



DOMINICAN UNIVERSITY

School of Education

English as a Second Language/Bilingual Education Course Descriptions

EDU 651 Methods and Materials for Teaching English as a Second Language

This course primarily focuses on the different approaches, methods, and techniques and strategies for teaching English Language Learners. Candidates will research and apply methods related specifically to English language acquisition such as the Total Physical Response and the Natural Approach. Methods related to the teaching of the content area subject matter will also be applied such as the CALLA (cognitive academic language acquisition) and SIOP (sheltered instruction) methods.

Candidates will learn to apply adaptations and modifications for the English Language Learner within the mainstream classroom setting. A secondary focus will be placed on curriculum design in order for the candidates to develop and design an interdisciplinary curriculum unit using the many methods addressed in the course.

EDU 653 Methods and Materials for Teaching in Bilingual Education Programs

In this course, candidates will explore effective instructional methods and techniques for the development of native language proficiency in a bilingual classroom from the teaching of grammar to the use of music and drama.

Candidates will develop high-quality instruction that will enhance students' cognitive and academic growth in their primary language, including the use of various technology and software programs. A secondary focus will be placed on curriculum design in order for candidates to develop and design an interdisciplinary curriculum unit written in the native language.

EDU 654 Assessment of English Language Learners

In this course, candidates will examine a number of comprehensive issues in the assessment of English Language Learners. The political context for assessment, including trends in statewide testing and recent changes in federal legislation, will be examined in relation to the guidelines for appropriate assessment procedures in the identification and placement of English Language Learners as well as the identification of possible learning disabilities.

Candidates will also be introduced to various types of classroom-based assessments used in education today and learn how to link data-driven assessment to classroom instruction. Emphasis will be placed on instruments and approaches used to determine and monitor ELL students' English proficiency and academic development in English, as well as the selection, administration and

interpretation of measurement instruments appropriate for English Language Learners. (Includes 25 hours of clinical experience)

EDU 655 Language and Culture

In this course, candidates will focus on the lives of language minority students in our schools and communities and examine the many different sociocultural processes at work. Candidates will learn how to interpret the complex nature of phenomena such as race, culture, class, gender and their interplay with ELL students' identity development as well as the processes of schooling and learning. A focus will also be placed on strengthening ties between families, schools and the larger community in order to build cultural bridges and to improve teaching and learning. (Includes 25 hours of clinical experience)

EDU 656 Linguistics and Language Development

In this course, candidates will undertake the scientific study of language through an analysis of phonetics, phonology, morphology, syntax, semantics, and pragmatics. The course also focuses on the history of the English language and linguistic family trees. Candidates will then complete a linguistic study of an English Language Learner in which they conduct research, collect data, and analyze data based on the linguistic theories covered in the course.

EDU 657 Foundations of Language Minority Education

In this course, candidates explore the theoretical frameworks for understanding how children acquire multiple languages, how languages are processed in the brain, the history of language education, the different types of language education programs and the types of national and state policies that affect language education, as well as the legal aspects of how bilingual students should be served in local schools. The course grounds itself on the theoretical constructs of bilingual schooling in the United States from historical, political, philosophical, sociological and pedagogical perspectives.

EDU 661 Literacy Development for English Language Learners

In this course, candidates will focus on the multiple areas of English language acquisition: phonemic awareness, morphological awareness, vocabulary development and acquisition, word knowledge and acquisition, reading fluency and comprehension, and the products, processes and stages of writing.

Candidates will complete a literacy portfolio in which they apply the various literacy techniques and strategies demonstrated in the course. A focus on building academic literacy for English Language Learners will also be emphasized throughout the course. (Includes 25 hours of field experience)