

Course Competencies Template - Form 112

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: 305-237-6152		
Course Prefix/Number: TSL 4324C	Course Title: ESOL Strategies for Content Area Teachers		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input checked="" type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input type="checkbox"/> A.A. <input 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: 3/10/08	Effective Year/Term: 2008-1		
<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 General Education 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 type="checkbox"/> Critical thinking <input 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 type="checkbox"/> Ethical Issues <input 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 type="checkbox"/> Critical thinking <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input type="checkbox"/> Ethical Issues <input 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): This methods course provides an overview of topics related to teaching content area subjects to English Language Learners. The students will learn to plan and implement curriculum, instruction, and assessment activities to meet the needs of culturally and linguistically diverse learners. Fifteen hours of field experience are required.			
Prerequisite(s): EDG 3321	Corequisite(s):		

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

Competency 1: The student will recognize the major differences and similarities among the different cultural groups in the U.S. by:

1. Identifying specific characteristics of U.S. culture.
2. Comparing and contrasting features of U.S. culture with features of other cultures.

Competency 2: The student will identify, expose, and reexamine cultural stereotypes relating to Limited English Proficient and non-Limited English Proficient students by:

1. Applying ethnolinguistic and cross-cultural knowledge to classroom management techniques.
2. Identifying teacher behaviors that indicate sensitivity to cultural and linguistic differences.
3. Identifying different sociolinguistic language functions.
4. Identifying culture-specific, nonverbal communications (e.g. gesture, facial expressions, and eye contact).

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Competency 3: The student will use knowledge of cultural characteristics of Florida's LEP population to enhance instruction by:

1. Identifying teacher behaviors that indicate sensitivity to cultural and linguistic differences.
2. Adapting items from school curricula to cultural and linguistic differences.
3. Identifying culture-specific features of content curricula.
4. Identifying cultural biases in commercialized tests.
5. Identifying strategies for facilitating articulation with administrators, content area teachers, parents, and the community.

Competency 4: The student will apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students by:

1. Identifying major methodologies and current trends in ESOL teaching.
2. Identifying characteristics and applications of ESOL approaches.
3. Recognize features of content-based ESOL.
4. Identifying features of content-based ESOL for the middle and secondary school levels.
5. Identify features of content area reading for LEP students.
6. Identify various instructional strategies used in an ESOL classroom.

Competency 5: The student will apply content-based ESOL approaches to instruction by:

1. Identifying content-specific vocabulary.
2. Recognizing the features of content-based ESOL approaches.
3. Identifying features of content-based ESOL for the elementary middle and high school levels.
4. Identifying features of content-area reading instruction for LEP students.
5. Adapting content-area tests to ESOL levels appropriate to LEP students.

Competency 6: The student will plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results by:

1. Applying ethnolinguistics and cross-cultural knowledge to classroom management techniques.

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2. Identifying teacher behaviors that indicate sensitivity to cultural and linguistics differences.
3. Adapting items from school curricula to cultural and linguistic differences.
4. Identifying cultural biases in commercial tests.
5. Designing appropriate tests for determining placement and assessing progress and achievement of LEP students.

Competency 7: The student will design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom by:

1. Identifying various ESOL programmatic models, such as pull-out and immersion.
2. Adapting items from school curricula to cultural and linguistic differences.
3. Developing appropriate curricula for ESOL levels.

Competency 8: The student will evaluate, adapt, and employ appropriate instruction materials, media, and technology for ESOL in the content areas at the middle and high school levels by:

1. Identifying content-specific vocabulary.
2. Identifying culture-specific features of content curricula.
3. Listing examples of realia that are designed to teach LEP students.
4. Determining strategies for content-area teachers to use with LEP students.

Competency 9: The student will create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students by:

1. Applying ESOL strategies to specific learning styles.
2. Applying ethnolinguistic and cross-cultural knowledge to classroom management techniques.
3. Identifying teacher behaviors that indicate sensitivity to cultural and linguistic differences.
4. Applying multi-sensory ESOL strategies for instructional purposes.

Competency 10: The student will identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students parents, and the school setting by:

1. Identifying specific characteristics of U.S. culture.
2. Comparing and contrasting features of U.S. culture with features of other cultures.

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3. Identifying strategies for facilitating articulation with administrators, content area teachers, parents, and the community.

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