
USF Sarasota-Manatee - New Undergraduate Course Proposal Form

1. College/School Contact Information

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<u>Discipline</u> Foreign Language Education	<u>College/School</u>	<u>Budget Account Number</u> 172100004
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2. Course Information

<u>Prefix</u>	<u>Number</u>	<u>Full Title</u>	
TSL	4240	Applied Linguistics in Teaching Diverse Students	
Is the course title variable?			N
Is a permit required for registration?			N
Are the credit hours variable?			N
<u>Credit Hours</u>	<u>Section Type</u>	<u>Grading Option</u>	
3	Class Lecture (Primarily)	Regular	

Abbreviated Title (30 characters maximum)
Applied Linguistics

5. Prerequisites

6. Corequisites

7. Co-Prerequisites

8. Course Description

Instructional applications of teachersknowledge about language (phonology, morphology, syntax, pragmatics, discourse) and language acquisition in linguistically diverse classrooms.

9. Justification

(This section is critical since the APC members will make their decision based on the information provided here. The information should be in the following outline form.)

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

New course strengthens ESOL Endorsement for Elementary Education program by deepening candidates' understanding of the language principles (which underlie all ESL teaching: methods, curriculum, and assessment) by presenting the linguistic information early in the program (no pre-requisites).

Furthermore, the program is strengthened because the new course is closely aligned with the (2011) Florida ESOL Teacher Performance Standards. These standards are the framework by which the USFSM ESOL Endorsement of teacher certification is validated.

The USFSM COE Assessment Plan shows the new course meets 8 of the 12 current Florida ESOL Teacher Performance Standards: Standard 2.1 Language as a system Standard 2.2 Language acquisition & development Standard 3.2 Standards-based ESL & content instruction Standard 3.3 Effective use of resources & technologies Standard 4.1 Planning for standards-based instruction Standard 5.1 Assessment issues for ELLs Standard 5.2 Language proficiency assessment Standard 5.3 Classroom-based assessment for ELLs

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

" Previous course, TSL 4251 Applying Linguistics to ESOL Teaching and Testing has two course pre-requisites (Curriculum & Pedagogy of ESOL, Literacy Development in ESOL). " New course has no pre-requisites and will be taken before other TSL coursework. The new course makes no assumptions about students knowledge of lesson plan design for English learners. " Previous course required ESOL-adapted lesson plans to be submitted for more than 20% of the course grade. Course objectives in assessment of English learners were demonstrated in the lesson plan documents. Evaluation of lesson plan documents was not closely aligned with the Florida ESOL Teacher Performance Standard 2.1 Demonstrate knowledge of language as a system, including phonology, morphology, syntax, semantics, pragmatics and support English learners acquisition of English in order to learn subject matter and to read, write, and communicate orally in English or Florida ESOL Teacher Performance Standard 5.3 Identify, develop, and use assessment tools and techniques to inform instruction and assess student learning. " New course requires a Curriculum and Assessment Portfolio that accounts for 30% of the final grade. New course does not require submission of lesson plans. The portfolio is a collection of assignments that are specifically aligned with ESOL Teacher Performance Standards 2.1 and 5.3. Each of the assignments demonstrates an application of a linguistic concept in the design of a classroom activity: Unit test adaptations using translation, visual support, reducing language complexity, and non-verbal demonstration; phoneme focus; multi-media slides showing Elkonin box (sounds/letters) method of word analysis; syllable stress game; bilingual ABC poster; morpheme match-up; concept sorts with cognate vocabulary; semantic webs; sentence combining; syntax surgery; and cloze activities. Each of these assignments requires students to use their knowledge of language structure and language acquisition to design a successful activity. " In addition, the new course explores opportunities for arts integration as a means of teaching and learning; this is not part of the current course.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

This course is offered every semester. This course is part of the three required TSL courses for the program. This course will be taken early in the

sequence. The previous course was designated in the catalog to be taken last in the sequence. This course is required for the BA/BS degree in Elementary Education with ESOL Endorsement. It could also serve as an elective for majors interested in language and linguistics; adapting environments for multi-lingual populations

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

no

E. How frequently will the course be offered? What is the anticipated enrollment?

every semester

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (If dropping/deleting a course please complete the nonsubstantive course change form.)

This new course proposal is a course substitution. Students from other SUS education programs will be able to count this course as equivalent to the previous course (TSL 4251, Applying Linguistics to ESOL Teaching and Testing). The new course will allow students to progress more quickly through the program by having fewer pre-requisites to limit their scheduling options. The new course supports the largest program within the College of Education and the improved alignment to teacher competencies enhances our documentation/presentation for the national Council for the Accreditation of Educator Preparation. (Fall 2014)

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

MA degree with 18 graduate credit hours in the discipline and experience in K-6 teaching with linguistically diverse student populations.

10. Other Course Information

A. Objectives

1. Demonstrate knowledge of the subsystems of language as set of integrated systems underlying oral language development, second language acquisition, and academic literacy. 2. Describe learner language patterns as on target with native speakers or as a stage of interlanguage development: substitution, deletion, addition, or movement. 3. Compare major structural differences between English and students first language(s) in describing typical developmental patterns in second language acquisition. 4. Apply knowledge about bilingualism, second language acquisition, and language in use to design learning environments to help ESOL students develop their skills in oral language use, listening comprehension, reading, and writing. 5. Apply arts-integrated materials and techniques to design strategic multilingual, multicultural learning environments. 6. Use various instruments

and techniques to assess content-area learning for ESOL learners at varying levels of language and literacy development: translations, word banks, simplified language, non-verbal demonstrations, etc.

B. Learning Outcomes

1. Demonstrate knowledge of the subsystems of language as set of integrated systems underlying oral language development, second language acquisition, and academic literacy. 2. Describe learner language patterns as on target with native speakers or as a stage of interlanguage development: substitution, deletion, addition, or movement. 3. Compare major structural differences between English and students first language(s) in describing typical developmental patterns in second language acquisition. 4. Apply knowledge about bilingualism, second language acquisition, and language in use to design learning environments to help ESOL students develop their skills in oral language use, listening comprehension, reading, and writing. 5. Apply arts-integrated materials and techniques to design strategic multilingual, multicultural learning environments. 6. Use various instruments and techniques to assess content-area learning for ESOL learners at varying levels of language and literacy development: translations, word banks, simplified language, non-verbal demonstrations, etc.

C. Major Topics

" Language as a system: phonetics, phonology, morphology, syntax, semantics, pragmatics, and discourse " Features of English and features of other languages " Language variation, language prejudice, and scientifically-based language description " Classroom experiences and activities that support the acquisition of a new language, or new register " Language complexity in speaking, listening, reading, writing " Language complexity and monolingual bias in writing tests, assessments, & rubrics

D. Examples of Course Textbooks and Course Readings

1. Helman, et al.(2012). Words their way with English learners: Word study for phonics, vocabulary, and spelling, 2nd edition. Boston: Allyn & Bacon. 2. Shatz, M. & Wilkinson, L. (2013). Understanding language in diverse classrooms: A primer for all teachers. NY: Routedledge. 3. Mayer, M. (1969). Frog, where are you? NY: Dial Books for Young Readers (a wordless picture book) 4. Digital audio recording, audio file upload and download capabilities.