

Northern Marianas College
CURRICULUM ACTION REQUEST

ED 406 Teaching Linguistically Diverse Students

Effective Semester / Session: Spring 2012

Type of Action:

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

Course Alpha and Number: ED 406

Course Title: Teaching Linguistically Diverse Students

Reason for initiating, revising, or canceling: Changing textbook to better align course content with expected student learning objectives.

Kyle Podziewski

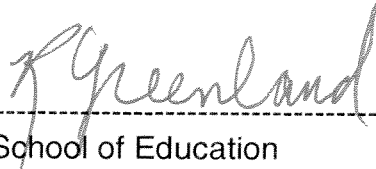


12.20.11

Proposer

Date

Roy Greenland



12.20.11

Acting Director, School of Education

Date

Barbara Merfalen



12.23.11

Dean of Academic Programs and Services

Date

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Course: ED 406 Teaching Linguistically Diverse Students

1. Department

School of Education

2. Purpose

Teaching Linguistically Diverse Students is designed to provide an understanding of English Language Learners and the application of appropriate teaching practices, adaptations, modifications and accommodations within the context of regular classroom activities for culturally and linguistically diverse learners in a monolingual English-speaking classroom. This class will assist teachers in understanding culturally diverse and second language learners, the difference between formal and informal language acquisition, how a second language can be effectively taught in a monolingual English classroom, and how to create comprehensive and flexible lessons to incorporate the second language learner into the classroom community.

3. Description

A. Required/Recommended Textbook(s) and Related Materials

Required:

Freeman, David E. *Essential Linguistics: What You Need to Know to Teach Reading, ESL, Spelling, Phonics, and Grammar*. Heinemann, 2004.

Readability level: Grade 12

Wright, Andrew. *Games for Language Learning*. Cambridge University Press, 2006.

Readability level: Grade 12

B. Contact Hours

1. **Lecture:** 3 hours per week / 45 hours per semester
2. **Lab:**
3. **Other:** 45 hours

C. Credits

1. **Number:** 3
2. **Type:** Regular degree credits

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D. Catalogue Course Description

ED 406 is the third of four language arts courses for teacher candidates. It provides teacher candidates with theories, methodology, approaches and practices for effective teaching of English Language Learners (ELL) while reinforcing those studied in previous language arts courses. It intends to develop teacher candidates' understanding of second language learners and second language acquisition through the demonstration of how it is effectively learned and taught by providing them practice in developing integrated ESL/ELL lessons. Prerequisites: All core courses and general education requirements with a grade of "C" or higher, ED 319 and ED 321, or permission of the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Fall and Spring)

E. Degree or Certificate Requirements Met by Course

This is a required course for all elementary education majors.

F. Course Activities and Design

This course will incorporate readings, research, reflective responses, discussions, lesson plans, presentations, assessment, and the development of teaching practices and activities for ELL students.

4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)

Prerequisite(s): All core courses and general education requirements with a grade of "C" or higher, ED 319 and ED 321, or permission of the Director of the School of Education.

English Placement Level: EN 202

Math Placement Level: MA 132

5. Estimated Cost of Course; Instructional Resources Needed

Cost to the Student: Tuition for a 3-credit course, textbooks, and any applicable fees.

Cost to the College: Instructor's salary, computers, Internet, and Curriculum Resource Center (CRC) resource materials.

Instructional resources needed for this course include: NMC online, computers, Internet, and CRC materials.

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6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's grading and attendance policies will be followed.

7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the materials will be presented.

- 1.0 The Schooling of Students of Diverse Backgrounds
 - 1.1 Multiculturalism: An educational model for a culturally and linguistically diverse society
 - 1.2 First and second language acquisition: Mother tongue and English as a second language
- 2.0 An Expanded Definition of Literacy
 - 2.1 The complexities of culture, language, literacy, and cognition
 - 2.2 The domains of language
 - 2.3 Instructional approaches and teaching procedures
 - 2.4 Achieving academic level proficiency in English
 - 2.5 Sheltered English
 - 2.6 Content subjects as vehicles for learning English
- 3.0 The Literacy Curriculum: Students Goals and Teachers Philosophy
 - 3.1 Classroom organization: Creating a literate community
 - 3.2 Selecting materials for reading instruction of culturally and linguistically diverse children
 - 3.3 Comprehending through reading and writing: Researched-based instructional strategies
 - 3.4 Assessing the literacy development of second-language students: Authentic assessment
 - 3.5 A multidimensional bilingual education program for young ELL students
 - 3.6 Applying the process approach to writing in multilingual classrooms

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8. Instructional Goals

This course will introduce students to:

- 1.0 The concepts of language learning and language acquisition;
- 2.0 Theories, current issues, and applications of linguistic research in the classroom;
- 3.0 Lessons that incorporate basic principles of ESL/ELL instruction to meet standards;
- 4.0 Informal and formal assessment strategies;
- 5.0 Planned and modified lessons that integrate English as a Second Language (ESL) methodology with content instruction for language and academic skills development; and
- 6.0 Cooperative learning strategies and promoting collaboration in a comfortable environment.

9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Demonstrate an understanding of the concepts and relationships among culture, language, literacy, cognition, and how they apply to the Commonwealth of the Northern Mariana Islands (CNMI);
- 2.0 Describe major language acquisition learning theories, current issues, and research;
- 3.0 Plan and implement second language acquisition activities that incorporate basic principles of ESL/ELL instruction to meet curriculum standards;
- 4.0 Assess students' ability of listening, speaking, reading, and writing;
- 5.0 Implement planned or modified lessons that integrate ESL/ELL methodology as appropriate for different levels of ability; and
- 6.0 Implement cooperative learning activities in a comfortable environment that demonstrate strategies for promoting collaboration among students.

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10. **Assessment Measures**

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Student reflective response essays;
- 2.0 Student created lessons and activities;
- 3.0 Student demonstrated lesson plans; and
- 4.0 Quizzes and examinations.