

COURSE INFORMATION													
Course Prefix/Number:	TSL4311	Course Title:	<b>ESOL II: Methods of Teaching ESOL Students</b>										
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 apply TESOL instructional methods and strategies, as well as, analyze, plan, design, and evaluate curriculum and materials. The student will learn to select, develop, and adapt assessment instruments, and examine standardized ESOL measurement tools. Fifteen hours of clinical experience are required. ( 3 hr. lecture )</p>													
Prerequisite(s):	TSL3243		Co-requisite(s):										
COURSE COMPETENCIES													
<b>Legend:</b>													
<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											
<b>Competency 1:</b> The student will demonstrate knowledge of history, public policy, research, and current practices in the field of ESL/ESOL teaching and applying this knowledge to improve teaching and learning for ELLs by:		5. Cultural / Global Perspective											
1. Demonstrating knowledge of L2 teaching methods in their historical context.													
2. Demonstrating awareness of current research relevant to best practices in second language and literacy instruction.													
3. Demonstrating knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.													
<b>Competency 2:</b> The student will support ELLs' access to the core curriculum by teaching language through academic content by:		3. Critical thinking 9. Aesthetic / Creative Activities											
1. Organizing learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.													
2. Developing ELLs' L2 listening skills for a variety of academic and social purposes.													
3. Developing ELLs' L2 speaking skills for a variety of academic and social purposes.													
4. Providing standards-based instruction that builds upon													

ELLs' oral English to support learning to read and write in English.	
5. Providing standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency.	
6. Providing standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.	
7. Developing ELLs' writing through a range of activities, from sentence formation to expository writing.	
8. Collaborating with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).	
9. Using appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.	
10. Incorporating activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.	
11. Providing instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.	
<b>Competency 3:</b> The student will be familiar with and be able to select, adapt, and use a wide range of standards-based materials, resources, and technologies by:	
1. Using culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.	
2. Using a variety of materials and other resources including L1 resources, for ELLs to develop language and content-area skills.	
3. Using technological resources to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.	