

GENERAL INFORMATION			
Name: Dr. S. Neimand	Phone #: 76152		
Course Prefix/Number: TSL1084	Course Title: Introduction to ESOL Principles and Practices		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input type="checkbox"/> A.A. <input checked="" type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 02/09/09	Effective Year/Term: 2008-3		
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, must correspond with course description on Form 102): The student will learn about the major elements of first and second language acquisition. Course activities are designed to increase students' understanding of ways to improve the quality of language teaching and learning and to expand their communication and critical thinking skills. Course assignments are designed to enhance students' skills in creating a positive learning environment for all K-12 learners, including those at-risk and those from diverse language backgrounds. A minimum of 10 hours of structured field experience is required.			
Prerequisite(s): None	Corequisite(s):		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Upon completion of this course, the student will:

Competency 1: Utilize knowledge of language, dialect, and idiolect by:

- a. Defining and differentiating the terms "language," "dialect," and "idiolect," and indicating their importance to language learners.
- b. Listing the properties, features, conventions, and varying uses of the English language.
- c. Providing examples that illustrate appropriate language usage in academic and social context.
- d. Reviewing nonexamples of appropriate language use.

Competency 2: Characterize English language learners and their demographic, socioeconomic, and achievement status by:

- a. Describing the demographic, socioeconomic, and achievement status characteristics of major ethno-linguistic groups in South Florida.
- b. Explaining the interrelationships between attitudes toward immigrants and attitudes toward their languages and language education programs.
- c. Summarizing important aspects of Haitian and Hispanic/Latino life in the United States related to language acquisition.

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Competency 3: Summarize the components of an effective language program by:

- a. Identifying the curricular components of an effective language program.
- b. Describing how each component affects immigrant, language minority, and language majority students.
- c. Explaining how each component integrates language learning goals and activities into the academic and social development of language learners.

Competency 4: Explain the process of first and second language acquisition and development by:

- a. Listing and describing the core features of language immersion programs.
- b. Comparing and contrasting language acquisition and language learning.
- c. Collecting and reporting examples of classroom activities that emphasize real-world communication.
- d. Discussing the role of culture in literacy learning.
- e. Defining the elements of an integrated approach to biliteracy.
- f. Discussing the links between academic content, motivation, and language learning.
- g. Summarizing ways to promote the acquisition of academic language proficiency.

Competency 5: Identify state federal, state, and local language law by:

- a. Researching, comparing, and contrasting federal educational and civil rights reforms governing race desegregation, special education, and programs for English language learners.
- b. Researching and reviewing the important features of state and local laws and regulations that affect bilingual education programs.

Competency 6: Plan career ladders and continuous learning by:

- a. Researching and compiling a resource file of professional and technical assistance organizations.
- b. Outlining federal, state, and local sources of information on bilingual education and professional development.

Competency 7: Utilize multicultural literature and content area reading by:

- a. Identifying and characterizing the qualities of multicultural and home language children's literature and content area resources.
- b. Creating integrated reading and writing learning activities that incorporate the qualities into a literacy program.

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