

EDUC A-THEORETICAL FOUNDATNS (EDA)

Course Descriptions

EDA 200 Social Justice & Community Based Education 3 Credit Hours

This course examines social and ecological justice in educational settings and the power differentials that shape these injustices in ways that are systemic and structural but also personal. Through community engagement students in this class will learn to build relationships and identify the social, cultural and ecological assets that exist in communities. Drawing on this understanding of community, students will learn how to structure educational experiences that culturally sustaining and promote students' critical academic agency. Because students will carry out assignments and activities in schools through a 10-hour clinical experience, those enrolled must complete clearance forms before their field placements; refer to the Field Placement Office website. (F, W).

Prerequisite(s): Infect Disease/Blood Born Path with a score of 1 and Criminal Background Check with a score of 1 and Video Recording Consent with a score of 1

EDA 205 Introduction to Education 3 Credit Hours

This course is designed to introduce students to the field of education. In this course students will gain a working knowledge of teacher certification and professionalism, state standards, and high-stakes testing. Additionally, students will be introduced to basic forms of lesson planning, classroom assessment, and instructional techniques. As a part of the course, all students will begin to use the M-Portfolio system. Students will also carryout assignments in schools and therefore must complete the following clearances as prerequisites in order to register for this class (Blood Borne Pathogen test, Criminal Background Consent, Video Recording Consent). For more information access the Field Placement Office website at: www.umdearborn.edu/cehhs/cehhs_fpo

Prerequisite(s): Infect Disease/Blood Born Path with a score of 1 and Criminal Background Check with a score of 1 and Video Recording Consent with a score of 1

Restriction(s):

Cannot enroll if Class is Post-baccalaureate NCFD or Undergraduate NCFD or Graduate

Can enroll if Level is Undergraduate

EDA 210 Early Literacy: Birth to Kindergarten 3 Credit Hours

This course examines early language development for infants, toddlers, and preschool children within the family and school contexts. Holistically combined with other areas of development and learning during the infant to preschool age period, this course explores how language and literacy skills begin to develop at birth through everyday positive interactions in home, community, and school settings—sharing books, telling stories, singing songs and talking with one another—to how infants' and toddlers' language development is supported by teachers who are attentive to and responsive to infants' earliest attempts at communication, engaging in language rich play, using talk for learning and reading and rereading a variety of appropriate books to build a rich foundation for later literacy learning. For preschool and kindergarten children, the course will explore explicit and systemic literacy instruction focused on phonological awareness, phonics, spelling, vocabulary, speaking, listening, writing, comprehension, and overall literacy. Diagnostic techniques for assessing language and literacy and teaching strategies and materials to facilitate language and literacy growth in children birth through kindergarten will be discussed. Because students will carry out assignments and activities with children, those enrolled must complete clearance forms before their clinical experiences; refer to the Field Placement Office website. (YR).

Prerequisite(s): Infect Disease/Blood Born Path with a score of 1 and Criminal Background Check with a score of 1 and Video Recording Consent with a score of 1

EDA 219 Early Literacy: PreKindergarten to Grade 3 3 Credit Hours

This course examines early language development, the factors that contribute to its growth and the role that it plays in the development of literacy. This course explores explicit and systemic word study instruction focused on phonological awareness, phonics, spelling, and vocabulary for preschoolers to grade three learners. Diagnostic techniques for assessing language and literacy and teaching strategies and materials to facilitate language and literacy growth in children in prekindergarten through third grade will be discussed. (W, S).

Restriction(s):

Can enroll if College is Education, Health, and Human Services

EDA 236 Literacy in Grades 3-9 3 Credit Hours

Preservice teachers will learn and apply pedagogical content knowledge of literacy, with an emphasis on disciplinary literacy, to meet the needs of the whole child as they explore composition, comprehension, fluency, listening, motivation/engagement, speaking, spelling, syntax, and vocabulary. Review of the following literacy concepts will be discussed: foundational skills of print concepts and decoding, phonological awareness, phonics, and morphology. Preservice teachers will design or adapt and implement literacy curricula that support literacy learning for whole class, small groups, and individual learners in reading, writing, and other forms of communication, including all constructs of literacy. Preservice teachers will demonstrate knowledge and understanding of state standards and competencies applicable to literacy learning. (F, W, S, YR).

Restriction(s):

Can enroll if College is Education, Health, and Human Services

EDA 306 Foundations of Professionalism in Education 3 Credit Hours

Course Description: Exploring formal education in social context, this course will introduce students to the field of education, providing working knowledge of key elements of teacher professionalism, of professional preparation and improvement, of learners' developmental traits, and of basic planning, assessment, and instruction in classroom settings. The class further introduces the structure, organization, and financing of schools and systems, with consideration to the role of education in a democratic society and to sometimes-contested and political aspects of schools and instruction. The course also serves to familiarize students with essential aspects of the University of Michigan-Dearborn's educator preparation program, launching use of its M-Portfolio system, demonstrating effective mentoring and collaborative improvement, and initiating observation and participation in field-based learning settings. Because students will carry out assignments and activities in schools, those enrolled must complete clearance forms prior to their field placements; refer to the Field Placement Office website. (F, W, YR).

Prerequisite(s): Infect Disease/Blood Born Path with a score of 1 and Video Recording Consent with a score of 1 and Criminal Background Check with a score of 1

Corequisite(s): EDT 216

EDA 340 Foundations of American Ed 2 to 3 Credit Hours

A general survey of education's theoretical and structural foundations. This course introduces students to the history and philosophy of education as well as to the organization and financing of schools in America. Particular attention will be given to the role of education in a democratic society and to the notion of teaching as a profession.

Restriction(s):

Can enroll if Class is Undergrad Certification only or Post-baccalaureate Cert only or Sophomore or Junior or Senior

EDA 371 Reading Models and Methods 3 Credit Hours

This course will acquaint you with the theory, methods, materials, and research related to the teaching of reading and language arts in the elementary grades: Literacy Learning Environments, Culturally Responsive Practices in Literacy, Literacy Curriculum Design and Assessment, Overall Literacy, Motivation and Engagement, Print Concepts, Phonological Awareness, Phonics, Spelling, Word Recognition, Syntax, Reading Fluency, Vocabulary, Comprehension, Literacy Learning Environments, and Speaking and Listening. It is essential that everyone participate in all aspects of the course so that we can develop a shared knowledge and understanding of the important issues in literacy theory and classroom practice. (F, S, W).

Prerequisite(s): (EDA 219 or EDA 236) and Professional Studies with a score of 1

Restriction(s):

Can enroll if College is Education, Health, and Human Services

EDA 419 Early Literacy/Language Devel 3 Credit Hours

This course examines early language development, the factors that contribute to its growth and the role that it plays in the development of literacy. Diagnostic techniques for assessing language and literacy and teaching strategies and materials to facilitate language and literacy growth in children birth through third grade will be discussed.

Restriction(s):

Cannot enroll if Class is Freshman or Graduate

EDA 455 Lang,Clture,Litrcy & Power Ed 3 Credit Hours

Full Course Title: Seminar in Language, Culture, Literacy and Power in Education During this course we will examine the social/cultural functions of language with an emphasis on schools and other applied educational settings. Through our readings, discussions, and class activities, students will gain a greater appreciation for the ways in which language varies across cultures, social settings, and situations. (YR)

*An asterisk denotes that a course may be taken concurrently.

Frequency of Offering

The following abbreviations are used to denote the frequency of offering: (F) fall term; (W) winter term; (S) summer term; (F, W) fall and winter terms; (YR) once a year; (AY) alternating years; (OC) offered occasionally