EDUCATION STUDIES (EDST)

EDST110F Writing about Teaching: An Exploration of American Educational Ideals through Writing and Film (FYS)
This seminar explores conceptions of teaching and learning through examination of fictional, ethnographic, and documentary accounts of teachers and their work. We will examine the portrayal of teaching in literature, creative nonfiction, journalism, and scholarly field research, as well as in film. What do these forms of representation tell us about cultural perceptions of teaching, schooling, and learning in the 20th and 21st century? What can we learn from close analysis of the ways in which authors use words and images to portray teachers and students? Participants in this seminar will have the opportunity to reflect upon their own perceptions of teaching and learning, to ground those perceptions in a philosophy of education, and to explore the ways in which writing well about teaching, from many disciplinary perspectives, can impact the profession and our understanding of the enterprise of teaching and learning. Students will practice a variety of modes of writing (critical and analytical essays; personal essays; creative writing; brief ethnography and Lightfoot's social science "portraiture" method) and analysis of both writing and film, as well as visual thinking strategies and techniques for observing and documenting cultures of learning.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-EDST
Prereq: None

EDST114F Why You Can't Write (FYS)
As anyone who has ever sat at a keyboard knows, writing can be frustrating. And intimidating. Even the most successful writers often doubt themselves and feel frightened of the blank page. As John Warner points out in his 2018 book "Why They Can't Write," schools and other institutions often stress approaches to writing that seem designed to limit rather than enable a writer's skill and creativity. In this First Year Seminar, students will explore and develop their writing strengths as we join scholars and thinkers like Warner in investigating what writing means and how it functions both inside and outside of higher education. Reading widely in composition studies, rhetorical studies, literacy studies, and critical university studies, students will explore ideas about the writing process and practice, multilingualism, code-meshing, and pedagogy that will require us to consider the purpose of education and communication quite broadly. Students can expect to write weekly reading responses, produce a personal literacy narrative, develop writing assignments, and practice conducting research during the semester.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT114F
Prereq: None

EDST140 Teaching English as a Second Language
This course explores theories and teaching methods related to learning English as a second language (ESL). Students will critically examine current and past "best practices" for teaching ESL and the seminal theories they are based on. In addition, we will discuss the various needs of English language learners coming from a variety of social and cultural backgrounds, at varying levels and varying ages. As a service-learning course, students will have the opportunity to actively work with ESL students at the Woodrow Wilson Middle School. They will be asked to apply the theories and pedagogical techniques they are learning to their sessions at the school and reflect on their experience. They will also critique ESL textbooks, give teaching demonstrations, and develop an activities resource for all of the ESL tutors.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT140L
Prereq: None

EDST140L Teaching English as a Second Language
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Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT140L
Prereq: None

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Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT140L
Prereq: None

EDST202 Pedagogy for Teaching English to Speakers of Other Languages Tutors
This course offers an introduction to pedagogical techniques and theories for teaching English to Speakers of Other Languages (TESOL). The class is ideal for students considering a career in K-12 education, as the number of students whose first language is not English is rising in the U.S. every year. Students enrolled in this course will gain practical experience by committing to volunteering at Middletown public schools while taking this course and are encouraged to continue their service afterward. There is a volunteering commitment of 2 hours/week minimum during the semester.
Offering: Crosslisting
Grading: Cr/U
Credits: 0.50
Gen Ed Area: HA-WRCT
Identical With: WRCT202
Prereq: None

EDST205 English Language Learners and US Language Policy
This course explores how explicit and implicit language policies in institutions of power affect businesses, schools, and the legal system. More specifically, the course investigates how language choices, translations, and the policies regarding both affect ESL programs in K-12 education, bilingual businesses, immigration policies, and the U.S. legal system. We will also discuss the recommendations of scholars for increasing multilingualism in business and education, improving education for English-language learners, and efforts to improve non-native English speakers’ ability to navigate the legal system. The course is recommended for non-native speakers of English and anyone considering working with English-language learners such as teachers, tutors, NGO personnel, and legal or business professionals.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT205, AMST227
Prereq: None

EDST223 Second Language Acquisition and Teaching
This course introduces students to the field of Second Language Acquisition (SLA) and addresses the following questions: How do humans learn additional languages after they have acquired their first? Why is there such variability observed in the rates and outcomes of second language learning? Is it possible to attain native(-like) linguistic competence in another language?
We begin with the theories and applications of SLA, and then examine major pedagogical movements in Second Language Teaching in the U.S. Students will develop the ability to critically assess current methods, materials, and techniques for teaching various language skills and will produce their own pedagogical activities to be used in a classroom setting. Students of French and Spanish may also wish to enroll in RL&L 223L, a 0.5 credit service learning course in which students volunteer in the Middletown Public Schools.

**Offering:** Crosslisting  
**Grading:** A-F  
**Credits:** 1.00  
**Gen Ed Area:** HA-RLAN  
**Identical With:** RL&L223  
**Prereq:** None

**EDST223L Second Language Pedagogy - Teaching Romance Languages**

The course is intended for students who may be considering a career in education. Students will search for authentic language materials, and will evaluate, adapt, and create pedagogical materials. By the end of the semester, they will have created a portfolio of activities that can be used in a foreign language classroom. In this service learning course, students are required to volunteer a minimum of two hours per week in the Middletown Public Schools, assisting French and Spanish teachers, and will write weekly journal entries reflecting on their classroom experience. Students are expected to have taken at least SPAN 221 or FREN 215 to be eligible for the class.

**Offering:** Crosslisting  
**Grading:** Cr/U  
**Credits:** 0.50  
**Gen Ed Area:** HA-RLAN  
**Identical With:** RL&L223L  
**Prereq:** None

**EDST230 Schools in Society**

What role have schools played in the evolution of American Society? What role could/should they play, going forward? This course takes a topical approach to these questions. We will explore the relationship between schools, democracy, and social progress; take a close look at race and racism in America’s schools; learn how schools work in terms of policy, governance, and funding; and critically analyze the effects of many waves of educational “reform,” including the current movement towards school privatization. While the focus is on the American school system, our perspective will be enlarged by comparison between this system and other approaches to education around the globe.

**Offering:** Host  
**Grading:** OPT  
**Credits:** 1.00  
**Gen Ed Area:** SBS-EDST  
**Prereq:** None

**EDST310 Practicum in Education Studies**

This seminar is intended to help students develop the skills to learn from experience in educational settings, through rigorous reflection, analysis, scholarly inquiry into educational questions, and action/implementation of new ideas. It is designed for students with previous coursework in education, experience in educational settings, or both. Students will be placed in a variety of educational settings in the community and each student will craft an independent study, with ongoing guidance from the professor and from the group, related to their placement. Class sessions will be seminar-style with students sharing and workshopping their studies and their practice. There will be group readings on aspects of education studies including reflective practice, classroom ethnography/teacher research, and observational techniques, but students will also develop individualized reading lists according to the focus of their independent study. In addition to ongoing written work in the form of analytic journals and critical reading synopses, students will complete an individualized final paper or project integrating their research and experience over the semester, and give a final presentation.