
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> 172400004
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2. Course Information

<u>Prefix</u> TSL	<u>Number</u> 4349	<u>Full Title</u> Teaching Multilingual Students	
Is the course title variable?			N
Is a permit required for registration?			N
Are the credit hours variable?			N
<u>Credit Hours</u> 3	<u>Section Type</u> Class Lecture (Primarily)	<u>Grading Option</u> Regular	

Abbreviated Title (30 characters maximum)
Teaching Multilingual Students

5. Prerequisites

TSL 4240, with a minimum grade of C-

6. Corequisites

7. Co-Prerequisites

TSL 4344, with a minimum grade of C-

8. Course Description

This course is the final TSL course in the ESOL Endorsement program in Elementary Education. Candidates will plan differentiated instruction for English learners at all levels of bilingual language proficiencies.

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 serve as the final and capstone course for ESOL Endorsement in the Elementary Education program.

The new course requires both the applied linguistics content and the foundations content. Candidates will complete their ESOL Binder graduation requirement at the end of this course and be fully prepared for their final internship. Yes, it is required for ESOL Endorsement of teacher certification.

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

The previous course was based on a single-student case study with a focus on adapting instruction to support one student's need, based on an in-depth analysis of those needs.

The new course requires candidates to strategically track every student in their assigned classroom, collecting individual data on language backgrounds, learning strengths and needs, cultural considerations, social networks, etc. to make decisions for designing instruction and setting up learning groups.

The previous course focused only on English proficiency and academic success in English through a series of targeted activities.

The new course requires candidates to provide assessment data indicating each student's level of English proficiency, home language proficiencies, and Bilingual Identity. The course is set up to model the multi-lingual realities of typical classrooms today and to manage the support of bilingual students without offering bilingual education.

The old course did not focus on particular assessment strategies for English proficiency or for content knowledge. Such assessments were dependent on the particular student chosen for the case study.

In the new course, candidates develop cutting edge language and literacy assessments for their bilingual students in both English and the home language of the student. Students rely on current multilingual technologies to create these informal, task-based assessments in all four modalities: listening, speaking, reading, writing.

In short, the new course covers the complexity of managing today's mainstream classrooms with students of different needs--planning for differentiation of instruction (across different languages, cultures, and English proficiencies) throughout the teaching day.

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?

Offered in Spring and Fall, only when schools are in session. It is core to the BA/BS in Elementary Education, ESOL endorsement.

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?

twice a year 12-30

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.)

We will discontinue using the course name and number TSL 4942 TESOL Practicum. This will simplify the student experience because it eliminates the special status of a practicum course. The intended course is not a practicum course; it is a lecture course with field-based activities.

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 discipline and experience in K-6 teaching of linguistically diverse students.

10. Other Course Information

A. Objectives

1. Candidates will complete all requirements for ESOL Endorsement and submit the final ESOL binder to Task Stream (http://www.usfsm.edu/academics/coe/forms/esol_binder_ug_sp13.pdf).
2. Candidates will increase their experiences and competencies in cross-cultural communication
3. Candidates will make use of state, district, and school-based policies and resources in the instruction of ELLs
4. Candidates will assess the first and second language proficiencies of one or more ELLs
5. Candidates will plan and deliver standards-based, whole group instruction that has been adapted for the varying needs of all learners in the classroom, including ELLs and employ arts-integration methods of instruction.
6. Candidates will create opportunities for ELLs to explore their first language proficiencies

B. Learning Outcomes

1. Candidates will compile and submit evidence of completing FL DOE Teacher Certification ESOL Endorsement Requirements (ESOL Binder, Task Stream). 2. Candidates will complete a portfolio of artifacts and resources that demonstrate their knowledge and skills in teaching diverse learners in mainstream classrooms: a) collection of state, district, and school based laws, rules, and policies concerning the instruction of English learners b) collection of social, academic, and personal student data in the context of the whole classroom, school, and community c) collection of bilingual assessments in listening, speaking, reading, writing, and spelling d) application of individual student data in the planning and assessment of instruction 3. Candidates will demonstrate applications of technology; creativity; and interpersonal, cross-cultural sensitivity in the development of multilingual resources, activities, and assessments for individual bilingual students. 4. Candidates will contribute to the transformation of English Only classrooms into multilingual learning environments through shared experiences with students and mentor teachers.

C. Major Topics

1. Laws, policies, & practices in education of LEP students: State, district, school, community, & classroom 2. Language development and literacy development in monolingual and emergent bilingual students 3. Planning and delivering comprehensible instruction for all learners in a mainstream, ESOL inclusion classroom using a range of methods including: technology, arts-infusion, and 4. Assessing first and second language proficiencies: listening, speaking, reading, writing 5. Teaching, assessing and grading ELLs using a standards-based curriculum

D. Examples of Course Textbooks and Course Readings

Helman, et al.(2012). Words their way with English learners: Word study for phonics, vocabulary, and spelling, 2nd edition. Boston: Allyn & Bacon. Mayer, M. (1969). Frog, where are you? NY: Dial Books for Young Readers (a wordless picture book) Wright, W. E. (2013). Foundations for teaching English language learners: Research, theory, policy, and practice. Philadelphia, PA: Caslon.

11. Syllabus

Please submit an electronic copy of your syllabus to Rhonda Moraca, moraca@sar.usf.edu.
