

Fall 2020 Course Descriptions as of 04/05/2020 08:14 PM

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Tch, Lrn & Sociocultural Stdy (TLS)

TLS 100: Navigating the Research University (1 unit)

Description: Navigating the Research University is a course focused on successfully navigating and thriving as an undergraduate student at the University of Arizona. When college students thrive, they are "fully engaged intellectually, socially, and emotionally in the college experience" (Schreiner, 2010a, p. 4). The curriculum of this course is built upon 5 dimensions of the college experience most predictive of academic success and satisfaction in college: social connectedness, engaged learning, academic determination, positive perspective, and diverse citizenship (Schreiner, 2013). Through course assignments, readings, and activities, student will explore the value of a liberal arts education, what it means to be a member of a diverse community of scholars, and the attitudes, behaviors, and perspectives of successful students. This course is different from those typically offered as part of the Success Program because it applies educational research evidence and tools to help students better a) understand themselves as learners, b) make decisions about what works best for their learning, and c) apply skills/resources/and knowledge from the course in real time

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Seminar Required

Course typically offered:

Main Campus: Fall

Field trip: None

TLS 150B1: Sport, Leisure and Consumer Culture (3 units)

Description: Explores the economic, technological, political and socio-cultural forces that shape sport and leisure consumption, and how such consumption shapes individual and collective identities and differences.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Discussion May Be Offered
Lecture Required

Course typically offered:

Main Campus: Fall, Spring

Enrollment requirement: Enrollment not allowed if you have previously taken INDV 102 "Sport, Leisure and Consumer Culture" (Topic 17).

General Education: INDV 102

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 150C1: Schooling & Diversity: Race, class, language(s), LGBT & immigration (3 units)

Description: This course will provide students a broad exposure to systemic (K-12) schooling inequities experienced by diverse groups of non-mainstream students. Students will read/view, critically analyze and apply a variety of multimodal sources (e.g., films, documentaries, video clips, scholarly work, magazine articles, charts, and reputable institutional websites). The course will foreground issues of power and privilege and the ways in which socially constructed factors, such as race, ethnicity, class (socio-economic status), sexual identities, and other socially constructed factors, interact with educational (mis)opportunities and (under)achievement. The course also provides opportunities for students to analyze, their own educational experiences- from a critical perspective. Course goals include: 1) to develop students' critical and quantitative literacy skills (through the integration of quantitative charts that relate to the course topics), and 2) to make connections between various historical events and present-day educational issues and concerns.

Grading basis: Regular Grades

Career: Undergraduate

Course Components:	Discussion	Required
	Lecture	Required

Course typically offered:

Main Campus: Fall, Spring

General Education: Gen Ed Diversity Emphasis

General Education: INDV 103

TLS 195: Introduction to the Teaching Profession (3 units)

Description: This course explores major themes/issues in American education, examines the fundamental role of public education in a democratic society, and investigates the complex roles teachers play in meeting the needs of diverse student populations. This course will assist pre-education students and others who want to explore an interest in teaching and schooling.

Grading basis: Regular Grades

Career: Undergraduate

Course Components:	Colloquium	Required
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Course typically offered:

Main Campus: Fall, Spring

Field trip: To elementary, middle and high schools. Students provide their own transportation.

Freshman Colloquia: Freshman Colloquia

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 197: Success Course (1 unit)

Description: Retention studies have shown that students who feel a greater sense of connection with their college are more likely to stay in school and graduate. Students can develop this sense of connection by becoming involved in college life and in their academics. This class will help Pre-Education students begin to develop a sense of connection to the College of Education, the University, and to the teaching profession. Students will learn about the College of Education's programs and services; have the opportunity to meet faculty members; learn about resources and services at the UA that promote retention; develop a deeper understanding of the teaching profession; gain experience in classroom observation; develop a graduation plan; and learn about the application process to the College of Education. This class combines class activities and discussions with out-of-class learning experiences, along with personal reflection and readings

Grading basis: Student Option ABCDE/PF

Career: Undergraduate

Course Components: Workshop Required

Course typically offered:

Main Campus: Fall, Spring

Success Course: Success Course

TLS 199: Independent Study (1 - 6 units)

Description: Qualified students working on an individual basis with professors who have agreed to supervise such work.

Grading basis: Alternative Grading: S, P, F

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring

TLS 200: Sustainability and Education (3 units)

Description: This course explores the complex web of relationships between environmental, economic, and social systems. It studies the causes, consequences, and alternatives related to the exploitation of natural resources, the distribution of wealth, the consumption of goods and services in society, and its relationship to formal and non-formal education.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Discussion May Be Offered
Lecture Required

Course typically offered:

Main Campus: Fall, Spring

General Education: Tier 2 Individuals & Societies

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 201: Using Physical Activity to Explore the Human Body (3 units)

Description: Using physical activity to understand human biological functioning. Topics include benefits of physical activity in improving human biological functioning from the cellular to systems level. An emphasis will be placed on physiological experiments that influence students lives.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall

Online Campus: Spring

General Education: Tier 2 Natural Sciences

Honors Course: Honors Contract

Honors Course: Honors Contract

TLS 204: Language, Culture, and Race in Education (3 units)

Description: Contexts of diversity in schools and society and the ways language shapes culture identity.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

General Education: Tier 2 Individuals & Societies

TLS 239: Literacy Tutoring (3 units)

Description: Introduction to literacy and study strategies, observation of literacy learning, supervised literacy tutoring. Additional hours for tutoring required.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

General Education: Tier 2 Individuals & Societies

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 240: Ancient Athletics (3 units)

Description: Comparative study of ancient and modern athletics in their cultural contexts. Readings in English translation.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Equivalent to: CLAS 130

Also offered as: CLAS 240

Course typically offered:

Main Campus: Fall, Spring

Home department: Religious Studies and Classics

General Education: Tier 2 Individuals & Societies

TLS 293: Internship (1 - 3 units)

Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

Grading basis: Alternative Grading: S, P, F

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring

TLS 294: Practicum (1 - 4 units)

Description: The practical application, on an individual basis, of previously studied theory and the collection of data for future theoretical interpretation.

Grading basis: Alternative Grading: S, P, F

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring

TLS 299: Independent Study (1 - 3 units)

Description: Qualified students working on an individual basis with professors who have agreed to supervise such work.

Grading basis: Alternative Grading: S, P, F

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 299H: Honors Independent Study (3 units)

Description: Qualified students working on an individual basis with professors who have agreed to supervise such work.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring

Enrollment requirement: Student must be active in the Honors College.

Honors Course: Honors Course

Honors Course: Honors Course

TLS 300: Classroom Processes and Instruction (3 units)

Description: Classroom observation, management, instruction, and planning processes; includes field work and laboratory experiences.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: Admission to the College of Education.

Enrollment requirement: Concurrent enrollment in TLS 394.

TLS 301: Child Guidance & Classroom Management Birth-Age 8 (2 units)

Description: The purpose of this course is to introduce teacher candidates to the nature of teaching and learning to teach. Teacher candidates will understand the many dimensions of student diversity and will learn to form and foster parental partnerships. Knowledge of children's development and funds of knowledge will be applied to early childhood classroom systems as well as guidance and management of young children, including student motivation. Teacher candidates will learn to plan for instruction, especially with regard to developmentally appropriate practices. This also includes the elements of play and the major role of play in early childhood settings. Teaching and learning through different methods will be explored including, teaching through presentation, direct instruction, discussion, cooperative learning, and problem-based (inquiry) instruction. Teacher will create their cumulative program website-based portfolio.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Seminar Required

Repeatable: Course can be repeated a maximum of 3 times.

Course typically offered:

Main Campus: Fall

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 303: The Young Child Birth to Age 8 (3 units)

Description: This course surveys human development from conception through age eight and integrates principles of development with early childhood and early grades, kindergarten through third grade, pedagogy. Theories of child development will be discussed, compared, and contrasted. Students will explore how various theories and issues in child development directly and indirectly affect classroom applications such as curriculum decisions, instructional methods, classroom management, and assessment. Active participation in class discussion and activities is required.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Spring

Recommendations and additional information: Enrollment in and completion of first semester of the Early Childhood Education Program.

TLS 304: Language, Culture, Race and Identity in Education (3 units)

Description: An investigation of important dimensions of social life and the interrelationships of language, culture, race and identity with education. The focus will be on the US context, but international cases will also be discussed.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Spring

TLS 305: Family and Community Literacies (3 units)

Description: Investigate community and family literacy; a sociocultural and psycholinguistic framework of literacy as related to social, cultural, educational, health, economic, and political dimensions of community and family life.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

Writing Emphasis: Writing Emphasis Course

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 306: Youth in Diverse Communities (3 units)

Description: This course builds on youth studies research in diverse communities in the U.S. to address the following questions: How do youth broker sociocultural continuity and change? How do assumptions about youth help shape power relations in society? How can youth research and engagement inform educational policy and practice? Throughout the course, we will explore key concepts including human and linguistic development, youth culture, resistance, identity, and agency. Students will also complete a research project on a related topic in consultation with the instructor.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Spring

Online Campus: Spring

TLS 307: Youth Activism in Social Movements (3 units)

Description: History reveals that the younger generation finds the courage to stand up and become the initial catalyst sparking social movements across the globe. The ANC Youth League is but one example of many throughout history: the Little Rock 9 in the US Civil Rights Movement; Chinese students' protest for democracy in Tiananmen Square; youth activism in Arab Spring protests; and student actions in Tucson's Ethnic Studies movement. Documentation of these and other social movements tend to underestimate the important role of youth in bringing about social change. Furthermore, often forgotten or not acknowledged is the leadership and contributions of young women and LGBTQ youth in these struggles. Whether analyzing movements at the global, national or local levels, it is the most marginalized youth (youth of color, young women and LGBTQ youth) who have been active participants with striving for justice.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Seminar Required

Course typically offered:

Main Campus: Fall

Online Campus: Fall

Field trip: None

Student Engagement Activity: Leadership

Student Engagement Competency: Civic and Community

Writing Emphasis: Writing Emphasis Course

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 308: Science Concepts and Practices in the Elementary and Middle School Curriculum (3 units)

Description: This course is designed for students who are preparing to become elementary and middle school teachers and students interested in working in elementary and middle schools. The course will introduce students to the big ideas in the elementary and middle school science curriculum in the areas of physical science, life science, Earth and space science, and engineering. Students will explore these ideas by engaging in scientific and engineering practices such as asking questions, conducting investigations, constructing explanations, and designing solutions. The course will also provide an introduction to the nature of science as well as the power and limitations of science as an enterprise. Students will become familiar with state and national science education standards and common ways children make sense of science ideas.

Grading basis: Regular Grades

Career: Undergraduate

Other Fee: This course is pending a course fee review from ABOR and the fee is subject to change if approved.

Course Components:	Lecture	Required
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Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-**CC** represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 309: Language & Literacy Practices Across Learning Contexts for the Young Child (2 units)

Description: The primary purpose of the ECE Field-Based Experience is to provide pre-service teachers with opportunities to gain the knowledge, skills, strategies, and confidence needed to be successful student teachers. Content learned in class will be applied when developing and teaching lessons to young children (ages birth through 4), in early childhood settings. The purpose of TTE 309 is to provide teacher candidates with an understanding of young children's development and use of oral and written language as applied to the development of language through social interactions, play, culture, and community. Special attention will be given to approaches and methods, which are responsive and appropriate for teacher candidates with diverse backgrounds. In addition, a community-based approach to language and literacy learning is engaged, where learning is contextualized in the different communities and homes of young students. In particular, the pre-service teachers will (1) be prepared to provide equitable educational opportunities to diverse populations of students, (2) become aware of their own literacy development and histories as they influence beliefs about and approaches to literacy learning and development (3) develop a philosophy of language development through home visits, reflection, and discussion of current issues, (4) discover and to capitalize upon their own learning communities outside the walls of the school classroom, (5) recognize literacy development as a social activity. Educational research principles embraced by the CREATE project that emphasize theoretical concepts related to 'funds of knowledge' and 'story' will be stressed: (1) all teachers be prepared to provide equitable educational opportunities to diverse populations of teacher candidates, (2) teachers need to be aware of their own literacy development and histories as they influence beliefs about and approaches to teaching reading, (3) the importance of developing a philosophy of literacy teaching through reflection, study and discussion of current issues, (4) the desirability of teachers helping teacher candidates to discover and to capitalize upon their own learning communities outside the walls of the school classroom, (5) the recognition that literacy development is a social activity.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Spring

Recommendations and additional information: Enrollment in and completion of the first semester of the Early Childhood Education Program.

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

Description: A course designed for L3 (Literacy, Learning & Leadership) majors, ACE minors, and undergraduates at the University of Arizona who would like to apply prevalent theories in educational research. Topics covered include foundations of learning and motivation, motivational strategies, behavioral strategies, and learning and study strategies.

Career: Undergraduate

Course Components:	Lecture	Required
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Main Campus: Fall, Spring

Description: This course will address program evaluation purposes, principles, and techniques by determining questions, designing protocols, gathering and analyzing data, and writing reports.

Career: Undergraduate

Course Components:	Lecture	Required
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Main Campus: Fall, Spring

Description: This course focuses on theories of language development and early literacy and how these theories inform practice in early childhood education. The acquisition of the sounds of language, the meaning of language, the relation between oral language development and concepts of print, and emergent literacy are examined along with issues stemming from language diversity. The relationship between language and literacy is critical to developing effective curriculum and instruction.

Career: Undergraduate

Course Components:	Lecture	Required
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Course typically offered:

Main Campus: Fall

Honors Course: Honors Contract

Honors Course: Honors Contract

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 314: Teaching Science Health: Preschool & Elementary Grades (3 units)

Description: This course examines the teaching and learning of science in early childhood classrooms. A central goal of this course is to provide you with appropriate experiences for initial growth as a professional educator who will provide engaging and age-appropriate science experiences for young children, as well as the knowledge and tools to continue your professional development beyond this course. We will focus centrally on the role of the early childhood educator, but always with reference to the ways in which teachers interact with young children to create positive environments that foster inquiry and promote learning. We will touch on a range of topics, including planning science experiences that relate to children's interests and backgrounds, determining and adapting appropriate teaching methods, promoting inquiry, motivating learning, fostering dialogue that supports meaningful learning, using materials during instruction, meeting state and national standards, integrating science with language arts and mathematics to promote learning, inviting parents to participate in children's science learning, and assessing children's learning.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

TLS 316: Teaching Mathematics/Technology for Young Children (3 units)

Description: The goal of this course is for prospective early childhood teachers to learn methods of teaching mathematics in preschool, kindergarten, and early elementary classrooms. This course emphasizes the ways that young children (age 0 to 8 years) make sense of mathematical ideas and concepts through direct personal and integrated learning experiences. The primary goal of this course is to promote and nurture an Early Childhood professionals' a sense of curiosity about how children learn and come to understand mathematical ideas. This course examines components of effective mathematics instruction in early childhood including: developmentally appropriate learning environments, use of models and concrete materials, fostering connections between students home, community and school experiences, promoting mathematical discourse, and research-based strategies for supporting the development of children's mathematical thinking. The course is also designed to provide prospective teachers an opportunity to reflect on their beliefs about teaching, learning and their expectations for students. Additionally, future teachers will become familiar with the Arizona State Standards for Mathematics, the AZ Early Learning Standards, and the NAEYC/NCTM position statement on early childhood mathematics education.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 317: Teaching Social Sciences/Multicultural Soc: Birth-8 (3 units)

Description: The primary purpose of the ECE Field-Based Experience is to provide pre-service teachers of children birth to age 8 with opportunities to gain the knowledge, skills, strategies, and confidence needed to be successful student teachers. TTE 317 is a basic course in curriculum design (planning) and instructional strategies (teaching) in the field of social sciences. The ideas and lessons that we explore will be based on sound multicultural and social theory and practice. In this course, participants will be invited to engage in a variety of approaches to the social sciences that are designed to involve the learning not only in interesting factual information and skill building, but that also will encourage higher-level thinking through exploration of multiple perspectives and forms of expression. Class members will experience various methods or ways to teach meaningful content and become familiar with some of the resources available concerning the social sciences. Through these opportunities and experiences, participants will establish a foundation for teaching the social sciences to the diverse learners in their future classrooms.

Grading basis: Regular Grades

Career: Undergraduate

Course Components:	Lecture	Required
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Course typically offered:

Main Campus: Fall, Spring

Writing Emphasis: Writing Emphasis Course

TLS 318: Teaching and Learning with New Technologies (3 units)

Description: Surveys current technological developments, including hardware and software, and their impact on teaching and learning processes in schools today.

Grading basis: Regular Grades

Career: Undergraduate

Course Components:	Lecture	Required
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Course typically offered:

Main Campus: Fall, Spring, Summer

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 319: Language Arts and Literacy Practices for the Young Child (4 units)

Description: Content learned in class will be applied when developing and teaching lessons to young children (ages birth through eight), in early childhood settings. Special attention will be given to approaches and methods, which are responsive and appropriate for students with diverse backgrounds. In addition, a community-based approach to language and literacy learning is engaged, where learning is contextualized in the different communities and homes of young students.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall

Recommendations and additional information: Enrollment in the Early Childhood Education Program and completion of the first year of the ECE Program.

Writing Emphasis: Writing Emphasis Course

TLS 320: Early Childhood Education Foundations Birth-Age 8 (3 units)

Description: This course provides an introduction into the field of early childhood education. It considers as major themes/orientations: the history of schooling/education in the United States, the philosophical foundations of education, and the social/cultural/economic/political contexts of schooling/education in contemporary America. In short, this course aims to help the student learn how to think critically within these frameworks and is meant to question and challenge existing knowledge about schooling/education. Students will gain an appreciation for the ideas, professional accomplishments and contributions of the great theorists who have influenced and continue to influence the field of early childhood education. Understanding the ideas of early educators and their philosophies of education will help the students know how to implement current teaching strategies/models of practice. Additionally, the role of the adult/professional who provides developmentally and culturally appropriate practices will be examined.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Discussion Required

Repeatable: Course can be repeated a maximum of 2 times.

Course typically offered:

Main Campus: Fall

Writing Emphasis: Writing Emphasis Course

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

Description: The purpose of the course is to familiarize students with approaches to the creative arts applied in early childhood settings. Students will learn about the visual arts, drama, music, and movement activities for young children and how creative arts foster total development. The teacher's role in planning developmentally appropriate creative arts curriculum will be emphasized throughout the course. Students will have opportunities to design, implement, and participate in various creative arts projects. While the primary focus of the course is placed upon fostering creativity in young children, the secondary focus is placed upon the demonstration to integrate the arts with all of the content specific areas.

Main Campus: Fall

Main Campus: Fall, Spring

Writing Emphasis: Writing Emphasis Course

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 323: Literacy Methods in Multilingual Classrooms: Focus on Reading (3 units)

Description: This course addresses teaching and learning elementary literacy methods in diverse settings, with a specific focus on reading and students. Content includes concepts, methods, use of materials and technology for learning about students and supporting student learning of reading.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Equivalent to: TTEV 323

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: Admission to the College of Education. See College of Education, Student Services Office, for additional prerequisites and eligibility process. Credit will be given for TTE 323 or TTEV 323 but not for both.

Writing Emphasis: Writing Emphasis Course

TLS 324: Teaching Science in Elementary Schools (3 units)

Description: Basic course in methods of elementary school science instruction, with emphasis on the knowledge and practices necessary to teach science in K-8 classrooms with diverse student populations.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Equivalent to: TTEV 324

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: Admission to the College of Education. See College of Educ, Student Services Office, for additional prerequisites and eligibility process. Credit will be given for TTE 324 or TTEV 324 but not for both. Students must take TLS 308 they can take TLS 324.

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 326: Teaching and Learning Elementary Mathematics in Diverse Settings: Focus on Students (3 units)

Description: This course addresses teaching and learning elementary mathematics in diverse settings, with a specific focus on students. Content content includes concepts, methods, use of materials and technology for learning about students and supporting student learning.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Equivalent to: TTEV 326

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: Admission to the College of Education. See College of Education, Student Services Office, for additional prerequisites and eligibility process. Credit will be given for TTE 326 or TTEV 326 but not for both.

TLS 327: Teaching Elementary School Social Studies in a Multicultural Society (3 units)

Description: Methods and materials for teaching elementary school social studies with a multicultural emphasis. Methods courses in block format only: TTE 322, TTE 323, TTE 324, TTE 326, TTE 327.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Equivalent to: TTEV 327

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: Admission to the College of Education. See College of Education, Student Services Office, for additional prerequisites and eligibility process. Credit will be given for TTE 327 or TTEV 327 but not for both.

Writing Emphasis: Writing Emphasis Course

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 333: Digital Multimodal Composing in Educational Contexts (3 units)

Description: This course is designed for students interested in becoming effective digital multimodal communicators and creating technology-rich learning experiences for a variety of educational and leadership contexts. The course will introduce students to key concepts in multimodal design and provide opportunities for gaining hands-on experience creating with digital tools. Students will gain experience designing and scaffolding multimodal projects, and will explore the educational implications of multimodality for fostering learning, creativity, collaboration, and equity for culturally and linguistically diverse learners.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Spring

Field trip: None

TLS 335: Academic Literacies (3 units)

Description: Explore fundamental issues relating to student literacies and instructor roles and practices in academic contexts. Writing emphasis course.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall

Writing Emphasis: Writing Emphasis Course

TLS 336: Teaching & Learning Elementary Mathematics in Diverse Settings: Focus on Teaching & Curriculum (3 units)

Description: This course addresses teaching and learning elementary mathematics in diverse settings, with a specific focus on teaching and curricula. Content includes concepts, methods, use of materials, curricula and technology for planning, enacting and reflecting on mathematics teaching. The course includes explicit attention to teaching mathematics to students with diverse backgrounds and experiences.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

Enrollment requirement: TLS 326

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 338G: Teaching Family and Consumer Sciences Education (4 units)

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Equivalent to: FS 338G, TTE 338G

Also offered as: FSHD 338G

Recommendations and additional information: FSHD 377; FSHD 408, ED P 310;
Concurrent registration, FSHD 388, TTE 350.

Home department: Family Studies and Human Development

Writing Emphasis: Writing Emphasis Course

TLS 348A: Educating Native Americans: Historic and Contemporary Perspectives (3 units)

Description: The history of Native American education reveals a struggle for power: Native communities fighting to retain or regain control over the education of their children. This course presents a survey of education, from the perspectives of Native educational theories and practices 'education BY Native peoples' and from the perspective of imposed systems of schooling, education developed FOR Native peoples. We begin in the early colonial era and survey changes and continuities over time, concluding with current educational research and educational issues in Native America. Along the way, we consider: Community-based systems of Indigenous education; Models of so-called 'appropriate education' developed by colonial nations (including the U.S.) for Indian people and children, as well as educational models developed for black Americans and immigrant populations. For each educational system and model we examine, we will discuss (1) the philosophical background and development of theories and policies (2) educational practices, how theories/policies are implemented, and (3) American Indian experiences within, and responses to, varied educational settings.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Also offered as: AIS 348A

Course typically offered:

Main Campus: Fall, Spring

Home department: American Indian Studies Committee

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 350: Schooling In America (3 units)

Description: Nature and functions of schools in society; school reform proposals; moral dimensions of schooling; equality of educational opportunity; alternatives to schooling; nature of teaching profession.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Equivalent to: EDUC 350, LRC 350

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: Admission to the College of Education or consent of department.

TLS 351: Educating Elementary Children to be Physically Active, Healthy & Well (3 units)

Description: This is a movement education methods course designed for elementary classroom teachers. It will introduce future teachers to the theoretical aspects regarding the need for physical education, health and wellness on the part of the elementary students. This course will also include the philosophy, content and practice behind promoting a physically active and healthy lifestyle for students at the elementary school level (children ages 5-11). After your successful participation in this course, you will be able to design and implement a basic, developmentally appropriate physical activity program which incorporates the concepts of health and wellness for your students.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: Department consent is required.

TLS 352: Developing Adolescent Personal and Social Responsibility (3 units)

Description: Course will provide a model for developing positive social skill development in adolescent youth utilizing a variety of strategies and physical activities, with an emphasis on team building. An appreciation of the multi-cultural aspects of our community and how these cultures contribute to the community will be addressed. Practical application in diverse school and community settings will be offered.

Grading basis: Regular Grades

Career: Undergraduate

Flat Fee: \$40

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 353: Recreation and Leisure in Contemporary Society (3 units)

Description: Students in this course will gain a broad level understanding of the theoretical foundations that shape the recreation and leisure studies field, how current issues/events are influencing the field of recreation and leisure and those who work in it, where and how recreation fits into an ever-changing social and physical environment, and "what's next" or how recreation and leisure may change in the future. Students will be asked to use critical thinking skills to connect course content with their personal experiences to generate and disseminate their original content and new perspectives. Students will also have the opportunity to express their ideas through a variety of communication mediums and applications (e.g. video presentations, storyboards).

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: Two courses from Tier One, Individuals and Societies.

General Education: Tier 2 Individuals & Societies

Writing Emphasis: Writing Emphasis Course

TLS 354: Administration and Leadership in Community Recreation and Park

Organizations (3 units)

Description: This course is designed to provide students with an overview of administrative principles and practices as they apply to the operation and management of recreation and park organizations. Students will explore a variety of topics including recreation program pricing, the marketing and positioning of recreation organizations in diverse communities, leadership ethics, and risk management. From this class students will develop a greater understanding of how recreation and park organizations function; the challenges/opportunities for managers in the recreation and parks field; and how recreation and park organizations fit into and serve individuals and communities. Overall, this course will provide the foundational knowledge students need to serve in a variety of management and leadership roles in recreation and park agencies at various levels.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

Description: Students in this course will gain broad knowledge about event planning and programming techniques that can apply to a variety of fields, including recreation, sport, education, non-profit and community sectors. Specific topics to be covered include: assessing organizational needs, developing goals and objectives, venue and space considerations, budgeting, marketing, registration, staff and volunteers, risk management, and evaluation. Issues related to access and inclusion will be highlighted as well. Importantly, students in this course will also develop related "real-world" skills through experiential learning. Students will work in teams to develop their own unique recreational events. These events will also serve as fundraisers for a charitable organization/cause of the students' choice. This in-depth, semester-long project will provide the foundation for understanding course concepts and offer valuable, creative, hands-on experience. It will culminate in a comprehensive program plan that can serve as an impressive addition to students' portfolios and resumes.

Main Campus: Fall, Spring

Main Campus: Fall, Spring

Honors Course: Honors Contract

Main Campus: Fall

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 358: Theory and Practice of Coaching (3 units)

Description: This course will explore the sociocultural context of coaching in the United States and look at trends in coaching across time. Other topics to be covered include: (a) coach/athlete relationships, (b) motivational factors, (c) leadership styles, (d) "off-the-field" matters, (e) preparation, planning and organization, (f) inclusivity and issues related to diversity, (g) risk management, (h) discipline, and (i) team captains and team dynamics. Students will develop personal coaching philosophies and a comprehensive handbook by the end of the semester.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

TLS 360: Functional Kinesiology (3 units)

Description: Anatomical and mechanical factors affecting human movement, particularly in sport and exercise situations.

Grading basis: Regular Grades

Career: Undergraduate

Flat Fee: \$45

Course Components:	Lecture	Required
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Equivalent to: EXSS 360, PSIO 360

-SA represents a Student Abroad & Student Exchange offering

-**CC** represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 373: Inclusive Physical Activity Programming for Diverse & Special Populations (3 units)

Description: Theory and methods of inclusive physical activity programming for diverse and special populations. This course will provide the necessary information, knowledge and strategies to ensure successful participation on the part of individuals with disabilities, in a variety of physical activity environments. Emphasis will be placed on developing a deeper understanding of the disabilities identified in the Individuals With Disabilities Act (IDEA) and in providing students with the most appropriate methods of making modifications to a variety of physical activities in order to ensure successful inclusion, as well as, to meet the abilities, skills and needs of diverse and special populations. There is a growing cultural awareness within our society of the contributions made by individuals from a variety of cultural and ethnic backgrounds. Included among these contributions, are those made by individuals with disabilities. These contributions are witnessed in a myriad of settings, including those of physical activity and performance. This course is designed to insure that individuals in the Literacy, Learning and Leadership major are provided with the information necessary to develop those skills needed to ensure successful inclusion of individuals with disabilities in a variety of educational and non-educational physical activity settings. Recent Federal Legislation including both the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA), mandate that opportunities for physical activity, whether for leisure or higher level performance be provided in the most appropriate setting to individuals with disabilities. Inclusion alongside able-bodied peers allows for the complete social, emotional and physical development of individuals with disabilities. Equally as important, inclusion provides an opportunity for able-bodied peers to gain a greater understanding of the skills and abilities of individuals with disabilities and the contributions they make to our society.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall

TLS 385: Learning about Adolescence through Young Adult Literature (3 units)

Description: This course explores youth culture and adolescence as a social construct through reading young adult literature. Students will read young adult novels, examine social media, write self-reflections, and engage in scholarly inquiry. Writing emphasis course

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

Field trip: None.

Writing Emphasis: Writing Emphasis Course

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 386: Global Citizenship: Reading the World and the Word (3 units)

Description: Global citizenship as open-minded critical perspectives on diverse cultures will be explored through scholarly readings and children's and adolescent literature set in global contexts.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

Writing Emphasis: Writing Emphasis Course

TLS 387: Introduction to Global Education (3 units)

Description: This course examines current issues in schooling and education across the globe. Course topics include equity and access to quality education, tensions between secularism and religious expression, connections between work and education, schooling as a tool for national identity formation, and the potential for peace education to mitigate the effects of global conflict.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

Field trip: None.

TLS 393: Internship (1 - 6 units)

Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

Grading basis: Alternative Grading: S, P, F

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring

Student Engagement Activity: Professional Development

Student Engagement Competency: Professionalism

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 394: Practicum (1 - 6 units)

Description: The practical application, on an individual basis, of previously studied theory and the collection of data for future theoretical interpretation.

Grading basis: Alternative Grading: S, P, F

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring, Summer

Student Engagement Activity: Professional Development

Student Engagement Competency: Professionalism

TLS 394A: Practicum in Early Childhood Education Birth-PreK (1 unit)

Description: Students will complete a minimum for 45 hours in an early childhood center.

Grading basis: Alternative Grading: S, P, F

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 3 times.

Course typically offered:

Main Campus: Fall, Spring

Student Engagement Activity: Professional Development

Student Engagement Competency: Professionalism

TLS 395A: Topics in Language, Reading and Culture (3 units)

Description: The exchange of scholarly information and/or research about topics of current concern in language, reading and culture such as Indigenous Languages, Multicultural Education and Cultural Identity.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Colloquium Required

Repeatable: Course can be repeated a maximum of 1 times.

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 399: Independent Study (1 - 6 units)

Description: Qualified students working on an individual basis with professors who have agreed to supervise such work.

Grading basis: Alternative Grading: S, P, F

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring, Summer

TLS 399H: Honors Independent Study (3 units)

Description: Qualified students working on an individual basis with professors who have agreed to supervise such work.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring, Summer

Enrollment requirement: Student must be active in the Honors College.

Honors Course: Honors Course

Honors Course: Honors Course

TLS 400: Career Development: Literacy, Learning and Leadership (1 - 3 units)

Description: A career readiness course for Literacy, Learning, and Leadership Juniors and Seniors. The course will help students build on their accumulated knowledge in their chosen career path referencing their coursework and field experiences to date. Students will participate in a Service Project and will work on building a strong digital portfolio, resume, and letter of interest.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 401: Sustaining Family, Community and School Partnerships (3 units)

Description: This course provides students with strategies for facilitating family and community engagement in educational settings. Students will develop the dispositions, knowledge, and skills to engage in constructive collaborations with students, their families, and local communities while keeping issues of race, class, culture, sexual orientation, gender identity and expression, and language at the forefront. Students will understand family involvement as framed within local cultures, values, and knowledge systems. In particular, students will examine the larger questions: what does it mean to engage, advocate, and learn with/from families and communities within an educational context? How might the history of schooling among diverse students, families, and communities impact the notion of what family and community engagement is? How might sustaining partnerships between families and communities contribute to reaching larger goals of student achievement? The focus is to develop a critical consciousness about the varying aspects and nuances that inform the purpose and process for generating partnerships with families and communities. Course readings and projects are designed to develop students' critical awareness about the complexities and strengths underlying family and community engagement. Students will develop their abilities to advocate a particular position not as an opinion but as a critical, reflective and substantiated argument. Students will develop their abilities to think, speak and write critically, clearly, and with reflection.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Co-convened with: TLS 501

Course typically offered:

Main Campus: Fall, Spring

TLS 402: Linguistics for Teachers (3 units)

Description: Fundamentals of language and linguistics for K-12 teachers; first and second language acquisition, grammatical structures of English, sociolinguistic variation and connections to culture and identity.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Co-convened with: TLS 502

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 403: Reflective Professionalism and Leadership in Early Childhood Education (2 units)

Description: The purpose of this course is to extend and expand teacher candidates' understanding of the many dimensions of teaching young children and to develop a professional plan to be engaged in leadership and advocacy to support children, families and communities. Course readings and discussions focus on the knowledge and skills needed by reflective professionals and leaders in early childhood education. Teacher candidates will complete a final assessment of their own interactions with children and families to document their practices and complete their cumulative program website-based portfolio including a career plan, incorporating advocacy, leadership, and continued professional development.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Seminar Required

Course typically offered:

Main Campus: Spring

TLS 406: Assessment and Instruction with English Language Learners (3 units)

Description: This course is an introduction to important issues in the assessment and instruction of emergent bilingual and English-learning students in public schools classrooms. We will explore what assessment is, how it informs education policy and practice, which methods are most appropriate and authentic to assess content learning and language proficiency, and which tools teachers will need to carry out the assessment. Information about assessment and instruction will help teachers make informed decisions about the education of their bilingual and English-learning students. This course will also help you identify and practice using multiple instructional strategies to improve your instruction with emergent bilingual and English language learners. A secondary goal is to encourage you to make the education of these students a major focus of your teaching career. Teaching emergent bilingual and ELLs English (and other languages) and content matter is an enormously rewarding endeavor. It also requires the kind of unique competency and resourcefulness that one finds in the very best teachers in our profession. Therefore, we hope to motivate your innate creativity and intellectual curiosity -- abilities that will serve you well throughout your teaching career.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Co-convened with:

Course typically offered:

Main Campus: Fall, Spring

Enrollment requirement: TLS 402 and TLS 409

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

Description: Methodology for the teaching of English as a component of bilingual education.

Career: Undergraduate

Equivalent to: EDFA 408, ELEM 408, SED 408, TTE 408

Also offered as: ENGL 408

Home department: English

Description: Foundations of the legal, social, historical, cultural, and political contexts of public education with a specific focus on marginalized student populations and the potential to develop a more socially just educational system.

Career: Undergraduate

Co-convened with: TLS 509

Course typically offered:

Main Campus: Fall, Spring

Description: Socio-cultural factors, second language learning; analysis of theories, practices, and models (dual language, Structured English Immersion, etc.) affecting second language learners; historical, social and cultural influences; relationship of theory to the characteristics and needs of bilingual and second language learners.

Career: Undergraduate

Co-convened with: LRC 510

Course typically offered:

Main Campus: Fall, Spring

Description: An introduction to issues in the education of young children related to the ethnic and cultural diversity in schools and society. Focuses on why school achievement differs for different racial and ethnic groups, and how this difference relates to the social stratification of society.

Career: Undergraduate

Course typically offered:

Main Campus: Fall

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 411: Teaching of Literature (3 units)

Description: Theory and practice of teaching literature, with intensive study of genres and works commonly taught in secondary schools.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Equivalent to: ENGV 411, SED 411, TTE 411, TTEV 411, TTEV 411

Also offered as: ENGL 411

Home department: English

TLS 412: Promoting Diversity in Multicultural Contexts (3 units)

Description: This course will address issues in education associated with the cultural and linguistic pluralism from both a US and global perspective. We will analyze the interaction of school, community, class, cultural, parent involvement, and family factors in the education of diverse populations.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

TLS 415: Reading and Writing In Bilingual and Second Language Settings (3 units)

Description: Analysis of reading and writing situations encountered by bilingual and second language learners; phonological, semantic, and syntactic aspects of instruction; materials, and methods of teaching reading and writing in the native language

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Co-convened with: LRC 514

Course typically offered:

Main Campus: Spring

TLS 416: An Introduction to Structured English Immersion (3 units)

Description: Theory and practice in sheltered content instruction for English language learners. Also considered are historical and political contexts for the education of English learners, national and state education policies affecting ELLs, and the relationship between these policies and second language acquisition theory.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: Admission to the College of Education.

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 417: Structured English Immersion Methods (3 units)

Description: Applied practice in sheltered content instruction for English language learners: lesson plan development, sheltered teaching, first and second language acquisition theory, extended exploration of the Sheltered Instruction Observation Protocol (SIOP) model.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall

Recommendations and additional information: LRC 416.

TLS 417A: Topics in the Teaching of English (1 - 3 units)

Description: Students will develop a philosophy of teaching English and transform theory and core course content into pedagogy by preparing teaching portfolios, developing teaching units and lesson plans that include writing assignments, and applying principles of curriculum design.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Equivalent to: ENGV 417A, TTE 417A, TTEV 417A, TTEV 417A

Also offered as: ENGL 417A

Co-convened with: TTE 517A

Recommendations and additional information: ENGL 101, ENGL 102.

Home department: English

TLS 428: Curriculum and Instruction in Bilingual and Second Language Settings (3 units)

Description: Analysis and evaluation of methods, materials and curriculum development in bilingual, dual language, and Structured English Immersion programs; effective strategies in first and second language teaching; theory and application of curriculum development for second language learners.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Co-convened with: LRC 528

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: Prerequisite or concurrent registration, LRC 410.

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 430: Literacy Technology (3 units)

Description: Introduction to new literacies and computer-mediated tools for language arts and other educators; examination of current hardware and software; survey of research and new media trends impacting education; examination of social, psychological and educational consequences of technology in education.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Co-convened with: LRC 530

Course typically offered:

Main Campus: Fall, Spring

TLS 431: Environmental Learning (3 units)

Description: Environmental learning helps people better understand, appreciate and live with the natural world. This course explores approaches to environmental learning, including earth education, environmental education and ecological literacy, in schools and informal education settings.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Co-convened with: TTE 530

Course typically offered:

Main Campus: Fall

Field trip: There is one field trip to our Cooper Center for Environmental Learning on the outskirts of Tucson. We will schedule this at a time convenient for students and will car pool to Cooper. There is no cost to students.

TLS 435: Content Area Literacy in a Multicultural School (3 units)

Description: Prepares teachers to integrate knowledge of cultural diversity and literacy processes with their content and specialization.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 452: Anthropology of Childhood (3 units)

Description: This course will explore the Anthropology of Childhood. Conceptions of childhood, including the experiences, functions and meanings of childhood, vary widely across time and place. The course will examine childhood anthropologically and comparatively, including historical, economic, political, educational, and legal perspectives. We will draw on local and global examples.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Co-convened with: TLS 552

Course typically offered:

Main Campus: Spring

Field trip: None

TLS 460: Education & Sustainability (3 units)

Description: This course provides an overview of the theory and practice of environmental sustainability as it relates to PK-16 schooling. It will explore the ecological design and construction of educational facilities, landscaping, food services, consumerism, and the importance of vernacular knowledge. The course will include a service learning component.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Co-convened with: TTE 560

Course typically offered:

Main Campus: Spring

Field trip: The idea is to include a service learning component to take place during two or three consecutive Saturday mornings.

TLS 467: Politics, Poetry & Pedagogy: The Role of Art, Activism & Performance (3 units)

Description: This course explores how K-12 teachers and others interested in education can engage students in dialogue and academic projects about contemporary social and political issues through arts-based pedagogies. Arts-based approaches include performance, drama, the spoken word, visual arts, film and music. These approaches represent unique and engaging ways to study complex and often baffling global events.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 475A: The Education of Latinas/Latinos (3 units)

Description: This course will provide an overview of the theories, policies, and practices related to the education of Latinos. We will focus specifically on the social, cultural, economic, and institutional factors, within and outside the school context, that contribute to Latino students' underachievement, failure, and negative educational outcomes. In addition, transformative practices that promote student achievement, learning, and critical consciousness will be discussed. Readings will cover various issues in education as well as introduce course participants to a broad collection of primarily Latino scholars interested in developing new methods and policies that will improve the educational experiences of Latino students.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Equivalent to: ANTH 475A, LRC 475A

Also offered as: ANTH 475A, MAS 475A

Co-convened with:

Course typically offered:

Main Campus: Spring

Recommendations and additional information: Juniors and seniors only.

Home department: Mexican American Studies

Student Engagement Activity: Discovery

Student Engagement Competency: Civic and Community

TLS 480: Children's Literature in the Classroom (3 units)

Description: Analysis and discussion of classic and contemporary children's literature of all genres, and its relationship to language, reading and culture.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Co-convened with: LRC 580

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-**CC** represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 481: Children's Literature in the Classroom: Birth to Age 8 (3 units)

Description: The purpose of this course is to give participants an opportunity to explore the many excellent books available for young children; the authors, illustrators, and poets who write for young children; and the resources available on children's literature. These experiences will provide a foundation for using children's literature in early childhood settings.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Spring

Honors Course: Honors Contract

Honors Course: Honors Contract

TLS 482: Children's Literature in the Bilingual/Multilingual Classroom (3 units)

Description: This course is a survey of children's literature during which we will explore, through reading and discussion, a wide range of genres and issues related to bilingual/multilingual children's books in classrooms. A portion of the course will be delivered bilingually.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall

TLS 493: Internship (1 - 6 units)

Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

Grading basis: Alternative Grading: S, P, F

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring

Student Engagement Activity: Professional Development

Student Engagement Competency: Professionalism

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 493A: Student Teaching in Elementary Education (3 - 12 units)

Description: Successful completion of professional education courses, content area courses, and the basic skills exam is required prior to student teaching. Music education students must consult with a music education advisor to waive this requirement. Application must be made one semester prior to enrollment in student teaching. Pass/fail grades are the only grades available for TTE 493A and TTE 493B. Enrollment in these courses will not reduce the amount for which a student can otherwise enroll under the pass-fail option.

Grading basis: Pass/Fail

Career: Undergraduate

Flat Fee: \$80

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: TTE 300, TTE 322, TTE 324, TTE 326, TTE 327, EDP 301. Admission to the College of Education.

Student Engagement Activity: Professional Development

Student Engagement Competency: Professionalism

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 493D: Student Teaching: Birth-Preschool/K-3rd Grade (3 - 12 units)

Description: Course is designed to provide the hands-on experience necessary for preparing students to teach in a preschool and K-3 elementary setting. Students participating in this course will have two 8 week placements. One 8 week placement will be in a preschool which may include Birth - 4 years of age and another 8 week placement in a K-3rd grade elementary school classroom. Students participating in this course will work with a cooperating preschool master teacher in the preschool setting and an Arizona certified K-3 cooperating master teacher in their classrooms using an apprenticeship technique. Student teachers' responsibilities will increase during each of their two 8 week placements as they meet the minimum requirement of student teaching for 80 days. Student teachers will collaborate daily with their cooperating teachers and will be given guidance through observations, meetings, and evaluations by their university supervisors. Students will use their knowledge of early childhood development and apply learning strategies designed for preschool and primary students to provide effective curriculum and instruction. In addition to student teaching, this course offers career preparation through professional development conferences, portfolio development and certification and testing support.

Grading basis: Pass/Fail

Career: Undergraduate

Flat Fee: \$45

Course Components: Independent Study Required

Repeatable: Course can be repeated for a maximum of 12 units.

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: Open only to students deemed eligible by their College of Ed academic advisor. All graduation prerequisites must have been fulfilled prior to admission.

Student Engagement Activity: Professional Development

Student Engagement Competency: Professionalism

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 493E: Student Teaching in Elementary Education: ESL (3 - 12 units)

Description: TTE 493E (Elementary Student Teaching in Bilingual or ESL Classrooms) is designed to provide the hands-on experience necessary for preparing students to teach in an elementary Bilingual or ESL setting. Students participating in this course will be placed in a Bilingual or ESL 1st & 6th grade classroom. Students participating in this course will work with an Arizona certified cooperating master teacher in their classrooms using an apprenticeship technique.

Grading basis: Pass/Fail

Career: Undergraduate

Flat Fee: \$80

Course Components: Independent Study Required

Repeatable: Course can be repeated for a maximum of 12 units.

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: TTE 300, TTE 322, TTE 324, TTE 326, TTE 327, EDP 301. Admission to the College of Education.

TLS 493F: Student Teach in Early Childhood: ESL (3 - 12 units)

Description: Early Childhood Student Teaching in Bilingual or ESL Classrooms is designed to provide the hands-on experience necessary for preparing students to teach in a preschool and K-3 elementary Bilingual or ESL setting. Students participating in this course will have two placements. One placement will be in a Bilingual or ESL preschool which may include Birth to 4 years of age and another placement in a Bilingual or ESL K-3rd grade elementary school classroom.

Grading basis: Pass/Fail

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated for a maximum of 24 units.

Recommendations and additional information: TTE 300, TTE 322, TTE 324, TTE 326, TTE 327, EDP 301.

TLS 494: Practicum (1 - 4 units)

Description: The practical application, on an individual basis, of previously studied theory and the collection of data for future theoretical interpretation.

Grading basis: Alternative Grading: S, P, F

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 495: Topics in Language, Reading and Culture (1 - 3 units)

Description: The exchange of scholarly information and/or research about topics of current concern in language, reading and culture such as Indigenous Languages, Multicultural Education and Cultural Identity.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Colloquium Required

Repeatable: Course can be repeated for a maximum of 12 units.

Co-convened with: TLS 595

TLS 496C: Issues in Teaching (3 units)

Description: The development and exchange of scholarly information, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

Grading basis: Alternative Grading: S, P, F

Career: Undergraduate

Course Components: Seminar Required

Equivalent to: TTEV 496C

TLS 497F: Community and School Garden Workshop (2 - 6 units)

Description: This workshop-based course is designed to enable UA undergraduate and graduate students to work in Tucson-area schools and community sites helping stakeholders to plant, harvest and prepare foods from their garden as well as use the garden as a learning space. As a member of a school or community garden team, students are likely to cover a wide range of activities from maintaining a compost pile to administering lesson plans for teaching in the garden to weeding, planting, and organizing work crews. In addition to attending one 3-hour weekend workshop, students are required to attend weekly class meetings on the UA campus. Most of the course, however, revolves around independent and sustained involvement with a Tucson school or community garden. No teaching or gardening experience is required.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Workshop Required

Repeatable: Course can be repeated for a maximum of 9 units.

Also offered as: AIS 497F, ENVS 497F, GEOG 497F, HPS 497F, LAS 497F, NSC 497F, PLS 497F, STCH 497F

Co-convened with: TTE 597F

Course typically offered:

Main Campus: Fall, Spring

Home department: School of Geography and Development

Student Engagement Activity: Community Partnership

Student Engagement Competency: Sustainability

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 498: Senior Capstone (1 - 3 units)

Description: A culminating experience for majors involving a substantive project that demonstrates a synthesis of learning accumulated in the major, including broadly comprehensive knowledge of the discipline and its methodologies. Senior standing required.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Independent Study Required

Course typically offered:

Main Campus: Fall, Spring

TLS 498H: Honors Thesis (3 units)

Description: An honors thesis is required of all the students graduating with honors. Students ordinarily sign up for this course as a two-semester sequence. The first semester the student performs research under the supervision of a faculty member; the second semester the student writes an honors thesis.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated for a maximum of 9 units.

Course typically offered:

Main Campus: Fall, Spring

Enrollment requirement: Student must be active in the Honors College.

Honors Course: Honors Course

Honors Course: Honors Course

TLS 499: Independent Study (1 - 3 units)

Description: Qualified students working on an individual basis with professors who have agreed to supervise such work.

Grading basis: Alternative Grading: S, P, F

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 499H: Honors Independent Study (3 units)

Description: Qualified students working on an individual basis with professors who have agreed to supervise such work.

Grading basis: Regular Grades

Career: Undergraduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring

Enrollment requirement: Student must be active in the Honors College.

Honors Course: Honors Course

Honors Course: Honors Course

TLS 501: Sustaining Family, Community and School Partnerships (3 units)

Description: This course provides students with strategies for facilitating family and community engagement in educational settings. Students will develop the dispositions, knowledge, and skills to engage in constructive collaborations with students, their families, and local communities while keeping issues of race, class, culture, sexual orientation, gender identity and expression, and language at the forefront. Students will understand family involvement as framed within local cultures, values, and knowledge systems. In particular, students will examine the larger questions: what does it mean to engage, advocate, and learn with/from families and communities within an educational context? How might the history of schooling among diverse students, families, and communities impact the notion of what family and community engagement is? How might sustaining partnerships between families and communities contribute to reaching larger goals of student achievement? The focus is to develop a critical consciousness about the varying aspects and nuances that inform the purpose and process for generating partnerships with families and communities. Course readings and projects are designed to develop students' critical awareness about the complexities and strengths underlying family and community engagement. Students will develop their abilities to advocate a particular position not as an opinion but as a critical, reflective and substantiated argument. Students will develop their abilities to think, speak and write critically, clearly, and with reflection.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Co-convened with: TLS 401

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

Description: This course is an introduction to important issues in the assessment and instruction of emergent bilingual and English-learning students in public schools classrooms. We will explore what assessment is, how it informs education policy and practice, which methods are most appropriate and authentic to assess content learning and language proficiency, and which tools teachers will need to carry out the assessment. Information about assessment and instruction will help teachers make informed decisions about the education of their bilingual and English-learning students. This course will also help you identify and practice using multiple instructional strategies to improve your instruction with emergent bilingual and English language learners. A secondary goal is to encourage you to make the education of these students a major focus of your teaching career. Teaching emergent bilingual and ELLs English (and other languages) and content matter is an enormously rewarding endeavor. It also requires the kind of unique competency and resourcefulness that one finds in the very best teachers in our profession. Therefore, we hope to motivate your innate creativity and intellectual curiosity -- abilities that will serve you well throughout your teaching career.

Career: Graduate

Co-convened with: TLS 406

Main Campus: Fall, Spring

TLS 507: Education of Mexican Americans in the United States (3 units)

Grading basis: Regular Grades

Career: Graduate

Course typically offered:

Main Campus: Fall

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 508: The Mexican-American: A Cultural Perspective (3 units)

Description: A critical examination of Mexican American culture as portrayed in the social sciences. An assessment of the social, political, and economic factors influencing representations of Mexican Americans.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Equivalent to: ANTH 508, LAS 508, LRC 508

Also offered as: ANTH 508, LAS 508, MAS 508

Course typically offered:

Main Campus: Fall

Home department: Teaching, Learning and Sociocultural Studies

TLS 509: Foundations of Education for Social Justice (3 units)

Description: Foundations of the legal, social, historical, cultural, and political contexts of public education with a specific focus on marginalized student populations and the potential to develop a more socially just educational system.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Co-convened with: TLS 409

Course typically offered:

Main Campus: Fall, Spring

TLS 510: Foundations of Language Minority Education (3 units)

Description: Socio-cultural factors, second language learning; analysis of theories, practices, and models (dual language, Structured English Immersion, etc.) affecting second language learners; historical, social and cultural influences; relationship of theory to the characteristics and needs of bilingual and second language learners. Graduate-level requirements include an in-depth research paper or other project.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Co-convened with: TLS 410

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

Description: This course focuses on specific research based practices, pedagogies and perspectives in K-8 mathematics education and is suitable for teachers earning the Arizona Department of Education K-8 Mathematics Endorsement.

Career: Graduate

Course typically offered:

Main Campus: Fall, Spring

Description: Issues in education associated with the cultural and linguistic pluralism in the United States; analysis of the interaction of school, community, class, cultural, parent involvement, and family factors in the education of diverse populations. Graduate-level requirements include an in-depth research or theoretical paper or other project.

Career: Graduate

Course typically offered:

Main Campus: Fall, Spring

Description: This course focuses on mathematics classroom assessment in K-8 education and is suitable for teachers earning the Arizona Department of Education K-8 Mathematics endorsement. Students will learn about different kinds of assessments, their purposes and uses, how to implement these in classrooms, and how assessments can be used to inform practice and evaluate student understanding.

Career: Graduate

Course typically offered:

Main Campus: Fall, Spring

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 514: Reading and Writing In Bilingual and Second Language Settings (3 units)

Description: Analysis of reading and writing situations encountered by bilingual and second language learners; phonological, semantic, and syntactic aspects of instruction; materials, and methods of teaching reading and writing in the native language. Graduate-level requirements include an in-depth research paper or other project.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Equivalent to: SLAT 514

Also offered as: SLAT 514

Co-convened with: TLS 415

Course typically offered:

Main Campus: Spring

TLS 515: New Media and Learning (3 units)

Description: This course will explore innovative ways to teach and learn with new media within and beyond classrooms. Using a socio-cultural lens and media and literacy frameworks, learners will examine the new media that surround us in the digital age and explore ways media are made and shared. Course content will address instructional design, connected learning, and participatory culture. Course projects will provide opportunities for learners to create and collaborate across disciplines using new media and a range of digital tools. Diverse forms of media analysis and production will be addressed along with implications for instruction, assessment and research.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

TLS 516: Structured English Foundations (3 units)

Description: Theory and practice in sheltered content instruction for English learners, national and state education policies affecting ELLs, and the relationship between these policies and second language acquisition theory.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 517: Structured English Immersion Methods (3 units)

Description: Applied practice in sheltered content instruction for English language learners: lesson plan development, sheltered teaching, first and second language acquisition theory, extended exploration of the Sheltered Instruction Observation Protocol (SIOP) model.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: LRC 516.

TLS 519: Learning in Science & Mathematics (3 units)

Description: This course explores various theories of learning and how people learn mathematics and science and how these theories inform teaching in schools. This course is suitable for masters and doctoral students interested in science/mathematics education or science/mathematics teacher preparation

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

TLS 520: Literacy Curriculum & Instruction for Children (3 units)

Description: An examination of curriculum and instruction for elementary readers and writers. Includes a focus on materials, instructional strategies, organizational structures, and evaluation. Provides linguistic, psychological and cultural bases of decoding and comprehension; theories that influence practice that facilitate learning to read.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall

TLS 521: Literacy Curriculum & Instruction for Adolescents (3 units)

Description: Investigates psychological, linguistic and cultural aspects of adolescent literacy as related to secondary curriculum and instruction.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 522: Literacy in the Content Areas for Children (3 units)

Description: Examine principles and practices for incorporating reading and writing instruction in the elementary grade content area instruction.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Spring

TLS 523: Literacy in the Content Areas for Adolescents (3 units)

Description: Examination of proven principles of teaching reading in the content areas; includes using reading and writing as tools to learn content for content area literacy.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Spring

TLS 524: Literacy Assessment (3 units)

Description: Procedures for assessing and developing reading and writing skills and strategies for readers and writers in classroom and tutorial settings. Provides psycholinguistic and sociolinguistic theory for evaluating a variety of assessments and the data that can be gleaned from each.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall

Recommendations and additional information: LRC 505, LRC 520 or LRC 521.

TLS 525: Literacy Assessment, Instruction and Intervention (3 units)

Description: Provides opportunities to apply reflect upon, and evaluate reading instructional practices and assessment.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Summer

Recommendations and additional information: LRC 524.

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 526: Curricular Leadership in Literacy and Language (3 units)

Description: Foundations of literacy leadership for systemic change including theories and practices of curriculum development, critique of pedagogy, student assessment, evaluation of materials and programs, and professional development.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Spring

TLS 527: Teaching Social Studies in a Multicultural Society (3 units)

Description: Specific strategies, methodologies, and design approaches to teaching Social Studies in diverse secondary classrooms.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: Enrollment in Teach Arizona Program.

TLS 528: Curriculum and Instruction in Bilingual and Second Language Settings (3 units)

Description: Analysis and evaluation of methods, materials and curriculum development in bilingual, dual language, and Structured English Immersion programs; effective strategies in first and second language teaching; theory and application of curriculum development for second language learners. Graduate-level requirements may include an in-depth research paper or other project on an aspect related to the course.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Equivalent to: SLAT 528

Also offered as: SLAT 528

Co-convened with: TLS 428

Course typically offered:

Main Campus: Fall

Recommendations and additional information: Prerequisite or concurrent registration, LRC 510.

TLS 529: Classroom Organization and Management (3 units)

Description: An analysis of concepts, research findings, and effective practices for organizing and managing classrooms. Experiences in solving management problems provided.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 530: Literacy Technology (3 units)

Description: Graduate-level requirements include an in-depth research proposal or other project. Introduction to new literacies and computer-mediated tools for language arts and other educators; examination of current hardware and software; survey of research and new media trends impacting education; examination of social, psychological and educational consequences of technology in education.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Co-convened with: TLS 430

Course typically offered:

Main Campus: Fall, Spring

TLS 531: Environmental Learning (3 units)

Description: Environmental learning helps people better understand, appreciate and live with the natural world. This course explores approaches to environmental learning, including earth education, environmental education and ecological literacy, in schools and informal education settings.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Co-convener with: TLS 431

Course typically offered:

Main Campus: Fall, Spring

TLS 532: Early Literacy Curriculum and Instruction (3 units)

Description: An examination of curriculum and instruction for beginning readers and writers. Includes a focus on materials, instructional strategies, organizational structures, and evaluation.

Grading basis: Regular Grades

Career: Graduate

Course Components:	Lecture	Required
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Course typically offered:

Main Campus: Fall

-SA represents a Student Abroad & Student Exchange offering

-**CC** represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 533: Curriculum Issues and Practices: Science (3 units)

Description: Current issues in science education and their application to classroom instructional practices and procedures. Topics based upon recent concerns and developments.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Repeatable: Course can be repeated a maximum of 2 times.

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: TTE 324.

TLS 534: Curriculum Issues and Practices: Mathematics (3 units)

Description: Current issues in mathematics education and their application to classroom instructional practices and procedures. Topics based upon recent concerns and developments.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Repeatable: Course can be repeated a maximum of 2 times.

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: TTE 326.

TLS 535: Content Area Literacy in a Multicultural School (3 units)

Description: Prepares teachers to integrate knowledge of cultural diversity and literacy processes with their content and specialization. Graduate-level requirements include an in-depth research paper or other project.

Grading basis: Regular Grades

Career: Graduate

Course Components:	Lecture	Required
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Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 536: World Languages Methodology (3 units)

Description: Specific strategies, methodologies, assessment practices, and design approaches to teaching world language classes in diverse secondary classrooms are examined, discussed, and applied. Extends professional knowledge and develops skills and dispositions necessary to meet some of the national standards for teachers: - The Interstate Teacher Assessment and Support Consortium (InTASC Standards)- The International Society for Technology in Education Standards for Teachers (ISTE NETS-T Standards)

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

TLS 537: Equity in Schools and Society (3 units)

Description: Implicit and explicit ways in which values are introduced into the classroom and school. Research on the hidden curriculum, ethnic/racial and sex equity and prejudice and methods for combating inequities.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Equivalent to: MAS 537

Also offered as: MAS 537

TLS 538: Research on Preparing Elementary Teachers in Mathematics and Science (3 unit s)

Description: This course examines the research literature on preparing preservice teachers to teach science and mathematics in elementary schools. The course is suitable for participants interested in becoming mathematics and science teacher educators or for teachers who will be supervising preservice elementary teachers in the classroom.

Grading basis: Regular Grades

Career: Graduate

Course Components:	Lecture	Required
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Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-**CC** represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 539: Recent Research on Teaching and Schooling (3 units)

Description: An overview of the concepts, methodologies and findings of recent research on teaching and schooling practices.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: TTE 539, EDL 504.

TLS 540: Teaching English in Secondary Schools (3 units)

Description: Strategies, methodologies, and design approaches to teaching literature, grammar, and composition in secondary classrooms.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

TLS 541: Equity and Social Justice in Math/Science Education (3 units)

Description: This course, which operates as an interactive graduate readings seminar, explores principles of equity and social justice in teaching and learning mathematics and science.

Grading basis: Regular Grades

Career: Graduate

Course Components:	Discussion	May Be Offered
	Lecture	Required

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: Graduate level students only.

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

Description: This course focuses on fundamental issues regarding the history, curriculum, and reform of school mathematics and science, including basic questions about mathematics and science as disciplines, about what curriculum is, how it is developed and enacted, what it is for, and whose interests it serves. Connections among the disciplines, school, teachers, students, and families will also be explored. Question of what knowledge counts and how people acquire it will be a continuing thread.

Career: Graduate

Course typically offered:

Main Campus: Fall, Spring

Description: This course will examine state policies that affect specific groups in Arizona public [and charter] schools, including English language learners, Latino/a, Indigenous, refugee students, and others. We will analyze the ideological foundations that underlie state language and education policies, and explore the reasons why they have been enacted. We will also connect decision-making about language and education curriculum and pedagogies to a number of related issues (for example, immigration, school funding, and ethnic studies). In addition, students will have the opportunity to read a number of literary works related to Arizona, including non-fiction, short stories and poetry by local writers.

Career: Graduate

Course typically offered:

Online Campus: Spring

TLS 545: Curriculum Theory and Policy (3 units)

Description: A survey of theoretical frameworks in curriculum; the processes of content representation and enactment; planning evaluation, and change; analysis of curriculum policy.

Career: Graduate

Course typically offered:

Main Campus: Fall, Spring

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 546: Alternatives in the Secondary Classroom (3 units)

Description: Theoretical bases, methods and strategies for delivering instruction in secondary classrooms are examined, discussed and applied.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

TLS 550: School Reform in America (3 units)

Description: The course takes a comprehensive look at school reform in the United States, primarily in pre K-12 education. It examines the reforms being used and proposed, and whether they seem to be helping students, increasing equity, and improving schools.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

TLS 551: Developing Programs for Young Children (3 units)

Description: Contemporary early educational programs with emphasis upon the child's changing needs in the home, school and society. Criteria unique to particular ECE programs are analyzed to establish guidelines for program development.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

TLS 552: Anthropology of Childhood (3 units)

Description: This course will explore the Anthropology of Childhood. Conceptions of childhood, including the experiences, functions and meanings of childhood, vary widely across time and place. The course will examine childhood anthropologically and comparatively, including historical, economic, political, educational, and legal perspectives. We will draw on local and global examples.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Co-convened with: TLS 452

Course typically offered:

Main Campus: Spring

Field trip: None.

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 557: Application of Miscue Analysis (3 units)

Description: Study of miscue analysis to explore the reading process, reading research, and readability, as well as to evaluate readers; applications to reading strategies and curriculum; focus on comprehension.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Spring

TLS 560: Education & Sustainability (3 units)

Description: This course provides an overview of the theory and practice of environmental sustainability as it relates to PK-16 schooling. It will explore the ecological design and construction of educational facilities, landscaping, food services, consumerism, and the importance of vernacular knowledge. The course will include a service learning component. Graduate-level requirements include a 20-page essay that integrates themes from the various books read throughout the semester.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Co-convened with: TLS 460

Course typically offered:

Main Campus: Fall, Spring

Field trip: The idea is to include a service learning component to take place during two or three consecutive Saturday mornings.

TLS 561: Multimodal Literacies (3 units)

Description: This graduate course will explore theory and research related to multimodal literacies, with particular attention to multilingual learners and settings. Students will read seminal and current research that focuses on bi/multilingual youth's digital and multimodal meaning-making. We will examine the pedagogical implications for scaffolding youth's multimodal practices in online and face-to-face settings, as well as gain experience with innovative methods for capturing, analyzing, and representing rich digital multimedia data. This course offers hands-on experience with analyzing data and flexibility for pursuing specific research interests related to digital literacies.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 562: Groupwork for Diverse Classrooms (3 units)

Description: Groupwork and collaborative learning are well-documented instructional strategies to promote equitable engagement with academically demanding curriculum. This course will explore theoretical and empirical research on groupwork, using Complex Instruction as a foundation. The focus is on frameworks for implementing successful groupwork experiences in classrooms.

Grading basis: Regular Grades

Career: Graduate

Course Components:	Lecture	Required
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Course typically offered:

Main Campus: Fall, Spring

TLS 563: Collaborative Writing Groups in Education (1 unit)

Description: This course focuses on academic writing tools and on working in writing groups. Each meeting we will discuss strategies for academic writing in education, providing feedback, and working in writing groups. We will also read a variety of texts on academic writing strategies. As part of this course, you will work with a writing group (one you are already in or one created as part of this course) to provide feedback on writing and practice strategies from class.

Grading basis: Pass/Fail

Career: Graduate

Course Components:	Lecture	Required
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Course typically offered:

Main Campus: Fall, Spring

TLS 565: Discourse and Identity (3 units)

Description: Educational researchers frequently use the constructs of discourse and identity to make sense of classroom contexts and student learning. Both constructs have been operationalized to various degrees and in a variety of ways. As a result, making sense of these constructs and their use in research requires familiarity with the variety of heritages and definitions already in use. This course will look across several different understandings of each construct in order to map out and compare the variety of uses and their implications.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-**CC** represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 567: Politics, Poetry and Pedagogy: The Role of Art, Activism and Performance in Education (3 units)

Description: This course explores how K-12 teachers and others interested in education can engage students in dialogue and academic projects about contemporary social and political issues through arts-based pedagogies. Arts-based approaches include performance, drama, the spoken word, visual arts, film and music. These approaches represent unique and engaging ways to study complex and often baffling global events. Our theoretical and pedagogical approach in this course views art-based education as a multifaceted phenomenon. That is, it is many things at once: academic, experimental, political, emotional, democratic and subversive. Just as important, arts-based education is dialogic, meaning that interactions about art - whether verbal or visual -- involve more than a single voice, and those interactions are always embedded in the social and cultural worlds of individuals and groups. In classroom settings, students and teachers can collaboratively experience and negotiate their own "truths" about the meaning of art and how art might speak to or "transform" the world.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall

TLS 570: Introduction to Research in Education (3 units)

Description: This course provides an introduction to methods of identifying research problems and the techniques used to solve them in varying educational contexts. This course will also provide a basis for interpreting and evaluating published research using basic measurement and statistical tools.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

Description: An introduction to item response theory (IRT), the leading measurement theory in educational and psychological measurement. IRT is an advanced statistical framework for modeling item response patterns as a function of underlying traits. Topics covered are: Essential concepts and terminology of IRT; the mathematical and theoretical rationale underlying IRT; commonly used statistical models for dichotomous and polytomous item responses, parameter estimation, standard error of measurement; applications of IRT to common assessment problems (linking, differential item functioning, computerized adaptive testing); relevant statistical software. The course includes a series of assignments that focus on carrying out and interpreting basic item and scale calibrations as well as linking or DIF analyses and a final project, but no final examination. This course is designed for graduate students with an interest in measurement, instrument development, and quantitative empirical research.

Career: Graduate

Course typically offered:

Main Campus: Fall, Spring

Description: This course explores significant issues in STEM classrooms and what might be done to address these problems. The course draws upon a variety of perspectives from the research literature as well as perspectives from the STEM business community. This course is integral to developing a reflective educational practice based on real-world experiences synthesized with the research literature.

Career: Graduate

Course typically offered:

Main Campus: Summer

Description: The course makes explicit connections between workplace experiences and classroom practice through directed workplace observations, in-workplace discussions with industry supervisors and employees, online discussions, readings, and final project.

Career: Graduate

Course typically offered:

Main Campus: Summer

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

Description: Course participants record observations within their summer workplace which are connected with in-class topics such as content, skills, practices, assessment, motivation. Participants utilize a reflective framework for connecting workplace practices with content standards and classroom practices.

Career: Graduate

Course typically offered:

Main Campus: Summer

Description: This course will provide an overview of the theories, policies, and practices related to the education of Latinos. We will focus specifically on the social, cultural, economic, and institutional factors, within and outside the school context, that contribute to Latino students' underachievement, failure, and negative educational outcomes. In addition, transformative practices that promote student achievement, learning, and critical consciousness will be discussed. Readings will cover various issues in education as well as introduce course participants to a broad collection of primarily Latino scholars interested in developing new methods and policies that will improve the educational experiences of Latino students. Graduate-level requirements include more demanding guidelines for essays.

Career: Graduate

Equivalent to: ANTH 575A, LRC 575A

Co-convened with: TLS 475A

Course typically offered:

Main Campus: Spring

TLS 576: Teacher Research (3 units)

Description: Focuses on issues and implications of the teacher research movement within education and on the research strategies and techniques used by teachers in conducting research on language, reading and culture in their own classroom settings.

Career: Graduate

Course typically offered:

Main Campus: Spring

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

Description: Examine field research in communities and schools with a special emphasis on the uses of language and literacy; course readings and assignments will help participants identify research questions in natural settings and acquire a range of methods to investigate them; various data collection techniques and approaches to analysis will be explored

Career: Graduate

Course typically offered:

Main Campus: Fall

Description: Examines children's literature and its role in the literacy development of young children (preschool - 3rd grade). Explores both the types of literature and ways to bring children and books together.

Career: Graduate

Also offered as: LIS 579

Main Campus: Fall

Description: Analysis and discussion of classic and contemporary children's literature of all genres, and its relationship to language, reading and culture. Graduate-level requirements include an in-depth research paper or other project.

Career: Graduate

Co-convened with: TLS 480

Main Campus: Fall, Spring

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 581: Multicultural Literature and Literacy (3 units)

Description: Analyzes the use of multicultural literature that fosters sense of identity and appreciation of diversity to develop literacy. Includes readings from multiethnic literature about Black, Native, Latino, and Asian Americans as well as other specific cultural groups and identities. Focuses on reading from a critical multicultural perspective.

Grading basis: Regular Grades

Career: Graduate

Course Components:	Lecture	Required
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Course typically offered:

Main Campus: Spring

TLS 582: The Art of the Picture Book (4 units)

Description: A picture book conveys its meaning through the integration of art and language. This course examines visual literacy through the art of picture books by exploring art as a meaning-making process.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall

TLS 583: Literature Discussions (3 units)

Description: Issues related to dialogue about children's and adolescent literature within a community of readers. Research, theory and practice related to literature discussion groups, text sets, reader response and collaborative learning.

Grading basis: Regular Grades

Career: Graduate

Course Components:	Lecture	Required
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Course typically offered:

Main Campus: Fall

TLS 585: Literature for Adolescents (3 units)

Description: This course offers teachers, librarians, and others an opportunity to explore and critique the wealth of literature written especially for young adult readers.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 586: Reading the World through Children's and Adolescent Literature (3 units)

Description: This course focuses on global children's and adolescent literature, the sociopolitical and sociocultural issues around this literature, and the role of story in building intercultural understandings about the world.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Spring

TLS 587: Global Trends in Visual Literature (3 units)

Description: An examination of global trends in picturebooks as visual literature and the influences of consumer markets, new technologies, innovative illustrators and publishers, and children's immersion in visual culture.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Also offered as: ART 587

Course typically offered:

Main Campus: Summer

TLS 591: Preceptorship (1 - 6 units)

Description: Specialized work on an individual basis, consisting of instruction and practice in actual service in a department, program, or discipline. Teaching formats may include seminars, in-depth studies, laboratory work and patient study.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring, Summer

TLS 593: Internship (1 - 12 units)

Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 593A: Field Experience in Secondary School (6 units)

Description: Field Experience in Secondary School is designed to provide the clinical experience necessary to prepare teacher candidates for student teaching in grades 7-12. Field Experience in Secondary School is designed to introduce teacher candidates to teaching and working in secondary classrooms. Under the guidance and supervision of a supervising practitioner and a program supervisor, teacher candidates have the opportunity to gradually assume the professional duties of a student teacher and, in the process, demonstrate skills and dispositions necessary to meet some of the national standards set for teachers: - The InTASC Standards: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf- The ISTE Standards Teachers: http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

Grading basis: Pass/Fail

Career: Graduate

Flat Fee: \$80

Course Components: Independent Study Required

Course typically offered:

Main Campus: Fall

TLS 593B: Student Teaching in Secondary School (6 units)

Description: Student Teaching in Secondary Schools is designed to provide the clinical experience necessary for preparing teacher candidates to teach in grades 7-12. Student teaching is the capstone course of Teach Arizona. It builds on the coursework and field experience taken in prior semesters. Under the guidance and supervision of a supervising practitioner and program supervisor teacher candidates assume the professional duties of a student teacher and, in the process, demonstrate skills and dispositions necessary to meet the national standards set for teachers: - The InTASC Standards: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf- The ISTE Standards for Teachers (ISTE Standards-T): http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

Grading basis: Pass/Fail

Career: Graduate

Flat Fee: \$80

Course Components: Independent Study Required

Course typically offered:

Main Campus: Spring

Recommendations and additional information: TTE 593A

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 593R: Action Research Internship (1 - 3 units)

Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: TTE 597R.

TLS 594: Practicum (1 - 6 units)

Description: The practical application, on an individual basis, of previously studied theory and the collection of data for future theoretical interpretation.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall

TLS 595: Issues in Language, Reading and Culture (1 - 3 units)

Description: The exchange of scholarly information and/or research about topics of current concern in language, reading and culture, such as language socialization, international children's and adolescent literature, and media and semiotics. Research projects may or may not be required of course registrants.

Grading basis: Regular Grades

Career: Graduate

Course Components: Colloquium Required

Repeatable: Course can be repeated for a maximum of 12 units.

Co-convened with:

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 595E: Anthropology and Education (3 units)

Description: Historical, theoretical, methodological, and practical/pedagogical foundations of the field of educational anthropology. Explores the relationships among culture, education, and identity, with a focus on learning in cross-cultural contexts both inside and outside of schools. Ethnography as a mode of inquiry is emphasized. Research projects required.

Grading basis: Regular Grades

Career: Graduate

Course Components: Colloquium Required

Equivalent to: ANTH 595E

Also offered as: ANTH 595E

Course typically offered:

Main Campus: Fall

TLS 596: Topics in Teacher Education (1 - 3 units)

Description: The development and exchange of scholarly information, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

Grading basis: Regular Grades

Career: Graduate

Course Components: Seminar Required

Repeatable: Course can be repeated for a maximum of 12 units.

Course typically offered:

Main Campus: Fall, Spring

TLS 596M: Exploring Life on the WWW: The Digital Dissemination of Biological Research (3 units)

Description: This course is designed for aspiring life scientists and science teachers. It will improve students' literacy in the areas of life science data management, information technology, and the effective exchange of scientific information across disciplines and professional cultures. Graduate-level requirements include an individual project and participation in a group project. Undergraduates will only have to participate in group projects.

Grading basis: Regular Grades

Career: Graduate

Course Components: Seminar Required

Repeatable: Course can be repeated a maximum of 2 times.

Equivalent to: ECOL 596M, ENTO 596M, IRLS 596M, MCB 596M, TTE 596M

Also offered as: ECOL 596M, EIS 596M, IRLS 596M, MCB 596M

Course typically offered:

Main Campus: Spring

Recommendations and additional information: Consent of instructor.

Home department: Teaching, Learning and Sociocultural Studies

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 597A: Southern Arizona Writing Project (1 - 6 units)

Description: The practical application of theoretical learning within a group setting and involving an exchange of ideas and practical methods, skills, and principles.

Grading basis: Regular Grades

Career: Graduate

Course Components: Workshop Required

Repeatable: Course can be repeated for a maximum of 12 units.

Equivalent to: ELEM 597W, ENGL 597W, LRC 597A, SED 597W

Also offered as: ENGL 597A

Course typically offered:

Main Campus: Summer

Home department: Teaching, Learning and Sociocultural Studies

TLS 597F: Community and School Garden Workshop (2 - 6 units)

Description: This workshop-based course is designed to enable UA undergraduate and graduate students to work in Tucson-area schools and community sites helping stakeholders to plant, harvest and prepare foods from their garden as well as use the garden as a learning space. As a member of a school or community garden team, students are likely to cover a wide range of activities from maintaining a compost pile to administering lesson plans for teaching in the garden to weeding, planting, and organizing work crews. In addition to attending one 3-hour weekend workshop, students are required to attend weekly class meetings on the UA campus. Most of the course, however, revolves around independent and sustained involvement with a Tucson school or community garden. No teaching or gardening experience is required.

Grading basis: Regular Grades

Career: Graduate

Course Components: Workshop Required

Repeatable: Course can be repeated for a maximum of 9 units.

Also offered as: AIS 597F, ENVS 597F, GEOG 597F, LAS 597F, NSC 597F, PLS 597F, STCH 597F

Co-convened with: TLS 497F

Course typically offered:

Main Campus: Fall, Spring

Home department: Teaching, Learning and Sociocultural Studies

TLS 597R: Action Inquiry Workshop (3 units)

Description: The practical application of theoretical learning within a group setting and involving an exchange of ideas and practical methods, skills, and principles.

Grading basis: Regular Grades

Career: Graduate

Course Components: Workshop Required

Course typically offered:

Main Campus: Summer

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 599: Independent Study (1 - 3 units)

Description: Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will register for credit under course number 599, 699, or 799.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring, Summer

TLS 602: Dissertation Proposal Design (3 units)

Description: Examination of qualitative, quantitative, and/or mixed methods approaches to the design of a doctoral dissertation proposal for teaching and teacher education.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: EDP 560, EDP 541, LRC 605.

TLS 605: Qualitative Methods in Education (3 units)

Description: Introduction to theory and methods of conducting research through extended participant observation in school or community settings; field work, ethnography, case study, qualitative methods.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Equivalent to: HED 605

Course typically offered:

Main Campus: Fall, Spring

TLS 613: Methods of Teaching English to Speakers of Other Languages (3 units)

Description: Foundations, theory, and methodology in English as a second language.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Equivalent to: ELEM 613, LRC 613, SED 613, SLAT 613

Also offered as: ENGL 613, SLAT 613

Course typically offered:

Main Campus: Fall

Home department: English

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

Description: This course is an exploration of the theoretically-grounded approach to education known as "critical pedagogy", and the work and ideas of Paulo Freire, the Brazilian educator who is most closely associated with this approach. Throughout the semester, we will collectively make sense of Freire's important theoretical contributions to critical pedagogy (e.g., banking education, conscientização, praxis, false and true generosity, dialogics, radical love, etc.) as well as some of the pedagogical practices that he used in the Brazilian literacy campaign in the 1960s (generative themes, culture circles, problem-posing, etc.). We will consider the historical and political context that inspired Freire's work and how that work evolved and developed over time. This context includes Freire's childhood in poverty, his interest in revolutionary social movements, and the practice of liberation theology in Latin America. We will also discuss the ways in which Freire's ideas have been implemented "on the ground" in post-revolution, post-colonial literacy campaigns in Brazil, El Salvador, Guinea Bissau, and Nicaragua.

Main Campus: Fall
Online Campus: Fall

Main Campus: Fall

Main Campus: Spring

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

Description: Indigenous oral traditions as channels of human discourse provide a venue for pursuing inter-intracultural understandings and insights into the cultural conceptions of particular social and geographic realities.

Career: Graduate

Course typically offered:

Main Campus: Spring

Description: This course is of particular relevance for graduate students interested in Indigenous education and epistemology, and for educators serving Native American students. The course is organized around a series of international video courses with participating cohorts in Hawaii, Alaska, New Zealand, Canada and Arizona. Students will have an opportunity to join and engage with a community of international Indigenous and non-Indigenous scholars in a comparative study of and dialogue on the historical and contemporary issues associated with the education of Indigenous peoples and communities. The goal of the course is to understand and recognize the role of language and culture within the contemporary context of Western education through Indigenous perspectives and Indigenous epistemology. The exploration of Indigenous epistemologies and thought are recognized as integral and critical in the quest for self-determination. Each site will utilize technology to facilitate interactions and presentations for participants across sites.

Career: Graduate

Course typically offered:

Main Campus: Fall

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 644: International Indigenous Well-Being Through Education (3 units)

Description: This course is of particular relevance for graduate student-educators interested in Indigenous education and epistemology, and for educators serving Native American students in contemporary educational contexts. Students will explore the extensive collective heritage of Indigenous education and epistemology, conveyed through linguistic and cultural practices, recognized as the foundations of Indigenous well-being, belonging and identity. The overall goals are to advance a critical understanding of the role of Indigenous language and culture on human development and well-being through Indigenous perspectives, and to promote and nurture the influence of culture on the Indigenous person. The course is offered as a distance education course among seven (7) collaborating higher education institutions. The course is organized around a series of collaborative international video discussions (14) and projects with participating university/tribal college cohorts in Hawaii, Alaska, New Zealand, Canada, Montana and Arizona (see polycom sites and facilitating Instructors). Students will actively engage with a community of international Indigenous and non-Indigenous faculty and student scholars in dialogue on the historical and contemporary issues associated with the education of Indigenous peoples and communities.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall

Phoenix Campus: Fall

Distance Campus: Fall

Community Campus: Fall

TLS 645: Research Methods & Technologies (3 units)

Description: This graduate course explores research methods for examining learning experiences mediated with technology and occurring in collaborative digital environments. Capturing and analyzing the digital world requires new ways of using mixed method research approaches, as well as innovative digital tools for archiving, collaboratively coding, and visualizing data. This course will provide tangible experiences with designing, planning, and executing studies that intersect with digital texts, tools, and online environments. Together, we will examine ways to conduct research in the digital age across a range of research methodologies. Implications for designing research studies centered on technology, including research ethics, will be addressed.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

Description: Examines the process of reading through socio-linguistic, psycholinguistic, socio-historical and psychogenetic perspectives. Emphasis upon the nature of written language acquisition, development and comprehension; theories of how literacy is acquired; and the impact of becoming literate upon consciousness, language use, and the way people think and behave.

Career: Graduate

Required

Main Campus: Fall

Description: This course will explore an expanded and critical view of language acquisition drawing on theories, models and research in a range of disciplines including psycholinguistics, sociolinguistics, folklore, anthropology, psychology communication, and education. The process of acquiring language is deeply affected by the process of becoming a competent member of society. An expanded view of the ways which individuals become socialized into particular patterns of language use and the on-going development of oral and written language from early childhood to adult life will be considered.

Career: Graduate

Required

Main Campus: Fall

Description: Study of current research in the writing and reading development of preschool and school-aged children; relationships between reading and writing development explored through student research; applications to instruction.

Career: Graduate

Required

Main Campus: Spring

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 654: Educational and Applied Linguistics (3 units)

Description: This course explores the applications of linguistics in a range of professional contexts and real world situations, but with a particular focus on language and literacy education. The social and political nature of language use will be explored through topics such as dialect and language variation, bilingual programs and policies, language revitalization, and language literacy.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Equivalent to:

Course typically offered:

Main Campus: Spring

TLS 676: Exploring Critical Issues in Native American Curriculum Development (3 units)

Description: This course will explore, for curriculum development purposes, critical educational issues confronting Indigenous peoples, with a primary focus on Native Americans in the United States. Attention will also be given to the educational experiences of Aboriginal peoples of Canada. The course will provide an overview of Indigenous education (formal and informal) from both contemporary and historical contexts. The course will analyze Indigenous educational philosophies; history of Native education; contemporary educational, cultural, identity, institutional, and leadership challenges facing Native peoples; and ideas of place, community, and culture in education for and about Native peoples. Issues, concepts, and theories examined in the course will provide a basis for developing curriculum; assessing educational policy; augmenting teaching strategies; and examining learning practices in elementary, secondary, and higher educational institutions. Course participants will link concepts of Indigenous ways of knowing and teaching, and context and culture through readings, discussions, short assignments, and a final paper or project.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Equivalent to: LRC 676

Also offered as: AIS 676

Course typically offered:

Main Campus: Spring

Home department: Teaching, Learning and Sociocultural Studies

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 677: History of American Indian Education (3 units)

Description: Educational philosophies, policies, and practices of native people, European missions, and federal schools. Historic overview of Indian education to early 1900s.

Grading basis: Regular Grades

Career: Graduate

Course Components:

Equivalent to: LRC 677

Also offered as: AIS 677

Course typically offered:

Main Campus: Fall, Spring

Home department: Teaching, Learning and Sociocultural Studies

TLS 678: Contemporary American Indian Education and Research (3 units)

Description: Contemporary American Indian/Alaskan native education in two parts: (1) the current state of native education and its effectiveness in meeting the needs of native students; (2) current research in the area of American Indian/Alaskan native education and its implications for future research.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Equivalent to: LRC 678

Also offered as: AIS 678

Course typically offered:

Main Campus: Fall, Spring

Home department: Teaching, Learning and Sociocultural Studies

TLS 681: Critical Content Analysis of Text and Image (3 units)

Description: This research methodology course explores the critical theory frames and research processes for critical content analysis of text and image. The focus is on engaging in textual analysis through a critical lens of locating power in social practices.

Grading basis: Regular Grades

Career: Graduate

Course Components: Lecture Required

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 693: Internship (1 - 6 units)

Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring, Summer

TLS 694B: Practicum in Literacy Settings (3 - 6 units)

Description: Conduct action research project related to literacy leadership in school settings for systemic change.

Grading basis: Regular Grades

Career: Graduate

Course Components: Practicum Required

Repeatable: Course can be repeated for a maximum of 6 units.

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: LRC 505, LRC 520, LRC 521, LRC 524.

TLS 696: Topics in Education (1 - 3 units)

Description: The development and exchange of scholarly information, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

Grading basis: Regular Grades

Career: Graduate

Course Components: Seminar Required

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 696A: Language, Reading and Culture (1 - 3 units)

Description: The development and exchange of scholarly information, usually in a small group setting, about topics including language and youth cultures, semiotics, global perspectives on gender, and writing for publication. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

Grading basis: Regular Grades

Career: Graduate

Course Components: Seminar Required

Repeatable: Course can be repeated for a maximum of 21 units.

Course typically offered:

Main Campus: Fall, Spring

TLS 696B: Research in Language Diversity in Education (1 - 6 units)

Description: The development and exchange of scholarly information about bilingual and dual language education, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

Grading basis: Regular Grades

Career: Graduate

Course Components: Seminar Required

Course typically offered:

Main Campus: Fall, Spring

TLS 696C: Research in Language and Literacy (1 - 6 units)

Description: The development and exchange of scholarly information, usually in a small group setting, topics including indigenous languages, cultures and schooling. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

Grading basis: Regular Grades

Career: Graduate

Course Components: Seminar Required

Repeatable: Course can be repeated for a maximum of 9 units.

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 696D: Language Research Methodology in Education (3 units)

Description: Investigation of procedures for a specific type of research design appropriate for language, research in education; critical analysis of evidence supporting literary practices

Grading basis: Regular Grades

Career: Graduate

Course Components: Seminar Required

Repeatable: Course can be repeated for a maximum of 9 units.

Course typically offered:

Main Campus: Fall, Spring

TLS 696E: Research on Teaching (3 units)

Description: The development and exchange of scholarly information, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

Grading basis: Regular Grades

Career: Graduate

Course Components: Seminar Required

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: TTE 539, TTE 545, EDL 504.

TLS 696F: Research on Teacher Education (3 units)

Description: The development and exchange of scholarly information, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

Grading basis: Regular Grades

Career: Graduate

Course Components: Seminar Required

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: TTE 539, TTE 545, EDL 504.

TLS 699: Independent Study (1 - 3 units)

Description: Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will register for credit under course number 599, 699, or 799.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring, Summer

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 791: Preceptorship (1 - 6 units)

Description: Specialized work on an individual basis, consisting of instruction and practice in actual service in a department, program, or discipline. Teaching formats may include seminars, in-depth studies, laboratory work and patient study.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring, Summer

TLS 791A: Preceptorship in University Teaching (1 - 3 units)

Description: Specialized work on an individual basis that involves serving as a teaching intern for a university course with a faculty mentor to examine the different facets of university teaching.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated for a maximum of 9 units.

Course typically offered:

Main Campus: Fall, Spring, Summer

TLS 793: Internship (1 - 6 units)

Description: Specialized work consisting of individual training and practice in actual service in a technical, business or governmental establishment.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 4 times.

Course typically offered:

Main Campus: Fall, Spring, Summer

TLS 793A: Classroom Research (3 units)

Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 2 times.

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: LRC 605.

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 793B: Teacher Education Research (3 units)

Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 2 times.

Course typically offered:

Main Campus: Fall, Spring

Recommendations and additional information: LRC 605.

TLS 795B: Vygotsky and Education (3 units)

Description: Analyzes the cultural-historical psychology of L. S. Vygotsky, among others, and its relevance for education. Introduction to Vygotskian theory focusing on pedagogical implications.

Grading basis: Regular Grades

Career: Graduate

Course Components: Colloquium Required

Course typically offered:

Main Campus: Spring

TLS 795C: Language Planning and Education (3 units)

Description: A colloquium on the conceptual, theoretical, and case study literature on language planning, with special attention to language policy development in educational contexts.

Grading basis: Regular Grades

Career: Graduate

Course Components: Colloquium Required

Course typically offered:

Main Campus: Fall

TLS 795D: Influential Readings in Language, Reading and Culture (3 units)

Description: This colloquium focuses on influential readings considered foundational to the study of language, reading and culture. Participants identify a list of influential readings and participate in intensive reading, reflection, and discussion of these readings.

Grading basis: Regular Grades

Career: Graduate

Course Components: Colloquium Required

Course typically offered:

Main Campus: Fall

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 796A: Research and Evaluation in Language, Reading and Culture (1 - 3 units)

Description: The development and exchange of scholarly information, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

Grading basis: Regular Grades

Career: Graduate

Course Components: Seminar Required

Repeatable: Course can be repeated for a maximum of 15 units.

Course typically offered:

Main Campus: Fall, Spring

TLS 797: Theoretical and Practical Foundations of Teaching, Learning and Sociocultural Studies (3 units)

Description: This course provides an introduction to the theoretical foundations of teaching, learning and sociocultural studies and to the practical knowledge needed to negotiate the requirements and milestones within the TLS doctoral program.

Grading basis: Regular Grades

Career: Graduate

Course Components: Workshop Required

Course typically offered:

Main Campus: Fall

Field trip: None

TLS 799: Independent Study (1 - 3 units)

Description: Qualified students working on an individual basis with professors who have agreed to supervise such work. Graduate students doing independent work which cannot be classified as actual research will register for credit under course number 599, 699, or 799.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.

TLS 900: Research (1 - 6 units)

Description: Individual research, not related to thesis or dissertation preparation, by graduate students.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring, Summer

TLS 909: Master's Report (1 - 3 units)

Description: Individual study or special project or formal report thereof submitted in lieu of thesis for certain master's degrees.

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Course typically offered:

Main Campus: Fall, Spring, Summer

TLS 920: Dissertation (1 - 9 units)

Description: Research for the doctoral dissertation (whether library research, laboratory or field observation or research, artistic creation, or dissertation writing).

Grading basis: Alternative Grading: S, P, F

Career: Graduate

Course Components: Independent Study Required

Repeatable: Course can be repeated a maximum of 99 times.

Course typically offered:

Main Campus: Fall, Spring, Summer

-SA represents a Student Abroad & Student Exchange offering

-CC represents a Correspondence Course offering

May Be Offered Departments may offer this component in some semesters. See the Schedule of Classes for term-specific offerings.