

COURSE INFORMATION													
Course Prefix/Number:	TSL3243	Course Title:	ESOL I: Second Language Acquisition, Communication, and Culture										
Number of Credits:	3	Clock Hours:											
Course Action	<input checked="" type="checkbox"/> Add New Course <input type="checkbox"/> Modify Existing Course <input type="checkbox"/> Delete Course												
Degree Type	<input type="checkbox"/> B.A.S. <input checked="" type="checkbox"/> B.S. <input type="checkbox"/> C.P.P. <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> A.T.C. <input type="checkbox"/> C.C.C. <input type="checkbox"/> C.T.C.												
Credit Type	<input checked="" type="checkbox"/> 01 (A&P) <input type="checkbox"/> 02 (PSV/OCCUP) <input type="checkbox"/> 03 (College Prep) <input type="checkbox"/> 05 (PSAV) <input type="checkbox"/> 15 (EPI)												
Course Type	<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Lecture/Lab Combo <input type="checkbox"/> Internship <input type="checkbox"/> Clinical <input type="checkbox"/> College Prep												
Curriculum Report:	90 / May 8, 2012												
COURSE DESCRIPTION													
<p>The student will learn to analyze and apply linguistic theories for first and second language acquisition and literacy development, and study language and its structure. The student will plan and implement curriculum, instruction, and assessment activities to meet the needs of culturally and linguistically diverse learners. Fifteen hours of clinical experience are required. (3 hr. lecture)</p>													
Prerequisite(s):	EDG3321		Co-requisite(s): EDG3321										
COURSE COMPETENCIES													
Legend:													
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Communication</td> <td style="width: 50%;">6. Social Responsibility</td> </tr> <tr> <td>2. Numbers / Data</td> <td>7. Ethical Issues</td> </tr> <tr> <td>3. Critical thinking</td> <td>8. Computer / Technology Usage</td> </tr> <tr> <td>4. Information Literacy</td> <td>9. Aesthetic / Creative Activities</td> </tr> <tr> <td>5. Cultural / Global Perspective</td> <td>10. Environmental Responsibility</td> </tr> </table>				1. Communication	6. Social Responsibility	2. Numbers / Data	7. Ethical Issues	3. Critical thinking	8. Computer / Technology Usage	4. Information Literacy	9. Aesthetic / Creative Activities	5. Cultural / Global Perspective	10. Environmental Responsibility
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Course Competency		Learning Outcome											
Competency 1: The student will identify and understand the nature and role of culture, cultural groups, and individual cultural identities by:		<ul style="list-style-type: none"> • 3. Critical thinking • 5. Cultural / Global Perspective 											
1. Understanding and applying knowledge about cultural values and beliefs in the context of teaching and learning of ELLs from diverse background and at varying English proficiency levels.													
2. Understanding and applying knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students form diverse backgrounds and at varying English proficiency levels.													
3. Understanding and applying A range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.													
4. Understanding and applying knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.													
5. Understanding and applying knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC).													
6. Understanding and applying knowledge about concepts													

related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.	
<p>Competency 2: The student will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs’ acquisition of English in order to learn, read, write, and communicate orally in English by:</p>	1. Communication
1. Demonstrating knowledge of the components of language and understanding of language as an integrative and communicative system.	
2. Applying knowledge of phonology, morphology, syntax, semantics, and pragmatics to support ELLs’ development of listening, speaking, reading, and writing skills in English.	
3. Demonstrating knowledge of rhetorical and discourse structures as applied to second language and literacy learning.	
4. Demonstrating proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.	
5. Identifying similarities and differences between English and other language reflected in the ELL student population.	
<p>Competency 3: The student will apply theories and research on second language acquisition and development to support ELLs’ learning by:</p>	3. Critical thinking
1. Applying knowledge about cultural values and beliefs in the context of teaching and learning of ELLs from diverse background and at varying English proficiency levels.	
2. Applying knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students form diverse backgrounds and at varying English proficiency levels.	
3. Applying A range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.	
4. Applying knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.	
5. Applying knowledge about home/school connections to build partnerships with ELLs’ families (e.g., Parent Leadership Councils (PLC).	
6. Applying knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.	