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Class of 2018

Academic Course Plan

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Course Map

	Education Courses	English Courses	Educational Leadership Courses
2014-2015	<ul style="list-style-type: none"> • Education, Reflection, Action • Child Growth & Development • Family, School, & Society • Working with Students with Special Needs 	<ul style="list-style-type: none"> • Literature Core • Studies in Poetry • Studies in Narrative • Modern Middle Eastern and Arabic Literature 	
2015-2016	<ul style="list-style-type: none"> • <i>Pre-Practicum I: Brighton High School</i> • Adolescent Psychology • Secondary Curriculum and Instruction 	<ul style="list-style-type: none"> • Language in Society • Advanced Topic Seminar: Literature of Slavery and Abolition • History of the English Language 	<ul style="list-style-type: none"> • Leadership in Higher Education Administration • Gender Roles
2016-2017	<ul style="list-style-type: none"> • <i>Pre-Practicum II: North Quincy High School</i> • <i>Pre-Practicum III: Boston College High School</i> • Classroom Assessment • Secondary & Middle School English Instructional Methods • Reading Methods of Middle and Secondary School 	<ul style="list-style-type: none"> • Introduction to British Literature and Culture 	<ul style="list-style-type: none"> • Business Ethics - Ethical Leadership Skills • Adult Psychology
2017-2018	<ul style="list-style-type: none"> • <i>Full-Practicum Student Teaching: Boston College High School</i> • Teaching Bilingual Students 	<ul style="list-style-type: none"> • Adolescent Literature • English Elective, TBD 	<ul style="list-style-type: none"> • Business class, TBD • Business class, TBD

To read course descriptions, please see page 2.

Course Numbers and Descriptions

Organized by content area and year

EDUCATION COURSES

2014-2015:

- Education, Reflection, Action
 - EDUC1100: "Readings, discussions, and panel presentations will address moral-cognitive decision-making, vocational discernment in the context of Ignatian Pedagogy, local, state, and national trends in Applied Psychology and Human Development and Teacher Education and expose students to LSOE and university faculty and student research."
- Child Growth & Development
 - APSY1030: "This course acquaints students with multiple processes of child development, including physical, social, cognitive, linguistic, and emotional development from birth through adolescence. "
- Family, School, & Society
 - APSY1031: "This course considers the social and cultural contexts that shape developmental and educational processes. Focuses on understanding the nature of contemporary social problems including racism, sexism, ethnic prejudice, poverty, and violence, as they affect children, families, and schooling. Emphasizes special role of education in linking community resources for an integrated approach to serving children and families."
- Working with Students with Special Needs
 - EDUC1044: "Introduces pre-service teachers to a variety of issues surrounding special education, including its historical development, concepts of disability, the terminology commonly used in the field, and recent trends and practices. Examines legislation pertaining to special education, particularly the Individuals With Disabilities Education Act (IDEA). Assists future educators to understand the process of designing and implementing an Individualized Educational Program (IEP)."

2015-2016:

- Pre-Practicum I: Brighton High School
 - EDUC2151: One semester of student teaching and observation at Brighton High School. Supervisor: Michele Lavorgna, ELA instructor.
- Adolescent Psychology
 - APSY2041: "Introduces the psychology and problems of the adolescent years. Discusses biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships. Consideration will be given to the impact that rapid cultural change has on youth. Also discusses adolescence in other cultures to provide a better perspective on American youth."
- Secondary Curriculum & Instruction
 - EDUC2211: "Topics include curriculum theory and development, interdisciplinary teaching, teaching students with diverse learning abilities, application of educational research, assessment, national standards, and alternative models for secondary schools. Focuses on the role of the teacher in secondary education reform. Taught on-site and in conjunction with secondary education teacher candidates' first pre-practicum experience, this course offers a unique opportunity for a cohort experience in which pre-service teachers work closely with each other, high school faculty, the instructor, and urban students."

2016-2017:

- Pre-Practicum II: North Quincy High School
 - EDUC3152: One semester of student teaching and observation at North Quincy High School. Supervisor: Johanna Spring, ELA instructor.
- Pre-Practicum III: Boston College High School

- EDUC3153: One semester of student teaching and observation at Boston College High School. Supervisor: Elizabeth O'Donnell, ELA instructor.
- Classroom Assessment
 - ERME1060: "This course explores how assessment is a key component of all aspects of the instructional process including organizing and creating a classroom culture, planning lessons, delivering instruction, and examining how students have grown as result of instruction. The validity of inferences and decisions made based on assessment information is examined within each phase of instruction."
- Secondary English Instructional Methods
 - EDUC6302: "Develops knowledge, skills, and dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses educational and literary theory, pedagogy, assessment, evaluation, content, curriculum, media literacy, and sensitivity to and respect for adolescents who come from a variety of cultures, abilities, interests, and needs. Provides knowledge of local, state, and national standards and strategies to help students reach those standards."
- Secondary School Reading Methods
 - EDUC3323: "Develops knowledge of the reading process and how to "teach reading the content areas." Students will develop curriculum and instruction that integrates reading instruction in the content areas, addressing diverse learners. Involves understanding relationship among assessment, evaluation, and curriculum; learning what and how to teach based on student assessments; developing and providing scaffolded instruction that addresses reading comprehension and critical thinking; and integrating reading, writing, speaking, listening, and thinking into content curriculum."

2017-2018:

- Full-Practicum Student Teaching: Boston College High School
- Teaching Bilingual Students

ENGLISH COURSES:

2014-2015:

- Literature Core
 - ENGL1080: "In Literature Core, students explore the principal motives which prompt people to read literature: to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art. Literature Core will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres."
- Studies in Poetry
 - ENGL2131: "The goals of the course are close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and writing lucid interpretative papers."
- Studies in Narrative
 - ENGL 2133: "This course introduces students to questions that they might bring to the study of narrative works—primarily novels, tales, and non-fictional narratives, though it may also include drama, film, and narrative poems. It aims to introduce the various critical frames through which we construct interpretations. As part of the process of reading, students will be introduced to common critical terms; narrative genres, conventions, and discourses; the construction of the character and the ways of representing consciousness; and the ordering of narrative time."
- Modern Middle Eastern and Arabic Literature
 - ENGL3480

2015-2016:

- Language in Society
 - ENGL2122: "This course provides an introduction to the study of language in its social context, including varieties of language associated with social class, ethnicity, locale, and age; bilingualism; pidgin and Creole languages; proposals about the relationship of language, thought, and culture; and the structure and role of discourse in different cultures. Sociolinguistic issues of contemporary interest, including language and gender, language planning, and language and public policy will be studied."
- Advanced Topic Seminar: Literature of Slavery and Abolition
 - ENGL4950/AADS 4952: "One of the main objectives in this course is to recognize the significance of slavery as a central theme of American literary history. Understanding the important place of literature in the abolitionist movement is another central objective of the course. Through readings and discussions this semester, the class will develop a critical appreciation of how slavery and abolition have shaped not only the literature, but also the history, politics, and identity of the United States from its founding up to the present."
- History of the English Language:
 - ENGL3307: "This course reads English language and culture through one another over the 1500-year history of English. We will look at issues of language use, such as the notion of linguistic correctness, the construction of "standard" and "non-standard" English, "literary" language, simplified or plain language, spelling reform, pidgins and creoles, the increasing hegemony of English on a world scale, and the important variations of English around the world. We will begin with some of the basic concepts of language and language change, including semantics (how words mean), phonology (where sounds come from and how they are made), morphology (how words are formed), orthography (spelling), and syntax (how words are put together). From there we will move to the prehistory of English, including the Indo-European language family and where English fits into it. Then we will work chronologically, moving through Old English (before 1100), Middle English (12th-15th centuries), Early Modern English (16th-18th centuries), and Modern English (18th century-present). Along the way, we will read historical events such as

invasions, revolutions political and intellectual, immigration, emigration and cultural assimilation as shaping forces in the living entity of the language.”

2016-2017:

- Introduction to British Literature and Culture
 - ENGL2170: “This course is a survey of British literature from the beginnings to the early eighteenth century. Most texts are in English; some are read in translation. The course focuses on connections between literature, power, and the formation of literary canons. The survey covers all major genres of early British literature. Texts and authors will include *Beowulf*, Marie de France, Chaucer, Margery Kempe, Shakespeare, Milton, and Swift.”

2017-2018:

- Children’s Literature
 - EDUC6363: “This course explores the influences, appeal, and impact of children's literature. Students will be expected to develop and apply criteria to evaluate the value of using children's literature in different contexts. Critical questions will be explored in relation to children's literature.”
- English Elective, TBD

EDUCATIONAL LEADERSHIP MINOR INFORMATION AND COURSES:

Minor Description:

“The Leadership in Higher Education and Community Settings minor is being offered by the Lynch School of Education to students in the Lynch School of Education, in the College of Arts and Sciences, in the Connell School of Nursing, and in the Carroll School of Management. This minor serves students who are interested in college student development and in the applications of psychology to work settings in institutions of higher education, in local and international Non-Government Organizations (NGOs) and/or in community-based programs. The minor consists of six courses (18 credits), which are taken in the Lynch School of Education and the Carroll School of Management. The Leadership in Higher Education and Community Settings minor includes 2 required courses (6 credits) and 4 courses (12 credits) that must be selected from the list of approved courses.” (LSOE).

2015-2016:

- Educational Leadership in Higher Education Administration
 - APSY3375: “This course will be designed to provide undergraduate students with an overview of numerous leadership concepts and theories in order to impart an understanding of how leadership is expressed within organizational contexts, specifically higher educational settings. Furthermore, students will also develop an in-depth understanding of their own personal leadership aptitudes and preferences, providing them with the knowledge and tools to further their leadership abilities as they pursue their careers within specific educational and community settings.”
- Gender Roles
 - APSY3248: “This course examines biological, social, and psychological factors that interact in contributing to men's and women's gender roles. Within the social domain, particular attention will be given to how culture affects the social construction of gender, and how factors such as racism and homophobia interact with societally prescribed norms for men and women. The second half of the class will focus on the effects of gender roles on mental and physical health, social problems like aggression, and issues in education, work, and relationships including family life.”

2016-2017:

- Ethical Leadership Skills - Business Ethics
 - MGMT2111: “This course focuses on ethics leadership and engagement methods in different types of pre-modern, modern, and postmodern organizational and political-economic contexts. What are our visions of ethical leadership, relationships and organization? What were we doing when we were at our best in leading meaningful and effective change and problem resolution in our relationships with family and friends and in our work and citizenship lives? What have been the individual, organizational, and environmental obstacles that made it difficult for us to lead meaningfully and effectively? What are different types of methods in trying to intervene and lead ethical change?”
- Adult Psychology
 - APSY3244: “Explores theories and research on development across early, middle, and late adulthood and offers numerous opportunities for reflection on one's own development as an adult. Also provides insights into application of adult psychology to real life situations and is especially helpful to those who wish to work with adult populations.”

2017-2018:

- Negotiation
- Management Elective, TBD