Southern Illinois University Carbondale
Department of Curriculum and Instruction
Intersession and Summer 2016
Course Offerings

Intersession classes begin May 16, 2016
Summer Session classes begin June 13, 2016
Registration begins April 5, 2016
Courses Offered:

**CI 199 (1) Section 201, Introduction to College Research**
Use of resources such as the library, electronic databases, and the Internet in order to find, evaluate, and use information effectively, efficiently, and ethically. Students will learn to determine the extent of the information needed, as well as learn to use software tools to manage their research.
6/13 – 6/24, MTWR, 10:00 am - 12:00 pm, Morris Library 0261, CRN=43855

**CI 317 (3) Section 301, Guiding Play as a Learning Medium**
Focuses on play as an integral part of child's learning. Covers play theory and design of the learning environment. Emphasis on appropriate ways to guide children in their play activities and routines, and ways to develop creativity in children. Requires several independently scheduled observations of children's play in the campus Child Development Laboratories.
5/16-6/10, MTWRF, 9:50 am - 12:00 pm, Pulliam Hall 0118, CRN=43856

**CI 325 (3) Section 903, Young Children and the Arts**
The development of creativity in young children. Methods and curriculum that foster creativity in graphic expression, music and creative movement among preschool and primary school children.
6/14 – 7/8, TR, 4:30 - 9:30 pm, Off-Campus: Rend Lake College Marketplace site, CRN=43443

**CI 337 (3) Section 980, Assessment of Child Development**
Study of the major theories of child development and children's development in the areas of physical development, perceptual development, cognitive development, language development, social, and emotional development. Students will develop observational strategies for studying, understanding, and assessing children's development and learn various approaches to assessment of development and learning in young children. Each student will perform an "authentic" assessment. Prerequisite: EDUC 214 (C or better).
6/13 – 8/5, R, 9-12:30 pm, Pulliam Hall 0214, Online + On-Campus Mix (Hybrid) course, CRN=43852

**CI 362 (3) Section 903, Teaching Elementary/Middle Level Social Studies Methods, Grades 4-8**
This course emphasizes the structure, content, and process of teaching social studies/social sciences in the elementary/middle level school setting, especially grades 4-8. Specific attention is given to the fundamentals of developing social studies/social sciences content knowledge, literacy skills and objectives, planning interdisciplinary units of instruction (IDU), integrating various instructional strategies and methods to meet the diverse learning needs in the elementary/middle level setting, developing a general teaching model, organizing the curriculum, assessing learning processes, and facilitating effective use of current and emerging digital tools to locate and analyze, evaluate, and use information sources to support research and learning, as well as designing multi-tiered interventions. Prerequisite: CI 361.
5/16 – 6/9, MW, 4:30 pm - 9:30 pm, Off-Campus: Rend Lake College Marketplace site, CRN=43440

**CI 403 (3) Section 301, Child Abuse and Neglect**
Examines the many facets of child abuse and neglect. Emphasis is on current research in the field, as well as the roles and responsibilities of various professionals who work with children and their families.
7/11 – 8/5, MTWRF, 12:10 pm - 2:20 pm, Pulliam Hall 0118, CRN= 43857

**CI 418 (3) Section 903, Critical Issues in the Profession of Teaching**
This course explores the philosophical, social, and psychological foundations of teaching. Students will critically examine the forces that have influenced education at various historical periods. Students will become familiar with the perspective of critical pedagogy in understanding educational decision-making. Students will explore educational contexts that promote optimal learning and development for all students.
while considering the complexity and multiplicity of cultural variables and identities (e.g., ethnic, linguistic, racial, gender, physical abilities, socioeconomic, etc.). Students will explore, critically analyze, and express a personal philosophy of education. Prerequisite: EDUC 319.

5/17 – 6/9, TR, 4:30 pm - 9:30 pm, Off-Campus: Rend Lake College Marketplace site, CRN=43441

**CI 465** (3) Section 301, Advanced Teaching Methods
The focus is on a variety of teaching methods and strategies which are appropriate for secondary and/or post-secondary educators. Individual and group methods are emphasized.
7/11 – 8/5, MTWRF, 9:50 am - 12:00 pm, Pulliam Hall 0118, CRN=43858

**CI 482** (3) Section 952, Web Resources for Teachers
Introduces teachers to the wealth of content, learning activities, media production and presentation tools, and communities-of-practice that are available to teachers on the Internet – for free! Some of our favorites include: FreeTech4Teachers (technology blog), ArcademicSkillBuilders (drill-games for math and language), Khan Academy (thousands of online lessons), Screencast-o-Matic (screen recording), and Edmodo (classroom blogging). Lab fee: $20.
6/13 – 8/5, Online course, CRN= 43984

**CI 504** (3) Section 903, Systematic Approaches to Instruction
Gives graduate students an opportunity to investigate, discuss and apply systematic approaches to instruction. Special emphasis is given to that element of the instructional system, which allows for the integration of instructional media into the process.
5/17 – 6/9, TR, 5:00 pm - 10:00 pm, Off-Campus: Rend Lake College Marketplace site, CRN=43439

**CI 521** (4) Section 301, Advanced Diagnostic Teaching of Reading
Emphasizes diagnostic teaching strategies that teachers and reading specialists employ when dealing with under achievement in reading. Students use informal and formal tests, observation and trial lessons to select instructional materials and activities appropriate to different reading/writing problems. Each student tutors persons while being supervised in the Clinical Center. Prerequisite: CI 512 or CI 513 or CI 561, CI 407F. Special approval needed from the instructor.
6/6 – 7/1, MTWRF, 9:00 am - 11:45 am, Pulliam Hall 0119, CRN=43854

**CI 536** (3) Section 301, Partnerships and Mentoring the New Professional
A study of the theories, practices and research of Professional Development Schools and other collaborative teacher education and school reform initiatives with special attention given to the issues of collaboration and cooperation, team building and consensus building, honoring diversity and change, and educators as problem solvers.
6/13 – 7/8, MTWRF, 2:30 pm - 4:40 pm, Wham 0303, CRN=41301

**CI 592** (3) Section 201, Mixed Methods in Educational Research
An examination of how to combine qualitative and quantitative research methods and to defend such studies with reference to the tenets of the underlying constructivist and post-positivistic research paradigms. The objective of the course is for students to design and defend a mixed methods educational research study. Prerequisite: EAHE 587 and EPSY/QUAN 505 or consent of instructor.
6/13-8/5, MTW, 12:00 – 2:00 pm, Wham 203, CRN = 43859

**EDUC 214** (3) Section 950, Human Development & Learning
(Advanced University Core Curriculum course) A requirement in the professional education sequence. This course examines human behavior as individuals and in groups throughout the life-span. It includes
human development within the social context, social science research strategies, individual differences, group dynamics, and principles of learning.
6/13-8/5, Online, CRN= 43916

EDUC 550 (3) Section 900, Experimental Education (Teaching with Primary Sources)
Teachers will have opportunities to develop and analyze assessments aligned with reading and writing standards in the Common Core. They will also learn ways to differentiate instruction to meet students’ diverse needs when acquiring these skills. Each year, this course also includes a different topic in local history. Teachers will participate in an archeological dig at a local ghost town and learn more about history of African American communities and the Underground Railroad in Southern Illinois.
5/31-6/24, TR, 10:00 am - 3:30 pm, Off-Campus: Shawnee College Anna, IL, CRN=43886

Admission and Registration Information

STEP 1: ADMISSION
If you would like to take classes at SIUC, you must first be admitted to the university.

- To be admitted as a non-declared graduate student, visit http://gradschool.siu.edu/admissions/admissions_nondeclared.html or contact Brien Hays at bhays@siu.edu or 618 453-4514
- To be admitted as a Curriculum and Instruction graduate student in a program (M.S.Ed or Ph.D.), contact Ms. Debbie Blair at dkblair@siu.edu.
- To be admitted as an undergraduate student, visit siu.edu and click on Admissions.

STEP 2: REGISTRATION

- After you are admitted, visit SalukiNet: http://salukinet.siu.edu/ to claim your Network ID, login to register, make payments, and to view the Schedule of Classes.
- Use the CRN (Course Reference Number) to register online. Each section has a unique 5-digit CRN; these numbers are listed next to course descriptions below.
- Graduate students may contact the Graduate Registration Office at gradregistration@siu.edu or 618-453-2969 with registration questions.

QUESTIONS? Visit the Curriculum and Instruction website at http://ehs.siu.edu/ci/ or contact Dr. Rose Moroz at rmtmoroz@siu.edu or 618-453-4265

Important: Due to financial constraints, classes without adequate enrollment will have to be cancelled. Please register as soon as possible.