I. EDUC 524: English Language Learners/Foreign Language Instruction, Curriculum, and Assessment

II. 3 Credit Hours

III. <u>COURSE DESCRIPTION:</u>
Course description: The purpose of this course is to introduce students to the theory and practice of ELL/foreign language learning and teaching, curriculum selection, evaluation, and development as well as assessment of English and foreign language learners.

IV. <u>PLACE IN THE CURRICULUM:</u>
This course is a part of a sequence of courses and is required of all students getting a supplemental endorsement, both undergraduate and graduate, in teaching English Language Learners (ELLs). The part A of the course has to be taken before the part B. This endorsement requires an applicant to hold or earn concurrently a subject or field endorsement. Persons with this endorsement may teach English language learners in grades kindergarten through twelfth.

V. <u>COURSE GOALS AND OBJECTIVES:</u> (T-S2, T-S1, T-S3, LD-K1, T-D1, LD-S2, LD-S3, LD-S1)
- ❑ Reflect on personal language learning experiences through writing a foreign language learner autobiography
- ❑ Become familiar with the history of language education in the U.S.A.
- ❑ Be introduced to various theories of first and second language learning/acquisition
- ❑ Become familiar with a variety of approaches, methods, and techniques of language teaching
- ❑ Demonstrate an understanding and application of the ESL Standards for Pre-K-12 Students
- ❑ Demonstrate an understanding and application of the Foreign Language National Standards and, specifically, the Nebraska State Frameworks for the Teaching of Foreign Languages
- ❑ Utilize a variety of assessment tools (traditional and non-traditional) to obtain useful information about English language learners' placement, learning, and development as well as assist students in reflecting on their own progress
- ❑ Be prepared to select, evaluate, develop, and modify the ELL/foreign language curriculum.
- ❑ Demonstrate an understanding and application of the meaningful use of technology (world wide web, power point, hyper studio, etc.) in language learning and teaching
- ❑ Learn how to create a community of learners where students feel safe to take intellectual risks and work both independently and collaboratively
- ❑ Demonstrate knowledge of basic federal and state laws related to limited English proficient students
- ❑ Learn how to facilitate students and families' understanding of the new culture, including the educational system

❑ Learn how to create linkages with families that enhance the educational experiences of their students
❑ Learn how to collaborate with other professionals in the field to best accommodate the needs of English language learners
❑ Begin to develop a working ELL/foreign language teacher portfolio
❑ Participate in a state/regional/national professional conference
❑ Develop a personal philosophy of language learning and teaching
❑ Develop goals for professional growth and development as future language teachers

VI. CONTENT (T-S2, T-S1, T-S3, LD-K1, T-D1, LD-S2, LD-S2, LD-S1)
   A. History of ESL/ELL
   B. Language Program Designs
   C. Community Building
   D. ESL/ELL Standards
   E. Instructional Planning

VII. METHODOLOGY: (T-S2, T-S1, T-S3, LD-K1, T-D1, LD-S3, LD-S1, LR-S1, LD-S1, LD-D1, LD-S2, LR-K1)
   A. Lectures
   B. Readings
   C. Written Assignments
   D. Oral Assignments
   E. Individual, Pair, And Group Work
   F. Whole Class Discussions
   G. Presentations
   H. Teaching Demonstrations
   I. Guest Speakers
   J. Field Trips
   K. Conference Attendance
   L. Practicum

VIII. STUDENT ROLES AND COURSE REQUIREMENTS: (T-S2, T-S1, T-S3, T-K1, LD-K1, T-D1, LD-S3, LD-S1, LD-S2, LR-K1)
   A. Attendance And Punctuality
   B. Participation
   C. Readings
   D. Teaching Demonstrations
   E. Written Assignments

IX. EVALUATION: (T-S2, T-S1, T-S3, T-K1, LD-K1, T-D1, LD-S3, LD-S1, LD-S2, LR-K1)

   A. Attendance And Punctuality
   B. Participation
   C. Foreign Language Learner Autobiography

D. Philosophy Of Language Learning
E. Language Teaching Demonstration
F. Group Project Presentation
G. Written Assignments

Course Workload
In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, course workload occurs through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, research, assigned readings, and other activities. Students can expect to devote a minimum of 4-5 hours of work for each 1-credit hour, as mandated by the U.S. Department of Education.

Course Participation
Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

Academic Integrity
At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failinggrade for the course, and/or being suspended from the university.

ADA
Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA & Academic Support Director, Angel Hoppe, please call 402-643-7365 or 800-535-5494 ext. 7365 or e-mail angel.hoppe@cune.edu.

Emergency Information
In inclement weather, check your e-mail, Blackboard, and the Concordia website (www.cune.edu) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if

you have not already done so, please update emergency contact information in "Banner Self-Service" on the connectCUNE portal (http://connect.cune.edu).

X.   Bibliography

❑ Brown, H. D. (2001). <u>Teaching by principles: An interactive approach to language pedagogy. (2nd edition)</u> White Plains, NY: Addison Wesley Longman, Inc.
❑ O'Malley, J. M. & Valdez Pierce, L. (1996). <u>Authentic assessment for English language learners: Practical approaches for teachers.</u> Addison Wesley Longman, Inc.
❑ TESOL. (1997). <u>ESL standards for pre~K-12 students.</u> TESOL, Inc.

<u>SUPPLEMENTARY READINGS:</u>
A variety of reading materials will be disseminated during the semester to update students with theory and practice in the area of ELL/foreign language learning, instruction, curriculum, and assessment as well as to familiarize them with various issues in the field.

Revised: Spring, 2012