

## Education and Teacher Certification

### Programs in Education and Teacher Certification

**Distributed Teacher and Leader Education (D-TALE) program, accredited by NCATE, National Council for Accreditation of Teacher Education**

**D-TALE is administered by the School of Professional Development**

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Secondary Education and Teacher Certification Programs in English; Foreign Languages (Chinese, French, German, Italian, Japanese, Korean, Spanish); Mathematics; Sciences (Biology, Chemistry, Earth Sciences, Physics); and Social Studies

Pre-Kindergarten through Grade 12 Certification in Teaching English to Speakers of Other Languages (TESOL)

## Education and Teacher Certification

The Professional Education Program offers programs to prepare students to become teachers of academic subjects in secondary schools (grades 7 through 12) and to become teachers of English to speakers of other languages (TESOL) in grades Pre-K through 12. Stony Brook's teacher certification programs are registered and approved by the New York State Education Department.

Students complete the requirements of either a Departmental major or an interdisciplinary major in addition to teacher certification. It is recommended that students consult their planned major department as early as the second semester of the freshman year but no later than the second semester of their sophomore year to determine if the major includes the teacher education option. It is necessary to apply for admission to the Professional Education Program and to obtain guidance from program coordinators in completing teacher education and departmental major requirements for a degree. Teacher Education programs are offered in the following subject areas:

### 1. Certification Grades 7 through 12:

- English
- Foreign Languages: Chinese, French, German, Italian, Japanese, Korean, and Spanish
- Mathematics
- Sciences: Biology, Chemistry, Earth Sciences, Physics (General Science 7-12 Extension Certification options are available for these programs)
- Social Studies

### 2. Certification Grades Pre-K through 12:

- Teaching English to Speakers of Other Languages (TESOL)

Accelerated Bachelor's/Master's Degree Programs are also available. Prospective students should contact the director of the certification program that they are interested in for information about this enrollment option.

All graduate and five-year accelerated bachelor's/master's level programs include 5-6 extension options (except for TESOL, which is a PreK-12 program) with the addition of CEE 601 and CEE 602.

All students seeking a certification and resulting NYS license in the teaching of a specific science (Biology, Chemistry, Earth Science, or Physics) at the adolescent level (Grades 7 to 12) can, by the completion of 18 credits in two or more sciences combined other than the primary science for which they are licensed, add a General Science Extension to their primary license. See your teacher preparation program director or academic advisor for additional information.

### University-Wide Coordination of the Programs

The various programs, each of which is registered and approved by the New York State Education Department, are coordinated by the Nationally Accredited Professional Education Program (PEP). PEP performs a major role in the Long Island region by coordinating, supporting, strengthening, and developing: 1) undergraduate and graduate (pre-service) and graduate (in-service) teacher certification and teacher education; 2) educational research and development; and 3) school-university partnership programs. PEP has had a significant positive impact upon the Long Island region and is widely recognized as a symbol of Stony Brook University's commitment to teacher education.

The University-wide approach to teacher education adopted by Stony Brook provides graduates of our teacher education programs with the intellectual rigor of an academic major as well as a valuable professional credential that qualifies them to teach in New York State and many other states in the country through the Interstate Agreement on the Qualification of Educational Personnel.

## Requirements for the Teacher Education Programs

### General Information

Clinical placements for Stony Brook students are available in a cross-section of partnering school districts that draw upon populations with a wide range of socio-economic and cultural backgrounds, and students with diverse needs. Many of these schools are engaged in innovative and experimental programs in education.

The Office of Teacher Certification at Stony Brook advises prospective teacher certification candidates in Stony Brook programs on procedures for obtaining New York State teacher certification. Clearance and applications for the certificate are processed by the Office of Teacher Certification, which keeps all documentation pertaining to these services on file and makes it available to students for in-state and out-of-state certification purposes, and to prospective employers upon presentation of a hand-signed FERPA Release Form.

Certification is not automatic. Upon successful completion of the University's program, the student must apply for state certification by doing the following:

1. Complete the necessary online application form, available on NYSED's TEACH website (<http://www.highered.nysed.gov/tcert/certificate/apply.html>).
2. Complete the certificate requirements for Identification and Reporting of Child Abuse and Maltreatment, Substance Abuse Recognition and Referral, School Violence Prevention and Intervention, Harassment, Bullying and Discrimination Prevention and Intervention (DASA-Dignity for All Students Act), and Fingerprinting Clearance.
3. Pass the New York State Teacher Certification Examinations (NYSTCE). Information about these standardized tests may be found on the following website: <http://www.nystce.nesinc.com/>.
4. Submit a completed FERPA Release Form and Information Sheet with accompanying processing fee to the Teacher Certification Office for recommendation to NYSED upon completion of an institutional-based program.

The Career Placement Center helps students in three ways. Through its credentials service, recommendations supporting students in their application for jobs are kept on file. Copies of these recommendations are sent to prospective employers upon request. The center also posts announcements for teaching jobs available locally and in schools around the country. Students seeking employment in school districts off Long Island are invited to participate in the Long Island Teachers Recruitment Consortium. For more information, contact the Career Placement Center at (631) 682-6810 (Voice/TDD).

The Professional Education Programs follow guidelines set forth by the College of Arts and Sciences regarding rules effecting probation and/or academic dishonesty for undergraduate students matriculated in teacher education programs. Please refer to other sections of the Undergraduate Bulletin for additional information.

### Requirements of the Teacher Education Programs

Students applying for certification must satisfy the following requirements:

1. Students must formally apply for admission to one of the six teacher certification programs by completion of the appropriate application with supporting documentation and "declaration of major form." An essay (500-750 words) on a topic germane to education is required of all students. Admission requirements may also include interviews and submission of writing samples. Registration in methods courses as well as other certification courses requires admission to the Professional Education Program. For some courses, approval of the PEP Program Director may be required. Submission of the application by the end of the sophomore year is recommended.
2. Students must complete all requirements of their chosen academic major, with a minimum of 36 credits in the content field required for teacher certification. Stony Brook requirements exceed NYSED requirements in most instances. Be sure to check specific requirements relative to the content area in which you wish to be certified with the appropriate Program Director.
3. Students must complete all pedagogy credits in the professional study of education (credits vary according to the specific certification program) including foundation and literacy courses, and 100 hours of fieldwork prior to student teaching with specific experiences dealing with areas related to high-needs districts, ethnic and cultural diversity, inclusion of students with special needs, integration of technology in the curriculum, literacy across all curricula, and other selected topics.
4. Students must complete 75 days of supervised student teaching.
5. All teacher candidates must have one year of a language other than English at the college level on a transcript of record with grades of "C" or better. This requirement may be met through the study of American Sign Language as well as foreign languages. Please note that some majors have more extensive language requirements. Requisites for Oral Language Proficiency in English for applicants whose native language is other than English may be found in the PEP *Guide to Teacher Education*.
6. Students should maintain a cumulative g.p.a. of 3.00 to remain in good standing. At the discretion of the program director, a student who earns less than a C in either of two methodology courses and/or the student teaching seminar must repeat the course, as well as the associated field experience, and earn a satisfactory grade before being permitted to advance to the next course in the professional education sequence. A student who earns below a C in either the foundations or literacy courses must earn a satisfactory grade in these courses prior to being accepted for student teaching placement. Students must also meet program standards on all PEP performance assessments to remain in good standing and advance through the program. Professional education courses may only be repeated once. Students must complete all courses required for the major, cognate fields, and professional licensure before they will be allowed to student teach.

Note: In some instances, departmental requirements may vary from the standards outlined above. It is incumbent upon the student to contact the Teacher Education Program Director within their department or division for updates to these requirements. Requirements for degree and certification are subject to change. It is the responsibility of the individual student to consult the PEP Guide to Teacher Education for current regulations and further information. Exceptions to the requirements above, and also to those specified for each individual teacher preparation program, are at the discretion of the respective program directors.

New York State requires all teacher candidates who are applying for initial certification to pass several standardized tests. Students should visit the following web link to get an overview of the fields of knowledge assessed on these exams, and for the most up-to-date information pertaining to these requirements: <http://www.nystce.nesinc.com/>. It is recommended that students contact their program director for guidance in this process.

Prior to filing for certification, all teacher candidates must have their fingerprints cleared by the Division of Criminal Justice Services. In addition, all teacher candidates must have successfully completed two-hour seminar/workshops in Identification and Reporting of Child Abuse and Maltreatment, Substance Abuse Recognition and Referral, and School Violence Prevention and Intervention, as well as a three-hour Autism Recognition, Referral and Control seminar offered through the Cody Center, and a six-hour seminar in Harassment, Bullying and Discrimination Prevention and Intervention (DASA-Dignity for All Students Act). Certificates of Completion for these workshops must accompany the application for license along with transcripts from all institutions attended that contain coursework relevant to the specific license. This coursework must contain content, pedagogy, field experience including student teaching, and a minimum of one year of language other than English at the college level. The language requirement may vary by major and in some instances may require completion of two years of language.

7. Additional requirements set by the academic department in charge of the certification area.

Note: Courses taken for Pass/No Credit may not be used to satisfy the preparation in professional education component of any Teacher Education Program.

The following sections describe specific requirements for each of the University's Teacher Education Programs.

#### English Secondary Teacher Education Program

Program Director: Kenneth Lindblom, Ph.D., Department of English

Students interested in earning English Teacher Certification are encouraged to contact the Program Director for advisement.

#### Requirements for Initial Certification

A. All requirements for the major in English with a minimum of 36 credits in the cognate field, including specific course content areas required for accreditation. See Program Director for details.

B. A 3.00 grade point average.

C. A writing sample that best reflects the candidate's good writing skills.

D. Professional educational requirements:

1. PSY 327 Human Growth and Development in the Educational Context
2. SSE 350 Foundations of Education
3. CEF 347 Introduction to Special Education
4. EGL 440 Performance and Technology in Teaching Literature and Composition
5. EGL 441 Methods of Instruction in Literature and Composition
6. EGL 449 Field Experience I
7. EGL 450 Field Experience II
8. LIN 344 Language Acquisition and Literacy Development
9. EGL 451 Supervised Teaching--Grades 7-9
10. EGL 452 Supervised Teaching--Grades 10-12
11. EGL 454 Student Teaching Seminar

Note: To be eligible for EGL 441, students must have declared an English major and the teacher education program, and have taken at least one 300-level English course. The Program has established a number of specific requirements that may be satisfied through the courses taken to fulfill the requirements for the major. Consult with the Program Director for detailed information.

#### Foreign Languages Secondary Teacher Education Program

Program Director: Sarah Jourdain, Ph.D., Department of Languages, Literatures, and Cultures

This program prepares students to be teachers of Chinese, French, German, Italian, Japanese, Korean, and/or Spanish in the secondary schools. It satisfies all requirements for New York State initial certification for the teaching of Languages Other Than English (LOTE), grades 7-12. This program is only open to students with majors in Asian and Asian American Studies, French, German, Italian, or Spanish.

Students who wish to enter this program are expected to consult the program director and establish an advising folder prior to the beginning of the junior year. Failure to do so may result in delays in meeting the certification requirements. The program is designed to be completed sequentially

in the last two years of the teacher candidate's degree program. The final semester of the program is a full-time student teaching experience in a regional school with accompanying evening seminar at the University.

#### Requirements for Initial Certification in Any of the Languages

A. Completion of the requirements for the major in Asian and Asian American Studies, French, German, Italian, or Spanish

B. Professional educational requirements:

1. PSY 327 Human Growth and Development in the Educational Context
2. SSE 350 Foundations of Education
3. CEF 347 Introduction to Special Education
4. FLA 339 Methods and Materials in the Teaching of Foreign Languages and Field Experience I
5. FLA 340 Curriculum Development and Micro-Teaching and Field Experience II
6. LIN 344 Language Acquisition and Literacy Development or FLA 440 Foreign Language Acquisition Research
7. FLA 449 Field Experience I
8. FLA 450 Field Experience II
9. FLA 451 Supervised Teaching--Foreign Language, Grades 7-9
10. FLA 452 Supervised Teaching--Foreign Language, Grades 10-12
11. FLA 454 Student Teaching Seminar

Students are urged to take as many advanced language courses as possible and participate in a study abroad program prior to student teaching. Students must complete 36 credit hours of courses in the language to be eligible for certification. Courses taught in English will not satisfy the language requirement for certification purposes.

Prior to student teaching, students must participate in an official ACTFL OPI (Oral Proficiency Interview) and receive a minimum spoken proficiency rating of Advanced-Low as defined in the ACTFL Proficiency Guidelines-Speaking (1999). Students must contact Language Testing International (LTI) and arrange for either a face-to-face OPI or a phone interview.

Students wishing to prepare for dual certification (i.e., certification in two foreign languages) should consult the advisor for foreign language teacher education.

#### Notes:

1. To be eligible for FLA 339, the student must have declared a language major and the teacher education program, and have taken at least one 300-level language course and one 300-level literature course. Both FLA 339 and FLA 340 must be successfully completed prior to student teaching.
2. To be eligible for student teaching, students must have maintained a 3.00 g.p.a. overall. Exceptions are at the discretion of the program director.
3. Students should consider FLA 439, Introduction to Technology for Language Teaching, and FLA 440, Foreign Language Acquisition Research, in choosing electives for their major.

#### French, German, or Italian Secondary Teacher Education Program

Students who wish to prepare for certification as secondary school teachers of French, German, or Italian, or any combination of two languages, including Spanish, should consult appropriate departmental advisors concerning requirements and procedures for the teacher education program.

#### Chinese, Japanese, or Korean Secondary Teacher Education Program

Students who wish to prepare for certification as secondary school teachers of Chinese, Japanese, Korean, or any combination of two languages, including French, German, Italian, and Spanish, should consult appropriate departmental advisors concerning requirements and procedures for the teacher education program.

#### Spanish Secondary Teacher Education Program

Students who wish to prepare for certification as secondary school teachers of Spanish should choose SPN 462, SPN 463 or SPN 465 in satisfying major Requirement A.5. They should consult appropriate departmental advisors concerning additional requirements and procedures in the teacher education program.

#### Mathematics Secondary Teacher Education Program

PROGRAM DIRECTOR: Lisa Berger, Ph.D., Department of Mathematics

This program prepares students to be teachers of mathematics in the secondary schools and satisfies all requirements for New York State initial certification for teaching mathematics, grades 7 to 12. It is only open to students with majors in Mathematics or Applied Mathematics and Statistics.

Students who wish to enroll in the program should apply to the undergraduate mathematics teacher preparation program during the second semester of their sophomore year, or the first semester of their junior year. Sophomore applicants should have taken at least two semesters of calculus, linear algebra, and MAT 200. Completion of a third semester of calculus is strongly recommended. Applicants must have grades of "C" or higher in each of these courses, with an average grade of at least "B". In addition, applicants are required to have an overall grade point average of 3.00. Exceptions are at the discretion of the program director.

## Requirements for Initial Certification

A. Completion of either the mathematics or the applied mathematics and statistics major.

B. Completion of, or exemption from, the following courses:

- MAT 200 Language, Logic, and Proof;
- MAT 312 Applied Algebra OR MAT 313 Abstract Algebra
- MAT 319 Foundations of Analysis OR MAT 320 Introduction to Analysis
- MAT 336 History of Mathematics
- MAT 360 Geometric Structures
- AMS 310 Probability and Statistics.

C. Professional educational requirements:

1. MAE 301 Foundations of Secondary School Mathematics
2. MAE 302 Methods and Materials for Teaching Secondary School Mathematics
3. MAE 311 Introduction to Methods of Teaching Secondary School Mathematics
4. MAE 312 Micro-Teaching
5. MAE 447 Directed Readings in Mathematics Education
6. PSY 327 Human Growth and Development in the Educational Context
7. SSE 350 Foundations of Education
8. CEF 347 Introduction to Special Education
9. LIN 344 Language Acquisition and Literacy Development
10. MAE 451 Supervised Teaching - Grades 7-9
11. MAE 452 Supervised Teaching--Grades 10-12
12. MAE 454 Student Teaching Seminar

Notes:

1. To be eligible for MAE 301/MAE 311, students must have declared a major in either mathematics or applied mathematics and statistics, and the teacher education program.

2. To be eligible to student teach, students must have:

- a minimum cumulative g.p.a. of 3.00. Exceptions are at the discretion of the program director. • a grade of C or higher but with a minimum g.p.a. of 2.75 total in: all courses required for the MAT or AMS major; AMS 310; MAT 336; MAE 301, MAE 302, MAE 311, MAE 312, MAE 447; PSY 327, SSE 350; LIN 344;
- a minimum g.p.a. of 2.75, specifically, in the 'MAE' courses listed above; • a minimum cumulative g.p.a. of 2.75 in all of the mathematics courses listed above, or by permission of the program director.

3. With the permission of the Director of Mathematics Education, a well-prepared student may substitute MAT 364 for MAT 360.

4. Students are strongly encouraged to take MAE 330, AMS 301, and a one-year sequence that uses mathematics in physics, chemistry, biology, engineering science, or economics.

## Science Secondary Teacher Education Program

PROGRAM DIRECTOR: Keith Sheppard, Ed.D., Department of Biochemistry and Cell Biology PROGRAM ASSOCIATE DIRECTOR: Linda Padwa, M.A., Department of Biochemistry and Cell Biology PHONE: (631) 632-7075

The Science Secondary Teacher Education Program offers undergraduate science education courses satisfying New York State requirements for initial certification as a secondary school teacher of biology, chemistry, earth science, general science, and physics. This program is only open to students with majors in biology, chemistry, earth and space sciences, physics.

Consult the Science Secondary Teacher Education Program concerning professional development courses. While the Program Director or Associate Director will advise regarding professional education requirements toward certification, students should approach departmental Teacher Education Program Directors for advisement concerning content requirements only relative to obtaining a license within a given cognate field.

## Biology Secondary Teacher Education Program

This program is designed for students preparing to teach biology in secondary schools. Consult the director of undergraduate studies in biology for more details about appropriate biology courses. The content Director for undergraduate Biology majors is Dr. J. Peter Gergen. The undergraduate Biology Advisor for the Teacher Preparation Program is Ms. Ellen Lopez.

## Chemistry Teacher Preparation Program

This program is designed for students preparing to teach chemistry in secondary schools. Consult the director of undergraduate studies in chemistry for more details about appropriate chemistry courses. The content Director for the undergraduate Chemistry program is Dr. Susan Oatis.

## Earth Sciences Secondary Teacher Education Program

This program is designed for the student who is preparing to teach earth sciences in secondary schools. Consult the director of undergraduate studies in the Department of Geosciences for further details about appropriate disciplinary courses. The content Director for the undergraduate Earth Science program is Dr. Gilbert Hanson.

### Physics Secondary Teacher Education Program

This program is designed for the student who is preparing to teach physics in secondary schools. Consult the director of undergraduate studies in physics for further details about appropriate physics courses. The content Director for the undergraduate Physics program is Dr. Robert McCarthy.

#### Requirements for Initial Certification in any of the Sciences

A. Completion of the requirements for the biology, chemistry, earth and space science or physics major

B. Professional educational requirements:

1. PSY 327 Human Growth and Development in the Educational Context
2. SSE 350 Foundations of Education
3. CEF 347 Introduction to Special Education
4. LIN 344 Language Acquisition and Literacy Development (3 credits)
5. SCI 410 Pedagogy and Methods for Science Education I
6. SCI 420 Pedagogy and Methods for Science Education II
7. SCI 449 Field Experience I
8. SCI 450 Field Experience II
9. SCI 451 Supervised Teaching-Middle Level Science (grades 7-9)
10. SCI 452 Supervised Teaching-High School Science (grades 10-12)
11. SCI 454 Science Student Teaching Seminar

Note: To be eligible for SCI 410/SCI 449, students must have declared a major in one of the above sciences and the teacher education program and have taken at least four science laboratory courses.

### Social Studies Secondary Teacher Education Program

PROGRAM DIRECTOR: Lawrence Frohman, Ph.D., Department of History

The Social Studies Secondary Teacher Education Program prepares undergraduates for initial certification as secondary school (7-12) social studies teachers. Students wishing to apply to the program should consult with the program director as early as possible in their academic careers to insure that all program requirements are completed in a timely manner and graduation is not delayed. This program is only open to students with majors in Africana studies, anthropology, economics, history, political science, and sociology.

#### Requirements for Initial Certification

Students must complete the following requirements:

A. Preparation in Social Sciences

1. A major in one of the following social science departments: Africana Studies, Anthropology, Economics, History, Political Science, or Sociology. These are the only majors that are acceptable for social studies certification.
2. A minimum of 48 credits in the social sciences, including courses in the departments mentioned above but excluding psychology, linguistics and multidisciplinary studies. Students should note that not all courses offered through interdisciplinary programs (Africana Studies and Women's Studies, in particular) are considered social science courses for the purpose of state certification. Check with a program advisor before enrolling in such courses.
3. The Program has established a number of specific requirements that must be satisfied through the 48 social science credits required by the program. Consult with the Program Director for detailed information.

B. Professional educational requirements:

1. PSY 327 Human Growth and Development in the Educational Context
2. SSE 350 Foundations of Education
3. CEF 347 Introduction to Special Education
4. LIN 344 Language Acquisition and Literacy Development
5. SSE 397 Teaching Social Studies
6. SSE 398 Social Studies Teaching Strategies
7. SSE 449 Field Experience I
8. SSE 450 Field Experience II
9. SSE 451 Supervised Teaching-Social Studies, Grades 7-9
10. SSE 452 Supervised Teaching-Social Studies, Grades 10-12
11. SSE 454 Student Teaching Seminar

Notes:

1. To enroll in SSE 397/SSE 449, students must have declared a major in an appropriate social science department, and been accepted into the teacher education program.
2. Courses taken for Pass/No Credit may not be used to satisfy the 48-credit Requirement A, Preparation in Social Science.
3. Business courses may not be used to satisfy the economics course requirement.
4. Students must have a g.p.a. of 3.00 or higher to qualify for student teaching. Exceptions are at the discretion of the program director.

### Teaching English to Speakers of Other Languages (TESOL) Pre-K-12 Teacher Education Program

INTERIM PROGRAM DIRECTOR: Annette Shideler, Ed.D., Department of Linguistics

The TESOL Teacher Education Program prepares undergraduates for initial certification as Pre-K-12 teachers of English to Speakers of Other Languages. Students wishing to apply to the program must major in Linguistics and have a minimum g.p.a. of 3.00 overall and 3.00 in the major. Exceptions are at the discretion of the program director. Prospective applicants must consult with the Undergraduate Director in Linguistics and the Director of the TESOL Program as early as possible in their academic careers to ensure completion of the program requirements in a timely manner. The PEP Undergraduate Application form must be submitted to the Director of the TESOL Education Program by April 15 for Fall admission and by November 15 for Spring admission. Students must maintain a 3.00 overall g.p.a. and a 3.00 g.p.a. in the major in order to remain in the program. Exceptions are at the discretion of the program director.

#### Requirements for Initial Certification

A. Completion of all requirements for the major in Linguistics.

B. A 3.00 g.p.a. in the major and a 3.00 overall g.p.a. Exceptions are at the discretion of the program director.

C. Two years of college-level study of a language or languages other than English. (Completion of Skill 3 Basic Foreign Language Competence satisfies the first year of this requirement.)

D. Linguistics and foundations courses:

- LIN 101 Introduction to General Linguistics
- LIN 201 Phonetics
- LIN 211 Syntax
- LIN 301 Phonology
- LIN 307 Introduction to Sociolinguistics
- LIN 431 Structure of an Uncommonly Taught Language
- Plus one additional 3 credit upper division linguistics course

E. Professional educational requirements: 1. PSY 327 Human Growth and Development in the Educational Context

2. SSE 350 Foundations of Education

3. CEF 347 Introduction to Special Education

4. LIN 344 Language Acquisition and Literacy Development

5. LIN 375 TESOL Pedagogy: Theory and Practice

6. LIN 378 Content-based Language and Literacy Development

7. LIN 449 Field Experience I (1 credit co-requisite of LIN 375)

8. LIN 450 Field Experience II (1 credit co-requisite of LIN 378)

9. LIN 451 Supervised Student Teaching in TESOL (grades P-6)

10. LIN 452 Supervised Student Teaching in TESOL (grades 7-12)

11. LIN 454 Managing Instruction, Assessment and Resources

Note: To be eligible for LIN 375, students must have:

1. Declared a major in linguistics

2. Been accepted into the TESOL Education program

3. Received a grade of C or higher in LIN 101, LIN 201, or LIN 211

4. For non-native speakers of English, received a SPEAK score of 57 or higher or TOEFL (iBT) Speaking score of 28

### Pathways to Certification

**Initial Licensure requires** course work as indicated in the charts below. *Students must apply for admission and be formally accepted into each program*

**Professional Licensure requires** 3 Yrs. of Teaching at Level (1<sup>st</sup> year – mentored) and a functionally relevant Master's Degree containing a minimum of 12 Cr. content course work in area of initial certification.

**License Maintenance requires** 175 Hrs. of In-service Course work within 5 years

|   | English    | English   | Foreign Languages | Foreign Languages | Mathematics | Mathematics |
|---|------------|-----------|-------------------|-------------------|-------------|-------------|
| <b>Initial Licensure</b>                                  | Undergrad  | Graduate  | Undergrad         | Graduate          | Undergrad   | Graduate    |
| Intro to Human Development (UG); Human Development (Grad) | PSY 327 @@ | PSY 595 ^ | PSY 327 @@        | PSY 595 ^         | PSY 327 @@  | PSY 595 ^   |
| Foundations of Educ. (U.G.);                              | SSE 350    | CEE 505   | SSE 350           | CEE 505           | SSE 350     | CEE 505     |

|   |                    |                    |   |                               |   |                              |
|---|--------------------|--------------------|---|-------------------------------|---|------------------------------|
| Educ. Theory & Pract. (Grad)  |                    |                    |   |                               |   |                              |
| Intro to Spec. Ed. (U.G.)/Principles and Practices of Spec. Ed. (Grad)  | CEF 347            | CEF 547            | CEF 347                                     | CEF 547                       | CEF 347                                   | CEF 547                      |
| Methods Courses   | EGL 440<br>EGL 441 | CEE 588<br>CEE 593 | FLA 339<br>FLA 340                          | FLA 505<br>FLA 506            | MAE 311<br>MAE 302<br>MAE 447             | MAE 510<br>MAE 520<br>MAE530 |
| Field Experience  | EGL 449<br>EGL 450 | CEF 551<br>CEF 552 | FLA 449<br>FLA 450                          | FLA 549<br>FLA 550            | MAE 312                                   | MAE 540                      |
| Literacy Course (for new certifications)  | LIN 344            | LIN 544            | LIN 344 or FLA 440                          | FLA 540                       | LIN 344                                   | LIN 544                      |
| Student Teaching  | EGL 451<br>EGL 452 | CEQ 591<br>CEQ 592 | FLA 451<br>FLA 452                          | FLA 507 or FLA 540            | MAE 451<br>MAE 452                        | MAE 551<br>MAE 552           |
| Student Teaching Seminar  | EGL 454            | CEE 590            | FLA 454                                     | FLA 554                       | MAE 454                                   | MAE 554                      |
| 36 Credits in Content (U.G.); 15 Cr. Additional Content in MAT Degree Programs (Except Mathematics which requires only 12 Cr. Additional Content) | English #          | English #          | CHI, FRN, GER, ITL, JPN, KOR, RUS, SPN<br>€ | FRN, GER, ITL, RUS, SPN<br>€€ | Mathematics & Applied Math and Statistics | MAT, AMS                     |
| 1 Yr. of Language   | *                  | *                  | *   | *                             | *   | *                            |
| Seminars in Child Abuse, Substance Abuse, Violence Prevention, & Harassment, Bullying and Discrimination (DASA)                                   | #                  | #                  | #   | #                             | #   | #                            |
| NYSTCE — Standardized Exams   | +                  | +                  | +   | +                             | +   | +                            |

|   | Sciences   | Sciences  | Social Studies | Social Studies | TESOL      | TESOL     |
|---|------------|-----------|----------------|----------------|------------|-----------|
| <i>Initial Licensure</i>                                  | Undergrad  | Graduate  | Undergrad      | Graduate       | Undergrad  | Graduate  |
| Intro to Human Development (UG); Human Development (Grad) | PSY 327 @@ | PSY 595 ^ | PSY 327 @@     | PSY 595 ^      | PSY 327 @@ | PSY 595 ^ |
| Foundations of Educ. (U.G.); Educ: Theory & Pract. (Grad) | SSE 350    | CEE 505   | SSE 350        | CEE 505        | SSE 350    | CEE 505   |



|   |                    |                    |   |                |                              |                              |
|---|--------------------|--------------------|---|----------------|------------------------------|------------------------------|
| Intro to Spec. Ed. (U.G.)/Principles and Practices of Spec. Ed. (Grad)  | CEF 347            | CEF 547            | CEF 347                                     | CEF 547        | CEF 347                      | CEF 547                      |
| Methods Courses   | SCI 410            | SCI 510            | SSE 397                                     | CEE 577        | LIN 375                      | LIN 524                      |
|   | SCI 420            | SCI 520            | SSE 398                                     | CEE 578        | LIN 378                      | LIN 529                      |
| Field Experience  | SCI 449            | SCI 549            | SSE 449                                     | CEF 548        | LIN 449 @                    | LIN 579 @                    |
|   | SCI 450            | SCI 550            | SSE 450                                     | CEF 549        | LIN 450 @                    |                              |
| Literacy Course (for new certifications)  | LIN 344            | LIN 544            | LIN 344                                     | LIN 544        | LIN 344                      | LIN 532<br>LIN 541           |
| Student Teaching  | SCI 451            | SCI 551            | SSE 451                                     | CEQ 581        | LIN 451                      | LIN 581                      |
|   | SCI 452            | SCI 552            | SSE 452                                     | CEQ 582        | LIN 452                      | LIN 582                      |
| Student Teaching Seminar  | SCI 454            | SCI 554            | SSE 454                                     | CEE 580        | LIN 454                      | LIN 574                      |
| 36 Credits in Content (U.G.); 15 Cr. Additional Content in MAT Degree Programs                                  | BIO, CHM, ESS, PHY | BIO, CHM, ESS, PHY | AFS, ANT, ECO, HIS, POL, SOC (S.S. 48 cred) | See Footnote## | Linguistics                  | Linguistics                  |
| 1 Yr. of Language   | *                  | *                  | *   | *              | 2 Yrs. of Language**         | 2 Yrs. of Language**         |
| Seminars in Child Abuse, Substance Abuse, Violence Prevention, & Harassment, Bullying and Discrimination (DASA) | #                  | #                  | #   | #              | #                            | #                            |
| NYSTCE — Standardized Exams   | +                  | +                  | +   | +              | English Language Proficiency | English Language Proficiency |

**Notes:**

**Please note that segments dealing with: Integration of Technology in the Curriculum, Inclusion of the Special Child, Multi-Culturalism and Diversity in the Classroom, and Literacy (the teaching of reading and writing English in each content field) must be included in the two foundations courses and in the methods courses as well as in a specially designed course that will be taught across the curricula.**

\* One year of a language other than English is required of all teachers in the State of New York, and may include American Sign Language (ASL). A minimum grade of “C” is required in each course to be considered valid for meeting certification program requirements.

\*\* Two years of a language other than English is required for TESOL and may include ASL. A minimum grade of “C” is required in each course to be considered valid for meeting certification program requirements.

# All teachers are required to submit evidence of completion of Child and Substance Abuse, and Violence Prevention Seminars. A six hour seminar in Harassment, Bullying and Discrimination Prevention and Intervention (DASA-Dignity for All Students Act) is also required, in addition to Fingerprint certification.

+ All teachers must submit evidence of having passed the NYSTCE standardized tests required by the New York State Education Department. The following website provides information about these requirements (<http://www.nystce.nesinc.com>).

@ Field is a co-requisite of each methods course.

@@ Formerly SSE 327.

^ Formerly CEE 565. Effective fall 2008, CEE 565 will no longer be accepted towards completion of Stony Brook's registered and approved graduate level teacher education programs.

# English credits must include specific content areas. Contact Program Director for specifics.

## Applicants must have an undergraduate degree in history or one of the other social sciences, excluding psychology (plus a minimum 18 credits in history).

€ Undergraduate majors in Chinese, Japanese, and Korean require 30 credits in the content field.

€€ Graduate Students in the Foreign Language programs are also required to take FLA 571, Technology and Education.

New Special Education course requirements CEF 347 (U.G.) and CEF 547 (Grad) effective September 1, 2011.

Initial Certification: All students who have been formally admitted to and successfully complete an initial certification program at Stony Brook University, are eligible for an initial certification with institutional recommendation.

International Students: All international students who graduate from a "registered and approved" program at Stony Brook and obtain an initial certification may work in New York State with an appropriate visa. These individuals who hold an initial license must become naturalized citizens or obtain a permanent-resident green card within five years of receiving their initial certification or their license will expire.

Professional Certification: All teachers in New York State must earn a functionally relevant master's degree containing a minimum of twelve credits in the content area of initial license and teach at level (grade level range encompassed within initial certification) for a minimum of three years, the first of which must be mentored. All teachers in New York State must be U.S. citizens or non-U.S. citizens who have obtained lawful permanent resident status. Otherwise they will not be licensed.

For information about our five-year accelerated bachelor's/master's programs, please contact the program director for the certification program of your interest in order to obtain advisement on course requirements, and also visit the following link: [http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/special\\_academic\\_op/accelerated.php](http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/special_academic_op/accelerated.php)

# CHI

## Chinese Language

### CHI 101: Intensive Elementary Chinese

An intensive, 6-credit, elementary-level Chinese language course that provides foundational knowledge and skills including pronunciation, basic everyday conversational proficiency, principles of character formation, basic grammatical rules, and basic cultural norms and preferences that govern language use. Drawing upon a communicative approach, this course situates oral and written language in real-life contexts and promotes learner-centered, interactive classroom activities. This course is designed for students who have no prior knowledge of the language. A student who has had two or more years of Chinese in high school (or who has otherwise acquired an equivalent proficiency) may not take CHI 101 without written permission from the instructor of the course. May not be taken for credit after any other course in Chinese.

**DEC:** S3

**SBC:** LANG

6 credits

### CHI 111: Elementary Chinese I

The first half of a one-year introductory course to spoken and written Mandarin Chinese, with equal attention to speaking, reading, and writing. Laboratory practice supplements class work. This course is designed for students who have no prior knowledge of the language. No student who has had one or more years of Chinese in high school or who has otherwise acquired an equivalent proficiency will be permitted to enroll in CHI 111 without written permission from the instructor of the course.

4 credits

### CHI 112: Elementary Chinese II

The second half of a one-year introductory course to spoken and written Mandarin Chinese, with equal attention to speaking, reading, and writing. Laboratory practice supplements class work. A student who has had two or more years of Chinese in high school or who has otherwise acquired an equivalent proficiency may not take CHI 112 without written permission from the instructor of the course.

*Prerequisite: C or better in CHI 111 or equivalent or placement into 112. See <https://llrc.stonybrook.edu/placement-exams> for more information.*

**DEC:** S3

**SBC:** LANG

4 credits

### CHI 120: Elementary Chinese for Heritage Speakers

An elementary level Chinese language course for students who have had some exposure to the Mandarin Chinese cultural norms and conventions and who already can communicate in Chinese orally on topics of daily routines, although with grammatical mistakes and non-standard pronunciation, but cannot read or write. The course focuses on reading and writing skills and expands the depth and scope of exposure to the Chinese culture. A student who has had two or more years of Chinese in high school or who has otherwise acquired an equivalent proficiency may not take CHI 120 without written permission from the instructor of the course.

**DEC:** S3

**SBC:** GLO, LANG

4 credits

### CHI 201: Intensive Intermediate Chinese

An intensive, 6-credit, intermediate-level course on spoken and written Mandarin Chinese. Drawing upon a communicative approach, this course situates oral and written language in real-life contexts and promotes learner-centered, interactive classroom activities. May not be taken for credit in addition to CHI 211 or CHI 212.

*Prerequisite: CHI 112 or CHI 120 or equivalent or proficiency in Chinese or placement into 201 or 211. See <https://llrc.stonybrook.edu/placement-exams> for more information.*

**DEC:** S3

**SBC:** GLO, HUM, LANG

6 credits

### CHI 211: Intermediate Chinese I

The first part of an intermediate one-year course to spoken and written Mandarin Chinese. This course is designed to consolidate basic grammar knowledge and develop functional competence in speaking, listening, reading and writing in interpersonal, interpretive and presentational modes of communication. This course is not intended for students who already speak Chinese natively. A student who has had three or more years of Chinese in high school or who has otherwise acquired an equivalent proficiency may not take CHI 211 without written permission from the instructor of the course.

*Prerequisite: CHI 112 or CHI 120 or equivalent or proficiency in Chinese or placement into 201 or 211. See <https://llrc.stonybrook.edu/placement-exams> for more information.*

*[llrc.stonybrook.edu/placement-exams](https://llrc.stonybrook.edu/placement-exams) for more information.*

**DEC:** S3

**SBC:** GLO, LANG

3 credits

### CHI 212: Intermediate Chinese II

The second part of an intermediate one-year course to spoken and written Mandarin Chinese. This course focuses on language skills including listening, speaking, reading, and writing. It also expands the students' exposure to some aspects of Chinese culture. This course is not intended for students who already speak Chinese natively. A student who has had four or more years of Chinese in high school or who has otherwise acquired an equivalent proficiency may not take CHI 212 without written permission from the instructor of the course.

*Prerequisite: CHI 211 or equivalent or placement into 212. See <https://llrc.stonybrook.edu/placement-exams> for more information.*

**DEC:** S3

**SBC:** GLO, HUM, LANG

3 credits

### CHI 220: Intermediate Chinese for Heritage Speakers

An intermediate level Chinese language course for Chinese heritage students who can communicate in Chinese orally on topics of daily routines and can read and write short passages in Chinese with a command of 800-1000 Chinese characters. The course continues to focus on reading and writing skills and expand the depth and scope of exposure to Chinese culture beyond the elementary level. The course is conducted in Mandarin Chinese. This course is not intended for students who already speak Chinese natively. A student who has had three or more years of Chinese in high school or who has otherwise acquired an equivalent proficiency may not take CHI 220 without written permission from the instructor of the course.

*Prerequisite: CHI 120 or equivalent*

**DEC:** S3

**SBC:** GLO, HUM, LANG

3 credits

### CHI 311: Advanced Chinese I

The first part of an advanced course designed for the third-year students of Chinese as a foreign or heritage language to strengthen their ability to understand, speak, read, and write Chinese beyond the intermediate level. Students learn to read and comprehend a variety of texts from Chinese newspaper/

magazine articles, TV/films, and literary works and to write creatively and professionally in Chinese using sophisticated vocabulary and advanced Chinese characters. Students will also be trained to comprehend authentic spoken Mandarin Chinese, using a variety of audio-visual materials and to communicate in Mandarin Chinese, applying appropriate socio-cultural norms. This course is not intended for students who already speak, read and write Chinese natively.

*Prerequisite: CHI 212 or CHI 201 or CHI 220 or equivalent or placement into CHI 311. See <https://lrc.stonybrook.edu/placement-exams> for more information.*

**DEC:** S3

**SBC:** HFA+, LANG

3 credits

### CHI 312: Advanced Chinese II

The second part of an advanced course designed for the third-year students of Chinese as a foreign or heritage language to strengthen their ability to understand, speak, read, and write Chinese beyond the intermediate level. Students learn to read and comprehend a variety of texts from Chinese newspaper/magazine articles, TV/films, and literary works and to write creatively and professionally in Chinese using sophisticated vocabulary and advanced Chinese characters. Students will also be trained to comprehend authentic spoken Mandarin Chinese, using a variety of audio-visual materials and to communicate in Mandarin Chinese, applying appropriate socio-cultural norms. This course is not intended for students who already speak, read and write Chinese natively.

*Prerequisite: CHI 311 or equivalent or placement into CHI 312. See <https://lrc.stonybrook.edu/placement-exams> for more information.*

**DEC:** S3

**SBC:** HFA+, LANG, SPK

3 credits

### CHI 320: Advanced Chinese for Heritage Speakers

An advanced level Chinese language course for Chinese heritage students who can communicate in Chinese orally on topics of general interest and can read and write mid-length passages in Chinese with a command of 1500-2000 Chinese characters. The course continues to focus on reading and writing skills and expand the depth and scope of exposure to Chinese culture beyond the intermediate level. Students learn to read and comprehend a variety of texts from Chinese newspapers/magazines, TV/films, and literary works and to write creatively and professionally in Chinese

using sophisticated vocabulary and advanced Chinese characters.

*Prerequisite: CHI 220 or equivalent*

**DEC:** S3

**SBC:** HFA+, LANG

3 credits

### CHI 410: Business Chinese

A course designed for students who wish to expand their Chinese communication skills in a business context and understand socio-economic situations as well as socio-cultural values in China. Upon completing this course, students will be able to hold conversations with correct business vocabulary and with culturally appropriate manners, speak effectively in front of the intended audience in Chinese, read authentic materials related to business and economics in China, and write business correspondence in proper styles and formats.

*Prerequisite: CHI 312 or equivalent; one D.E.C. F or SBS course*

**DEC:** S3

**SBC:** SBS+, SPK

3 credits

### CHI 411: Readings in Journalistic Chinese

Narrative readings in Chinese selected from Chinese newspapers and magazines, including news reports and narrations on life styles, people, and landscapes. Students are expected to improve their skills in the analysis and writing of narrative readings. This course is designed for students who already have advanced level proficiency in Chinese, who can read and write everyday vernacular Chinese, but who have not been exposed to more formal language and literary forms.

*Prerequisite: CHI 312 or equivalent; one D.E.C. F or SBS course*

**DEC:** J & 3

**SBC:** HFA+

3 credits

### CHI 412: Readings in Classical Chinese

Introduction to writings in Chinese that appeared before the May 4th Movement (circa 1920), which marked the beginning of modern Chinese. The course introduces students to readings in classical Chinese and to acquaint students with cultures and customs of traditional China. This course is designed for students who already have advanced level proficiency in Chinese, who can read and write everyday vernacular Chinese, but who have not been exposed to more formal language and literary forms.

*Prerequisite: CHI 312 or equivalent; one D.E.C. F or SBS course*

**DEC:** J & 3

**SBC:** HFA+

3 credits

### CHI 421: Chinese Poetry and Short Stories

Selected masterpieces of poetry and short stories written during the first half of the 20th century. Students are expected to improve their skills in literature appreciation and to model their own writings after works read in class. This course is designed for students who already have advanced level proficiency in the Chinese language in all its forms including reading and writing.

*Prerequisite: Advanced level proficiency in Chinese*

**DEC:** J & 3

**SBC:** HFA+

3 credits

### CHI 422: Chinese Lyric Prose and Plays

Selected masterpieces of lyric prose and drama written during the first half of the 20th century. Students are expected to improve their skills in literature appreciation and to model their own writings after works read in class. This course is designed for students who already have advanced level proficiency in the Chinese language in all its forms including reading and writing.

*Prerequisite: Advanced level proficiency in Chinese*

**DEC:** J & 3

**SBC:** HFA+

3 credits

### CHI 426: Structure of Mandarin Chinese

Mandarin Chinese is only one of a very few contemporary languages whose history is documented in an unbroken tradition extending back to the second millennium BC. At the same time, it has more speakers than any other language spoken in the modern world. This course, which is taught in English, provides an introduction to the phonology, morphology, syntax, semantics, and writing system of the Mandarin Chinese language. It is designed to familiarize students with some fundamental knowledge of the structure of spoken and written Mandarin Chinese. Specifically, it aims to enable the students to acquire an understanding of basic methods used by linguists to observe and gather Mandarin Chinese data, to delineate structural properties with regard to the sound, tone, word, grammar, and discourse of the language, and to develop

a basic typological comparison between Mandarin Chinese and English.

*Prerequisite: CHI 312 or equivalent; one D.E.C. F or SBS course*

**DEC:** S3

**SBC:** ESI, SBS+

3 credits

#### **CHI 444: Experiential Learning**

This course is designed for students who engage in a substantial, structured experiential learning activity in conjunction with another class. Experiential learning occurs when knowledge acquired through formal learning and past experience are applied to a "real-world" setting or problem to create new knowledge through a process of reflection, critical analysis, feedback and synthesis. Beyond-the-classroom experiences that support experiential learning may include: service learning, mentored research, field work, or an internship.

*Prerequisite: WRT 102 or equivalent; permission of the instructor and approval of the EXP+ contract ([http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree\\_requirements/EXPplus.php](http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree_requirements/EXPplus.php))*

**SBC:** EXP+

0 credit, S/U grading

#### **CHI 447: Directed Readings in Chinese**

Individually supervised readings in selected topics in Chinese language and literature or, alternatively, for the purpose of developing Chinese vocabulary in a secondary field, in selected topics in the humanities, social sciences, or natural sciences. May be repeated.

*Prerequisite: Permission of department*

**DEC:** S3

**SBC:** EXP+

1-6 credits

#### **CHI 475: Undergraduate Teaching Practicum I**

Each student conducts a weekly recitation section that supplements a lecture course. The student receives regularly scheduled supervision from the instructor. Responsibilities may include preparing material for discussion and helping students with practice sessions.

*Prerequisites: Interview; permission of instructor*

**SBC:** EXP+

3 credits, S/U grading

#### **CHI 476: Undergraduate Teaching Practicum II**

Each student conducts a weekly recitation section that supplements a lecture course. The student receives regularly scheduled supervision from the instructor. Responsibilities may include preparing material for discussion and helping students with practice sessions.

**SBC:** EXP+

3 credits, S/U grading

#### **CHI 487: Supervised Research in Chinese**

An individual research project in Chinese, such as translation, analysis of documents or literature, etc., in consultation with the instructor. Students are expected to meet at regular intervals and to present the completed project at the end of the semester. May be repeated.

*Prerequisites: Interview; permission of instructor*

0-3 credits

## **CEF**

### **School of Professional Development**

#### **CEF 347: Introduction to Special Education**

An overview that will provide core knowledge of special education practices and legislation. Students will refine their knowledge of the values, issues, practices, and policies that guide the field of special education. Students will develop and improve skills in topics of special education, education efficacy, instructional issues, early intervention, transitions, family, and community concerns. As of Fall 2011, this course meets the NYS special education requirement for all pre-service candidates for teacher certification.

3 credits

## **EGL**

### **English**

#### **EGL 111: World Literature: Ancient to Modern**

Offers an introduction to world literature from the earliest recorded literary history to the beginnings of the modern period. Students will study divergent global literary traditions, including a focus on their relationship to English literature; they will also discuss the histories of cross-cultural contact, influence, and exchange through which such traditions encountered and shaped each other.

*Prerequisite: WRT 101 or equivalent*

**DEC:** B

**SBC:** GLO, HUM

3 credits

#### **EGL 112: World Literature: Modern and Contemporary**

Offers an introduction to world literature of the modern and contemporary periods, focusing especially on the nineteenth, twentieth, and/or twenty-first centuries. Students will study divergent global literary traditions, including a focus on their relationship to English literature; they will also discuss the histories of cross-cultural contact, colonization, and exchange through which such traditions encountered and shaped each other.

*Prerequisite: WRT 101 or equivalent*

**DEC:** B

**SBC:** GLO, HUM

3 credits

#### **EGL 121: Global Film Traditions**

An introductory film course with a focus on the cross-cultural study of film from multiple world traditions. Students will learn the basics of film analysis and terminology. They will also develop a familiarity with film traditions outside the US, including (but not necessarily limited to) parts of Europe, Senegal and other parts of Africa, South Asia (India, Pakistan, and elsewhere), Iran, China, Korea, Japan, and elsewhere.

*Prerequisite: WRT 101 or equivalent*

**DEC:** B

**SBC:** GLO, HUM

3 credits

#### **EGL 130: Literature, Science and Technology**

This course introduces students to the status and role of literature as it engages with scientific and/or technological concepts. Students will consider the principles and concepts that form the basis of knowledge in the humanities and develop awareness of the contexts (historical, social, ethical and disciplinary) in which literature and scientific knowledge emerge. Students will also develop the verbal and written skills to articulate valid arguments on the relationship between literature, science and technology.

*Prerequisite: WRT 101 or equivalent*

**DEC:** H

**SBC:** CER, STAS

3 credits

#### **EGL 191: Introduction to Poetry**

Intensive analysis of poems in English of various periods and types and varying complexity. Descriptions available from the English Department. Not for English major credit.

*Prerequisite: WRT 101 or equivalent*

**DEC:** B

**SBC:** HUM

3 credits

### EGL 192: Introduction to Fiction

An analysis of fictional prose in terms of each section's specific theme. A goal of each section is to interpret various pieces of literature in relation to a political or historical view, or a particular literary technique. Descriptions available from the English Department. Not for English major credit.

*Prerequisite: WRT 101 or equivalent or*

*Corequisite: WRT 102*

**DEC:** B

**SBC:** HUM

3 credits

### EGL 193: Introduction to Drama

Introduction to the analysis of drama, emphasizing the literary more than the theatrical dimension of the works, through examination of a range of plays from a variety of genres and periods. Descriptions available from the English Department. Not for English major credit.

*Prerequisite: WRT 101 or equivalent*

**DEC:** B

**SBC:** HUM

3 credits

### EGL 194: Introduction to Film

Offers an introduction to film, including a basic familiarity with the terminology of film production and with techniques of film analysis. The course emphasizes critical viewing and writing, with attention to cinematography, editing, sound, narrative, authorship, genre and ideology. The course also offers an introduction to multiple cinematic traditions from across the globe.

*Prerequisite: WRT 101 or equivalent*

**DEC:** B

**SBC:** GLO, HUM

3 credits

### EGL 204: Literary Analysis and Argumentation

An introduction to the techniques and terminology of close literary analysis and argumentation as applied to poetry, fiction, and drama. The course includes frequent demanding writing assignments and is

designed for students beginning their major study in English. Transfer credit is not accepted for this course.

*Prerequisite: WRT 102 or equivalent*

3 credits

### EGL 205: Survey of British Literature I

The study of British literature from the Old English period to Milton.

*Prerequisite: WRT 102 or equivalent*

**DEC:** I

**SBC:** HFA+

3 credits

### EGL 206: Survey of British Literature II

The study of British literature from Dryden to the end of the 19th century.

*Prerequisite: WRT 102 or equivalent*

**DEC:** I

**SBC:** HFA+

3 credits

### EGL 207: History of the English Language

A survey of the history of the English language from its origins to the present, with emphasis on the historical development of the language and on modern English grammar and usage.

*Prerequisite: EGL 204*

3 credits

### EGL 217: American Literature I

The study of American literature from 1607 to 1865.

*Prerequisite: WRT 102*

**DEC:** K

**SBC:** HUM, USA

3 credits

### EGL 218: American Literature II

The study of American literature from 1865 to 1945, with attention to the antebellum historical and cultural contexts.

*Prerequisite: WRT 102*

**DEC:** K

**SBC:** HUM, USA

3 credits

### EGL 224: 20th-Century Literatures in English

The comparative study of 20th-century literature written in English from Great Britain, Africa, the Caribbean, Canada, Australia, Ireland, New Zealand or other countries and areas that produce literature in English in the context of colonial or post-colonial experience. Discussions include but are not limited to causes and global consequences of cultural,

ethnic, gendered and national identity that suffuse both their content and their form.

*Prerequisite: WRT 102 or equivalent*

**DEC:** G

**SBC:** GLO, HUM

3 credits

### EGL 226: 20th-Century American Literature

A survey of major works reflecting the regional, ethnic, and traditional interests of American writers, with emphasis on the post-1945 period.

*Prerequisite: WRT 102 or equivalent*

**DEC:** K

**SBC:** HUM, USA

3 credits

### EGL 231: Saints and Fools

An introduction to literature about the lives of saints and the holy fool tradition in major texts of Russian and English literature. Emphasis is placed on the ways authors have used fundamental religious values of humility, the transcendent irrational, and kenosis to confront their own times. Authors considered range from monks to Dickens, Dumas, Chaucer, Gogol, and Pushkin; films include *Murder in the Cathedral* and *Forrest Gump*. This course is offered as both EGL 231 and HUR 231.

*Advisory Prerequisite: one D.E.C. B or HUM course*

**DEC:** I

**SBC:** CER, HFA+

3 credits

### EGL 232: Rebels and Tyrants

An exploration of literary rebels and tyrants central to Russian and Anglo-American traditions. The subversive tactics of such writers as Shakespeare, Dostoevsky, Sir Walter Scott, Solzhenitsyn, and Salinger are appraised in the light of the dominant social, political, and aesthetic systems they confront. This course offered as both EGL 232 and HUR 232.

*Advisory Prerequisite: one D.E.C. B or HUM course*

**DEC:** I

**SBC:** CER, HFA+

3 credits

### EGL 243: Shakespeare: The Major Works

A study of major works in several genres and consideration of Shakespeare's precursors and his influence on the development of drama to the present. Designed for students who want a one-semester survey of Shakespeare.

*Prerequisite: WRT 102 or equivalent*

**DEC:** 1  
**SBC:** HUM  
 3 credits

**EGL 249: African-American Literature and Music in the 19th and 20th Centuries**

A detailed look at African-American literature and music and their importance for American literature and music of the 19th and 20th centuries. An examination of the literature with attention to the special stylistic devices, tones of literary voice, and characterization that writers use in their efforts to match the music experience with the written word. Selections from the recordings of African-American and African-American inspired musicians -- from Bessie Smith and Louis Armstrong to Jimi Hendrix and the Rolling Stones. This course is offered as both AFH 249 and EGL 249.

*Advisory Prerequisite: one D.E.C. category B or D course or one HUM or ARTS course*

**DEC:** K  
**SBC:** HFA+  
 3 credits

**EGL 260: World Mythology**

This course introduces students to mythologies from a wide variety of cultures across the globe, helping students to identify both the diversity and interconnectedness of the world's societies and cultures.

*Prerequisite: WRT 102 or equivalent*

**DEC:** G  
**SBC:** GLO, HUM  
 3 credits

**EGL 261: The Bible as Literature**

A literary approach to the Bible that explores the characteristic principles of the Bible's narrative and poetic art. This course is offered as both EGL 261 and JDH 261.

*Prerequisite: WRT 102 or equivalent*

**DEC:** B  
**SBC:** HUM  
 3 credits

**EGL 266: The 20th-Century Novel**

Major works and developments in the modern and contemporary novel. This course is offered as both CLT 266 and EGL 266.

*Prerequisite: WRT 102 or equivalent*

**DEC:** G  
**SBC:** HUM  
 3 credits

**EGL 274: African-American Literature**

A survey of 19th- and 20th-century African American literature with attention to the

cultural, aesthetic and ethical dimensions of African-American experience in historical context.

*Prerequisite: WRT 102*

**DEC:** K  
**SBC:** HUM, USA  
 3 credits

**EGL 276: Feminism: Literature and Cultural Contexts**

An examination of works written by or about women reflecting conceptions of women in drama, poetry, and fiction. The course focuses on literature seen in relation to women's sociocultural and historical position. This course is offered as both EGL 276 and WST 276.

*Prerequisite: WRT 102 or equivalent*

**DEC:** B  
**SBC:** HUM  
 3 credits

**EGL 285: Writing Workshop: Fiction**

A workshop in the development of skills in writing fiction through practice supplemented by readings.

*Prerequisite: Permission of instructor; WRT 102*

3 credits

**EGL 286: Writing Workshop: Poetry**

A workshop in the development of skills in writing poetry. Poetry writing is supplemented by readings.

*Prerequisite: Permission of instructor; WRT 102*

3 credits

**EGL 300: Old English Literature**

The study of Old English language and the literature written in it from its beginnings to the 11th century.

*Pre- or Corequisite: EGL 204*  
*Advisory Prerequisite: EGL 205*

**DEC:** G  
**SBC:** HFA+  
 3 credits

**EGL 301: Authors, Periods, Topics, or Genres, with Intensive Writing**

Course in English literary or cultural studies, with an emphasis on developing the skills necessary to research a topic, create and deliver effective oral presentations, and write a substantial analytic essay incorporating multiple secondary sources. This course is designed for English majors only.

*Prerequisite: EGL 204*  
*Pre- or corequisite: EGL 207*

**SBC:** ESI, SPK, WRTD  
 3 credits

**EGL 302: Medieval Literature in English**

Major authors, themes, and forms of British literature from the 13th to the early 16th century, usually excluding Chaucer.

*Pre- or Corequisite: EGL 204*  
*Advisory Prerequisite: EGL 205*

**DEC:** G  
**SBC:** HFA+  
 3 credits

**EGL 303: Genre or Media**

The study of the development of one literary genre or media form such as fiction, poetry, film, drama, nonfiction prose, or hypertext. Readings include theories and criticism of the form as well as examples of the genre. May be repeated as the topic changes.

*Prerequisite: WRT 102*  
*Advisory Prerequisite: EGL 204*

**SBC:** HFA+  
 3 credits

**EGL 304: Renaissance Literature in English**

The study of English literature of the 16th century.

*Pre- or Corequisite: EGL 204*  
*Advisory Prerequisite: EGL 205*

**DEC:** G  
**SBC:** HFA+  
 3 credits

**EGL 305: The Pacific, Travel & Empire**

This cultural studies course examines the cultures of travel (i.e. fiction, memoirs, photography, and filmmaking) in narratives by and about the Pacific, South and Southeast Asia. We will study "empire" by analyzing narratives about the former colonies of Spain, France, Britain and the United States. As we discuss the metaphors or tropes of empire, we will also examine the concept of empire as a historical and contemporary formation, or what an empire meant in the 19th century and what it means today in the early 21st century. The course begins with the premise that travel narratives and modern visual culture illuminate the relationship between the violence and romance of travel. The course includes modern travel narratives (i.e. novels by Asian Americans) that focus on the lives of those who are forced to travel or migrate due to civil war, poverty and/or economic instability. This course is offered as AAS 305 and EGL 305.

*Prerequisite:* Any 200 and/or 300 level course offered by the Department of Asian and Asian American Studies or the English Department

**DEC:** J

**SBC:** HFA+

3 credits

### **EGL 306: English Literature of the 17th Century**

The study of English literature from the late Renaissance to the age of Dryden.

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 205

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 308: Single Author**

The study of one (or two closely related) author(s) or director(s). Students will read a range of works by this figure as well as learn about his or her biography, social context, and impact. May be repeated as the topic changes.

*Prerequisite:* WRT 102

*Advisory Prerequisite:* EGL 204

**SBC:** HFA+

3 credits

### **EGL 309: Interdisciplinary Study of Literature**

The study of literature in English as it affects and is affected by other disciplines such as anthropology, science, sociology, sustainability, the history of ideas, theology, and psychology. May be repeated as the topic changes.

*Prerequisite:* WRT 102

*Advisory Prerequisite:* EGL 204

**SBC:** HFA+

3 credits

### **EGL 310: Neoclassical Literature in English**

The study of English literature from about 1700 to 1790.

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 206

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 311: Literary or Critical History**

The study of a topic or school of literary criticism as it evolves over the course of centuries. Examples include an author's influence over generations; the development of a specific type of literature (the sonnet, the epistolary novel); or the development of

rhetoical theory. May be repeated as the topic changes.

*Prerequisite:* WRT 102

*Advisory Prerequisite:* EGL 204

**SBC:** HFA+

3 credits

### **EGL 312: Romantic Literature in English**

The study of English literature from the end of the neoclassical period to the beginning of the Victorian Age, 1798-1832.

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 206

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 314: Victorian Literature**

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 206

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 316: Early American Literature**

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 217

**DEC:** G

**SBC:** HFA+, USA

3 credits

### **EGL 318: 19th-Century American Literature**

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 217

**DEC:** G

**SBC:** HFA+, USA

3 credits

### **EGL 319: Ecology and Evolution in American Literature**

This course is a review of 19th- and 20th-century American writers who trace the evolution of the US with respect to ecological practices through various multicultural perspectives. Literature covered will include transcendentalist essays, utopian/dystopian novels, ecofeminist fiction, and journalism.

*Prerequisite:* WRT 102

*Advisory Prerequisite:* SBC 203

**DEC:** G

**SBC:** HFA+, WRTD

3 credits

### **EGL 320: Modern and Contemporary Literature**

The study of literature in English from the year 1900 to the present; material may be drawn from British literature, American literature, or any other area that produces literature written in English. May be repeated as the topic changes.

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 218, 224, or 226

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 321: Modern and Contemporary Literature**

The study of literature in English from the year 1900 to the present; material may be drawn from British literature, American literature, or any other area that produces literature written in English. May be repeated as the topic changes.

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 218, 224, or 226

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 322: Modern and Contemporary Literature**

The study of literature in English from the year 1900 to the present; material may be drawn from British literature, American literature, or any other area that produces literature written in English. May be repeated as the topic changes.

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 218, 224, or 226

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 333: The Italian-American Experience in Literature**

Literary and historical perspectives on the experience of Italians in America and their contribution to American culture from the earliest wave of Italian immigration to the present day. This course offered as both EGL 333 and HUI 333.

*Prerequisite:* U3 or U4 standing

*Advisory Prerequisite:* One literature course at the 200 level or higher

**DEC:** K

**SBC:** HFA+

3 credits

### **EGL 340: Chaucer**

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 205

**DEC:** G



**SBC:** HFA+

3 credits

### EGL 342: Milton

Study of Milton's major works including Paradise Lost.

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 205

**DEC:** G

**SBC:** HFA+

3 credits

### EGL 344: Major Writers of the Renaissance Period in England

May be repeated as the topic changes.

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 205

**DEC:** G

**SBC:** HFA+

3 credits

### EGL 345: Shakespeare I

A study of the comedies and the history plays. Designed to complement EGL 346.

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 205 and 243

**DEC:** G

**SBC:** HFA+

3 credits

### EGL 346: Shakespeare II

A study of the tragedies and the romances. Designed to complement EGL 345.

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 205 and 243

**DEC:** G

**SBC:** HFA+

3 credits

### EGL 347: Major Writers of the Neoclassical Period in England

May be repeated as the topic changes.

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 206

**DEC:** G

**SBC:** HFA+

3 credits

### EGL 348: Major Writers of the Romantic Period in England

May be repeated as the topic changes.

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 206

**DEC:** G

**SBC:** HFA+

3 credits

### EGL 349: Major Writers of the Victorian Period in England

May be repeated as the topic changes.

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 206

**DEC:** G

**SBC:** HFA+

3 credits

### EGL 350: Major Writers of American Literature, Colonial Period to 1900

May be repeated as the topic changes.

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 217

**DEC:** G

**SBC:** HFA+, USA

3 credits

### EGL 352: Major Writers of 20th-Century Literature in English

May be repeated for credit as the topic changes.

*Pre- or Corequisite:* EGL 204

*Advisory Prerequisite:* EGL 218 or 224

**DEC:** G

**SBC:** HFA+

3 credits

### EGL 354: Major Writers of Contemporary British and American Literature

May be repeated as the topic changes.

*Prerequisite:* EGL 204

*Advisory Prerequisite:* EGL 226

**DEC:** G

**SBC:** HFA+

3 credits

### EGL 360: Young Adult Literature

The study and critical analysis of young adult novels and other YA literature, including works from diverse authors, in order to stimulate engagement with important societal, cultural, and ethical issues. Literary theories covered in the course (reader response, new historicist, New Critical, gender based, disability studies, etc.) will help students distinguish among the major interpretive and critical traditions that have shaped the role YA literature plays in contemporary ethical and societal debates.

*Prerequisite:* EGL 441

**DEC:** G

**SBC:** HFA+

3 credits

### EGL 361: Poetry in English

The study of the development of form, theme, and language of poetry in English. May be repeated as the topic changes.

*Prerequisite:* U3 or U4 standing

*Advisory Prerequisite:* One literature course at the 200 level or higher

**DEC:** G

**SBC:** HFA+

3 credits

### EGL 362: Drama in English

The study of the development of plot, structure, character, theme, and language of drama in English. May be repeated as the topic changes.

*Prerequisite:* U3 or U4 standing

*Advisory Prerequisite:* One literature course at the 200 level or higher

**DEC:** G

**SBC:** HFA+

3 credits

### EGL 363: Fiction in English

The study of the development of plot, structure, character, theme, and language of fiction in English. May be repeated for credit as the topic changes.

*Prerequisite:* U3 or U4 standing

*Advisory Prerequisite:* One literature course at the 200 level or higher

**DEC:** G

**SBC:** HFA+

3 credits

### EGL 364: Prose in English

The study of the various forms of prose such as the essay, utopia, memoir, autobiography, biography, and nonfictional narrative. May be repeated as the topic changes.

*Prerequisite:* U3 or U4 standing

*Advisory Prerequisite:* One literature course at the 200 level or higher

**DEC:** G

**SBC:** HFA+

3 credits

### EGL 365: Literary Criticism and Theory

A survey of major texts and perspectives in literary criticism and theory.

*Pre- or Corequisite:* EGL 204

**DEC:** G

**SBC:** HFA+

3 credits

### EGL 366: Topics in Literary Criticism and Theory

May be repeated for credit as the topic changes.

*Pre- or Corequisite: EGL 204*

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 367: Contemporary African-American Literature**

The study of contemporary African American literature with attention to the cultural, aesthetic and ethical dimensions of African-American experience and cultural expressions in historical context.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: EGL 274 or AFH 206*

**DEC:** G

**SBC:** HFA+, USA

3 credits

### **EGL 368: Caribbean and American Connections in Literature**

An exploration of the connections between writers from the French-speaking and English-speaking Caribbean and from the African-American community, who share a similar cultural heritage, historical heritage, and historical experience, but differ in geopolitical situations. Special attention is paid to spirituality, gender, and identity motifs in the literature. This course is offered as both AFH 368 and EGL 368.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 369: Topics in Ethnic American Literatures and Cultures**

Designed for upper-division students, this course provides an in-depth study of a specific topic within humanities disciplines such as music, art, literature, religion, and philosophy. Students will be expected to demonstrate knowledge of the conventions and methods used in the humanities discipline(s) studied. May be repeated for credit as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** G

**SBC:** HFA+, USA

3 credits

### **EGL 370: Literature and Ethics**

Introduces students to the study of literature as a way of critically engaging ethical questions and practicing an ethics of empathy

by imagining oneself in the situation of the other. Students will explore a range of ethical perspectives, power dynamics, cultural assumptions and values that shape human experience and meaning. They will differentiate among ethical, legal, social conceptions of justice as they apply to personal and political issues. In the process, students will develop critical competence to understand and resolve ethical conflicts and expand their own sense of what defines 'the good life.' Topics might include: 'The Problem of Evil'; 'The Good Life'; 'Literature, Law and Justice'; 'Environmental Humanities'; 'Medical Humanities'; 'Utopia/Dystopia.' May be repeated as topic changes.

*Prerequisite: EGL 204*

**DEC:** G

**SBC:** CER, HFA+

3 credits

### **EGL 371: Topics in Gender Studies in Literature**

May be repeated as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 372: Topics in Women and Literature**

The study of texts written by and about women and of issues they raise relating to gender and literature. May be repeated as the topic changes. This course is offered as both EGL 372 and WST 372.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 373: Literature in English from Non-Western Cultures**

The study of literature in English from a nation or a region of the world that is significantly different from the United States and Europe. May be repeated as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** J

**SBC:** GLO, HFA+

3 credits

### **EGL 374: English Literature in Relation to Other Literatures**

The study of literature in English as it affects and is affected by other literatures. May be repeated as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 375: Literature in English in Relation to Other Disciplines**

The study of literature in English as it affects and is affected by other disciplines such as anthropology, science, sociology, the history of ideas, theology, and psychology. May be repeated as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 376: The Literature of Imperialism**

A course in the history and culture of European imperialism as it is evidenced in the literary texts produced both by Europeans and by the indigenous populations they colonized. May be repeated as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** G

**SBC:** CER, GLO, HFA+

3 credits

### **EGL 377: Literature in English in Relation to Other Disciplines**

The study of literature in English as it affects and is affected by other disciplines such as anthropology, science, sociology, the history of ideas, theology, and psychology. May be repeated as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 378: Contemporary Native American Fiction**

The study of novels by contemporary Native American writers with particular attention to the ways these novels reflect upon history and develop imaginative perspectives on

contemporary Native American culture and values.

*Prerequisite: One literature course at the 200 level or higher*

**DEC:** J

**SBC:** HFA+, USA

3 credits

### **EGL 379: Native American Texts and Contexts**

The study of Native American literature in historical context, ranging from pre-contact to the contemporary period. Examination of a variety of genres, including autobiography, short stories, novels, poetry, the oral tradition, and history, will introduce students to the cultural traditions, aesthetic principles, creative practices and historical struggles of Native Americans.

*Prerequisite: One literature course at the 200 level or higher*

**DEC:** J

**SBC:** HFA+, USA

3 credits

### **EGL 380: Senior Seminar**

In depth study of a topic in a small classroom setting. Students will learn to create and deliver effective oral presentations and write a research essay incorporating secondary sources. May not be repeated for credit.

*Prerequisite: EGL 301*

**SBC:** SPK, WRTD

3 credits

### **EGL 381: Advanced Analytic and Argumentative Writing**

Argumentative writing involves making a claim and supporting it with specific, related points and appropriate evidence--in other words, it is thesis-driven writing. Whenever we don't quite like someone else's idea and we want him or her to come closer to ours, argumentative writing is the most efficient method for such persuasion, in whatever profession you're considering. This class, therefore, will focus on learning how to effectively utilize argumentative and counter-argumentative writing strategies. Students will explore an area of disciplinary interest to them through several stages--proposal, preliminary draft, multiple versions, literature review--culminating in a 20-30 page piece of writing in which they make a claim about a particular subject in that area of interest and support it with scholarly research and extensive elaboration. This course will fulfill the second half of the Writing Pre-Med/Pre-Health prerequisite. This course is offered as both EGL 381 and WRT 381.

*Prerequisite: WRT 102 or equivalent*

3 credits

### **EGL 382: Black Women's Literature of the African Diaspora**

Black women's literature presents students with the opportunity to examine through literature the political, social, and historical experiences of Black women from the African Diaspora. The course is structured around five major themes commonly addressed in Black women's writing: Black female oppression, sexual politics of Black womanhood, Black female sexuality, Black male/female relationships, and Black women and defining self. This course is offered as AFH 382, EGL 382, and WST 382.

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 385: Advanced Fiction Workshop**

A fiction writing workshop. Students receive detailed criticism of their work. May be repeated with permission of the director of undergraduate studies.

*Prerequisites: EGL 285; permission of instructor*

3 credits

### **EGL 386: Advanced Poetry Workshop**

A poetry writing workshop. Students receive detailed criticism of their work. May be repeated with permission of the director of undergraduate studies.

*Prerequisites: EGL 286; permission of instructor*

3 credits

### **EGL 387: Playwriting**

A workshop devoted to planning and writing finished scripts for the stage. This course offered as both EGL 387 and THR 326.

*Prerequisite: WRT 102; one D.E.C. B or HUM course; one D.E.C. D or ARTS course*

3 credits

### **EGL 388: Interdisciplinary Topics**

Course on English literary and cultural studies in connection with other disciplines. May be repeated as the topic changes.

*Prerequisite: WRT 102*

3 credits

### **EGL 389: Science Fiction**

The literary genre called Science Fiction enables us to explore our nature, and that of the universe we inhabit, by postulating worlds, cultures and technologies that do not (yet)

exist, but could, and the consequences thereof. This course focuses on the sub-genre called hard science fiction, in which the science/technology is more or less plausible. Students should be prepared to address the genre from both its scientific and literary sides. This course is offered as both AST 389 and EGL 389.

*Prerequisite: WRT 102; one D.E.C. B or HUM course; one D.E.C. E or SNW course*

**DEC:** H

**SBC:** CER, STAS

3 credits

### **EGL 390: Topics in Literary and Cultural Studies**

Designed for upper-division students, this course provides an in-depth study of a specific topic within humanities disciplines such as music, art, literature, religion, and philosophy. Students will be expected to demonstrate knowledge of the conventions and methods used in the humanities discipline(s) studied. May be repeated for credit as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 391: Topics in Literary and Cultural Studies in American or Anglophone Literature**

Designed for upper-division students, this course provides an in-depth study of a specific topic within humanities disciplines such as music, art, literature, religion, and philosophy. Students will be expected to demonstrate knowledge of the conventions and methods used in the humanities discipline(s) studied. May be repeated for credit as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 392: Topics in Literary and Cultural Studies in Literature Pre-1800**

Designed for upper-division students, this course provides an in-depth study of a specific topic within humanities disciplines such as music, art, literature, religion, and philosophy. Students will be expected to demonstrate knowledge of the conventions and methods used in the humanities discipline(s) studied.

May be repeated for credit as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 393: Topics in Literary and Cultural Studies**

Designed for upper-division students, this course provides an in-depth study of a specific topic within humanities disciplines such as music, art, literature, religion, and philosophy. Students will be expected to demonstrate knowledge of the conventions and methods used in the humanities discipline(s) studied. May be repeated for credit as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** G

**SBC:** HFA+

3 credits

### **EGL 394: Topics in Literary and Cultural Studies of Science and Technology**

Designed for upper-division students, this course provides an in-depth study of a specific topic that illuminates the interconnections of literature, science and technology. Students will deepen their awareness of the contexts (historical, social, ethical and disciplinary) in which literature and scientific knowledge emerge. The course will also explore the ethical implications of how humans develop and use science and technology. May be repeated as topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** H

**SBC:** CER, STAS

3 credits

### **EGL 395: Topics in Literary and Cultural Studies of Europe**

Past topics have included titles such as Modern European Drama; War Poetry; and Ancient to Modern Fictional Narrative. Designed for upper-division students, this course provides an in-depth study of a specific topic relating to Western civilization. Students will be expected to demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, and culture of Western civilization, and relate it

to that of other regions in the world. May be repeated as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** I

**SBC:** HFA+

3 credits

### **EGL 397: Topics in Literary and Cultural Studies in Asia, Africa, and Latin America**

Topics may include titles such as South African Women Writers; Contemporary Latino Fiction; and Haiku in Japanese Society. Designed for upper-division students, this course provides an in-depth study of a specific topic relating to non-Western world civilizations. Students will be expected to demonstrate either a knowledge of a broad outline of world history, or the distinctive features of the history, institutions, economy, society, and culture of one non-Western civilization. May be repeated as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** J

**SBC:** HFA+

3 credits

### **EGL 398: Topics in Literary and Cultural Studies in Asia, Africa, and Latin America**

Topics may include titles such as South African Women Writers; Contemporary Latino Fiction; and Haiku in Japanese Society. Designed for upper-division students, this course provides an in-depth study of a specific topic relating to non-Western world civilizations. Students will be expected to demonstrate either a knowledge of a broad outline of world history, or the distinctive features of the history, institutions, economy, society, and culture of one non-Western civilization. May be repeated as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** J

**SBC:** HFA+

3 credits

### **EGL 399: Topics in American Literary and Cultural Studies**

Topics in U.S. literary and cultural studies, placed within a broad historical context, including social, political, economic, and

cultural history and institutions. May be repeated as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisite: One literature course at the 200 level or higher*

**DEC:** K

**SBC:** HFA+, USA

3 credits

### **EGL 400: Experiential Learning, Speak Effectively, Practice Critical and Ethical Reasoning**

A zero credit course that may be taken in conjunction with any EGL education course that provides opportunity to achieve the learning outcomes of the Stony Brook Curriculum's CER, EXP+, and SPK learning objectives.

*Pre- or corequisite: WRT 102 or equivalent; permission of the instructor*

**SBC:** CER, EXP+, SPK

0 credit, S/U grading

### **EGL 440: Performance and Technology in Teaching Literature and Composition**

Introduction to the teaching of literature and composition through the use of classroom performance and technology, including film, video, and other media as well as computers and the Internet.

*Prerequisite: C or higher in EGL 441; acceptance into the English Teacher Preparation Program*

*Corequisite: Equivalent section of EGL 450*

**SBC:** CER, EXP+, SPK

3 credits

### **EGL 441: Methods of Instruction in Literature and Composition**

Consideration of specific problems in the teaching of English, e.g., posing questions about literary texts and commenting on student papers. There is frequent use of writing by secondary school students, and the goals of instruction in literature and language are examined. Required of students seeking certification in secondary school English.

*Prerequisite: Admission to the English Teacher Preparation Program*

*Corequisite: Equivalent section of EGL 449*

3 credits

### **EGL 444: Experiential Learning**

This course is designed for students who engage in a substantial, structured experiential learning activity in conjunction with another class. Experiential learning occurs when knowledge acquired through formal learning and past experience are applied to a "real-

world" setting or problem to create new knowledge through a process of reflection, critical analysis, feedback and synthesis. Beyond-the-classroom experiences that support experiential learning may include: service learning, mentored research, field work, or an internship.

*Prerequisite: WRT 102 or equivalent; permission of the instructor and approval of the EXP+ contract ([http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree\\_requirements/EXPplus.php](http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree_requirements/EXPplus.php))*

**SBC:** EXP+

0 credit, S/U grading

#### **EGL 449: Field Experience, Grades 7-12**

Observation, inquiry, and practice in English education at the secondary level including 50 hours of documented visitations and observation at documented sites. Field experience writing logs are the basis for group discussion. Satisfactory/Unsatisfactory grading.

*Corequisite: Equivalent section of EGL 441*

**SBC:** EXP+

1 credit, S/U grading

#### **EGL 450: Field Experience, Grades 7-12**

Observation, inquiry, and practice in English education at the secondary level including 50 hours of documented visitations and observation at documented sites. Field experience writing logs are the basis for group discussion. Satisfactory/Unsatisfactory grading.

**SBC:** CER, EXP+, SPK

1 credit, S/U grading

#### **EGL 451: Supervised Student Teaching - English; Middle Level Grades 7-9**

*Prerequisites: Enrollment in English Teacher Preparation Program; permission of instructor*  
*Corequisites: Equivalent sections of EGL 452 and 454*

**SBC:** CER, EXP+, SPK

6 credits, S/U grading

#### **EGL 452: Supervised Student Teaching - English; High School Grades 10-12**

*Prerequisites: Enrollment in English Teacher Preparation Program; permission of instructor*  
*Corequisites: equivalent sections of EGL 451 and 454*

**SBC:** CER, EXP+, SPK

6 credits, S/U grading

#### **EGL 454: Student Teaching Seminar**

Seminar on problems and issues of teaching English at the secondary school level. Analysis of actual responsibilities and issues encountered by the teacher candidate in the student teaching experience.

*Prerequisite: C or higher in EGL 441*

*Corequisites: Equivalent sections of EGL 451 and 452*

**SBC:** CER, EXP+, SPK

3 credits

#### **EGL 458: Speak Effectively Before an Audience**

A zero credit course that may be taken in conjunction with any EGL course that provides opportunity to achieve the learning outcomes of the Stony Brook Curriculum's SPK learning objective.

*Pre- or corequisite: WRT 102 or equivalent; permission of the instructor*

**SBC:** SPK

0 credit, S/U grading

#### **EGL 475: Undergraduate Teaching Practicum I**

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. The student is required to attend all the classes, do all the regularly assigned work, and meet with the faculty member at regularly scheduled times to discuss the intellectual and pedagogical matters relating to the course.

*Prerequisite: Upper-division standing; 12 credits in English; permission of instructor and director of undergraduate studies*

**SBC:** EXP+

3 credits, S/U grading

#### **EGL 476: Undergraduate Teaching Practicum II**

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. Students assume greater responsibility in such areas as leading discussions and analyzing results of tests that have been graded. Students may not serve as teaching assistants in the same course twice.

*Prerequisite: EGL 475; permission of instructor and director of undergraduate studies*

**SBC:** EXP+

3 credits, S/U grading

#### **EGL 487: Independent Project**

Intensive study of a special topic undertaken with close faculty supervision. Request for project approval of undergraduate studies committee must be submitted no later than the

last week of classes of the prior semester. May be repeated.

*Prerequisites: Permission of instructor and director of undergraduate studies*

0-6 credits

#### **EGL 488: Internship**

Participation in local, state, and national public and private organization. The work must involve skills related to the educational goals of the department. Request for approval of the undergraduate studies committee for internships must be submitted no later than the last week of classes of the prior semester.

*Prerequisites: 12 credits of English; 2.50 g.p.a.; permission of instructor and department*

**SBC:** EXP+

0-6 credits, S/U grading

#### **EGL 490: Honors Seminar: Literary Studies**

Honors seminar on a topic in literature and culture.

*Prerequisite: Admission to English Honors Program; EGL 204*

3 credits

#### **EGL 491: Honors Seminar: British Literature before 1800**

Honors seminar on a topic in pre-1800 British literature and culture.

*Prerequisite: Admission to English Honors Program; EGL 204*

3 credits

#### **EGL 492: Honors Seminar: American Literature**

Honors seminar on a topic in American literature and culture.

*Prerequisite: Admission to English Honors Program; EGL 204*

3 credits

#### **EGL 494: Honors Practicum: Research**

Honors practicum for students interested in focusing on the development of research skills.

*Prerequisite: Admission to English Honors Program; EGL 204*

3 credits

#### **EGL 495: Honors Practicum for Writing Assistants**

Honors practicum for students interested in focusing on the development of pedagogical skills centered on the teaching of writing.

*Prerequisites: Admission to English Honors Program; EGL 204; 301*

3 credits

### EGL 496: Senior Honors Project

A one-semester capstone course in which students write a 30-40 page thesis under the guidance of a faculty advisor on a subject of the student's choice. Students concurrently enrolled in WRT/EGL 381 and EGL 496 may not earn additional credits for EGL 496.

*Prerequisites:* EGL 490; permission of department

0-3 credits

## FLA

### Foreign Language Teacher Preparation

#### FLA 307: Critical Pedagogy

An introduction to the theories and practices of critical pedagogy. Critical pedagogy assembles numerous forms of academic approaches to teaching and curriculum that are informed by critical social theory. As the educational arm of critical social theory, critical pedagogy engages educators in understanding the relationships among knowledge, ideology, and power. We will read works from several critical pedagogy theorists to explore and analyze some of the key themes within critical pedagogy (education & power; difference & pluralism; transformative education; the social construction of knowledge; dialogic relations in the classroom; teaching for social justice). Learning through collaborative inquiry, we will translate the theories in these readings into practice and will test concepts of teaching and learning "critical (second/foreign) language and literacy" in a school setting.

*Prerequisite:* Admission to the Foreign Language Teacher Preparation Program

3 credits

#### FLA 339: Methods and Materials in the Teaching of Foreign Languages

A review of methods and materials for the teaching of foreign languages and literatures in the secondary schools. Special attention is given to the problems and purposes of the teaching of foreign languages at the high school level.

*Prerequisites:* Admission to a Foreign Language Teacher Preparation program; C or higher in one 300-level foreign language course; C or higher in one 300-level literature course; minimum GPA of 2.75

*Corequisite:* FLA 449

3 credits

#### FLA 340: Curriculum Development and Micro-Teaching

A course designed to train future language teachers in the development of well-articulated programs in secondary schools. Students have the opportunity to enjoy clinical experiences in school settings. Special attention is given to lesson planning, classroom management, and portfolio development.

*Prerequisites:* C or higher in FLA 339; minimum g.p.a. of 2.75

*Corequisite:* FLA 450

*SBC:* CER, EXP+, SPK

3 credits

#### FLA 400: Experiential Learning, Speak Effectively, Practice Critical and Ethical Reasoning

A zero credit course that may be taken in conjunction with any FLA education course that provides opportunity to achieve the learning outcomes of the Stony Brook Curriculum's CER, EXP+, and SPK learning objectives.

*Pre- or corequisite:* WRT 102 or equivalent; permission of the instructor

*SBC:* CER, EXP+, SPK

0 credit, S/U grading

#### FLA 439: Technology Literacy for Foreign Language Teachers

Technology as a transformative drive of new literacies is no longer an option but a requirement in every aspect of education today. FLA 439 is designed as a course to help teacher candidates explore in a very hands-on, practical and applied manner all of the technologies used by teachers of languages. The emphasis will be on learning about the technologies, creating with the technologies, and making informed decisions using them. The class will also discuss how the technologies relate to current language pedagogies, both for individualized and classroom learning.

*Prerequisite:* FLA 339

*SBC:* TECH

3 credits

#### FLA 440: Foreign Language Acquisition Research

A study of recent trends in foreign language acquisition research. The focus is on classroom-based research: qualitative and quantitative research methodologies, variables in classroom-based learning research, analysis of research results. Students conduct classroom research studies, present their findings, and address applications of their findings to

classroom teachers and learners of foreign languages.

*Prerequisites:* FLA 339; acceptance into a foreign language secondary teacher preparation program

3 credits

#### FLA 449: Field Experience, Grades 7-12

Observation, inquiry, and practice in foreign language education at the secondary level including 50 hours of documented visitations and observation at documented sites. Field experience writing logs are the basis for group discussion. Satisfactory/Unsatisfactory grading.

*Prerequisites:* Admission to a Foreign Language Teacher Preparation program; minimum GPA 2.75

*Corequisite:* FLA 339

1 credit, S/U grading

#### FLA 450: Field Experience, Grades 7-12

Observation, inquiry, and practice in foreign language education at the secondary level including 50 hours of documented visitations and observation at documented sites. Field experience writing logs are the basis for group discussion. Satisfactory/Unsatisfactory grading.

*SBC:* CER, EXP+, SPK

1 credit, S/U grading

#### FLA 451: Supervised Student Teaching: Middle School Level Grades 7-9

*Prerequisite:* Enrollment in the Foreign Language Teacher Preparation Program; permission of instructor

*Corequisites:* FLA 452 and 454

*SBC:* CER, EXP+, SPK

6 credits, S/U grading

#### FLA 452: Supervised Student Teaching: High School Grades 10-12

*Prerequisites:* Enrollment in the Foreign Language Teacher Preparation Program; permission of instructor

*Corequisite:* FLA 451 and 454

*SBC:* CER, EXP+, SPK

6 credits, S/U grading

#### FLA 454: Student Teaching Seminar

Seminar on problems encountered by student teachers and public school teachers at the secondary level in foreign language teaching. Study and analysis of the many aspects of the foreign language teaching profession, such as individualized teaching, testing, and professional organizations.

*Prerequisite:* C or higher in FLA 340

Corequisites: FLA 451 and 452

SBC: CER, EXP+, SPK

3 credits

## GER

### Germanic Languages and Literature

#### GER 101: Intensive Elementary German

An intensive course covering the elementary German program (GER 111, 112) in one semester. GER 101 is designed for students who have no prior knowledge of the language. A student who has had two or more years of German in high school (or who has otherwise acquired an equivalent proficiency) may not take this course without written permission from the supervisor of the course. May not be taken for credit after GER 111 or any other course in German.

DEC: S3

SBC: LANG

6 credits

#### GER 111: Elementary German I

An introduction to spoken and written German, stressing pronunciation, speaking, comprehension, reading, writing, and culture. The course consists of four hours in a small section conducted in German, and one laboratory hour. The course is designed for students who have no prior knowledge of German. A student who has had two or more years of German in high school (or who has otherwise acquired an equivalent proficiency) may not take GER 111 without written permission from the supervisor of the course.

4 credits

#### GER 112: Elementary German II

An introduction to spoken and written German, stressing pronunciation, speaking, comprehension, reading, writing, and culture. The course consists of four hours in a small section conducted in German, and one laboratory hour.

Prerequisite: C or better in GER 111 or placement into 112. See <https://llrc.stonybrook.edu/placement-exams> for more information.

DEC: S3

SBC: LANG

4 credits

#### GER 211: Intermediate German I

The reading and interpretation of a wide variety of German texts, with a review

of German grammar, composition, and conversation. Emphasis on comparison of languages and cultures within the German-speaking world and beyond. Work in the language laboratory further develops audiolingual skills.

Prerequisite: GER 101 or 112 or placement into 211. See <https://llrc.stonybrook.edu/placement-exams> for more information.

DEC: S3

SBC: GLO, LANG

3 credits

#### GER 212: Intermediate German II

The reading and interpretation of a wide variety of German texts, with a review of German grammar, composition, and conversation. Emphasis on comparison of languages and cultures within the German-speaking world and beyond. Work in the language laboratory further develops audiolingual skills.

Prerequisite: GER 211 or placement into 212. See <https://llrc.stonybrook.edu/placement-exams> for more information.

DEC: S3

SBC: GLO, HUM, LANG

3 credits

#### GER 311: German Conversation and Composition

The active use of spoken and written German.

Prerequisite: GER 212

DEC: S3

SBC: HFA+, SPK

3 credits

#### GER 312: German Conversation and Composition

The active use of spoken and written German.

Prerequisite: GER 212

DEC: S3

SBC: ESI, HFA+, WRD

3 credits

#### GER 313: German Vocabulary in Conceptual Groups

The study of German vocabulary in so-called "conceptual groups" that reflect the world of nature (flowers, etc.) and culture (musical instruments, etc.). The objective is primarily to increase our stock of words and practice using them in context, but also to enrich our knowledge of selected words by examining significant moments or developments in their histories.

Prerequisite: GER 212

SBC: HFA+

3 credits

#### GER 343: Introduction to Literary Genres

Using selected texts easily read and understood by students whose background in German may be limited, this course is intended to introduce those students to terminology and techniques of literary analysis and interpretation.

Prerequisite: GER 212

DEC: G & 3

SBC: HFA+

3 credits

#### GER 344: Survey of German Literature

A chronological survey of German literature from the 18th century to the present with stress on defining the periods therein. All readings are in German.

Prerequisite: GER 212

DEC: G & 3

SBC: HFA+

3 credits

#### GER 402: German Prose

A survey of German prose and its subgenres. All work is done in German.

Prerequisite: GER 343 or 344

DEC: S3

SBC: HFA+

3 credits

#### GER 404: Goethezeit

An intensive study of German literature in the period 1750-1832. All work is done in German.

Prerequisite: GER 343 or 344

DEC: S3

SBC: HFA+

3 credits

#### GER 438: Structure of German

Study of the phonological, graphemic, morphological, syntactic, and semantic structures of Modern German.

Prerequisite: GER 212

DEC: S3

SBC: HFA+

3 credits

#### GER 439: History of German

The development of the German language from Indo-European to Modern High German. A representative selection of texts from different periods is examined. Conducted as a seminar.

Prerequisite: GER 212

DEC: S3

**SBC:** HFA+

3 credits

### GER 444: Experiential Learning

This course is designed for students who engage in a substantial, structured experiential learning activity in conjunction with another class. Experiential learning occurs when knowledge acquired through formal learning and past experience are applied to a "real-world" setting or problem to create new knowledge through a process of reflection, critical analysis, feedback and synthesis. Beyond-the-classroom experiences that support experiential learning may include: service learning, mentored research, field work, or an internship.

*Prerequisite:* WRT 102 or equivalent; permission of the instructor and approval of the EXP+ contract ([http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree\\_requirements/EXPplus.php](http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree_requirements/EXPplus.php))

**SBC:** EXP+

0 credit, S/U grading

### GER 447: Directed Readings in German

Independently supervised readings in selected topics in German language and literature, which may focus on a specific German language author or the literature of a specific period or genre. May be repeated.

*Prerequisites:* Permission of instructor and department

**DEC:** S3

**SBC:** EXP+

1-6 credits

### GER 459: Write Effectively in German

A zero credit course that may be taken in conjunction with any 300- or 400-level GER course, with permission of the instructor. The course provides opportunity to practice the skills and techniques of effective academic writing and satisfies the learning outcomes of the Stony Brook Curriculum's WRTD learning objective.

*Prerequisite:* WRT 102; permission of the instructor

**SBC:** WRTD

0 credit, S/U grading

### GER 475: Undergraduate Teaching Practicum in German I

Each student conducts a regular problem or tutorial section that supplements a regular language course under the guidance of a master teacher. Responsibilities may include preparing material for discussion and helping

students with problems. Not for major or minor credit.

*Prerequisites:* Fluency in German; permission of instructor and department

**DEC:** S3

**SBC:** EXP+

3 credits, S/U grading

### GER 476: Undergraduate Teaching Practicum in German II

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. Students assume greater responsibility in such areas as leading discussions and analyzing results of tests that have already been graded. The course in which the student is permitted to work as a teaching assistant must be different from the course in which he or she previously served.

*Prerequisites:* Fluency in German; permission of instructor and department

**DEC:** S3

**SBC:** EXP+

3 credits, S/U grading

### GER 488: Internship

Participation in local, state, national, and international public and private agencies and organizations to apply and reinforce language and related skills and knowledge of social and cultural institutions.

*Prerequisites:* GER 311 and 312; permission of instructor and department; specific placement examinations where applicable

**DEC:** S3

**SBC:** EXP+

0-6 credits, S/U grading

### GER 495: Senior Honors Project in German

Per project for seniors. Arranged in consultation with the department, the project involves writing a paper, under the close supervision of an appropriate instructor, on a suitable topic. Students who are candidates for honors take this course.

*Prerequisite:* Permission of department

**DEC:** S3

**SBC:** EXP+

3 credits

## JPN

### Japanese Language

#### JPN 101: Intensive Elementary Japanese

An intensive, 6-credit, elementary-level Japanese language course that provides foundational knowledge and skills including pronunciation, basic everyday conversational proficiency, principles of character formation, basic grammatical rules, and basic cultural norms and preferences that govern language use. Drawing upon a communicative approach, this course situates oral and written language in real-life contexts and promotes learner-centered, interactive classroom activities. This course is designed for students who have no prior knowledge of the language. A student who has had two or more years of Japanese in high school (or who has otherwise acquired an equivalent proficiency) may not take JPN 101 without written permission from the supervisor of the course. May not be taken for credit after any other course in Japanese.

**DEC:** S3

**SBC:** LANG

6 credits

#### JPN 111: Elementary Japanese I

An introduction to spoken and written Japanese with equal attention to speaking, reading, and writing. Linguistic analysis of the characters provides cultural and historical background of the language. This course is designed for students who have no prior knowledge of the language. A student who has had two or more years of Japanese in high school (or who has otherwise acquired an equivalent proficiency) may not take JPN 111 without written permission from the supervisor of the course.

4 credits

#### JPN 112: Elementary Japanese II

An introduction to spoken and written Japanese with equal attention to speaking, reading, and writing. Linguistic analysis of the characters provides cultural and historical background of the language. This course is designed for students who have no prior knowledge of the language. A student who has had two or more years of Japanese in high school (or who has otherwise acquired an equivalent proficiency) may not take JPN 112 without written permission from the supervisor of the course.

*Prerequisite:* C or better in JPN 111 or placement into 112. See <https://llrc.stonybrook.edu/placement-exams> for more information.

**DEC:** S3

**SBC:** LANG

4 credits

#### JPN 201: Intensive Intermediate Japanese



An intensive, 6-credit, Intermediate-level Japanese language course that offers foundational knowledge and skills at the intermediate level, including conversational proficiency, orthography, grammatical rules, and essential cultural norms and preferences that govern language use. Drawing upon a communicative approach, this course situates oral and written language in real-life contexts and promotes learner-centered, interactive classroom activities. May not be taken for credit in addition to JPN 211 or JPN 212.

*Prerequisite: JPN 112 or placement into 201 or 211. See <https://llrc.stonybrook.edu/placement-exams> for more information.*

**DEC:** S3

**SBC:** GLO, HUM, LANG

6 credits

### JPN 211: Intermediate Japanese I

An intermediate course in Japanese language to develop audiolingual skills and reading and writing ability. Selected literary texts serve as the basis for practice in reading comprehension and composition. A student who has had three or more years of Japanese in high school (or has otherwise acquired an equivalent proficiency) may not enroll in JPN 211 without written permission from the supervisor of the course.

*Prerequisite: JPN 112 or placement into 201 or 211. See <https://llrc.stonybrook.edu/placement-exams> for more information.*

**DEC:** S3

**SBC:** GLO, LANG

4 credits

### JPN 212: Intermediate Japanese II

An intermediate course in Japanese language to develop audiolingual skills and reading and writing ability. Selected literary texts serve as the basis for practice in reading comprehension and composition. A student who has had three or more years of Japanese in high school (or has otherwise acquired an equivalent proficiency) may not enroll in JPN 212 without written permission from the supervisor of the course.

*Prerequisite: JPN 211 or placement into 212. See <https://llrc.stonybrook.edu/placement-exams> for more information.*

**DEC:** S3

**SBC:** GLO, HUM, LANG

3 credits

### JPN 311: Advanced Japanese I

An advanced course designed to strengthen students' ability to understand and speak the Japanese language. Students are required to prepare selected texts and to read and translate

them in class. They also write essays based on the texts as well as on Japanese videos.

*Prerequisite: JPN 212*

**DEC:** S3

**SBC:** HFA+, LANG

3 credits

### JPN 312: Advanced Japanese II

An advanced course designed to strengthen students' ability to understand and speak the Japanese language. Students are required to prepare selected texts and to read and translate them in class. They also write essays based on the texts as well as on Japanese videos.

*Prerequisite: JPN 311*

**DEC:** S3

**SBC:** HFA+, LANG, SPK

3 credits

### JPN 331: Social Sciences Topics in Japanese Studies

An investigation of a specific area of Japanese studies in the social and behavioral sciences. May be repeated as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisites: Two courses in Asian studies*

**DEC:** F

**SBC:** SBS+

3 credits

### JPN 332: Humanities Topics in Japanese Studies

An investigation of a specific area of Japanese studies in the humanities. Semester supplements to this Bulletin contain specific description when course is offered. May be repeated as the topic changes.

*Prerequisite: U3 or U4 standing*

*Advisory Prerequisites: Two courses in Asian studies*

**DEC:** G

**SBC:** HFA+

3 credits

### JPN 410: Business Japanese

A course designed for students who wish to expand their Japanese communication skills in a business context and understand socio-economic situations as well as socio-cultural values in Japan. Upon completing this course, students will be able to hold conversations with correct business vocabulary and with culturally appropriate manners, read authentic materials related to business and economics in Japan, and write business correspondence in proper styles and formats.

*Prerequisite: JPN 312 or equivalent*

**DEC:** S3

**SBC:** SBS+, SPK

3 credits

### JPN 411: Advanced Japanese III

An advanced course designed for the fourth-year students of Japanese to strengthen their ability to understand, speak, read, and write Japanese. Students will read a variety of Japanese texts including newspaper/magazine articles, biographies, and literary works and write creatively and/or professionally using sophisticated vocabulary and advanced kanji characters. Students will also be trained to comprehend authentic spoken Japanese, using a variety of audio-visual materials and to communicate in Japanese, applying appropriate socio-cultural norms. Not intended for international students from Japan who are part of a two-plus-two or exchange program.

*Prerequisite: JPN 312 or placement test*

**DEC:** S3

**SBC:** SPK, WRD

3 credits

### JPN 412: Advanced Japanese IV

An advanced course designed for the fourth-year students of Japanese to strengthen their ability to understand, speak, read, and write Japanese. Students will read a variety of Japanese texts including newspaper/magazine articles, biographies, and literary works and write creatively and/or professionally using sophisticated vocabulary and advanced kanji characters. Students will also be trained to comprehend authentic spoken Japanese, using a variety of audio-visual materials and to communicate in Japanese, applying appropriate socio-cultural norms. Not intended for international students from Japan who are part of a two-plus-two or exchange program.

*Prerequisite: JPN 411 or placement test*

**DEC:** S3

**SBC:** SPK, WRD

3 credits

### JPN 426: Structure of Japanese

The study of phonology, morphology, syntax, semantics, lexicon, and writing systems of the Japanese language as well as the use and functions of the language in relation to the social structures and interpersonal relationships.

*Prerequisite: JPN 312 or permission of instructor; one D.E.C. F or SBS course*

**DEC:** S3

**SBC:** ESI, SBS+

3 credits

### JPN 444: Experiential Learning

This course is designed for students who engage in a substantial, structured experiential learning activity in conjunction with another class. Experiential learning occurs when knowledge acquired through formal learning and past experience are applied to a "real-world" setting or problem to create new knowledge through a process of reflection, critical analysis, feedback and synthesis. Beyond-the-classroom experiences that support experiential learning may include: service learning, mentored research, field work, or an internship.

*Prerequisite: WRT 102 or equivalent; permission of the instructor and approval of the EXP+ contract ([http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree\\_requirements/EXPplus.php](http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree_requirements/EXPplus.php))*

**SBC:** EXP+

0 credit, S/U grading

### JPN 447: Independent Study

Directed reading and research in Japanese studies. Limited to Japanese studies minors or upper-division students working on advanced problems in Japanese studies. May be repeated. Previously offered as JNH and JNS 447.

*Prerequisites: U3 or U4 standing; permission of instructor*

1-6 credits

### JPN 475: Undergraduate Teaching Practicum I

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. The student is required to attend all the classes, do all the regularly assigned work, and meet with the faculty member at regularly scheduled times to discuss the intellectual and pedagogical matters relating to the course.

*Prerequisites: Fluency in Japanese; U4 standing; permission of instructor*

**SBC:** EXP+

3 credits, S/U grading

### JPN 476: Undergraduate Teaching Practicum II

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. Students assume greater responsibility in such areas as leading discussions and analyzing results of tests that have already been graded. Students may not serve as teaching assistants in the same course twice.

*Prerequisites: JPN 475; permission of instructor*

**SBC:** EXP+

3 credits, S/U grading

### JPN 487: Independent Research

An individual research project in Japanese, such as translation, analysis of documents or literature, etc., in consultation with the instructor. Students are expected to meet at regular intervals and to present the completed project at the end of the semester. May be repeated.

*Prerequisites: Interview; permission of instructor*

0-3 credits

### JPN 488: Internship

Participation in a local, state, or federal governmental agency or community organization. Students are required to submit progress reports to their department sponsor and a final report on their experience to the department faculty. May be repeated up to a limit of 12 credits.

*Prerequisites: Permission of instructor and undergraduate program director*

**SBC:** EXP+

0-6 credits, S/U grading

## LIN

### Linguistics

#### LIN 101: Human Language

An introduction to the fundamental areas and concepts of modern linguistics. Sounds and their structure, word structure, and sentence structure are discussed. Other topics may include historical linguistics (how languages change over time), dialects, writing systems, language and the brain, and psycholinguistics (especially the question of how children acquire a language).

**DEC:** F

**SBC:** SBS, SNW

3 credits

#### LIN 110: The Anatomy of English Words

An introduction to the analysis of complex words in English, especially those based on Latin and Greek models that comprise the majority of the vocabulary in the written language. Students will be introduced to Latin and Greek roots and the processes by which complex words are built by affixing material to these roots and modifying their structure. Students will acquire general analytical tools that will allow them to understand complex words that they may not have previously

encountered. The course will introduce students to principles of linguistic morphology that extend beyond English to all human languages.

**DEC:** F

**SBC:** SBS

3 credits

#### LIN 120: Language and Technology

An introduction to how computers process language and solve language-related tasks. This course discusses the language technologies of our daily life --- spam filtering, machine translation, and many more --- and shows how they work under the hood. The course explores a variety of issues: Why do computers do well in some areas (spell checking) yet fail miserably in others (essay grading)? Will we ever have perfectly fluent AIs as depicted in science fiction? And how will these technological advances impact the role of language in our society? Students will also acquire basic programming skills and write scripts for simple language tasks. No previous training in mathematics or computer science required.

**SBC:** TECH

3 credits

#### LIN 200: Language in the United States

Survey of the languages and language-related issues in the United States. Topics include Native American languages; immigrant languages; dialectal variations (e.g., Black English); the domains in which these languages were and are used; maintenance and loss of minority languages; language contact and its effects; the use of Spanish; language attitudes and politics including bilingual education; and official language movements. Particular attention is paid to the evolution of American English from colonial times to its present world-wide status; the use and impact of Spanish; language attitudes and politics including bilingual education; and official language movements.

**DEC:** K

**SBC:** SBS, USA

3 credits

#### LIN 201: Phonetics

Introduction to the sounds used in human language. Topics include articulatory phonetics, phonetic transcription, the sound structure of English, sounds and sound patterns in languages of the world, the acoustic properties of sounds, speech perception, and speech technology. Includes work in the phonetics laboratory on computer analysis of speech.

*Prerequisite: C or better in LIN 101*

**DEC:** F

**SBC:** SBS+

4 credits

### **LIN 230: Languages of the World**

An introduction to the diversity and common properties of the more than six thousand languages spoken in the world today. This course will discuss how the languages of each family are related to each other, and what these relationships say about human origins and the peopling of the globe. The course will also analyze the world's languages in terms of the structures of their sentences, sounds, and words, and will discuss a number of global questions: Does your language affect your thought? What is the relation between politics and languages? What is writing? How do completely new languages emerge?

*Advisory Prerequisite: LIN 101*

**DEC:** J

**SBC:** GLO

3 credits

### **LIN 240: Spanish in the U.S.**

Provides a descriptive and critical overview of the linguistic aspects of the different Spanish-speaking communities in the United States. It presents and discusses issues related to the linguistic, sociolinguistic and historical aspects of the use of Spanish in the United States and their impact on the individual, and the American society. In the discussion of Spanish in the U.S., the course introduces concepts revolving around language contact, language use, grammar, language attitudes, heritage speakers, bilingualism, code-switching, and language shift and maintenance. The course will focus on the Mexican, Puerto Rican, and Cuban communities in the U.S. from the point of view of dialectal and sociolectal distribution, but also discusses European settlement and migration patterns. Finally the course will examine the role of Spanish in Education and the future of the Spanish language in the US. This course is taught in English.

**DEC:** K

**SBC:** SBS, USA

3 credits

### **LIN 250: Languages and Cultures of Asian Americans**

Study of language use and cultural accommodation in selected Asian American communities in relation to the changing roles of Asians in U.S. society from the early democracy to the present. Issues include linguistic and cultural diversity of Asia and

Asian Americans; comparison of Asian and European immigration patterns; struggle for equality and acceptance; cultural factors in assimilation; patterns of Asian language use and maintenance in various domains; the role of language in ethnic identity; attitudes toward English and bilingualism; bilingualism as a problem and as a resource. This course is offered as both AAS 250 and LIN 250.

*Prerequisite: WRT 102 or equivalent*

**DEC:** K

**SBC:** SBS, USA

3 credits

### **LIN 301: Phonology**

An introduction to the sound systems of languages focusing on the mental representation of sound structure: how speakers use knowledge of their language to assign meaning to different combinations of sounds. We will examine data from a number of languages to explore the differences and similarities among the sound patterns of different languages, and will consider the question of whether there are universal preferences for specific types of sounds and sound sequences.

*Prerequisite: C or better in LIN 201*

4 credits

### **LIN 307: Sociolinguistics**

An examination of the interaction between language and society, focusing on diversity in American English as it relates to differences in gender, geography, social class, ethnicity, and national origin. Study of the development of dialects including African-American Vernacular English, and pidgins and creoles such as Hawaiian Pidgin English and Chinook Trade Jargon, within the context of historical developments in the U.S. from colonial times to the present.

*Prerequisite: C or better in LIN 101*

**DEC:** K

**SBC:** ESI, SBS+

3 credits

### **LIN 308: Language Variation and Change**

An introduction to the quantitative study of language variation and language change.

*Prerequisite: LIN 101 and LIN 201*

3 credits

### **LIN 311: Syntax**

An introduction to generative grammar: the formal theory of sentence structure.

*Prerequisite: C or better in LIN 101*

**DEC:** F

4 credits

### **LIN 320: English Grammar**

This course is a systematic survey of English grammar: its major structures, their interaction, and their use. It will also briefly examine some related areas connected to writing like punctuation and spelling.

*Prerequisite: C or better in LIN 101*

3 credits

### **LIN 321: Morphology and Word Formation**

The internal structure of complex words. A variety of analytical methods is introduced, together with examples from English and many other languages. Previously offered as LIN 464. Not for credit in addition to LIN 464.

*Prerequisite: C or better in LIN 101*

3 credits

### **LIN 330: Language Acquisition**

Introduction to the field of language acquisition. Issues include cognitive processes, role of innate ability and environment, developmental stages, individual variation, universal tendencies, interaction of language and cognition, bilingualism, similarities and differences between first- and second-language acquisition, and language disorders.

*Prerequisite: C or better in LIN 201 and LIN 311*

**SBC:** ESI, SBS+, STEM+

3 credits

### **LIN 340: Historical Linguistics**

The application of linguistic theory to the ways in which sound systems, word structure, and sentence structure change. Students learn how linguists establish that certain languages are related, and how they reconstruct prehistoric parent languages.

*Prerequisite: C or better in LIN 201*

*Pre- or co-requisite: LIN 301*

3 credits

### **LIN 344: Literacy Development**

An introduction to the theories of literacy and their application in education. Students acquire knowledge about the complex nature of academic literacy; how literacy skills can be taught and assessed across all disciplines, and how literacy and language skills develop among diverse learners, including students with special needs and English Language Learners. Attention is given to the integration of technology into the development of literacy skills. Not for major credit.

*Prerequisite: Admission to a teacher education program*

3 credits

### LIN 345: Writing Systems of the World

A survey of the major types of writing including (but not limited to) alphabetic, syllabic, and logographic systems; the invention of writing; changes in writing systems over time and the decipherment of ancient writing. Special attention is given to modern English spelling, including both its regular, systematic properties and the historical background of its irregularities.

*Prerequisite: C or better in LIN 101*

**DEC:** J

**SBC:** GLO, SBS+

3 credits

### LIN 346: Language and Meaning

An exploration of semantics, the study of linguistic meaning. The course examines fundamental issues including the nature of meaning, its relation to word and sentence form (morphology and syntax), its relation to systems of mental representation (cognition), and the interaction between meaning and use (pragmatics). Recent research into the way that linguistic meaning is acquired and how it is deployed in speech and understanding is discussed.

*Prerequisite: C or better in LIN 101*

**DEC:** F

**SBC:** SBS+

4 credits

### LIN 347: Pragmatics

A study of those aspects of natural language meaning that arise from, or are dependent upon, use. Core topics include implicatures, presupposition, speech acts, deixis, their interaction with semantics and syntax, and their implications for certain discourse phenomena, including politeness, turn taking, and verbal abuse.

*Prerequisite: LIN 101*

*Advisory pre- or co-requisites: LIN 311 and LIN 346*

3 credits

### LIN 350: Experimental Phonetics

Introduction to common experimental methods for studying the sounds used in human language. Topics include basic speech acoustics, acoustic analysis, oral and nasal airflow, static palatography, linguography and electroglottography, as well as design of perception experiments. Students will learn the physical processes affecting each experimental variable and common methods of analyzing each kind of data. Students will get hands-on experience with each analysis method and

will use two or more types of data to explore a hypothesis about sound structure in English or some other language of interest. Students will learn how to use software for making measurements and analyzing data. Students will learn to assess the validity of claims about language based on their understanding of the scientific method as applied to speech. The course will give students a solid foundation for further courses in laboratory skills relevant to assessment of normal and disordered speech and for pursuing research, either as undergraduate researchers, or in the early stages of graduate work.

*Prerequisite: LIN 201*

**SBC:** SBS+, SNW

3 credits

### LIN 355: Language and Life in a Selected Area of the World

Study of the languages of a selected country or region outside of Europe in relation to its society, culture, history, and politics. Topics include language family, social varieties, status and attitudes, language policies, and cultural patterns reflected in language use. May be repeated as the topic changes. LIN 355 and/or LIN 356 may be taken a total of two times for the major.

*Advisory Prerequisite: LIN 101*

**DEC:** J

**SBC:** GLO, SBS+

3 credits

### LIN 356: Topics in Language and Life in Europe

Focus will be on the language of a particular country or region in Europe and the relationship between language and the society, culture, history, and politics of the country or region. Designed for upper-division students, this course provides an in-depth study of a specific topic relating to Western civilization. Students will be expected to demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, and culture of Western civilization, and relate it to that of other regions in the world. May be repeated as the language examined changes. May be repeated as the topic changes. LIN 355 and/or LIN 356 may be taken a total of two times for the major.

*Prerequisite: one LIN course or satisfaction of Skill 3 or LANG*

**DEC:** I

**SBC:** GLO, SBS+

3 credits

### LIN 370: Intercultural Communication

Through combination of theory and research from discourse linguistics and linguistic anthropology, this course examines (i) how culture shapes ways of speaking; (ii) how language constructs identities, dispositions, role relations; and (iii) what challenges people from different cultures may face when they communicate with each other. The following analytical perspectives will be presented: speech act theory, ethnography of communication, linguistic politeness, and sequential organization of turn taking. This course is offered as both AAS 370 and LIN 370.

*Prerequisite: one previous course in D.E.C. J or SBS+ or one previous course in Linguistics*

**DEC:** J

**SBC:** SBS+

3 credits

### LIN 375: TESOL Pedagogy: Theory and Practice

Introduction to language and literacy instruction, instructional approaches, and assessment models for the teaching of speaking, listening, reading, and writing. Students design standard-based lessons and evaluate resources and technologies.

*Prerequisite: Declared major in Linguistics; C or higher in LIN 101, 201, or 311; G.P.A. of 3.0 or higher; for non-native speakers of English, a TOEFL-iBT Speaking Component score of 28*

*Corequisite: LIN 449*

3 credits

### LIN 378: Content-Based Language and Literacy Development

Introduction to language and literacy development across disciplines and to assessment, cooperative learning, and reflective practices. Students will develop standard-based interdisciplinary thematic units, integrate technologies, and explore collaborative practices.

*Prerequisite: LIN 375 and LIN 449*

*Corequisite: LIN 450*

**SBC:** CER, EXP+, SPK

3 credits

### LIN 380: Anatomy and Physiology of Speech and Hearing

A study of the anatomy and physiology of the speech, swallowing, and hearing mechanisms, including the phonatory, articulatory, respiratory, and resonatory subsystems and the neural control.

*Prerequisite: C or better in LIN 101*

**SBC:** STEM+

3 credits

**LIN 381: Language and Speech Disorders**

Overview of developmental and acquired communication disorders across the lifespan, including language delay, developmental apraxia of speech, phonological disorders, stuttering, acquired aphasia, craniofacial anomalies, and voice disorders.

*Prerequisite: C or better in LIN 101 and LIN 201*

**SBC:** STEM+

3 credits

**LIN 382: Audiology**

Survey of the field of audiology, including the physics of sound, the physiology of hearing, the nature and causes of hearing impairment.

*Prerequisite: C or better in LIN 101 and LIN 201*

**SBC:** STEM+

3 credits

**LIN 400: Experiential Learning, Speak Effectively, Practice Critical and Ethical Reasoning**

A zero credit course that may be taken in conjunction with any LIN education course that provides opportunity to achieve the learning outcomes of the Stony Brook Curriculum's CER, EXP+, and SPK learning objectives.

*Pre- or corequisite: WRT 102 or equivalent; permission of the instructor*

**SBC:** CER, EXP+, SPK

0 credit, S/U grading

**LIN 405: Writing in Linguistics**

Majors in linguistics refine their skills in writing for the discipline by critiquing successive revisions of previously written work. Formerly offered as LIN 300. Not for credit in addition to LIN 300.

*Prerequisites: permission of department; major in linguistics; U3 or U4 standing*

**SBC:** ESI, WRTD

2 credits

**LIN 425: Special Topics in Linguistics**

Seminars for advanced linguistics students. May be repeated as the topic changes.

*Prerequisite: Varies with subject matter*

3 credits

**LIN 426: Special Topics in Linguistics**

Seminars for advanced linguistics students. May be repeated as the topic changes.

*Prerequisite: Varies with subject matter*

3 credits

**LIN 427: Special Topics in Linguistics**

Seminars for advanced linguistics students. May be repeated as the topic changes.

*Prerequisite: Varies with subject matter*

3 credits

**LIN 431: The Structure of an Uncommonly Taught Language**

An investigation of the phonology and syntax of either a language or a family of languages. May be repeated if a different language is covered.

*Prerequisite: C or better in LIN 301 and LIN 311*

**SBC:** CER, SBS+, SPK

4 credits

**LIN 444: Experiential Learning**

This course is designed for students who engage in a substantial, structured experiential learning activity in conjunction with another class. Experiential learning occurs when knowledge acquired through formal learning and past experience are applied to a "real-world" setting or problem to create new knowledge through a process of reflection, critical analysis, feedback and synthesis. Beyond-the-classroom experiences that support experiential learning may include: service learning, mentored research, field work, or an internship.

*Prerequisite: WRT 102 or equivalent; permission of the instructor and approval of the EXP+ contract ([http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree\\_requirements/EXPplus.php](http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/degree_requirements/EXPplus.php))*

**SBC:** EXP+

0 credit, S/U grading

**LIN 447: Directed Readings in Linguistics**

Qualified juniors and seniors in linguistics are offered an opportunity to do independent work on topics in linguistics under guidance of a faculty member. May be repeated to a limit of six credits.

*Prerequisite: Permission of department*

1-6 credits

**LIN 449: Field Experience, Grades N-12**

Observation, inquiry, and practice in language and literacy development across disciplines for learners from linguistically and culturally diverse backgrounds. Students are placed in variety of educational settings in elementary and secondary schools for 50 hours of fieldwork.

*Prerequisites: Declared major in Linguistics; C or higher in LIN 101, 201, or 211; G.P.A. of 3.0 or higher; for non-native speakers of English, a TOEFL-iBT Speaking Component Score of 28*

*Corequisite: LIN 375*

**SBC:** EXP+

1 credit, S/U grading

**LIN 450: Field Experience, Grades N-12**

Observation, inquiry, and practice in language and literacy development across disciplines for learners from linguistically and culturally diverse backgrounds. Students are placed in variety of educational settings in elementary and secondary schools for 50 hours of fieldwork.

*Corequisite: LIN 378*

**SBC:** CER, EXP+, SPK

1 credit, S/U grading

**LIN 451: Supervised Teaching -- English as a Second Language: Primary Grades N-6**

Supervised practice teaching in English as a second language by arrangement with selected Boards of Cooperative Educational Services and primary, middle, and secondary schools. Applications must be filed in the academic year preceding that in which the student plans to take the course.

*Prerequisites: Linguistics major; GPA of 3.0 or higher; permission of department*

**SBC:** CER, EXP+, SPK

6 credits, S/U grading

**LIN 452: Supervised Student Teaching in English as a Second Language: Secondary Grades 7-12**

Supervised practice teaching in English as a second language by arrangement with selected Boards of Cooperative Educational Services and middle and secondary schools. Applications must be filed in the academic year preceding that in which the student plans to take the course.

*Prerequisites: Linguistics major; GPA of 3.0 or higher; permission of department*

**SBC:** CER, EXP+, SPK

6 credits, S/U grading

**LIN 454: Managing Instruction, Assessment, and Resources**

Examination of effective practices, assessments, and technologies for developing language and literacy across content areas in multi-level classrooms. Collaboration with colleagues, parents, and communities is explored.

*Prerequisite: C or higher in LIN 378; permission of department*

**SBC:** CER, EXP+, SPK

3 credits

### **LIN 475: Undergraduate Teaching Practicum I**

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. The student is required to attend all the classes, do all the regularly assigned work, and meet with the faculty member at regularly scheduled times to discuss the intellectual and pedagogical matters relating to the course. Not for major credit.

*Prerequisites: Linguistics major; U3 or U4 standing; permission of instructor.*

**SBC:** EXP+

3 credits, S/U grading

### **LIN 476: Undergraduate Teaching Practicum II**

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. Students assume greater responsibility in such areas as leading discussions and analyzing results of tests that have already been graded. Students may not serve as teaching assistants in the same course twice. Not for major credit.

*Prerequisite: LIN 475; permission of instructor*

**SBC:** EXP+

3 credits, S/U grading

### **LIN 487: Directed Research in Linguistics**

Qualified advanced undergraduates in linguistics may carry out individual research projects under the direct supervision of a faculty member. May be repeated up to a limit of six credits.

*Prerequisite: Permission of department*

1-6 credits

### **LIN 488: Internship**

Participation in local, state, and national public and private agencies and organizations. May be repeated up to a total of 12 credits. Not for major credit.

*Prerequisites: 15 credits in linguistics; permission of department*

**SBC:** EXP+

0-6 credits, S/U grading

### **LIN 495: Senior Honors Project in Linguistics**

First course of a two-semester sequence for linguistics majors who are candidates for

the degree with honors. The project involves independent readings or research and the writing of a thesis. Students enrolled in LIN 495 are obliged to complete LIN 496 the next semester. Students receive only one grade upon completion of the sequence. Not for major credit.

*Prerequisite: Admission to the Linguistics Honors Program*

0-3 credits

### **LIN 496: Senior Honors Project in Linguistics**

Second course of a two-semester sequence for linguistics majors who are candidates for the degree with honors. The project involves independent readings or research and the writing of a thesis. Students enrolled in LIN 495 are obliged to complete LIN 496 the next semester. Students receive only one grade upon completion of the sequence. Not for major credit.

0-3 credits

## **MAE**

### **Mathematics Teacher Preparation**

#### **MAE 301: Foundations of Secondary School Mathematics**

A re-examination of elements of school mathematics, including topics in algebra, geometry, and elementary functions. Competence in basic secondary-level ideas and techniques are tested.

*Prerequisites: MAT 200 and 211; admission to mathematics or applied mathematics secondary teacher preparation program*

*Corequisite: MAE 311*

3 credits

#### **MAE 302: Methods and Materials for Teaching Secondary School Mathematics**

The goals of mathematics education, learning theories, mathematics curricula, lesson planning, evaluation and teaching strategies. Lesson plans are drawn up and presented to the group.

*Prerequisites: MAE 301 and C or higher in MAE 311*

*Pre- or Corequisite: MAE 312*

**SBC:** CER, EXP+, SPK

3 credits

#### **MAE 311: Introduction to Methods of Teaching Secondary School Mathematics**

Aspects of teaching mathematics on the secondary school level, including lesson designs based on the NCTM standards, cooperative learning, and technology in mathematics education. Students observe classes in middle school and high school settings.

*Prerequisites: MAT 211; admission to mathematics or applied mathematics secondary teacher preparation program; department consent*

*Corequisite: MAE 301*

3 credits

#### **MAE 312: Micro-Teaching**

Twice-weekly supervised classroom experience, tutoring, or working with small groups of students as a teacher's aide.

*Prerequisite: C or higher in MAE 311*

*Pre- or Corequisite: MAE 302*

**SBC:** CER, EXP+, SPK

2 credits

#### **MAE 330: Technology in Mathematics Education**

Introduces students in the secondary mathematics teacher preparation program to techniques and requirements for effective use of technology in the mathematics classroom. Emphasis on projects. Use of graphing calculators and computer software such as Geometer's Sketchpad.

*Prerequisites: MAE 301 and 311*

**SBC:** TECH

3 credits

#### **MAE 400: Experiential Learning, Speak Effectively, Practice Critical and Ethical Reasoning**

A zero credit course that may be taken in conjunction with any MAE course that provides opportunity to achieve the learning outcomes of the Stony Brook Curriculum's CER, EXP+, and SPK learning objectives.

*Pre- or corequisite: WRT 102 or equivalent; permission of the instructor*

**SBC:** CER, EXP+, SPK

0 credit, S/U grading

#### **MAE 412: Issues in Teaching and Learning in Collegiate Mathematics**

Investigation of the issues involved in the teaching and learning of introductory collegiate mathematics. A supervised teaching internship of undergraduate mathematics accompanies this seminar.

*Prerequisite: MAE 302*

4 credits

**MAE 447: Directed Readings in Mathematics Education**

Tutorial studies concerning current issues in mathematics education, including recent research and topics in the history of mathematics and their relation to teaching practice.

*Pre- or Corequisite: MAE 312*

1 credit

**MAE 451: Supervised Teaching - Middle School Level Grades 7-9**

Intensive supervised teaching in secondary schools. Students work in the school under the supervision of an experienced teacher.

*Prerequisites: MAE 312; MAT 312, 319 and 360; AMS 310; permission of director of mathematics teacher education program*

*Corequisites: MAE 452 and 454*

**SBC:** CER, EXP+, SPK

6 credits, S/U grading

**MAE 452: Supervised Teaching - High School Grades 10-12**

Intensive supervised teaching in secondary schools. Students work in the school under the supervision of an experienced teacher.

*Prerequisites: MAE 312; MAT 312, 319 and 360; AMS 310; permission of director of mathematics teacher education program*

*Corequisites: MAE 451 and 454*

**SBC:** CER, EXP+, SPK

6 credits, S/U grading

**MAE 454: Student Teaching Seminar**

Weekly discussions of teaching techniques and experiences, learning theory, curriculum content, and classroom problems.

*Corequisites: MAE 451 and 452*

**SBC:** CER, EXP+, SPK

3 credits

# SCI

**Science Teacher Preparation****SCI 410: Pedagogy and Methods for Science Education I**

Fundamental science teaching strategies, theories, and practices are introduced to students. Implementation of the New York State Math, Science, and Technology Standards and core science curricula is emphasized, in addition to the importance of inquiry based learning, nature of science, laboratory activities, and laboratory safety. Students plan lessons and make several presentations. Experiences in SCI 449 are incorporated into SCI 410.

*Prerequisites: Acceptance to a Science Teacher Preparation program; minimum G.P.A. of 2.75*

*Corequisite: SCI 449 Note: you must register for the same sections of SCI 410 and 449*

3 credits

**SCI 420: Pedagogy and Methods for Science Education II**

Builds on the practical application of science pedagogy introduced in SCI 410. Advanced science teaching strategies are presented. Emphasis is placed on the integration of theory and practice, extension of scientific inquiry for diverse learners and assessment of student progress. Essential themes and critical issues in the science disciplines are explored in the context of teaching in secondary schools. Experiences in SCI 450 are incorporated into SCI 420.

*Prerequisites: C or higher in SCI 410; satisfactory completion of SCI 449; minimum G.P.A. of 2.75*

*Corequisite: SCI 450*

**SBC:** CER, EXP+, SPK

3 credits

**SCI 447: Directed Readings in Science Education**

Advanced study in science education under the supervision of a science education faculty member.

*Prerequisite: Permission of the science education program*

1-6 credits

**SCI 449: Field Experience, Grades 7-12**

Students visit science classes in secondary schools and participate in selected school-based outreach programs for a total of 50 hours during the semester. The observations made during these visits serve as the basis for assignments that are completed in SCI 410, as well as for discussions that occur in class. Due to public school schedules, the majority of these experiences occur during morning hours.

*Prerequisites: Acceptance to a Science Teacher Preparation program; minimum G.P.A. of 2.75*

*Corequisite: SCI 410 Note: you must register for the same sections of SCI 410 and 449*

1 credit, S/U grading

**SCI 450: Field Experience, Grades 7-12**

Students visit science classes in secondary schools and participate in selected school-based outreach programs for a total of 50 hours during the semester. The observations made during these visits serve as the basis for discussions that occur in SCI 420. Due to

public school schedules, the majority of these experiences occur during morning hours.

*Prerequisites: C or higher in SCI 410; satisfactory completion of SCI 449; minimum G.P.A. of 2.75*

*Corequisite: SCI 420 Note: you must register for the same sections of SCI 420 and 450*

**SBC:** CER, EXP+, SPK

1 credit, S/U grading

**SCI 451: Supervised Teaching-Science: Middle Level Grades 7-9**

Prospective science teachers participate in full-time supervised student teaching in partnership schools, grades 7-9. Frequent consultation with the University supervisor helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.

*Prerequisites: C or higher in SCI 420; PSY 327; SSE 350; LIN 344; CEF 347; satisfactory in SCI 450; 2.75 cum G.P.A.; all grad reqs; dept permission. Corequisites: SCI 452 & 454 Note: students must register for equivalent sections of SCI 451, 452, 454*

**SBC:** CER, EXP+, SPK

6 credits, S/U grading

**SCI 452: Supervised Teaching-Science: High School Grades 10-12**

Prospective science teachers participate in full-time supervised student teaching in partnership schools, grades 10-12. Frequent consultation with the University supervisor helps the student interpret and evaluate the teaching experience. Applications must be filed in the semester preceding student teaching.

*Prerequisites: C or higher in SCI 420; SSE 350, PSY 327; LIN 344; & CEF 347; 'S' grade in SCI 450; cum G.P.A. 2.75; completion of all grad reqs; dept. perm. Corequisites: SCI 451/454; students must register for equivalent sections of SCI 451, 452, 454.*

**SBC:** CER, EXP+, SPK

6 credits, S/U grading

**SCI 454: Science Student Teaching Seminar**

Includes discussions of teaching techniques that are critical to success as a science teacher, such as classroom management and effective questioning techniques. Analysis of actual problems and issues encountered by the student in his or her student teaching experience are part of each seminar session.

*Prerequisites: C or higher in SCI 420; SSE 350, PSY 327; LIN 344; and CEF 347; 2.75 cum GPA; completion/grad reqs; Dept perm. Corequisites: SCI 451 and 452; Note: students*

must register/equiv sections of SCI 451, 452, 454.

**SBC:** CER, EXP+, SPK

3 credits

### SCI 487: Applied Research

Repeatable to a maximum of 6 credits.

*Prerequisite:* Permission of science education program

**SBC:** EXP+

0-3 credits

## SSE

### Social Studies Education

#### SSE 100: Economics for Social Studies Teachers

An introduction to the principles of micro- and macroeconomics for students planning to become social studies teachers. The course will focus on economic concepts and reasoning with the goal of teaching prospective teachers how to apply these ideas to important public policy issues. Not for economics major credit. Formerly ECO 100. Not for credit in addition to ECO 100.

*Prerequisite:* Admission to the teacher preparation program in social studies

**DEC:** F

**SBC:** SBS

3 credits

#### SSE 350: Foundations of Education

An interdisciplinary study of the foundations of education focusing on the findings of the social and behavioral sciences as related to education and teaching. The course is designed to meet the needs of students enrolled in the secondary teacher preparation programs.

*Prerequisite:* Junior or Senior Standing

3 credits

#### SSE 397: Teaching Social Studies

Social studies as taught in the secondary schools: the nature of the social studies, curricula models, scope and sequence of topics offered, new programs of social studies instruction, etc. Designed for prospective teachers of social studies in secondary schools.

*Prerequisites:* Admission to a Social Studies Teacher Preparation program;

*Corequisite:* SSE 449 (formerly SSI 449)

3 credits

#### SSE 398: Social Studies Teaching Strategies

An examination of the instructional methods and materials for teaching social studies at the secondary school level. Designed for prospective teachers of social studies in secondary schools.

*Prerequisite:* Admission into a Social Studies Teacher Preparation program; C or higher in SSE 397 (formerly SSI 397)

*Corequisite:* SSE 450 (formerly SSI 450)

**SBC:** CER, EXP+, SPK

3 credits

#### SSE 400: Experiential Learning, Speak Effectively, Practice Critical and Ethical Reasoning

A zero credit course that may be taken in conjunction with any SSE course that provides opportunity to achieve the learning outcomes of the Stony Brook Curriculum's CER, EXP+, and SPK learning objectives.

*Pre- or corequisite:* WRT 102 or equivalent; permission of the instructor

**SBC:** CER, EXP+, SPK

0 credit, S/U grading

#### SSE 447: Directed Readings in Social Studies Education

Individually supervised reading in selected topics of the social sciences. May be repeated, but total credit may not exceed more than six credits.

*Prerequisite:* Permission of instructor

1-3 credits

#### SSE 449: Field Experience, Grades 7-12

Observation, inquiry, and practice in social studies education at the secondary level including 50 hours of documented visitations and observation at documented sites. Field experience writing logs are the basis for group discussion. Satisfactory/Unsatisfactory grading.

*Prerequisites:* Admission to a Social Studies Teacher Preparation program;

*Corequisite:* SSE 397 (formerly SSI 397)

**SBC:** EXP+

1 credit, S/U grading

#### SSE 450: Field Experience, Grades 7-12

Observation, inquiry, and practice in social studies education at the secondary level including 50 hours of documented visitations and observation at documented sites. Field experience writing logs are the basis for group discussion. Satisfactory/Unsatisfactory grading.

*Prerequisite:* Admission to a Social Studies Teacher Preparation program

*Corequisite:* SSE 398 (formerly SSI 398)

**SBC:** CER, EXP+, SPK

1 credit, S/U grading

#### SSE 451: Supervised Student Teaching -- Middle Level Grades 7-9

Prospective secondary school social studies teachers receive supervised practice teaching by arrangements with selected Long Island secondary schools. The student teacher reports to the school to which he or she is assigned each full school day for the entire semester. Frequent consultation with the supervising teacher helps the student to interpret and evaluate the student teaching experience. Applications must be filed in the semester preceding that in which the student plans to student teach. The dates by which applications must be completed are announced in PEP Guide to Teacher Education.

*Prerequisites:* C or higher in SSE 398 (formerly SSI 398); enrollment in the Social Studies Secondary Teacher Preparation Program; approval of social studies director

*Corequisites:* SSE 452 and 454 (formerly SSI 452 and 454)

**SBC:** CER, EXP+, SPK

6 credits, S/U grading

#### SSE 452: Supervised Student Teaching- High School Grades 10-12

Prospective secondary school social studies teachers receive supervised practice teaching by arrangements with selected Long Island secondary schools. The student teacher reports to the school to which he or she is assigned each full school day for the entire semester. Frequent consultation with the supervising teacher helps the student to interpret and evaluate the student teaching experience. Applications must be filed in the semester preceding that in which the student plans to student teach. The dates by which applications must be completed are announced in PEP Guide to Teacher Education.

*Prerequisites:* C or higher in SSE 398 (formerly SSI 398); enrollment in the Social Studies Secondary Teacher Preparation Program; approval of social studies director

*Corequisites:* SSE 451 and 454 (formerly SSI 451 and 454)

**SBC:** CER, EXP+, SPK

6 credits, S/U grading

#### SSE 454: Student Teaching Seminar

Seminar on problems and issues of teaching social studies at the secondary school level. Analysis of actual problems and issues encountered by the student in his or her student teaching experience. The course includes a unit on identifying and reporting child abuse and maltreatment. Students in this course



are required to pay a fee that is used solely to secure the New York State Certificate in Identifying and Reporting Child Abuse and Maltreatment.

*Prerequisite: C or higher in SSE 398 (formerly SSI 398)*

*Corequisites: SSE 451 and 452 (formerly SSI 451 and 452)*

**SBC:** CER, EXP+, SPK

*3 credits*

### **SSE 475: Undergrad Teaching Practicum I**

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. The student is required to attend all the classes, do all the regularly assigned work, and meet with the faculty member at regularly scheduled times to discuss the intellectual and pedagogical matters relating to the course.

**SBC:** EXP+

*3 credits, S/U grading*

### **SSE 476: Undergrad Teaching Practicum II**

Work with a faculty member as an assistant in one of the faculty member's regularly scheduled classes. The student is required to attend all the classes, do all the regularly assigned work, and meet with the faculty member at regularly scheduled times to discuss the intellectual and pedagogical matters relating to the course. In SSE 476, students assume greater responsibility in such areas as leading discussions and analyzing results of tests that have already been graded. Students may not serve as teaching assistants in the same course twice.

**SBC:** EXP+

*3 credits, S/U grading*

### **SSE 487: Independent Project in Social Sciences Education**

Independent projects in social studies secondary school education designed for students enrolled in the social studies teacher preparation program. May be repeated.

*Prerequisites: 18 credits in the social and behavioral sciences; permission of instructor*

*0-6 credits*