Linguistically Diverse Students & Literacy Online

Course Outline

Course Description
The prevalence of English as second language users in America's schools has led to the need for teachers who have a sound knowledge base of research proven theories, techniques, methods, and assessment for teaching literacy to such populations. This course is designed to help in-service teachers develop the skills and practices necessary to be facilitators of language and academic development of K-12 learners whose native tongue is other than English.

Objectives
- Identify and state the major premises surrounding ESL and the more recent terminology, ESOL, literacy instruction
- Select appropriate emphasis and techniques based on "best practice" supported by the research for effective methods and practices in ESL, ESOL literacy instruction
- Demonstrate researched supported methods of instructing for language and reading fluency with ESOL students
- Contrast and compare the various methods supported by research findings for organizing and differentiating instruction for ESOL learners
- Identify and state the "conditions of learning" in ESOL literacy programs
- Identify and discuss a variety of literature appropriate for learners with multicultural backgrounds
- Identify and discuss a variety of ways to use literature to raise awareness and acceptance of multicultural groups within our society and schools
- Identify and state the major issues with the concepts of quantitative and qualitative assessment of literacy achievement of ESOL learners
- Identify the "best practices" of literacy instruction and achievement for ESOL programs
- List multiple ways that technology aid in the development of literacy in ESOL programs

Curriculum Design & Time Requirements
Students will demonstrate their level of competency with course content by analyzing instructional models, creating appropriate lesson plans, and analyzing instructional materials. Modules will be completed one per week. This is an online sixty-hour, three credit graduate level course that is completed over a thirteen-week period.

Hardware & Computer Skill Requirements
Students may use either a Macintosh computer or a PC with Windows 2000 or higher. Students should possess basic word processing skills and have internet access with an active e-mail account. Students also are expected to have a basic knowledge of how to use a Web browser, such as Microsoft Internet Explorer, Safari, Mozilla Firefox etc.

Course Materials
Recommended Reading List provided each term. Course content includes many online readings, website reviews, and research reading assignments.

**Session Outline**

**Introduction & Overview**

**Objective:** In this beginning exercise, the instructor will confirm the accuracy of e-mail addresses for all students. The instructor will then send a welcome message to the class. The students have this first week to acquaint themselves with the format of the course, the textbook, and the methods of communication.

**Contents:**
1. Introduction to the online class environment
2. Meet the classmates
3. Meet the instructor
4. Become familiar with the online course content
5. Review the course outline
6. Review the course syllabus and relevant information
7. Review Chapter Overviews
8. Review Project structures

**Module 1: A Differentiated Approach: Core Principles of Learning**

**Objectives:**
- Defining the ESOL students and their multicultural counterparts
- Introducing the statistics on the need for ESOL programs in America's schools
- Examining the English language development proficiency descriptors
- Contrast and compare program models for teaching ESOL learners
- Examine the effect of teacher expectation and attitude on achievement of ESOL students
- Introduce the terms, ESL, ESOL, ELL and define their likenesses and differences
- Define Zone of Proximal Development as it applies to ESOL learners and instructional programs

**Module 2: Language Acquisition: Dimensions of Proficiency**

**Objectives:**
- Define the dimensions of language proficiency
- Identify the key principles of language acquisition
- Introduce communicative competency theories and components
- Determine best methods of applying the four principles of language acquisition to instructional practices
- Identify additional factors that influence language learning

**Module 3: Purposeful Planning: Equal Access for All**

**Objectives:**
- Introduce differentiated instruction concept and practices
- Contrast and compare traditional instruction with differentiated instruction
- Examine standards for effective teaching
- Identify ways to plan for all students
- Define a workable Instructional framework for teaching English (ESOL, ELL) learners

**Module 4: Phonics and other Word Identification Strategies**

**Objectives:**
- Identify the reasons we assess students
- Introduce methods for assessing oral language
- Examine how to use assessment results to plan instruction that is differentiated
Module 5: Oral Language: The Foundation of Literacy
Objectives:
- Introduce ways to provide for oral language activities for ESOL learners
- Examine the concept of social interaction and language learning
- Examine methods of scaffolding questions to facilitate critical thinking for students at all levels of proficiency in English
- Identify ways to design lessons where student engage in peer interaction, questioning and helping
- Review oral language development and learning as a tool for designing effective classroom instruction for ESOL and ELL learners

Module 6: Review of Oral Language Development with ESOL Students
Objectives:
- Identify the needs of multicultural students with diverse language in American classes
- Define the challenges and rewards of multicultural literature to teach reading and oral language proficiency
- Identify ways to plan lessons for Interaction of ESOL students
- Continue to develop skills in modifying or adapting lesson plans to meet the needs of diverse language users

Module 7: Academic Language: Building Language Proficiency
Objectives:
- Define academic language and its importance to literacy achievement
- Identify the components of an effective reading program
- Examine the role of word knowledge in performance of ESOL learners
- Identify effective methods for teaching word knowledge/vocabulary

Module 8: Academic Language: Reading and Writing
Objectives:
- Identify effective instructional strategies for developing writing skills for students with varying degrees of English proficiency.
- Define the term "assessment-driven" instruction
- Contrast and compare peaceful coexistence of test developers, policymakers and teachers
- Explore and reach conclusions about if and how assessment "informs" literacy education

Module 9: Grade Level Content: Integrating Language and Learning
Objectives:
- Identify learning strategies that support learning content while developing English proficiency
- Identify methods of "frontloading" language to prepare students to discuss or write about a new concept
- Identify teaching methods or practices that will help build independent learners
- Learn how to differentiate teaching and learning for ESOL and ELL students
- Identify the essential standards for ESOL and ELL students to achieve

Module 10: Grade Level Content: Math, Science, Social Studies and Literature
Objectives:
- Examine the problems associated with teaching and learning these at or near grade level for ESOL students
- Identify the approaches that are recommended by research as viable alternatives or modifications for teaching each content area to ESOL students

**Module 11: Differentiated Instruction: High Expectations for All**

**Objectives:**
- Identify the effect that teacher expectation has on student learning
- Define differentiated instruction in terms of ESOL, ESL, and ELL learners
- Identify the ways to use the concepts of multiple intelligences to differentiate instruction
- Identify and explore teaching strategies best suited to differentiated instruction

**Module 12: Communicating with ESOL, ESL, and ELL Parents**

**Objectives:**
- Review Lau Guidelines, Federal and State mandates for ESOL Education
- Research web resources for writing, spelling, and grammar instruction with ESOL students
- Research web resources for translation services and "best practices" in communicating with parents of ESOL students
- Identify excellent resources for parents to involve them in their child's schooling and education
- Provide time for participants to develop an appropriate plan for home school communication with ESOL, ESL and ELL parents

**Grading**

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<td>190-177</td>
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<td>Module Assignments</td>
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<td>176-163</td>
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<td>Reflections</td>
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<td>162-148</td>
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**Student Academic Integrity**

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.

1555 Howell Branch Rd., Suite C-206 I Winter Park, FL 32789
Office: 800.331.2208 I Fax: 407.536.6000
www.TeacherEducation.com