

MURRAY STATE UNIVERSITY

Revised Fall 2016

DEPARTMENT: English and Philosophy

COURSE PREFIX: TSL **COURSE NUMBER:** 331

CREDIT HOURS: 3

I. TITLE: ESL Methods, Grades PreK-5

II. COURSE DESCRIPTION: This course provides an in-depth exposure to methodology, activities, and materials appropriate for ELL (English language learning) students in preschool and elementary school contexts. This course covers a range of instructional and classroom management techniques appropriate for stand-alone or pull-out ESL instruction. Field experience required. Prerequisite: ENG 228 or equivalent.

III. COURSE OBJECTIVES: Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) addressed by that objective. After successful completion of this course, students will be able to

- A. describe and compare the features and merits of different ESL methods and approaches within historical and current contexts; (KTS #1)
- B. make instructional choices which are appropriate to the language and adaptation needs of newcomer and citizen ELL students in the P-5 schools; (KTS #2, 6, 8)
- C. prepare developmentally appropriate lessons that are aligned with Kentucky Academic Standards, national content area standards, learning targets, and instructional strategies; (KTS #2)
- D. design lessons and activities relevant to clearly articulated language goals and objectives; (KTS #2)
- E. create a range of language lessons and activities which match grade-appropriate content and daily communicative needs; (KTS #4, 5)
- F. justify and critique lessons, activities, and materials with respect to state and national standards for ESL achievement; (KTS #7,9)
- G. assess and adapt authentic texts which are appropriate for the ELL students at differing levels of cognitive and linguistic development; (KTS #1, 2, 4, 7)
- H. use computers and other technology in targeted activities and lessons to support language learning and fluency; (KTS #6) and
- I. design lessons integrating student use of available technology to facilitate language learning and fluency, including policies regarding ethical and appropriate use of technology. (KTS #6)

The EPSB Themes of Diversity, Assessment, and Closing the Achievement Gap will also be explored in the course through classroom discussion and classroom projects.

IV. CONTENT OUTLINE: Topics will include the history and development of ESL teaching for young learners in the United States, an overview of methods and materials for young ELL students, analysis of content and curricula in grades PreK-5, principles and practices in lessons, and activity design in the ESL classroom in low- and high-density ELL population schools.

V. INSTRUCTIONAL ACTIVITIES: Instructional activities are designed to foster the development of both teaching knowledge and teaching techniques and will include short lectures, student presentations, micro-teaching demonstrations, and class discussions.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: One hour of field experience observing classes in the PreK-5 setting during the semester is required.

VII. TEXTS AND RESOURCES: Students will have access to University resources, including electronic course materials and library resources.

May include texts such as

Ashworth, M., & Wakefield, H.P. (2004). *Teaching the world's children: ESL for ages three to seven*, (2nd ed.). Ontario, CA: Pippin.

Herrell, A., & Jordan, M. (2007). *Fifty strategies for teaching English language learners* (3rd ed.). New York: Prentice Hall.

Sowa, P., et al. (2007) *Helping English language learners succeed in pre-K-elementary schools (Collaborative partnerships between ESL and classroom teachers)*. New York: TESOL.

Reid, S.E. (2002). *Book bridges for ESL students: Using young adult and children's literature to teach ESL* (Scarecrow studies in young adult literature) Lanham, MD: Scarecrow.

VIII. GRADING PROCEDURES: Students' grades will be determined based on performance on course assignments and exams, based on the following grading scale: A - 100-90 pts., B - 89-80 pts., C - 79-70 pts., D - 69-60 pts., E - 59-0 pts.

IX. ATTENDANCE POLICY: Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY: Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information, contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells

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