

LAI non-degree courses for Spring 2022

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 – Spring 2022 RIPD Course Schedule

Reg. #	LAI	Course Title	Room	Instructor	Day/Time
22422	512	Readings in Multicultural Lit	Baldy 200G	Rish, Ryan M	Thurs 4:10-6:50PM
13561	514	Adolesnt Writing Across Curriculum	Online	Barrett, Nichole M	Asynchronous
22228	537	Language Diversity & Literacy	Online	Barrett, Nichole	Asynchronous
13775	538	Music Education Practices	Online	Etopio, Elisabeth	Asynchronous
14766	550	Literacy Acq/Inst PreK-Pri	Online	Kfourri, Christiana	Asynchronous
14805	551	Childhood Literacy Methods	Online	Anderson, Blythe	Asynchronous
20468	551	Childhood Literacy Methods	Online	Schiller, Jennifer A	Asynchronous
13529	552	Mid Chld/ Adolesnt Literacy Methods	Online	Strong, John	Asynchronous
20469	552	Mid Chld/ Adolesnt Literacy Methods	Online	Towle, Brenna Renee	Asynchronous
21129	560	Language Arts Methods	Online	Campbell, Ashlee	Asynchronous
13668	574	Teaching the Exceptional Learner	Online	Finocchio, Bobbie	Asynchronous
15311	574	Teaching the Exceptional Learner	Online	Zgliczynski, Timothy	Asynchronous
18014	599	Tech & Curr Integration	Online	Troy, Mary Elizabeth	Asynchronous
18015	603	Devel Curr Emerg Adolsc 1	Online	Sojka, Darcey	Tues 4:10-6:50PM
17943	606	Cur Instrct Fndtns Mus Ed	Online	Chase, Gregory Keith	Asynchronous
17944	648	Research Ethics	Online	Shook, John R	Asynchronous

LAI non-degree course descriptions for Spring 2022

LAI 512: Readings in Multicultural Literature - Reg# 22422

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 – Adolescent Writing Across the Curriculum – Reg# 13651

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 537 – Language Diversity & Literacy – Reg# 22228

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 538: Music Education Practices – Reg# 13775

The application of theories presented in preliminary graduate courses in music education. Practices in actual teaching experiences are examined in pre-K through 12th grade settings, usually in a workshop/practicum setting.

LAI 550: Literacy Acquisition & Instruction, PreK-2nd Grade – Reg# 14766

This course reviews typical developmental progressions in the acquisition of oral language and print literacy in early childhood (birth to grade 2), including the sociocultural, cognitive, and motivational influences on literacy acquisition. Additionally, this course focuses on developmentally appropriate instruction and assessment techniques, with an emphasis on observation of children engaged in authentic literacy activities.

LAI 551: Childhood Literacy Methods – Reg #14805, 20468

Instructional theory and practice focusing on teaching, reading and writing in Grades 1-6 emphasizing: teaching literacy with literature; teaching literacy from reader response, critical, and interactive perspectives; and integrating instruction across content areas. Topics dealing with techniques for improving comprehension and word identification, creating a literate environment, creating interest and motivation, and creating authentic forms of assessment and evaluation as part of ongoing instruction are explored.

LAI 552 – Mid Chld/ Adolescent Literacy Methods – Reg# 13529, 20469

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 – Reg# 21129

Curriculum, methods, programs and materials for listening, speaking, reading, and writing.

LAI 574 – Teaching the Exceptional Learner – Reg# 13668, 15311

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 599 – Technology & Curriculum Integration – Reg# 18014

This class is designed to answer the following questions: * How can technology be used in the classroom environment? How does the incorporation of technology impact classroom management practices, instructional strategies, student motivation, and assessment strategies? * Will using technology enable students/teachers to do something that they could not do before? * Will the use of technology enable student/teachers to do something that they could do before but can do better (differently) now? * How do we answer educators' concerns about its use? * When is the use of technology an appropriate and effective use of tools?

LAI 603 – Developing Curricula Emerging Adolescents 1 – Reg# 18015

Focuses on 3 areas: (1) differences of young adolescents as learners from children and older adolescents; (2) the physical, social, emotional, and intellectual characteristics of young adolescents as learners; and, (3) implications of those characteristics for developing effective middle-level school curricula and school practice

LAI 606 – Curricular and Instructional Foundations of Music Education – Reg# 17943

A study of the current role and practice of music education considered in historical, philosophical, psychological, and sociological perspective. Students will develop professional rationales for universal music education practices that involve information derived from the relevant perspective research to analyze and critique programs, practices, curriculums and standard policies for Music Education. Students will write an extended paper that reviews and critiques the practices in music education and recommend policy alternatives.

LAI 648 – Research Ethics – Reg# 17944

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.

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