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# USF Sarasota-Manatee - New Undergraduate Course Proposal Form

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## 1. College/School Contact Information

<u>Tracking Number</u> 93	<u>Date &amp; Time Submitted</u> 2014-02-03 11:10:25.0	
<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	4344	Foundations of Teaching ESOL in Mainstream Classes	
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)  
Foundations of TESOL

## 5. Prerequisites

## 6. Corequisites

## 7. Co-Prerequisites

TSL 4240

## 8. Course Description

Candidates apply knowledge of theories, policies, and methods of ESOL teaching to content area instruction in English immersion programs. Candidates complete 15 hours of field experience tutoring English learners.

## 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?

This course will replace TSL 4080 "Curriculum & Pedagogy of ESOL." The new course strengthens the program because it builds on the principles of language and language acquisition that are taught in the pre-requisite for this

new course. The previous course had no pre-requisites and was very introductory in nature. The new course content and objectives build upon the pre-requisite foundations of language principles as teacher candidates engage in the theories, policies, and methods of ESOL teaching in public schools. The new course allows greater academic rigor in the program through improved pedagogical alignment which can be documented for our Fall 2014 site visit by the national Council for the Accreditation of Educator Preparation.

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

The new course addresses the following topics which have not be addressed in the previous course (TSL 4080 Curriculum and Pedagogy of ESOL). " Language and culture profiles of English Learners and their families " Dynamic changes in development of second language competencies " Education policies for ELLs in Florida: identification, assessment, services " Differentiated instruction for ELLs, bilinguals, and bi-dialectal students in content classes " Principles for using home language materials " Multi-modal technology to support instruction of ELLs " Methods of arts integration in content instruction to support

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 is a required course. This course is the second in a series of three. It supports the ESOL Endorsement for Elementary Education. It could also serve other majors interested in electives about languages and language learning.

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, 12-25

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 4080, Curriculum and Pedagogy of ESOL). The new course supports the largest program within the College of Education.

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

A master's degree is required with 18 graduate credit hours in the discipline. In addition, instructors should have had K-6 teaching experience with linguistically diverse students.

## 10. Other Course Information

### A. Objectives

1. Describe English Language Learners and their families from all relevant perspectives: social, cultural, linguistic, demographic, and academic 2. Demonstrate awareness of one's own culture and reflect on the possible influences of culture on the academic achievement and adjustment of English Language Learners at school, at home, and in the community. 3. Practice cross-cultural communication through interviews and reflect on experiences with differing cultural values. 4. Describe the linguistic characteristics of second language learners through stages of increasing proficiency. Compare patterns of first and second language acquisition and identify appropriate practices to support each English language learner as a bilingual child. 5. Demonstrate familiarity with the wide range of methods of instruction which are appropriate for English Language Learners at all stages of language proficiency. 6. Plan lessons which identify ESL objectives within content instruction and develop instructional strategies that integrate language and curricular content learning. 7. Demonstrate knowledge of the testing practices which are used to identify English Language Learners and to determine their exit criteria. Demonstrate knowledge of the requirements and accommodations for ESOL students in FCAT testing. Demonstrate use of authentic content assessments for English Language Learners in classroom curriculum plans.

### B. Learning Outcomes

1. Foundations & Methods of Instruction, Demonstrations & Final Exam (30% of final grade) 2. Case study (with field notes) based on field experience (40% of final grade) Candidates must complete a minimum of 15 hours (minimum of seven visits, no more than two contact hours per visit) of field experience tutoring one or more English language learners. You must contact a school or program to arrange your volunteer experience by the end of the 4th week of the course. A letter of introduction, suggested contact information, and ideas for how to get to know your case study students will be available on Blackboard. A wide range of possibilities are suitable for this project (adults, very young children, settings outside of schools, etc.). Field Notes: After each visit with your students, you are to post to Discussion Board a thoughtful summary of your experience with your student as well as details of specific interactions/events (6 postings: five visits and one concluding reflection). Specific guidelines are available on the Discussion Board forum; however, please note: you must protect the confidentiality of your student and all school personnel in your field notes. Use pseudonyms or initials which cannot be identified with a particular person or school. You will use these same pseudonyms or initials when writing your case study. Your field notes will provide the material from which you will write your final case study project. Essential Assignment Language and Culture Essay (20% of final grade) Through a three-part essay (analysis of self; analysis of other, and

reflection on being a multicultural educator) candidates will demonstrate the ability to reflect on their own deep-seated assumptions and beliefs, to anticipate ways to understand vastly different (and sometimes objectionable) cultural views, and to identify the importance of language use in shaping cultural norms. (See Course Goals and Objectives #2, #3, #4) Candidates demonstrate knowledge of the units and processes in each of the subsystems of English and other languages (phonology, morphology, syntax, semantics, and discourse). (FL DOE 2010 ESOL Teacher Performance Standards 2.1a, 2.1b, 2.1c) Homework, Quizzes, Attendance (10% of final grade)

### C. Major Topics

" Language and culture profiles of English Learners and their families "  
Dynamic changes in development of second language competencies "  
Education policies for ELLs in Florida: identification, assessment, services "  
Differentiated instruction for ELLs, bilinguals, and bi-dialectal students in content classes "  
Principles for using home language materials "  
Methods of arts integration in content instruction to support "  
Multi-modal technology to support instruction of ELLs

### D. Examples of Course Textbooks and Course Readings

Required Texts: 1. Civan, M. et al.(2011). Haitian history and culture: An introduction for teachers, students, and Haitianists. Coconut Creek, FL: EducaVision. 2. Helman, et al.(2012). Words their way with English learners: Word study for phonics, vocabulary, and spelling, 2nd edition. Boston: Allyn & Bacon. 3. Igoa, C.(1995). The inner world of the immigrant child. NY: Routeledge. 4. Wright, W. E. (2013). Foundations for teaching English language learners: Research, theory, policy, and practice. Philadelphia, PA: Caslon.