

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of change:** **Experimental Course**

2.

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 4670
Course Title	Community Resources for Science Teaching and Learning
Description	By utilizing resources from a variety of informal contexts to teach science, this course is designed to demonstrate the academic and practical connections between learning, teaching and applying both the content and its affiliated applications, to enrich science curriculum and achievement objectives in secondary schools. The overarching goal of the course is for students to experience and create learning opportunities that are not bound by places such as home, school, parks and museums, but rather to learn and teach science as human endeavors.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g.	

Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course gives undergraduates an opportunity to learn about and interact with informal spaces to enrich the science experiences of aspiring teachers and science students. The Next Generation of Science Standards emphasizes the importance of drawing connections between the content taught in classrooms to resources that are available within the community. Relating students' daily lives, their local physical learning environments and other spaces that they frequent, directly to the experience of learning science are vital components for understanding the content within a variety of contexts.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- a) learn about the educational and social roles that informal science institutions and spaces play in the lives of teachers, students and society
- b) understand how our concepts of pedagogical content knowledge evolve and deepen the observation of and participation in informal science domains
- c) understand how designed environments, like museums, collections, educators' guides, digital resources and the media enhance experiences and understanding of science content.

5. **Date of Departmental Approval:** September 18, 2014

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Subject Area	Middle and High School Education
Course Prefix & Number	ESC 311
Course Title	Academic Discourse Communities in Middle and High School Education
Description	Study of academic discourse communities, including the arts, natural and social sciences, humanities, and education. Emphasis on reading and writing across academic disciplines; quantitative and qualitative analyses; interpretation of academic content, and applications in educational settings.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g.	

Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

As of last year, the demands of teacher certification have grown significantly to include more rigorous examinations and accountability in the classroom. Concomitantly, the learning standards and college admission requirements have been raised very high for a student population that constantly increases in linguistic diversity. These new demands require knowledge and communication skills grounded in discourse communities. Teacher candidates must be better prepared to educate diverse populations and adapt to fast-changing conditions.

4. **Learning Outcomes (By the end of the course students will be expected to):**

- a) Discover the relationship between form and meaning in written academic discourse;
- b) Analyze, interpret, and discuss complex meanings in various genres;
- c) Analyze and critique high school texts, self-authored texts, and peers' writings;
- d) Engage in cross-linguistic analyses of academic texts; and
- e) Apply generated techniques and co-constructed knowledge to the middle and high school classrooms.

5. **Date of Departmental Approval:** September 18, 2014