A. Course Description

Credits: 3

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: None

This course includes an examination of theory, research, and practice regarding the process of second language acquisition and various strategies for teaching English Language Learners (ELL) subject matter content in urban K-12 classrooms. Prospective and current urban teachers will learn how to modify mainstream course materials and instructional strategies so that ELL students can engage in course content while simultaneously developing their English language skills. Course activities and expectations include demonstrating teaching strategies; developing lesson modifications; evaluating textbooks and other materials and resources available in the field; and examining issues in testing students of limited English proficiency for placement, diagnosis, exit, and evaluation. There is a requirement of a 10-hour field experience in urban setting involving classroom participant-observations and working with an ELL student.

B. Course Effective Dates: 12/15/2011 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Analyze past and present methods of teaching ELL students, including the underlying foundations for these methods based on theories of second language acquisition.
2. Develop age-appropriate techniques for teaching the four language skills: listening, speaking, reading, and writing within an integrated, content-based approach.
3. Identify and analyze assessment instruments for diagnosis and evaluation.
4. Integrate the social, cultural, and learner-centered aspects of teaching ELL students.
5. Plan and demonstrate a lesson and assessment (related to the content area/grade level of licensure) that includes explicit accommodations for ELL students.
6. Understand current issues in the field of bilingual/ESL education, including historical development, terminology, legal basis, and rationales.
7. Understand special issues in the testing of limited ELL students, including cultural bias in tests, intelligence testing, and testing for placement in special education.

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.

F. Special Information

Note: Admission to Urban Teacher Program as a post-baccalaureate student required to register. Clinical field experience hours are part of the course requirements.

Community Engagement