how does it mesh with issues in multicultural education and urban schooling? Finally, what, realistically, can we expect to gain from the time we spend teaching language and usage? To answer these questions, this course offers a view of language diversity and literacy based in sociocultural and sociolinguistic theories of literacy learning. The course pays special attention to what sociocultural approaches tell us about the ongoing debate over the teaching of grammar and usage. It discusses the language and literacy-learning strategies students bring from home and how these strategies can be used for facilitating the learning of academic writing, grammar, and

usage. The practical side of the discussions and readings focuses on two separate issues: what teachers should know about grammar, usage, style, and mechanics; and what, how, and why teachers should teach grammar, usage, style, and mechanics.

LAI 552 – Mid Chld/ Adolescent Literacy Methods – Reg# 10262, 20860
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 554 – Measurement and Evaluation in Music – Reg# 10310
Study of mental measurement concepts as they apply to teacher-made tests in music and standardized music aptitude and music achievement test batteries. Test manuals are examined in detail, in conjunction with audition of specific batteries to provide for the proper utilization of the materials and specifically for teaching to individual student differences. Implications for assessment of National Coalition Core Arts Standards and State Learning Standards will be reviewed; a professional plan for assessing music learning for the programs they lead will be developed and will include performance observation, and portfolio assessment; materials useful for in-service workshops on aspects of music assessment within participant's specialties will be created and pilot-tested.

LAI 560 – Language Arts Methods – Reg# 16657
Curriculum, methods, programs and materials for listening, speaking, reading, and writing.

LAI 574 – Teaching the Exceptional Learner – Reg# 10395, 24729
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 648 – Research Ethics – Reg# 17247
This course is a comprehensive introduction to the ethics of scientific research and broader moral responsibilities of science to the public. The requirements for the course include the satisfactory completion of online tutorials in human subjects research and the responsible conduct of research. This course will satisfy all Federal requirements for education and exposure of graduate and post-doctoral students. A number of case studies across a range of practical ethical issues will be analyzed and evaluated. Our aims will be to form reasoned responses along established guidelines to the ethical dilemmas typically met during scientific research. Topics to be covered include: theories of ethics, ethical conduct, research involving human subjects, research involving animals, scientific integrity, collaboration and trust, preventing fraud and plagiarism, professional standards for scientific publication, intellectual property, and competing interests. Human subject research is a central topic.