Class Schedule - Fall 2019

Curriculum and Instruction

Curriculum and Instruction
Interim Head of Department: Sarah McCarthey
Department Office: 311 Education Building, 1310 South Sixth, Champaign
Phone: 217-333-0663
www.education.illinois.edu/ci

CI 199  **Undergraduate Open Seminar**  credit: 1 TO 5 hours.
Approved for both letter and S/U grading. May be repeated.

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<th>CRN</th>
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<th>Location</th>
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<tbody>
<tr>
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Instructor Approval Required

CI 210  **Introduction to Digital Learning Environments**  credit: 3 hours.
Surveys the field of digital environments and their capacity to support teaching and learning. Examines theories of interactivity, immersion, learning with multi-media, and digital literacies to discuss and evaluate various digital environments. Students learn to critically assess digital environments and to create original prototypes that target a specific and important learning or teaching goal. Environments that will be discussed and experimented with in class include virtual worlds, social networks, digital classrooms, interactive exhibits, video games, and tangible technologies.

This course satisfies the General Education Criteria for a:
Social & Beh Sci - Beh Sci

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**CI 395  Independent Study**  credit: 2 OR 3 hours.
Permits study of problems not considered in other courses; for students who excel in self-direction and intellectual curiosity. Approved for both letter and S/U grading. Prerequisite: Junior or senior standing; minimum GPA of 3.5; completion of Advanced Composition requirement, and consent of adviser and staff member supervising the work.

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Instructor Approval Required

**CI 402  Teaching Diverse Middle Grade Students**  credit: 3 hours.
Examines the curriculum and philosophy of teaching students in the middle grades. Students will focus on a number of related topics including teaching a diverse middle school student population, including all students in instruction, using technology for teaching middle school English, Mathematics, Science, and Social Studies and alternative means of assessing students’ learning. Seminar content will be integrated with coursework in adolescent development, and special education in middle school settings. Coursework is integrated with a middle grade field experience. 3 undergraduate hours. 3 graduate hours. May be repeated up to 9 credit hours.

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Credit Hours: 3 hours
Restricted to Admitted Teacher Ed Student students.
Restricted to Middle Grades Education major(s).
Students pursuing English concentration.

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<th>CRN</th>
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Credit Hours: 3 hours
Restricted to Admitted Teacher Ed Student students.
Restricted to Middle Grades Education major(s).
Students pursuing Math concentration.

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Credit Hours: 3 hours
Restricted to Admitted Teacher Ed Student students.
Restricted to Middle Grades Education major(s).
Students pursuing Science concentration.

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Credit Hours: 3 hours
Restricted to Admitted Teacher Ed Student students.
Restricted to Middle Grades Education major(s).
Students pursuing Social Studies concentration.
CI 403  **Teaching a Diverse High School Student Population**  credit: 3 hours.
Examines the curriculum and philosophy of teaching students in high school grades. Students will focus on a number of related topics including teaching a diverse student population, including all students in instruction, using technology for teaching high school English, Mathematics, Science, and Social Studies and alternative means of assessing students' learning. Seminar content will be integrated with coursework in instructional technology, assessment, and special education with high school students. Coursework is integrated with a high school field experience. 3 undergraduate hours. 3 graduate hours. Prerequisite: CI 401. Requires concurrent enrollment in CI/EPSY 485 and SPED 405.

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Restricted to Admitted Teacher Ed Student students.  
Restricted to Secondary & Continuing Educ or Teacher Edu in Sec School Tch or Secondary Education major(s) or minor(s).  
Students in English Education only.

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Restricted to Admitted Teacher Ed Student students.  
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Students in English Education only.

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Students in Mathematics Education only.

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Restricted to Admitted Teacher Ed Student students.  
Restricted to Engineering Physics or Secondary & Continuing Educ or Physics or Teaching of Chemistry or Teacher Edu in Sec School Tch or Secondary Education major(s) or minor(s).  
Students in Science Education only.

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Restricted to Admitted Teacher Ed Student students.  
Restricted to Secondary & Continuing Educ or Teacher Edu in Sec School Tch or Secondary Education major(s) or minor(s).  
Students in Social Studies Education only.

CI 405  **Introduction to Teaching Elementary Age Children**  credit: 3 hours.
Examines the contexts of elementary education in the public schools. Includes content on teaching as a profession and community/family contexts of education. Coursework is integrated with field experiences with elementary children. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Elementary Teacher Education Program.

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Restricted to Admitted Teacher Ed Student students.  
Restricted to Elementary Education major(s).
CI 406  **Theory Practice in Elementary School Teaching I**  credit: 3 hours.

Course examines teaching in the elementary grades. Students will focus on a number of related topics, including classroom management, instructional design, personal and professional attributes of effective teachers, and multicultural perspectives. Coursework is integrated with field assignments in public elementary schools. 3 undergraduate hours. 3 graduate hours. Prerequisite: CI 405; admission to the Elementary Teacher Education Program.

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Credit Hours: 3 hours

Restricted to Admitted Teacher Ed Student students.
Restricted to Elementary Education major(s) or minor(s).
Cohort 1. Concurrent enrollment in EDPR 250 for 4 hours is required.

Credit Hours: 3 hours

Restricted to Admitted Teacher Ed Student students.
Restricted to Elementary Education major(s) or minor(s).
Cohort 2. Concurrent enrollment in EDPR 250 for 4 hours is required.
CI 410  **Middle School Instruction, Philosophy and Structures**  credit: 3 hours.
This course will introduce middle school concept and philosophy; cover common instructional and assessment strategies aligned with this concept, with a specific focus on curriculum integration and the use of newer communication technologies; and will review middle school organizational structures, including teaming, advisory, alternative scheduling, exploratory classes, and parental involvement. Students will connect theory and practice by incorporating their concurrent field placement (in middle level setting) into assignments and discussions. 3 undergraduate hours. 3 graduate hours.

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CI 415  **Language Varieties, Cultures and Learning**  credit: 3 hours.
For students in the early childhood, elementary and middle grades licensure programs. Introduces students to issues related to first- and second-language development, cultural diversity, and language variation. Addresses the above issues in terms of teaching and learning and serves as a base for subsequent courses that will extend these issues in the content areas. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to a teacher preparation program.

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CI 421  **Principles and Practices in Early Childhood Education**  credit: 3 hours.
Studies the principles and practices of using play as an educational tool in early childhood education; reviews historical, philosophical, and psychological foundations of nursery-kindergarten methods; assesses techniques relating play to various aspects of instruction; surveys materials and equipment; and presents methods of classroom evaluation. 3 undergraduate hours. No graduate credit. Prerequisite: CI 420; admission to the Early Childhood Teacher Education Program. Concurrent enrollment in EDPR 420 and EDPR 438; credit or concurrent registration in EDPR 250, section EC.

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<td>MW</td>
<td>389 - Education Building</td>
<td>Smith, S</td>
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CI 422  **Families, Communities, Schools**  credit: 3 OR 4 hours.
Principles and practices of building partnerships and collaboration among families, community agencies, and schools in a diverse society for early childhood professionals; covers strategies for building understanding, trust, and effective communication with all children and their families including those who have special needs, have cultural and linguistic differences, come from non-traditional family configurations, and who face poverty, health problems, and/or family dysfunction. 3 undergraduate hours. 4 graduate hours. Prerequisite: Admission to the Early Childhood Teacher Education Program or consent of the instructor.

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Restricted to Special Education or Early Childhood Education or Early Childhood Education major(s).
This course is offered Fall Semester only.

**CI 430  Teaching Children Mathematics**  credit: 3 hours.

Examines children's learning of mathematics and meaningful instructional methods, representations and materials. Emphasis given to number and operations (including both whole and rational numbers), number theory and statistics/probability. Includes laboratory experience with supervised problem solving. 3 undergraduate hours. 3 graduate hours. Credit is not given for both CI 430 and CI 431. Prerequisite: MATH 103; admission to the Elementary Teacher Education Program.

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Restricted to Admitted Teacher Ed Student students.
Restricted to Elementary Education major(s).

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Restricted to Admitted Teacher Ed Student students.
Restricted to Elementary Education major(s).

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Restricted to Admitted Teacher Ed Student students.
Restricted to Elementary Education major(s).

**CI 433  Foundations of Bilingual Education**  credit: 2 TO 4 hours.

Analyzes historical, political, and educational influences on bilingual/ESL education in US. Theoretical foundation of bilingual and ESL programs are examined as well as the effectiveness of program models in promoting academic achievement. Meets standards and course requirements for the Illinois State Board of Education Teaching Approval and Endorsement for Bilingual and ESL teachers. Same as LLS 433. 3 undergraduate hours. 2 or 4 graduate hours.

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Credit Hours: 3 hours
Restricted to Undergrad - Urbana-Champaign.

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## CI 446  Culture in the Classroom  credit: 2 TO 4 hours.
Exposes cultural, political, and social factors that affect learning and teaching. Introduces students to the fields of educational anthropology and multicultural education and to the application of cultural information to curriculum development and classroom practice. The 3-hour undergraduate version and 4-hour graduate version meet the Cross-Cultural Studies for Teaching Limited-English-Proficient Students requirement for Bilingual and/or ESL Teaching Approval or Endorsement from the Illinois State Board of Education. 3 undergraduate hours. 2 or 4 graduate hours.

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<tr>
<th>CRN</th>
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Credit Hours: 4 hours
Restricted to Graduate - Urbana-Champaign.

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Credit Hours: 3 hours
Restricted to Undergrad - Urbana-Champaign.

## CI 450  Teaching Elementary Science I  credit: 3 hours.
Course is the first of two, 3-hour science methods courses in the elementary education program, which will examine elementary science content, learning theory, and the teaching of science in the elementary school. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Elementary Teacher Education Program.

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<thead>
<tr>
<th>CRN</th>
<th>Type</th>
<th>Section</th>
<th>Time</th>
<th>Days</th>
<th>Location</th>
<th>Instructor</th>
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<tbody>
<tr>
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<td>A</td>
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<td>4F - Education Building</td>
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</table>

Credit Hours: 3 hours
Restricted to Admitted Teacher Ed Student students.
Restricted to Elementary Education major(s).
Credit Hours: 3 hours
Restricted to Admitted Teacher Ed Student students.
Restricted to Elementary Education major(s).

CI 452 Social Studies as Action and Inquiry  credit: 3 OR 4 hours.
This course continues the application of methods and content knowledge from CI 448 and will use an inquiry approach to study classrooms and school communities. Students will learn about teacher action research and begin planning an implement classroom inquiry in their teaching, first as a small pilot project and then a more extensive study connected with EdTPA assignments. The continuing themes of active citizenship, diversity, equity, and professional practices will guide learning and action research planning. 3 undergraduate hours. 4 graduate hours. Prerequisite: Admission to the Elementary Teacher Education Program.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Type</th>
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<th>Time</th>
<th>Days</th>
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<td>166 - Education Building</td>
<td></td>
</tr>
</tbody>
</table>

Restrict to Admitted Teacher Ed Student students.
Restricted to Elementary Education major(s).

CI 465 Language Literacy in Early Childhood Education I  credit: 3 hours.
Basic principles, techniques, and materials for the emergent literacy in infancy through preschool. Emphasizes linguistic and cultural factors in culturally diverse settings. 3 undergraduate hours. 3 graduate hours. Prerequisite: Admission to the Early Childhood Teacher Education Program. Concurrent enrollment in HDFS 301.

<table>
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<tr>
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</table>

Restricted to Admitted Teacher Ed Student students.
Restricted to Early Childhood Education or Early Childhood Education major(s) or minor(s).

CI 467 Principles in Teaching Literature to Children and Youth  credit: 3 hours.
Examines literature written for children and youth and the uses of literature in the school curriculum. 3 undergraduate hours. 3 graduate hours. Credit is not given for both CI 467 and LIS 403. Prerequisite: One college course in literature; admission to a teacher educator preparation program.

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Restricted to Admitted Teacher Ed Student students.
Restricted to Elementary Education major(s).

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Restricted to Admitted Teacher Ed Student students.
Restricted to Elementary Education major(s).

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Restricted to Admitted Teacher Ed Student students.
Restricted to Elementary Education major(s).

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Restricted to Admitted Teacher Ed Student students.
Restricted to students admitted into the Middle Grades licensure program.

**CI 471 Principles and Practices to Foster Independence in Reading**  
Credit: 3 OR 4 hours.
Emphasizes reading comprehension and reading to learn in content fields in grades K-8. Includes focus on teaching reading to students from diverse cultural and linguistic backgrounds, including dialect speakers and English learners. 3 undergraduate hours. 4 graduate hours.

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<thead>
<tr>
<th>CRN</th>
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Credit Hours: 3 hours
Restricted to Admitted Teacher Ed Student students.
Restricted to Undergrad - Urbana-Champaign.

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Credit Hours: 4 hours
Restricted to Admitted Teacher Ed Student students.
Restricted to Graduate - Urbana-Champaign.

**CI 476 Teaching Elementary and Middle Grade Language Arts**  
Credit: 3 hours.
Second of a two-course sequence that examines the basic theories, issues, methods, and materials for a developmental K-8 language arts program. It continues to emphasize the need to integrate the four language arts (reading, writing, speaking, and listening) as tools for learning across the curriculum. This second course, however, places a relatively greater emphasis on writing than on reading, speaking, and listening. Continues to address cultural diversity in language arts instruction, with emphasis on linguistic diversity. 3
undergraduate hours. 3 graduate hours. Prerequisite: CI 467 and CI 475 or CI 471; admission to the middle grades major, elementary major, or consent of instructor.

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Restricted to Admitted Teacher Ed Student students. Restricted to Elementary Education major(s).

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Restricted to Admitted Teacher Ed Student students. Restricted to Elementary Education major(s).

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Restricted to Admitted Teacher Ed Student students. Restricted to Elementary Education major(s).

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</table>

Restricted to Admitted Teacher Ed Student students. Restricted to Education. Restricted to Middle Grades Education major(s).

**CI 482 Social Learning and Multimedia** credit: 3 OR 4 hours.
Learning in multimodal environments from a social and cultural perspective. Topics include the formation and expression of individual and group identity across multiple contexts, including social networking, online gaming, reality television programs, streamed video, and in online courses. Assignments include both analytic and project-based tasks, with an emphasis on implications for formal learning environments. 3 undergraduate hours. 4 graduate hours.

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Credit Hours: 4 hours
Restricted to Graduate - Urbana-Champaign.

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Credit Hours: 3 hours
Restricted to Undergrad - Urbana-Champaign.

**CI 484 Learning Technologies** credit: 3 OR 4 hours.
Same as HRD 472. See HRD 472.

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</table>
Credit Hours: 4 hours  
Restricted to Graduate - Urbana-Champaign.

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Credit Hours: 4 hours  

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Credit Hours: 3 hours  
Restricted to Undergrad - Urbana-Champaign.

CI 485  **Assessing Student Performance**  credit: 3 or 4 hours. 
Same as EPSY 485. See EPSY 485.

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Secondary Education minors in English should register in this section.

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Secondary Education Minors in Science and Math should register for this section.

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Secondary Education minors in Social Studies should register in this section.

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Credit Hours: 4 hours  
Restricted to Graduate - Urbana-Champaign.  
Restricted to Admitted Teacher Ed Student students.

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Credit Hours: 3 hours  
Restricted to Undergrad - Urbana-Champaign.  
Restricted to Admitted Teacher Ed Student students.

CI 499  **Issues and Development in Education**  credit: 2 TO 4 hours. 
Seminar course on topics not treated by regularly scheduled courses; requests for initiation may be made by students or faculty member. 2 to 4 undergraduate hours. 2 to 4 graduate hours. Approved for both letter and S/U grading. May be repeated to a maximum of 8 hours. Prerequisite: Junior standing.
<table>
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Credit Hours: 4 hours  
Critiques of Educ Technology  

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<tr>
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<th>Days</th>
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Credit Hours: 3 hours  
Attention Learning & Tech  
Restricted to Undergrad - Urbana-Champaign.  
Title: Attention, Learning, and Technology

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<tr>
<th>CRN</th>
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Credit Hours: 4 hours  
Attention Learning & Tech  
Restricted to Graduate - Urbana-Champaign.  
Title: Attention, Learning, and Technology

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Credit Hours: 4 hours  
Critiques of Educ Technology  

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Credit Hours: 4 hours  
Attention Learning & Tech  

**CI 501  Curriculum Development for the 21st Century**  
credit: 4 hours.  
Examines a variety of definitions of curriculum development, from past to present. Course activities use theories and research to frame discussions of substantive issues in the field: how learning is influenced by the stated goals of education; the cultural background of diverse learners; structure of the school setting; competencies of teachers; means of student assessment; and approaches to incorporating technology and 21st Century skills into classrooms. 4 graduate hours. No professional credit.
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<thead>
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</table>

**CI 507  Problems & Trends in Special Fields  credit: 4 hours.**
Intensive examination of problems and trends in the subject fields. 4 graduate hours. No professional credit. May be repeated in separate terms to a maximum of 8 hours.

<table>
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Linguistics for Classroom Teach

CI 508  **Urban Schools and Schooling**  credit: 4 hours.
This course is for anyone interested in issues of education in urban settings. It provides an overview of sociopolitical perspectives on teaching and learning for Latina/o, African American, American Indian, English learners, and other marginalized youth. The course explores how issues of identity and power are negotiated by students, communities, and teachers. Participants in the course will develop an understanding on how racism, classism, and the politics of language operate within urban schools. An emphasis of the course is on solutions that address social justice.

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CI 522  **Arts in Early Childhood and Elementary: Curriculum in Context**  credit: 4 hours.
Role of dance, drama, music, literature, and the visual arts in early childhood and elementary education, focusing on production/performance, appreciation, history, and aesthetics. Interrelationships among curriculum, notions of child development, cultural contexts, and unique traditions of different arts disciplines. Current art education practices in the United States and other countries. Requires attendance at performances and visits to an art museum. 4 graduate hours. No professional credit. Prerequisite: Graduate status.

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CI 541  **Learning in Science**  credit: 4 hours.
Focuses on influential theories of student learning and their implications for science education. Examines the theoretical underpinnings of these learning theories as well as their implications for student learning, instruction, and assessment.

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Restricted to MS:Tching of Biol Online -UIUC.

CI 548  **Capstone Project**  credit: 2 hours.
Part I of the course focuses on the design on an action research project (capstone project), which integrates pedagogical and science content ideas addressed in the program courses. The project amounts to an empirical investigation of a student-generated research question around issues focused on science teaching and learning. Students are expected to collect date for their project, preferably in their own classrooms, in the period between Parts I and II of the course. Part II focuses on the analysis, interpretation, and discussion of the data collected, and the implications of the findings for classroom practice. May be repeated in separate terms to a maximum of 4 hours.

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Capstone Project 1
Restricted to EDM: Curr & Inst Online - UIUC.
CI 550  **Methods of Educational Inquiry**  credit: 4 hours.

Offers a graduate-level introduction to research in education, including quantitative, qualitative and mixed methods designs and approaches. Key concepts include: identifying a research problem, reviewing the literature, design and analysis, communicating evidence, and the ethics of research. Students should gain the ability to effectively evaluate and critique design/methods sections of research publications; plan and design research studies; and organize a presentation of research to an audience of peers. Same as EPOL 550, EPSY 573, and SPED 550. 4 graduate hours. No professional credit.

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CI 555  **Advanced Educational Technologies for Engagement and Interactive Learning**  credit: 4 hours.

Same as EPSY 555 and INFO 555. See EPSY 555.

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CI 557  **Using Theory in Teacher Education Research**  credit: 4 hours.

Students in this course will read a variety of theoretical viewpoints in order to frame and critically examine teacher education research. Students will be encouraged to use multiple theories to frame research questions and findings as a way to situate themselves as researchers and consider ways in which multiple theoretical perspectives can be used to examine and interpret different aspects of their research in teacher education.

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CI 562  Linguistics and the School Curriculum  credit: 4 hours.
Analyzes linguistics for the school curriculum including dialect diversities, use of language in social contexts, and variations in oral and written forms of language. Gives attention to classroom discourse in US and international settings, and ethnography of communication. Prerequisite: Admission to a doctoral program.

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CI 563  Writing Studies  credit: 4 hours.
Same as ENGL 505. See ENGL 505.

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An Introduction to Theory,
Restricted to Graduate - Urbana-Champaign.

CI 567  Children's Literature in the School Curriculum  credit: 4 hours.
Investigates trends and issues related to teaching literature in the school; focuses attention upon the organization and planning of a balanced literature curriculum (fictional and informational). 4 graduate hours. No professional credit. Prerequisite: Cl 467 or LIS 404 or consent of instructor.

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CI 569  Topics Discourse and Writing  credit: 4 hours.
Same as ENGL 584. See ENGL 584.

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Economies of Literacy
Restricted to Graduate - Urbana-Champaign.

CI 578  Biliteracy Development of Young Children  credit: 4 hours.
Helps students understand the language and literacy development of young bilinguals. Students will develop an understanding of the issues in biliteracy research, explore the diversity of research topics and perspectives in biliteracy research, and learn to think and write critically about research on early biliteracy development.

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CI 584  **Theories in Second Language Acquisition**  credit: 4 hours.

Same as EALC 584, EPSY 563, FR 584, GER 584, ITAL 584, LING 584, PORT 584, and SPAN 584. See SPAN 584.

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Credit Hours: 4 hours

584 provides an overview of some of the major empirically-supported theories in the field of second language acquisition (SLA). The goals of the course include familiarizing you with several mainstream theories in SLA, and encouraging you to think critically with respect to the studies supporting those theories.

CI 590  **Sem for Adv Stu of Education**  credit: 0 TO 8 hours.

Approved for both letter and S/U grading. Prerequisite: Admission to doctoral study.

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Credit Hours: 2 hours

DELTA Grad Seminar

The DELTA seminar is required for graduate students in the DELTA program and will focus on research methods, timely issues related to the field, presentations from faculty and students and profession development topics.

CI 591  **Field Study & Thesis Seminar**  credit: 4 TO 8 hours.

Assists doctoral candidates in planning field studies and thesis problems. Students are expected to present their studies at each of four stages: (1) the inception, delimitation, tentative design stage; (2) the proposed design stage; (3) the revised design stage; and (4) the final design stage. Students are expected to analyze critically all presentations. Prerequisite: Admission to doctoral study.

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Instructor Approval Required

CI 595  **Independent Study**  credit: 2 OR 4 hours.

Offers opportunity and challenge of self-directive, independent study; develops the individual's ability as an independent student, and enables the student to pursue needed study in a field in which appropriate courses are not being offered during a given term. May be
repeated to a maximum of 8 hours with approval. Prerequisite: Approval of study outline by adviser and the department chairperson prior to enrollment.

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Instructor Approval Required

**CI 599  Thesis Research**  credit: 0 TO 16 hours.
Individually directed research and thesis writing. Approved for S/U grading only. May be repeated.

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Instructor Approval Required